

## CHILDREN AND EDUCATION SCRUTINY COMMITTEE

MONDAY 9 NOVEMBER 2020

7.00 PM

Venue: [Peterborough City Council's YouTube Page](#)

Contact:: Paulina Ford, Senior Democratic Services Officer at paulina.ford@peterborough.gov.uk, or 01733 452508

### AGENDA

Page No

1. **Apologies for Absence**

2. **Declarations of Interest and Whipping Declarations**

At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests or is a "pending notification " that has been disclosed to the Solicitor to the Council. Members must also declare if they are subject to their party group whip in relation to any items under consideration.

3. **Minutes of the Children and Education Scrutiny Committee Meeting Held on 1 October 2020** 3 - 12

4. **Call In of any Cabinet, Cabinet Member or Key Officer Decisions**

The decision notice for each decision will bear the date on which it is published and will specify that the decision may then be implemented on the expiry of 3 working days after the publication of the decision (not including the date of publication), unless a request for call-in of the decision is received from any three Members of a Scrutiny Committee. If a request for call-in of a decision is received, implementation of the decision remains suspended for consideration by the relevant Scrutiny Committee.

5. **Service Director for Education Update Report** 13 - 40

6. **Written Statement Of Action (WSOA) - (Special Educational Needs And Disabilities)** 41 - 76

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7.	<b>Update On Early Help, Older Children And Vulnerable Adolescents Strategy Development And The Best Start In Life (BSIL) Programme</b>	77 - 150
8.	<b>Forward Plan of Executive Decisions</b>	151 - 194
9.	<b>Work Programme 2020/2021</b>	195 - 200
10.	<b>Date of Next Meeting</b>	
	<ul style="list-style-type: none"> <li>• 11 November 2020 - Joint Scrutiny of the Budget Meeting</li> <li>• 21 January 2021 – Children and Education Scrutiny Committee</li> </ul>	

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**Committee Members:**

Councillors: J Goodwin (Chairman), G Casey, A Coles, N Day, A Dowson, T Haynes, S Lane, D Over (Vice Chairman), L Robinson, B Rush and H Skibsted

Substitutes: Councillors: A Ellis, S Hemraj, J Howell, J Lillis, M Nadeem

**Co-opted Members:**

Note: The following Education Co-opted members are Members of the Scrutiny Committee and vote when education matters are discussed.

Peter Cantley, Peterborough Diocesan Board of Education

Flavio Vettese, (Deputy Director of Schools), Roman Catholic Church, Diocese of East Anglia

Clare Watchorn, Parent Governor Representative Vacancy, Parent Governor Representative

Julie O’Connor, Roman Catholic Diocese of East Anglia (sub for Flavio Vettese)

Peter French, Peterborough Diocesan Board of Education (sub for Peter Cantley)

**Non Statutory Co-opted Members:**

Alistair Kingsley, Independent Co-opted Member (Non-voting)

Rizwan Rahemtulla, Independent Co-opted Member (Non-voting)

Parish Councillor Susie Lucas, Independent Co-opted Member (Non-voting)

Parish Councillor Dr Dharshana Sridhar, Independent Co-opted Member (Non-voting)

Further information about this meeting can be obtained from Paulina Ford on telephone 01733 452508 or by email – [paulina.ford@peterborough.gov.uk](mailto:paulina.ford@peterborough.gov.uk)

**MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY MEETING  
HELD AT 7.00PM, ON  
THURSDAY, 1 OCTOBER 2020  
VIRTUAL MEETING: PETERBOROUGH CITY COUNCIL'S YOUTUBE PAGE**

**Committee Members Present:** Councillors D Over (Chairman), G Casey, A Coles, N Day, A Dowson, John Fox, T Haynes, M Nadeem, L Robinson, B Rush, H Skibsted

Co-opted Members: Peter Cantley, Flavio Vettese, Al kingsley, Rizwan Rahemtulla and Parish Councillors Susie Lucas and Dr Sridhar

**Officers Present:** Wendi Ogle-Welbourn, Executive Director, People and Communities  
Jonathan Lewis, Service Director, Education  
Lou Williams, Service Director, Children's and Safeguarding  
Paulina Ford, Senior Democratic Services Officer

**Also Present:** Councillor Ayres, Cabinet Member for Children's Services and Education, Skills and University

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor Goodwin and Councillor Lane. Councillor Nadeem was in attendance as substitute for Councillor Goodwin and Councillor John Fox was in attendance as substitute for Councillor Lane.

No other apologies for absence were received.

**2. DECLARATIONS OF INTEREST AND WHIPPING DECLARATIONS**

The following declarations of interest were received.

Councillor Coles declared that he had recently been appointed as Chair of Nenegate School.

Councillor Over declared that he had recently been appointed as a Trustee of the Soke Education Trust

**3. MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING HELD ON 5 MARCH 2020**

The minutes of the Children and Education Scrutiny Committee meeting held on 5 March 2020 were agreed as a true and accurate record.

**4. CALL IN OF ANY CABINET, CABINET MEMBER OR KEY OFFICER DECISION**

There were no requests for call-in to consider.

## 5. APPOINTMENT OF CO-OPTED MEMBERS

The Senior Democratic Services Officer introduced the report which recommended that Alistair Kingsley, Rizwan Rahemtulla and Parish Councillor Susie Lucas be appointed as non-voting co-opted members. The report also recommended that Parish Councillor Dr Sridhar be appointed as either a second Parish Councillor non-voting co-opted member or as a nominated substitute for Susie Lucas should she be appointed as the substantive Parish Councillor co-opted member. All appointments to be reviewed at the beginning of the next municipal year.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members commented that the Good Scrutiny Guide listed four principles of Good Scrutiny: provide constructive “critical friend” challenge, amplify the voice and concerns of the public, be led by independent people who take responsibility for their role and drive improvement in public services.
- Members raised the following concerns with regard to the co-opted membership:
  - The level of attendance of some of the non-statutory Co-opted Members during 2019/2020 had not been adequate in that one member had an 80% absence and another a 60% absence and felt that their role and responsibilities of being a Co-opted Member had not been taken seriously.
  - One of the nominations for a Parish Councillor Co-opted Member to represent the rural communities had not come from a rural Parish Council. Members were therefore concerned that the voice of the rural communities would not be adequately represented.
  - There was still a vacancy for a second statutory Parent Governor. The majority of schools in Peterborough were now Academies and therefore this vacancy should not be restricted to Local Authority Maintained schools.
- In response the Senior Democratic Services Officer advised that legislation dictated that Statutory Parent Governor Co-opted Members should only be appointed from Local Authority Maintained Schools. Therefore the criteria for this specific role could not be changed. With regard to the attendance of Co-opted Members this could be monitored and consideration could be given to aligning the rules of attendance for Co-opted Members to those set out in the constitution for councillors.
- With regard to rural Parish Councillor Co-opted Members the Democratic Services Officer confirmed what the process was for the appointment of Parish Councillors to scrutiny committees, in that the People and Communities Directorate on behalf of the Parish Council Liaison Committee wrote to all Parish Councils to seek expressions of interest for the positions available. Terms of reference for each of the scrutiny committees were provided and expressions of interest were received from Parish Councillors for the committees that they were interested in. The nominations put forward for this committee were as listed in the report. The officer suggested that a request be put forward to the Parish Council Liaison Committee instructing them to only take expressions of interest for the role from rural Parish Councils.
- Members requested that an item be placed on the work programme to allow a full discussion around the appointment of Co-opted Members.

The Chairman proceeded to seek approval for each of the nominated Co-opted Members listed within the report.

The Committee agreed unanimously to appoint Alistair Kingsley, Rizwan Rahemtulla, and Parish Councillor Susie Lucas as non-voting Co-opted members of the Committee for municipal year 2020/2021 to be reviewed on an annual basis.

Members sought clarification as to whether the committee had to appoint Dr Sridhar as a second Parish Councillor Co-opted Member as it was noted that Dr Sridhar did not represent a rural Parish Council. The Chairman advised that there were three choices available to the committee: to appoint Dr Sridhar as either a second substantive member, or as a substitute for Parish Councillor Susie Lucas or to reject the nomination and not to appoint.

The Committee discussed the appointment and noted that Dr Sridhar was a governor of a Multi Academy Trust and whilst not a member of a rural Parish Council felt that this would bring additional expertise to the Committee. However going forward the committee felt that there may be people with other areas of expertise and knowledge that would benefit the committee and could be put forward for the fourth vacancy.

Councillor Robinson, seconded by Councillor Coles proposed that Dr Sridhar become the fourth substantive Co-opted Member of the committee. All were in agreement to the appointment of Parish Councillor Dr Sridhar as the fourth non-voting Co-opted Member of the Committee for municipal year 2020/2021 to be reviewed on an annual basis

The nominated persons were in attendance at the meeting and the Chairman invited all four newly appointed Co-opted Members to join the Committee for the remainder of the meeting and welcomed them to the Committee.

## **AGREED ACTIONS**

The Children and Education Scrutiny Committee **RESOLVED** to:

1. Appoint Alistair Kingsley to the Committee as an Independent Co-opted Member with no voting rights for the municipal year 2020/2021. Appointment to be reviewed annually at the beginning of the next municipal year.
2. Appoint Rizwan Rahemtulla as a non-voting Co-opted Member to represent the Muslim Community for the municipal year 2020/2021. Appointment to be reviewed annually at the beginning of the next municipal year.
3. Appoint Parish Councillor Susie Lucas as a non-voting Co-opted Member to represent the rural area for the municipal year 2020/2021. Appointment to be reviewed annually at the beginning of the next municipal year.
4. Appoint Parish Councillor Dr Dharshana Sridhar as a second non-voting Co-opted Member to represent the rural area for the municipal year 2020/2021. Appointment to be reviewed annually at the beginning of the next municipal year.
5. The Committee also requested that an item be placed on the work programme regarding the appointment of non-voting Co-opted Members for discussion at a future meeting.

## **6. RECOVERY PLANS AND PRIORITIES: SERVICE DIRECTOR FOR EDUCATION**

The Director of Education introduced the report which provided the committee with an outline of the latest position on COVID-19 and restarting education in Peterborough. The report also outlined key service updates from across the Education Directorate so that the committee were fully briefed on the challenges the Education Directorate faced moving forward in the autumn term.

The Director of Education wanted to acknowledge the role of all staff in the Education sector across Peterborough who had worked so hard to ensure Peterborough responded appropriately to the current crisis, and made particular mention to the following:

- Julie Taylor, Chief Executive of the Thomas Deacon Education Trust in leading the Peterborough Academy Trust CEO forum.
- Ben Wilding, Chief Executive of Soke Education Trust and Chair of Peterborough Primary Cluster Representatives.
- Scott Hudson, Director of Education, Thomas Deacon Education Trust, who chaired the Peterborough Partnership of Secondary Schools.
- Sheelagh Sullivan, Head of SEND for the City Council who led the Peterborough Special School Headteachers group.
- The support received from the local Regional School Commissioner team.

Areas highlighted by the Service Director were as follows:

- The Highlight Report at appendix 1 showed that situation had moved rapidly and all schools had remained open and none had closed fully in Peterborough. Attendance levels at the time of the meeting showed that 36,000 (91%) of children were back in school. This was significantly above the national average which was currently about 86%. Protective measures, risk assessments, and good communications with parents had paid dividends. Work was continuing with schools and parents of children who had not yet returned to school.
- Challenges had included access to testing which had been a big issue. There was however specific testing available for those in Education Services which had meant that schools had been able to remain open. Since the start of term there had been 28 cases of COVID across children and staff in city which had all been appropriately handled and led to relatively few children having to isolate.
- The Director of Education made special reference to the support given to children with Education Health and Care Plans (EHCP's) in place. All families of every child and young person with an EHCP were written to and asked to fill in a survey to collect their views about the kind of provision they were receiving and what, if anything, they would like their setting to try to provide during the COVID-19 period. Staff also contacted every school requesting them to make arrangements to discuss with families the delivery of the EHCP and record the outcome on a form (Section M) and return to the authority to ensure provision continued. The Director gave credit to Family Voice for their assistance and support with this.

The Cabinet Member acknowledged the impressive work that the Service Director of Education and his team had done over the last 6 months and the good collaboration between all schools and the Council. The pandemic had brought people together to look after the city's children and schools.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members sought further clarification with regard to the Section M form and feedback received for the EHCP's, and wanted to know what the parents were asking for that was not already being provided. How long term were the plans and how big was the gap with what was being provided. Members were informed that there had been a very good response rate to the Section M form. The process reviewed what was in place for the EHCP and worked with the school to see if the plan could continue to be delivered at the school or at home. Some of the more involved therapies may not have been able to continue but there was a dialogue with the parents and school to ensure the parents knew what could not be delivered and why. Section M's ran through to the end of September. There was however a continuing dialogue with parents of those children who were not able to return to school yet to ensure that they were supported. It was an evolving process with a view to getting all children back into schools as soon as possible. There were however some health challenges that meant that some

children could not currently return to school due to the COVID crisis. Section M's would remain on the child's record should a future lock down be put in place.

- Members asked if there had been any feedback from any other Local Authorities that may have been subject to an Ofsted's 'supportive visit'. Members were advised that there had been two Ofsted inspections in the city and the feedback had been that there had been very open discussions in line with expectations. The visits had felt supportive and had not felt like inspections which was very positive.
- Members were concerned about children moving through the current EHCP process and felt that there might now be a new hurdle if children were not able to access the full range of services. Clarification was sought with regards to face to face contact and noted in the report that this would only happen when identified as critical and wanted to understand what was meant by critical. Members were informed that one of the pieces of work that had been done was to map out the needs of children and negotiate with the relevant partners on how the services could be delivered so that children could access the service. There were still some partners delivering services remotely and this was being monitored to see how successful they had been and any challenges would be tackled straight away. Delivering face to face services in some cases could be difficult with children who have challenging special educational needs making social distancing difficult to manage. The provision of additional PPE was being provided to assist with this where applicable. Any child entering the Special Educational Needs process at this time would still be processed within the statutory time scales, however where very specialist support was required there may be some challenges but every effort would be made to support those children in the timeframe required.
- Members sought clarification as to what additional safeguarding measures had been put in place to mitigate any risk with regard to any potential safeguarding issues for those students who were being home tutored as part of elective home education. Members were informed that currently there was a 400 percent higher rate of parents wanting to home educate their children and it was felt that over half of those were directly as a result of COVID concerns. There was a very thorough process in place for home educated children and safeguarding reviews were being undertaken where required. Children known to social care were prioritised. Attendance was very good but it was hard to obtain daily data from schools at the current time. Attendance of Eastern European traveller families was lower. The team had been very active in looking at schools where attendance was lower to provide additional support to those children. Parents were not currently being fined for non-attendance due to COVID but this would be reviewed and monitored as the situation evolved.
- The Educational Psychologists have been pivotal during the pandemic and had provided key information about bereavement to schools and 1:1 support to teachers. Recruitment of Educational Psychologists continued to be a challenge but the LA had a good record of growing their own and recruiting from abroad. The limitation of funding in the higher needs block may be a challenge going forward, the Educational Psychologists team was providing an excellent service.
- A considerable amount of work had been done with regard to catch up funding and a workshop had been recently held for schools to attend and share their plans. Additional work had also been done around the National Tuition programme. A further report could be provided with regard to catch up funding and the National Tuition programme.
- Members commented that there had been excellent feedback from schools on the support provided by the Service Director for Education and his team.
- Attendance was traditionally higher in rural schools and continued to be so during the pandemic. School transport had continued with protective measures put in place and had been working well. Further detailed information on rural schools would be brought back to the next meeting of the committee.
- Members were pleased to note in the report that two highly experienced head teachers had joined the team of School Improvement Advisers who would be looking at raising attainment in disadvantaged schools. Further details were requested on the National Literacy Trust Hub arrangements to improve outcomes in the city. Members were informed that the National Literacy Trust Hub was a long standing arrangement with a

- view to supporting the development of literacy from Early Years settings, through to Primary and Secondary schools. Further details could be provided at a future meeting.
- Members sought clarification as to what was happening going forward with regard to mock exams. Members were informed that the most stressful issue for Heads of Schools at the moment was GCSE and A levels in 2020/2021. Discussions were being held with Heads of Schools on how these might be delivered. Taking mock exams whilst social distancing would be incredibly challenging and this would need to be carefully thought through. Until Ofqual provided clear guidance regarding mock exams the teacher assessment would be very important.
  - All schools were required to deliver a Remote Learning Educational Plan by the end of September in case schools were asked to close again due to another lockdown. All Heads of Schools would be ready to deliver on line learning should this be required.
  - Members asked if Open Book exams had been considered and if there had been an impact on pupil numbers and churn due to the pandemic. Members were informed that Government had advised that they would like GCSE and A Level exams to continue to run in the same way as previously. Narrowing the curriculum in some subjects were concessions that were being considered. Churn appeared to have slowed down during lockdown and there had been a reduction in arrivals from abroad, this was however being monitored and would be reported back to the Committee if there were any significant changes.
  - Members sought clarification as to whether the teacher vacancy rate had been affected and if NQT's had been impacted by the pandemic and if they were still receiving the same level of support. Members were informed that there had been slightly higher numbers of people going into teaching as the Public Sector was seen as a more secure form of employment. Teach East had generated a huge amount of students. An update on recruitment would be provided in the New Year.
  - Members noted from the report that there seemed to be a lack of robust internal assessment data collected during the remote learning phase of the lockdown and asked if there would be a particular emphasis on assessment of education during the pandemic and where the gaps in learning were. Members were informed that most schools had been settling children back into school and concentrating on pastoral issues first. Discussions would be held with Heads of Schools to get information on where the gaps were and an update would be brought back to the committee at a future date. Lots of children had actually done very well at home especially Primary children with reading. Writing was more of a problem and this would be a key area of focus.

Over the course of the discussion Members took it in turns to thank the Service Director and his team for the magnificent work they had been doing during the pandemic. Members were appreciative of the robust and timely advice given and support that had been provided to schools and families by the team in Educational Services. The level of support had been exemplary throughout the pandemic.

## **AGREED ACTIONS**

The Children and Education Scrutiny Committee **RESOLVED** to

1. Commend the response of Schools and Early Years settings on their efforts to keep education operating during the COVID-19 crisis
2. Note the position of Education around COVID-19 and comment on areas the committee may wish to review moving forward as the recovery phase began.

## **7. RECOVERY PLANS AND PRIORITIES: CHILDREN AND SAFEGUARDING SERVICES**

The Service Director for Children and Safeguarding introduced the report which provided Members with an overview of recovery planning being undertaken across Children and Safeguarding Services as the COVID-19 pandemic continued. The report provided



information about the likely areas of impact for vulnerable children, young people and their families, and how services were preparing to meet possible increased demand. The report also included a brief update on likely inspection activity over the coming months.

Areas highlighted by the Service Director were as follows:

- Face to face visits had continued with the most vulnerable children where possible.
- Other work with children and families had continued virtually some of which had been successful an example of which had been parenting support where there had been lots of interest in online parenting programmes and advice lines.
- Virtual meetings had been more difficult with parents who had issues such as drug or alcohol abuse or suffered from domestic abuse and therefore not having face to face meetings may have impacted on the length of time children have been on a child protection plan.
- A great deal of focus had been on getting staff back to the office within social distancing rules. The role of the social worker was very stressful and being able to meet with their teams to discuss a case after a home visit was important.
- There had not been a big spike in referrals to children's social care from schools but this was normal and it usually took a few weeks for children to settle into school and for teachers to notice any concerns. The implications for children and vulnerable young people were likely to emerge over the next few weeks and months.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members sought further clarification with regard to the longer term impact and effects on children and young people during the pandemic. Members were informed that one group of particular concern which was a small number of young people could result in a series of complex needs developing. This would then mean that the services and support that they would need would become very complex and expensive. It would become more important to work across all sectors to identify children and young people doing less well. The economic fall out for some families was also a cause for concern particularly in areas of deprivation and poor housing where there were significant numbers of people in unstable employment. Work was being undertaken with Family Voice and other organisations to try and understand the pressures that some families were facing. Recent discussions had indicated that most families were coping and the main issues might be around children and young people falling behind on their education. The situation overall was being closely monitored.
- Parental participation in child protection conferences have restarted in a hybrid way. This has been a real challenge where a number of agencies were involved, but at least the parents were involved. Dependent on the number of participants it might not be possible due to social distancing to hold a physical meeting with everyone present, however office space was being looked at to try accommodate some meetings.
- Social workers had been maintaining the face to face contact with families which had been quite stressful for them, which was why it had been important to try and provide opportunities for staff to go back into the workplace to be able to have contact with other staff and managers especially after a difficult child protection visit.
- There had been no notification of an impending Ofsted inspection but the expectation was that there would be a visit at some point.
- The Early Help Team were proactive in reaching out to schools to offer support. Groups representing parents had reported that there were no major issues being reported. Schools had reported some slightly more challenging behaviour from young people due to being absent from the classroom for several months which was to be expected.
- The bid for extra funding to the Ministry of Housing, Communities and Local Government (MHCLG) was for a team of staff for a six month period to come in and

support the work of schools and other agencies where the demand was expected to increase. There had been no requirement to draw on the funding at the present time and it was likely that the funding would be required over this financial year and the next. If the funding from the MHCLG was not provided alternative options of what could be done would need to be looked at as there was a need to continue the vital work already done.

- Moving forward there would need to be a continuation of the community based response and to work with the volunteers and the Think Communities place based model in order to support community resilience. In general most families could support an economic downturn without a negative impact on children as a direct result but there were some families that would find it very difficult to cope and consequently this would have a direct impact on their children. It was therefore imperative to look at the broader based solutions.
- The digital based approach had been very helpful for parenting support and parenting programmes. It had been less helpful for those with significant long standing problems.
- Members were concerned about those families in less secure employment and the fact that the furlough scheme was coming to an end and asked what plans were in place to assist those families. Members were informed that within the council there was not a great deal of funding available, the key concern would be that if there was a loss of income what that would do to housing security. Those who were unemployed would be dependent on Universal Credit. As a Unitary Authority proactive work could be done with the housing team and the council had a responsibility to respond quickly. Children's Services would do as much as possible to ensure there was limited negative impact on the children.
- Members sought clarification as to how many domestic abuse referrals there were during lockdown and how they were dealt with. Members were advised that the details were not available at the meeting. Assurance was given that domestic abuse cases that involved children would be referred to children's social care and would be automatically assessed to see if intervention was required. In the vast amount of cases no intervention was required but the team still had to go through the process of assessing each referral. The police had now been asked to triage their own referrals to ensure that only those cases that needed intervention were referred on to children's social care thereby reducing the referrals.

The Cabinet Member for Children's Services addressed the committee and gave congratulations to all social workers who were working with the most vulnerable people in society and also to the foster carers who had continued to work tirelessly to provide support and care to the most vulnerable children in Peterborough. The Cabinet Member also thanked the Councillors who had supported the campaign to get more foster carers. The Cabinet Member also praised the Service Director for running a proactive service.

The Committee thanked the Service Director and his team for the dedicated service that they had continued to provide during the pandemic and in particular the staff that had to continue to go into homes whilst lockdown was in place which must have caused considerable anxiety. The Committee also wished to record their thanks to all foster carers.

## **AGREED ACTIONS**

The Children and Education Scrutiny Committee **RESOLVED** to

1. Record their thanks for the dedication of children's services staff and foster carers throughout the pandemic.
2. Note the content of the report and areas where possible increased demand for children's services as a result of the COVID-19 pandemic are possible;
3. Note the actions being taken by the service to prepare for and mitigate the impact of COVID-19 on vulnerable children, young people and their families;

4. Note comments about likely inspection activity by the regulator, Ofsted.

## 8. REVIEW OF 2019/2020 AND WORK PROGRAMME FOR 2020/2021

The Senior Democratic Services Officer presented the report which considered the 2019/2020 year in review and looked at the work programme for the new municipal year 2020/21 to determine priorities and agree the proposed way forward for monitoring future recommendations.

The following requests were made for additions to the work programme.

- 2016 2021 Peterborough Child Poverty Strategy. To provide an evaluation of the strategy and impact.
- A review of the attendance and nomination process for non-statutory co-opted members to the committee.
- A report to each meeting providing a COVID update from both Education and Children's and Safeguarding service areas.

The above items to be discussed at the next Group Representatives meeting.

### AGREED ACTIONS

The Children and Education Scrutiny Committee **RESOLVED** to

1. Consider items presented to the Children and Education Scrutiny Committee during 2019/2020 and make recommendations on the future monitoring of these items where necessary.
2. Determine priorities and approve the draft work programme for 2020/2021 attached at Appendix 1.
3. Note the Recommendations Monitoring Report attached at Appendix 2 and consider if further monitoring of the recommendations made during the 2019/2020 municipal year is required.
4. Note the Terms of Reference for this Committee as set out in Part 3, Section 4, Overview and Scrutiny Functions and in particular paragraph 2.1 item 1 Children and Education Scrutiny Committee as attached at Appendix 3.
5. Agree to add the following items to the 2020/2021 work programme:
  - 2016 2021 Peterborough Child Poverty Strategy. To provide an evaluation of the strategy and impact.
  - A review of the attendance and nomination process for non-statutory co-opted members to the committee.
  - A report to each meeting providing a COVID update from both Education and Children's and Safeguarding service areas.

## 9. FORWARD PLAN OF EXECUTIVE DECISIONS

The Committee received the latest version of the Council's Forward Plan of Executive Decisions, containing decisions which the Leader of the Council anticipated Cabinet or Cabinet Members would take over following four months. Members were invited to comment on the Forward Plan and where appropriate identify any relevant areas for inclusion in the Committee's work programme.

### AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to note the current Forward Plan of Executive Decisions which identified any relevant items for inclusion within their work programme.

**10. Date of next meeting:**

9 November 2020 – Children and Education Scrutiny Committee  
11 November 2020 - Joint Scrutiny of the Budget

CHAIRMAN

7.00pm to 9.00pm

<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM No. 5</b>
<b>9 NOVEMBER 2020</b>	<b>PUBLIC REPORT</b>

Report of:	Wendi Ogle Welbourn, Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Jonathan Lewis – Service Director (Education)	Tel. 01223 507165

**SERVICE DIRECTOR FOR EDUCATION UPDATE REPORT**

<b>RECOMMENDATIONS</b>	
<b>FROM:</b> Jonathan Lewis – Service Director (Education)	<b>Deadline date:</b> n/a
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <p>1. Note the position of Education around Covid-19 and comment on areas the committee may wish to review moving forward as we move into a recovery phase.</p>	

**1. ORIGIN OF REPORT**

1.1 This report has been written by the Service Director (Education) at the request of the committee.

**2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to outline the latest position on Covid-19 for Education in Peterborough following reopening in September. The report also covers issues raised by members of this committee in the October meeting.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- a) University and higher education;
- b) Youth service;
- c) Careers; and
- d) Special needs and inclusion.

2.3 This report links to –

- Corporate priority:
  - Improve educational attainment and skills
  - To drive growth, regeneration and economic development
- Children in Care Pledge: Support children in care to have a good education.

### 3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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### 4. BACKGROUND AND KEY ISSUES

#### Issues raised in the last Scrutiny meeting

4.1 In the last meeting, there were a number of questions where a further response was required -

- Availability of Educational Psychologists (EP) – Peterborough has a highly effective EP team and they have worked diligently throughout this crisis to continue to support statutory processes and provide support to schools on challenging issues such as bereavement. Funding restraints do not allow further recruitment and there is a national shortage of EPs but we continue to prioritise our work and strive to meet statutory deadlines.
- National Literacy Trust Hub – a briefing is provided in Appendix 1 outlining the positive relationship between PCC and the National Literacy Trust. There has been excellent work since 2014.
- Catch up funding / National Tutoring Programme – details on this funding and initiative is included in the main body of the report.
- Attendance in rural schools - Attendance in rural schools in Peterborough has been higher throughout Covid-19. For the w/c 12<sup>th</sup> October, the average attendance in rural primary school attendance was 96.5% and secondary attendance was 91.9%. These figures are influenced by bubble closures and other illness.
- Guidance around mock exams – further details on the assessment process for Year 11 and Year 13 students is included in this report. Schools are currently considering how best to deliver mock exams in the second half of the autumn term.
- Newly Qualified Teachers and Teach East – further information will be shared in the January report.

#### Responding to Covid-19 - Update

4.2 Since the 20<sup>th</sup> March, schools and settings have remained formally closed. During the spring and summer term, they opened first to critical workers and vulnerable children before wider opening to children in Early Years, reception, year 1, year 6 and years 10 and 12. On the 1<sup>st</sup> September, schools and settings formally reopened in line with the Education Act 1996.

4.2 The latest highlight report for responding to the Covid-19 position can be found in Appendix 1.

4.3 Key issues to note are –

- Remote Learning Requirements – schools have a formal legal requirement from the 22<sup>nd</sup> October to ensure they can meet a specified level of education remotely. The LA has reviewed all maintained schools' remote learning plans and supported with the development of policies to ensure education is uninterrupted in the cases where children are unable to attend school due to Covid-19.
- The national laptop scheme has been launched to provide access to ICT equipment for those pupils who are 'digitally' disadvantaged. Maintained schools in Peterborough were originally allocated access to 962 laptops in the scenario where there were children who were unable to access learning remotely. Following a review by government, this number has been reduced to 381. We are trying to establish the rationale behind this change especially in light of the high deprivation in Peterborough. Schools can claim laptops where they meet certain criteria.
- Attendance in Peterborough remains high, consistently in the top 20% in the country. We have also seen higher attendance relatively for those children with an Education, Health and Care Plan (EHCP) and those children with a social worker.
- Take up of Free School Meals in Peterborough continues to increase as we see the economic impact of Covid-19. We have heavily marketed access to this scheme. As well as providing a meal for the child, schools are able to access the Pupil Premium grant, up to £1300 annually.

- 4.4 From the period from the 3<sup>rd</sup> September until the 25<sup>th</sup> October, there had been 145 reported Covid-19 cases across early years settings, schools and colleges in Peterborough. This has led to around 200 staff and 2,689 pupils/students being unable to attend schools. Schools have dealt with these cases appropriately following Department for Education (DfE), Public Health England and Local Authority guidance. Remote learning has been put in place and vulnerable pupils continue to be supported directly.

### **Key Service Updates**

- 4.5 The Education service covers three areas (all under an Assistant Director) –
1. Education Capital and Place Planning (Hazel Belchamber)
  2. School and Setting Improvements (Jason Howard)
  3. SEND and Inclusion (Toni Bailey)
- 4.6 The following sections cover the key updates for these services since the last report -

### **Education Capital and Place Planning**

#### **Elective Home Education (EHE)**

- 4.8 During the summer we saw an increase in the numbers of children and young people being off rolled from schools to be educated at home. This was not entirely unexpected, and we recognised that the environmental impact of COVID-19 led many parents to decide to take full responsibility for their child's education, either in the short/medium term but perhaps also permanently. The rise in pupils being home educated is not an isolated issue relating to Peterborough but a trend being seen nationally and has been commented on by Ofsted. During the period from the 1<sup>st</sup> July to 15<sup>th</sup> October, we had 167 new registered EHE cases bring the number to a total of 487. Whilst there are no comparative figures on recent situation, the number of EHE in Cambridgeshire is roughly three times higher, in line with the greater number of pupils compared to Peterborough.
- 4.9 However, locally there does appear to be a recent decrease in the numbers off rolling to home education, which might indicate that the numbers are beginning to stabilise.
- 4.10 A current Education Select Committee inquiry into 'Home Education' aims to explore the impact of COVID-19 on home education as well as seeking to "understand the extent to which current arrangements provide sufficient support for home educated children to access efficient, full time and suitable education". This has been a challenging area for many years and Peterborough has always been proactive in supporting and challenging home education. We also have good links / arrangements with Peterborough College to support the transition to adulthood from 14 to 19.
- 4.11 On the 22<sup>nd</sup> October, we received some new guidance for dealing with EHE –
- The DfE now strongly recommend that LAs work with schools, parents and carers, and other key professionals (such as social workers) to coordinate a meeting before the parent makes a final decision. This ensures the parent fully considers what is in the best interests of each individual child. This is particularly important where vulnerable children and those at greatest risk of harm are involved.
  - LAs normally become aware of a child who is electively home educated once the name has been removed from the school roll. The DfE now expects schools and other professionals to engage with LAs where a parent is considering withdrawing their child from school for EHE before the child's name is removed from the roll. This will enable the LA to coordinate a meeting ahead of the child being withdrawn from school and the parent confirming in writing that they are being electively home educated instead. If a child attends a special school and this was arranged by a local authority, the local authority **must** give consent for the child's name to be removed from the roll.
  - The aim of the meeting is to ensure a positive choice taken without pressure from their school and signpost the guidance on gov.uk. LAs, schools, and other professionals have a

responsibility to help parents fully understand the implications of withdrawing their child for EHE and their ongoing obligations, making clear that:

- Parents assume full financial responsibility,
- Their child may not be able to return to the same school if they change their mind.
- Support from schools will not continue, including any special educational needs support, and in cases where LAs are not satisfied a child is receiving a suitable education, the parent may be issued with a School Attendance Order and / or the court may make an Education Supervision Order.
- LAs should also make parents aware that in extreme cases, where concerns over the suitability of education extend to safeguarding matters, a Care Order could be made by the court.
- Providing the information above should be considered as part of one of a number of ways in which LAs can undertake their duties in respect of safeguarding children.

4.12 Significantly, there is a clear statement that Ofsted will continue to look for any evidence of off-rolling. The DfE guidance makes clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling.

4.13 This change, whilst welcomed, does not bring with it any resources and additional capacity will be needed to deliver this requirement. We expect further guidance to be forthcoming to support this significant change.

#### Greater Peterborough University Technical College

4.14 The Greater Peterborough University Technical College (GPUTC) are currently consulting on changing the school's current age range from Years 9-13 to Years 7-13. The consultation period is running for seven weeks from 25<sup>th</sup> September 2020 to 13<sup>th</sup> November 2020. The GPUTC's Governing Body will then give consideration to all comments received before deciding whether or not to proceed with requesting permission of the Secretary of State to make the proposed change. If the change is agreed the GPUTC plans to admit 80 pupils into Year 7 from September 2021.

4.15 PCC have supported this proposal as:

- There is a forecast shortage of Year 7 places in Peterborough next September, this proposal would meet this shortage and provide some much needed additional secondary capacity
- A Year 7 offer from the GPUTC would increase the choice and diversity of education provision in Peterborough
- Admitting in Year 7 will mean the GPUTC is working with the same major admission point as the secondary schools

4.16 Officers are currently preparing a business case to part fund the build of a small sports hall and outdoor play space (other potential funding partners are Cambridge Meridian Academies Trust and the Department of Education) in order for the GPUTC to offer a broad and balanced curriculum to the potential Year 7 and 8 students

#### School and Setting Improvements

4.17 As reported previously, we had managed to appoint to the role of Assistant Director – Schools and Setting Improvement across Cambridgeshire and Peterborough. The post holder has had a significant impact but unfortunately has secured a promotion in Ofsted and will return to them from the 1<sup>st</sup> December. We will shortly be advertising this role as there is a need for more capacity especially in light of the challenges of Covid-19 continue in our schools.

#### Catch up Funding and National Tuition Programme

4.18 The DfE have made available £1bn nationally to support the catch up programme. This is split into 2 elements –



- 4.19 Coronavirus Catch Up premium  
A £650m fund for the 2020 / 21 academic year to ensure all state schools have the support they need to help all pupils make up for lost teaching time. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. Special, Alternative Provision and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year. This will be paid in 3 tranches in autumn 2020, early 2021 and Summer 2021. Schools are required to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. The Education Endowment foundation has released a guide for schools on how to spend the funding. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
- 4.20 Schools are required to have "costed plan" for delivery and have to be able to account for how this money is being used. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils. Given the low value per pupil, support will be targeted at pupils who are most in need of support. Although funding guidance refers to being spent on 'disadvantaged' it does outline that teachers and school leaders will be able to exercise their professional judgement to determine which pupils are in most need of support.
- 4.21 National Tutoring Programme (NTP)  
A £350m programme which is split into 3 programmes -
- a 5 to 16 programme that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020;
  - a 16 to 19 fund for school sixth forms, colleges and all other 16 to 19 providers to provide small group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted as a result of COVID-19 - guidance setting out further detail of this element will be issued shortly; and
  - A reception year early language programme that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial.
- 4.22 The clear focus on the use of tutors is based upon extensive evidence that demonstrates the potential of one-to-one and small-group tuition as a cost-effective way to support pupils who are falling behind in their learning, suggesting that it can boost progress by up to 5 months.
- 4.23 Tutoring has long been accessed only by parents who can afford it. The Department for Education is offering 75% subsidy on costs of tutors accessed through the National Tutoring Programme. They have undertaken a procurement exercise to identify accredited NTP Partners will be published at the beginning of November. Partners are required to evidence access to high-quality, evidence-informed tutors with a rigorous quality assurance process. The tuition is designed to be flexible using different timing and mediums of delivery.
- 4.24 We have been working with our Teaching Schools to join with the Schools Partnership Tutors (SP Tutors), part of the Unity Schools Partnership and Research School. We are keen to use existing capacity who are known to the school to ensure continuity and impact. Whilst not confirmed yet, the indicative costs are £50/hour (qualified teacher tutor) or £40/hour (tutor). The school pays 25%, i.e. £187.50 (qualified teacher tutor) or £150 (tutor) for three children to have 15 hours tutoring with the other 75% of the costs being reclaimed from the DfE. Tutors will receive training including safeguarding. We expect an announcement on the commencement of this scheme to come in November and we hope all Peterborough schools engage. A briefing held with Headteachers on the 22<sup>nd</sup> October covered the proposed arrangements.

#### School Improvement

- 4.25 During the summer term, school improvement advisers offered help to headteachers as they completed their recovery/school improvement plans. Since the beginning of September, school improvement advisers have been working with curriculum advisers to provide support and, where

necessary, challenge to school leaders since the beginning of term in the implementation of those plans. The English and Mathematics teams have produced guidance and resources to help subject and senior leaders to ascertain pupils' knowledge gaps and to start to fill these. Training sessions for subject leaders have been well-attended and positively received. Over 45 virtual training visits in English and mathematics have taken place since the beginning of term. In addition, school improvement advisers have been working intensively with a small number of schools causing concern, supplementing virtual support with on-site visits.

- 4.26 Following the Department for Education's 'direction', it is a legal requirement for schools to have arrangements in place to provide remote education to pupils who are unable to attend school owing to COVID-19. The DfE has issued guidance setting out its expectations in this regard. We have shared a draft 'model policy' with schools. As the responsible body, the local authority is required to sign-off each school's remote education plan as being fit for purpose. We have kept the criteria straightforward so that individual schools can adopt approaches that fit their contexts and circumstances. The Cambridgeshire ICT team has provided guidance for schools on the different online platforms that they can use – although the majority of schools have already settled upon systems that suit them.
- 4.27 Headteachers have been provided with information about COVID-19 related catch-up funding that is available to schools, and some of the flexibilities that they have in spending it. Much will be spent on additional 1:1 and small group tuition. We are encouraging headteachers to make use of standardised tests so that they can baseline what pupils know and can remember post-'lockdown', and what it is that individuals have forgotten or not understood. Subsequent testing can help to establish how far additional tuition and tutoring has helped to close pupils' learning gaps. As a local authority, we have negotiated a significant discount on reading and mathematics tests for schools that wish to use these. Also discounted are tailored resources that provide teachers and teaching assistants with all that they need to provide 1:1 or small group teaching on the precise things that assessment indicates pupils are struggling with. These discounts are available to the large number of schools that are existing users of the tests and other resources, as well as to schools that decide to purchase them for the first time.
- 4.28 Leaders, including governors, will want to base their catch-up spend decision-making upon evidence as to what is most effective. Although the quality of some providers of tuition services cannot at this stage be known given the absence of a track-record, the Education Endowment Federation (EEF) has provided research-based guidance on the 'catch-up' strategies that are likely to be most effective. We have shared these with headteachers and created a template that schools can use to set out their plans; indicate the research that supports each priority; and evaluate the outcomes. Leaders are likely to find this document useful when explaining their use of these funds, and their impact, to Ofsted in the future.
- 4.29 Our direct school improvement work has been challenging as we have tried to avoid formal Autumn visits. However, we have had regular contact with schools and the general emerging themes seem to be -
- The hard work on Risk Assessments seems to have paid off. Getting pupils back into school seems to have gone relatively smoothly.
  - Schools seem to be striking a good balance between quickly getting to grips with where pupils are in their learning now whilst also being mindful of a broad curriculum and PHSE type work.
  - School leaders are finding creative ways for the school to come together whilst also maintaining distancing - e.g. virtual assemblies etc.
  - Most pupils are glad to be back in school and seems to have settled into new routines well. Any children with well-being type issues were already known to the school before COVID-19.
  - Now that pupils are back in HTs seem to enjoy being able to refocus some more of their time on school improvement priorities.
- 4.30 The emerging challenges seem to be –
- Creating a quality plan for remote learning which is also manageable, especially in a scenario where some pupils are at home and others are in school

- Concerns where there are high numbers of pupils without access to ICT at home.
- Teacher well-being and workload; teacher tiredness and illness are leading to pressure linked to covering staff absence
- Anxiety about the volume of health-related work support staff, pupils and parents.

To support Headteachers, we have written to all Chairs of Governors with advice on how best to support Headteacher wellbeing.

#### Ofsted's 'supportive visits'

- 4.31 A number of schools have had 'supportive visits' from Ofsted over recent weeks. The aim of these visits is to gather information from schools about how they are responding to the challenges of COVID-19 that can be fed back nationally. The HMI-led visits have a number of foci, including how schools are catching pupils up with the curriculum; the plans leaders have in place around remote learning; how schools are promoting good attendance and behaviour; how leaders are identifying the needs of pupils with SEND and ensuring these are met; the schools' safeguarding arrangements, including for pupils who need early help; and how leaders are managing safer recruitment and allegations against staff.
- 4.32 The visits typically begin after the pupils have arrived at school, and finish before they leave. Inspectors do not visit classrooms or tour the school; instead they speak with leaders during a series of socially distanced meetings. Ofsted does not regard the visits as 'inspections', so formal feedback is not given at the end of these. The visits cannot result in a change of Ofsted grade, as only a Section 5 inspection can do this. Following a visit, a very brief letter is published which outline the steps the school has taken to support pupils.
- 4.33 Thus far, school leaders report that the visits have been positive rather than a source of intense additional pressure on school leaders. Some inspectors have offered helpful comments, thoughts and suggestions during their conversations with school leaders. Inspectors have not raised concerns during any of the visits that have taken place or indicated that any further inspection activity will occur as a result of them.
- 4.34 Ofsted have also published an overview from 121 school visits from the 14<sup>th</sup> to the 18<sup>th</sup> September for the pilot phase of the supportive visits (this included 2 schools in Peterborough). Key findings are -

Remote learning 'not aligned' to curriculum - Leaders reported that in some subjects their remote education was only aligned with their pre-existing curriculum "to some extent". In others, it was not yet aligned. The report found that schools were using remote learning to educate pupils at home, and the materials were in many cases not fully aligned with the regular curriculum. Ofsted said pupils must not lose the progression that a strong, well-sequenced curriculum brings. Without that structure, remote education becomes more about filling time than about effective learning. Meanwhile some schools had reported safety concerns over the use of live lessons, "such as pupils being alone in a room while the lesson was taking place and had chosen not to use live teaching because of these concerns".

Primaries focus on reading, secondaries re-order curriculum - Ofsted said secondary schools were "teaching most of the subjects they usually teach, though many have reordered topics within subjects, however some had suggested that pupils may need to drop an option". Primary schools were giving "even more attention to reading than usual", including phonics, as they "wanted to make sure that if there have been any losses in learning, particularly in reading, these are quickly put right". The schools said that they planned to return to their normal curriculum by the summer term 2021 but many said they thought they would be able to achieve this earlier".

Pupils are struggling to concentrate - While pupils were adapting to schools' COVID-19 rules, some were "finding it more difficult to concentrate on their learning than usual. Leaders felt that some were showing less resilience, for example becoming quickly upset if the work seemed difficult or giving up more easily."

Testing failures are ‘real barrier’ to keeping schools open - School leaders were concerned about not being able to keep their schools open when staff had to self-isolate to wait for coronavirus tests and test results. Many leaders saw the lack of availability of COVID-19 testing in their area as a real barrier to getting – or staying – properly up and running again. Concerns over safety also meant leaders were struggling how to work out including practical subjects such as PE, design and music.

COVID-19 ‘anxiety’ leads to home education rise - Over a third of schools reported that some parents had removed their children to electively home educate them, or were about to do so, because of their anxiety over Covid-19.

Teachers recruited on fixed-term contracts because of online interviews - The report also touched on recruitment: it found schools had generally continued to recruit over the summer, with interviews done online. However, the “biggest concern expressed by leaders was not being able to see a prospective teacher teaching”. “Occasionally, schools had recruited teachers on fixed-term contracts for this reason”, Ofsted found, although some schools said online interviews had “worked much better than they had anticipated”. A small number of leaders “did not like the idea of interviewing virtually so had delayed the process until this term”.

- 4.35 This is a useful overview of many of the issues which schools have faced. Reassuringly, we have provided advice and guidance to schools on all these issues previously. It is a surprise however that neither the costs of funding COVID-19 compliance or the pressure on school staff were included.

#### Exams – 2021

- 4.36 Following the use of centre assessed grades in the summer 2020 examinations, the DfE have announced that students will be given more time to prepare for their exams next year, as most AS, A levels and GCSEs will be held 3 weeks later to help address the disruption caused by the pandemic. The government’s view that that exams are the fairest and most accurate way to measure a pupil’s attainment. The summer exam series will start on 7 June and end on 2 July for almost all AS and A levels and GCSEs. Results days are Tuesday 24 August for A and AS levels and Friday 27 August for GCSEs so students will start the following academic year as normal.
- 4.37 However, the government is going to continue to review this situation as the current rising case numbers and the battle to suppress the virus mean further changes might be needed. Risks are currently being identified to allow mitigation for issues such as students unable to sit exams due to illness or self-isolation, or schools affected by a local outbreak during the examination season meaning centres cannot open. Ofqual have already made some proposed changes to the examinations to allow for students not being taught fully during this time. Further details on the exam approach is expected in November.

#### Virtual School – Destination of Care Leavers.

- 4.38 In the current academic year 2020/2021 there are 10 Peterborough YP (care leavers) who are studying at university. One more is looking to start in January 2021. They are studying a range of subjects, such as Nursing, Veterinary Science, Criminology, Midwifery, Business, Social Work, Primary Education, Performing Arts and so on across different universities. The table below provides some detailed information:

Midwifery	Kingston University	Year 1
Health & Social Care	University of Northampton	Year 1
Musical Theatre	Goldsmiths, University of London	Year 1
Criminology	London Metropolitan University	Year 2
Social Work	Anglia Ruskin University	Year 1
Veterinary Science	University of Nottingham	Year 2

Primary Education		Year 3
Business	Nottingham Trent	Year 1
Performing Arts	De Monfort University	Year 2
Acting & Stage Combat	University of Essex	Year 2

- 4.39 A first-year students who has gone to university this year says she is settling in well. However, the COVID-19 situation has had an impact; a 2nd year student explained that this academic year is very different to last year due to the pandemic, for example mainly studying online. Another student said they were experiencing added financial pressures which was impacting on mental health. Below are comments from students have shared of their experiences -
- 4.40 The comments below are from a first-year student:  
*"How is uni going? So, I'm studying at Kingston university completing my first year as a student midwife. When I first started I was so nervous because I was moving to a new area and I thought I would really struggle to make friends and I was also worried about being financially stable in a city were everyone said would be incredibly expensive (London). After a few weeks I feel that I have settled in well, I've managed to make a few friends and I have gotten into a routine that allows me to focus on my uni work without too much trouble and balance doing things I enjoy. I really feel that I have been supported well by the people around me and the university to make my transition to higher education as stress free as possible. There are times when I do feel overwhelmed but I just keep reminding myself that I'm not the only person in this position and try and focus on how much I have achieved up to this point".*
- 4.41 The below comments are from a 2<sup>nd</sup> Year student:  
*"I know starting university can be a daunting time for many people. Not least of all, care experienced students. Whilst it was a bit unnerving moving into new accommodation to live by myself for the first time in my life, my overall experience was amazing. Over the last year, I feel I have grown so much both as an individual and as a student. Living alone, I had to start taking responsibility for everything I did to maintain my living space, my health and my education. This included keeping on top of cleaning, ironing my own clothes, organising and cooking my own food and making sure I was arriving at lectures on time. To start with, I struggled to keep on top of everything as it takes a lot of time to fit it all in! But after a couple of months, I found my feet and had a routine going that I was happy with.  
From the beginning, my main concern was falling behind on the lecture material. I knew there was a heavy workload, so did not want to get behind at any point in case it all started to pile up. I made my work the main focus, and fit in sports and socialising around this. I signed up to the climbing society straight away at the beginning of term 1. This allowed me opportunities to meet like-minded people who enjoyed the same sport as me. It was a great release from my studies to go and be active 3-4 times a week. There was also the social aspect, as we went on trips to local walls together and had many social events (such as quiz nights, film nights and went to the local pub for friendly drinks, pool nights and darts nights).  
There has been a very different start to this year, as a direct result of COVID restrictions. Almost all of our lectures are online from homes/flats, we are only going in for practical sessions and are restricted to the same small groups of people to work with. Whilst in university buildings, we all have to wear our masks. In addition to this, we have been provided with visors for practical sessions. As I am sure you can imagine, almost all social activities and university clubs have been very limited in what they can do. Personally, I find that I do not learn as well from home as I do physically going in to uni, as the environment is very different and it can be hard to maintain focus on work. That said, I fully support all the measures that we have in place to prevent the spread of coronavirus and keep the student body safe".*
- 4.42 Peterborough Virtual School (PVS) continues to promote higher education aspirations and opportunities for children in care and have linked up with a regional project (12by24) that supports young people in care and care leavers and aims to increase HE participation for this group. PVS organised a presentation on the HE project in November 2019 which various Team Managers attended, as well as an online event for foster carers in partnership with Cambridgeshire County Council, University of Cambridge and 12by24 Project during Foster Carers Fortnight in May 2020. PVS also promotes university open days aimed at children in care / care leavers via social

workers, carers, and education providers. Higher Education is discussed at PEP meetings from Year 9 (at the latest) in school reviews and in Post 16 reviews.

Whilst PVS involvement in terms of capacity ceases when a YP reaches the age of 18 we continue to offer support until the YP reaches the end of Year 13 and are available for ongoing support.

### Early Years

4.43 Since the start of the Autumn term the service has continued to provide support to the Early Years and childcare providers across the city to meet the needs of children and families during the challenging situation:

- The on-line training/ support offer providing virtual forums and training for all sectors has been well received and there has been a good take up from providers. The NASEN (National Association for Special Educational Needs) Level 3 Early Years SENCO Award has commenced with an online delivery, there are 24 early year practitioners attending this, 12 sessions will be delivered by February 2021. (The LA are receiving financial support for this from DfE via NASEN)
- The on-line childminder registration course is continuing to develop the home-based childcare workforce.
- We have developed and are delivering a training programme for the autumn term to support the sector, having adapted a number of courses to be delivered in a virtually including safeguarding, well-being, observation and assessment. Work is underway on developing the training offer for the Spring term.
- Keep in touch (KIT) calls have been made to all providers to identify any issues, ensure appropriate support being offered to all families, with particular focus on those children with SEN. These have been well received by the providers, after half term we will be starting KIT calls with the childminders
- To support Home Learning and parents, work has started on the joint approach to implementing the 50 Things to do before your 5 app.
- Messages in relation to developing children's communication, provided by I CAN, have been widely shared across partners (BSiL) and social media to encourage parental engagement and provide consistency of messages.
- Regular email updates and weekly newsletter to the Early Years sector to ensure they had the most current information and to share practice have continued through the autumn term.
- We are working with reception colleagues to support children who have moved into reception and have complex needs are ongoing.
- DfE data collection is still happening weekly as of last week we had 5049 children under 5 accessing early years provision.
- The work to support sustainability of the sector is ongoing with all the applications for the sustainability grant having been reviewed. There is £150k allocated to support this however a total of £430k has been requested. The decisions over the allocation of funding will be happening shortly.
- There are ongoing briefing sessions to support the early years sector with the test and trace process. To date although we have had a number of possible cases identified within early years and childcare settings there have only been 3 positives, 2 staff members and one child involving 2 separate settings.

Looking ahead, we will continue to support the sector to ensure high quality provision is available.

### **SEND and Inclusion**

4.44 The return to school for children with EHCPs across Peterborough has been supported by all educational settings and the following data outlines the current position as of 14<sup>th</sup> October.

<b>Attendance Rate (Peterborough) (Attending Pupils with EHCP / Total Pupils with EHCP)</b>	<b>Attendance Rate</b>	<b>Total Pupils with EHCP</b>	<b>Attending pupils with EHCP</b>
% of children with EHCP's who have returned to special schools (all ages and all types of special school)	86.9%	746	648
% of children with ECHP's who have returned to Mainstream settings (includes independent, AP and PRU settings)	91.1%	595	542
% of children / young people who have returned to 16 plus settings (excludes 16+ special schools)	71.0%	107	76

<b>Attendance Rate (East of England) (Attending Pupils with EHCP / Total Pupils with EHCP)</b>	<b>Attendance Rate</b>	<b>Total Pupils with EHCP</b>	<b>Attending pupils with EHCP</b>
% of children with EHCP's who have returned to special schools (all ages and all types of special school)	81.2%	11,703	9,507
% of children with ECHP's who have returned to Mainstream settings (includes independent, AP and PRU settings)	88.5%	14,727	13,031
% of children / young people who have returned to 16 plus settings (excludes 16+ special schools)	81.3%	2,283	1,857

- 4.45 We are currently reviewing attendance in post-16 provision. A number of providers have been closed due to COVID-19 outbreaks and we believe numbers will increase when those isolating return.
- 4.46 Special Schools have been able to offer access to placements for the vast majority of pupils since September 2020 and were able to offer placements for all pupils apart from a small minority of pupils who have complex health needs which include Aerosol Generated Procedures (AGP) or issues in relation to their care which require ventilation equipment. This cohort of children is mainly placed within Special School environments although there are 2 pupils in this bracket who are on roll at mainstream schools.
- 4.47 The challenges for this group of pupils have been based around a lack of national guidance for settings in the effective management or the confirmation of the levels of risk associated with AGP and the COVID -19 virus. The SEND team have worked closely with health colleagues within the CCG to push for the guidance to be finalised and we are very close to that position now. It remains an ongoing issue that there is a lack of PPE 'fit testing' training to ensure that settings have the appropriate skills in place to effectively mitigate any possible risks. We are working to identify solutions to this as quickly as possible to ensure that all pupils are given access to a school place, wherever appropriate.
- 4.48 All pupils have been given access to an educational offer, remotely or through communication with their school or setting, but it is clearly important to return to children / young people to schools as quickly as possible and within safe parameters.
- 4.49 There are a range of other challenges that have created potential barriers for the return of all children and young people to their school's placement. COVID-19 symptoms and the following of national guidance with regard to test and trace is responsible for some of the gaps in the data

and this is having an increased impact across Peterborough. However, there are groups of pupils who have not yet returned to school due to the level of anxiety being felt either by the children and young people themselves or by parent carers, who may well have complex health needs themselves. The SEND team are monitoring the individual cases across Peterborough and supporting the reintegration of pupils into school by utilising a recording system for all pupils who are not yet attending full time. This is an agreed policy that requires settings to regularly review the attendance of pupils not yet attending full time. A working group made up of members of the attendance and inclusion team are now monitoring these cases closely.

Attendance policies have been implemented to support the work of this team, in partnership with settings, however, we have taken a more flexible approach to ensure that we are applying empathy for families who have genuine anxieties due to the current situation. Nevertheless, there are families who have historical issues in relation to attendance and for these cases we are capturing the full extent of the attendance procedures and thus supporting the right message about the importance of regular attendance.

- 4.50 The anxiety being felt by families has also created a spike in interest for Elective Home Education (EHE). Some families (in discussion with Family Voice) have shared that they have recognised additional benefits to providing education from home, especially for children who may be on the Autism Spectrum. This may be due to the removal of anxieties based around uniform, transport or leaving and returning to the home environment. LA officers have been working closely with schools to ensure that parents are fully aware of the risks and full consequences of EHE and we have set up additional monitoring of these cases to try and limit the move towards this option. We are trying to collate our positive learning from these difficult times, and we are looking to alternative options that we may be able to offer such as a blended approach, however, this is still in the very early development stages.

#### Inclusion

- 4.51 Following the challenges with the Peterborough Pupil Referral Service (PPRS) in summer 2019, we have been working hard to put in place new arrangements to provide support and challenge to exclusions and ensure the capacity at Richard Barnes Academy (RBA) is managed appropriately.
- 4.52 During the period of COVID-19, we have made the following changes –
- We have appointed a joint Head of Service with Cambridgeshire (Anna Wahlandt) to lead on the management and strategic oversight of inclusion. Anna is a hugely experienced and skilled senior leader.
  - We have appointed a new Senior Exclusions Officer (a former secondary Headteacher) to provide the link between schools and RBA and ensure that legal processes are followed.
  - To provide greater support to schools, we have moved the 3 education inclusion officers, previously part of the PPRS back into the City Council. We will be shortly appointing new early intervention family workers.
- 4.53 We have commenced a consultation with schools on our proposal to develop inclusion in Peterborough. This has been undertaken to –
- Promote the inclusion of school age pupils and students within mainstream settings within Peterborough.
  - Ensure the Authority meets all statutory requirements to exclusions.
  - Support the development of processes and systems to promote inclusion and reduce exclusions across Peterborough.
  - Provide challenge, advice and support to Schools and Local Authority staff on procedures and practice in relation to exclusions and managed moves.
  - Support the quality assurance and rigorous monitoring of all Alternative Provision across Peterborough.
- 4.54 We want to be clear about our “Inclusive offer and support pathways” from the Local Authority and with our colleagues from Richard Barnes Academy and provide clarity regarding the



resources that we can offer prior to fixed term and/or permanent exclusion. We want to work with all colleagues to strengthen inclusive practices and ensure that processes are fair and equitable.

4.55 As part of the redesign of the service we are consulting on the following -

- Draft Inclusion flowchart – outlining our new Inclusion pathway and support.
- Introduction of Behaviour Panel - links to MASG and Fair Access Panel and will serve as the multiagency consideration panel for all Richard Barnes Academy Referrals, ensuring fair access when required.
- Proposed Richard Barnes Academy Referral Process – justifying the need for a placement which will be presented at Behaviour Panel.
- Introduction of the Local Authorities Individual Alternative Education Plan – These plans will need to be completed and returned to the Local Authority as part of our tracking system and quality assurance of Alternative Provision across the Local Authority for any student on Alternative Provision.
- Use of Reduced Timetable Plan that captures all the required details that we would expect to see in the arrangements of a reduced timetable even during the COVID pandemic. Any mainstream timetable that is adjusted by 20% of the normal school week should be recorded and then submitted to the Local Authority, as part of the statutory responsibilities of schools to inform us of any student not receiving a full-time education.
- Introduction of an Alternative Education Provision Register for every Peterborough School – to be submitted to the Local Authority every half term so that AP data can be analysed, quality assured and AP Census data can be returned to the Department of Education.
- Revised Fair Access Protocol – we are reviewing this process in light of the changes in the AP provision in the City. We expect governmental changes in this area following a recent consultation with schools nationally.
- Mainstream ready document – We have developed a document, alongside the Head Teacher of the Richard Barnes Academy, to ensure that when we are considering the opportunities for a student to return to mainstream education, that we can evidence all interventions and progress made whilst at the provision.

4.56 A huge amount of progress has been made in this area and we will bring further details back in the new year.

## **5. CONSULTATION**

5.1 We have continued to communicate with schools and Early Years settings throughout the COVID-19 situation. Numerous meetings have been held online with Headteachers, CEOs and early years settings – all of which have been incredibly well attended. We intend keeping up this contact as the COVID-19 situation continues.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

6.1 The actions outlined above have provided support for pupils, families, schools and Early Years settings. There is a significant amount of work to be undertaken to fully understand the impact the situation has had on pupils.

## **7. REASON FOR THE RECOMMENDATION**

7.1 The position around Education remains fluid. We are receiving daily updates from the Department for Education and we continue to monitor closely the public health position. Some of the consequences around Covid are not yet known and it will be important the committee continues to monitor the situation and challenge and support officers in their ongoing response.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

8.1 The report outlines our response to COVID-19 and we have approached this with the best intention to support children, young people, staff in schools and setting and the wider community.

This has changed by the day and we have reflected on our action and the impact that they have had.

## **9. IMPLICATIONS**

### **Financial Implications**

- 9.1 Additional funding has been sought via the Ministry of Housing, Communities and Local Government grant for Covid. Key costs have been in relation to Home to School transport and our capacity for Educational Psychologists. We recently made another request for additional support for Elective Home Education.

### **Legal Implications**

- 9.2 None

### **Equalities Implications**

- 9.3 None directly but we have provided advice and support to schools on developing an equality impact assessment on reopening to ensure all groups are considered in this process.

### **Rural Implications**

- 9.4 All schools and settings have received the same report. We have provided individual support to individual schools when requested. The key challenge for rural schools has been their relatively small size and how staff absence has limited their ability to open.

### **Carbon Impact Assessment**

- 9.5 There has been no direct impact as a result of this report outside of the normal projects we are undertaking around COVID-19.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 Documents we have prepared for schools for Covid-19 can be found here – <https://www.cambslearntogether.co.uk/recovery-plan>  
Ofsted Review of Pilot Supportive Visits can be found here - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923953/Schools\\_briefing\\_COVID-19\\_series\\_Sept-2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923953/Schools_briefing_COVID-19_series_Sept-2020.pdf)

## **11. APPENDICES**

- 11.1 Appendix 1 - National Literacy Trust Hub  
Appendix 2 - Covid19 Highlight report Education October

# Appendix 1 - National Literacy Trust Hub in Peterborough

Jonathan Lewis



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## History

- Established in 2014 as one of the first NLT Literacy Hubs in the country – alongside Middlesbrough and Bradford. There are now 14 NLT Hubs across the country.
- Senior Steering Group established – seen as a flagship approach for other hubs. This includes the Chief Executive.
- Strong partnerships have been established that enabled the Year of Reading to be implemented – led by Headteachers.

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# Pop Up Shops

Partners coming together in 2016, 2017 and 2019 to facilitate activities and competitions to promote enjoyment for reading at a central venue.



**Visit our FREE Peterborough Literacy Hub**  
 Saturday 23 July - Thursday 1 September  
 Open: 10am - 3pm (Tues - Sat)  
 33-35 Bridge Street, PE1 1HH

- Fun literacy activities
- Arts and crafts
- Free books
- Advice on literacy support for all ages
- Games, films & music
- Healthy eating advice and activities

Visit: [www.citycollege-peterborough.a.uk/](http://www.citycollege-peterborough.a.uk/) or call 01733 76 1361 for more information.



# Media coverage and partnership working



## Poetry on Peterborough's buses

Congratulations go to ten year old Melydy The Bill, of Longthorpe Primary School, who wrote a poem about life in Peterborough which can now be seen on a poster in selected Stagecoach buses in the city. The Peterborough Literacy Campaign, a National Literacy Trust initiative to boost literacy levels in the area, ran the Love Peterborough poetry competition, which was judged by actor Warwick Davis, local poet Mark Grist and Kevin Tighe, chief executive of Vivacity. Entries were of a high standard, and were inspired by the Cathedral, the fascinating heritage and the serene Wensleydale landscape.

**Peterborough walk and talk trail quiz**

**Talk tips for days out**

Take a walk around Peterborough and answer these questions to be in with a chance of winning a **£200 cash prize!**

- Peterborough East gate**  
How many towers are there on Peterborough's East Gate?  
a) 1 b) 2 c) 3 d) 4
- Peterborough Central Library**  
What is the name of the building which houses Peterborough's Central Library?  
a) The Cathedral b) The Guildhall c) The Town Hall d) The Old Guildhall
- Peterborough Shopping Centre**  
What is the name of the shopping centre in Peterborough?  
a) The Arcade b) The Gateway c) The Forum d) The Piazza
- Peterborough Museum**  
What is the name of the museum in Peterborough?  
a) The Museum b) The Gallery c) The Theatre d) The Cinema

When you have answered all the questions, please fill in your name and contact details below then hand the quiz in to Peterborough Museum or your local library by 28 August 2015.

Name: \_\_\_\_\_  
 Email address: \_\_\_\_\_  
 Phone number: \_\_\_\_\_  
 Postal address: \_\_\_\_\_

Are you a literacy enthusiast? It's free to join! Add all the details at [www.literacy-peterborough.com](http://www.literacy-peterborough.com) to sign up.

Competitions organised by NLT  
 Walk and Talk Trail developed in partnership with Vivacity initially. The Cressett and the New Theatre provided free theatre tickets for families and childminders and preschools.



# A Vision for Reading in Peterborough

**PETERBOROUGH READS**

National Literacy Trust

COMMUNITY FUND

PETERBOROUGH CITY COUNCIL

Vivacity

City College Peterborough

**PETERBOROUGH CELEBRATES**

Reading

Developed in partnership with NLT, Vivacity and PCC to embed reading and improving adult and child literacy



# A Vision for Reading in Peterborough

**A Vision for Reading in Peterborough**

2018 - 2020

Ensuring that every child in every community in Peterborough can enjoy reading and can read well is crucial to the success of our city. This vision commits the city to improving reading in a new and exciting way, not only strengthening the resources of the city's schools and teachers but establishing reading as a priority for every service, business and community agency committed to Peterborough's future.

This vision builds upon the great work already being done in Peterborough by the City Council, the National Literacy Trust, Vivacity and other partners. It sets out a strategic pathway and three key priorities to guide how we can all work together so that we ensure that every child has improved life opportunities through reading. We have all pledged to play our part in helping children to have a lifelong love of reading and build a reading city. We invite you to join us.

Gillian Beasley - Chief Executive, Peterborough City Council  
 Kevin Tighe - Chief Executive, Vivacity  
 Jonathan Douglas - Director, National Literacy Trust

Vivacity PETERBOROUGH National Literacy Trust

**A Vision for Reading**

PETERBOROUGH CITY COUNCIL



## Bear Hunt at Ferry Meadows

### Peterborough Reads hosts anniversary Bear Hunt event at Nene Park

17 Oct 2019



**You are invited to join the National Literacy Trust's celebration event**  
 We are celebrating 30 years of the classic children's book *We're going on a Bear Hunt* by Michael Rosen, in partnership with Walker books.

Activities include:

- Visiting Vivacity's Book Bus
- Going on a Bear Hunt story time
- Sensory activity

We will be outside so please come appropriately dressed.

Date: October 17th  
 Time: 10am to 11.30am or 1pm to 2.30pm  
 Venue: Ferry Meadows Visitor Centre

Please RSVP to Sally Atkinson on [sally.atkinson@peterborough.gov.uk](mailto:sally.atkinson@peterborough.gov.uk)

**Peterborough Reads**  
 Peterborough City Council  
 Vivacity  
 small talk



## Reading Buddies

- 135 Reading Buddies active in 26 schools – original target was 100.
- 170 Reading Buddies have been trained over the two years.
- Reading Buddy volunteer Award Ceremony in November 2019.



**Reading Buddy**

has attended *Becoming a Reading Buddy* training

on .....

at .....

signed ..... (Peterborough trainer)

Thank you for supporting *A Vision for Reading in Peterborough* and committing to making a difference to literacy in the city.

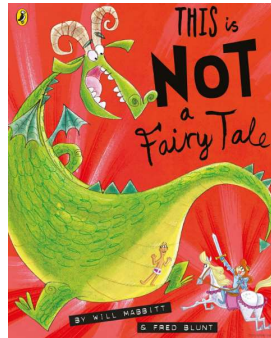
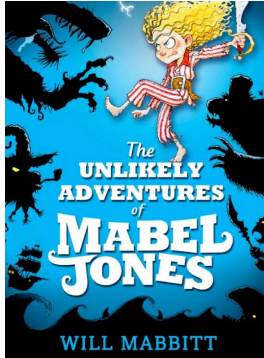
Vivacity Peterborough City College Peterborough  
 PETERBOROUGH LITERACY CAMPAIGN

## More authors visiting the City



### Peterborough Celebrates Reading Conference

Friday, 22<sup>nd</sup> November 2019, 9.15–3.30  
Kingsgate Conference Centre



Schools Reading Conference as part of the Year of Reading: Key Note speech and workshop from Will Mabbitt which was funded by NLT and then follow-up visits into schools.

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## Local businesses engaged

- National Literacy Trust Literacy Toolkits to schools e.g. John Lewis – 10 schools have benefitted
- Books on Buses
- BGL - staff provided books for Pop Up Shop in the summer



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## Vision for Reading – Impact so far

- Library membership increased: new members up by 2566 between the start of the Vision for Reading and December 2019
- Increased opportunities to read in a variety of places e.g. 17 micro-libraries, books in GP surgeries, books on buses, events.



## Culmination of Vision for Reading

- Book Bench Trail around the City - part-funded by local businesses are currently in participating schools (10).
- They will be decorated based on a book theme chosen by the school and then installed across the city at key locations to create a Book Bench Trail.



Examples of BookBench artwork

## School Readiness

- A key focus for the NLT Literacy Hub in Peterborough
- START Project Board established
- Coordinating School Readiness events
- Developing resources for parents



Coordinated by NLT Literacy Hub Manager– Children’s Centres, Reps from preschools and nurseries, School reps, Health visitors, Cross keys Housing, City College Peterborough, PCC Early Years Team and School Improvement



## School Readiness Events



## COVID-19 Response

- Publishers provided books
- Disadvantaged children in schools, preschools and childminders received books and packs e.g. Roald Dahl(Penguin Random House), Harry Potter (Bloomsbury), picture books (BGL)
- 10 schools received books and NLT membership and author visits from KPMG sponsorship
- WH Smith donated pencil case and paper for community groups and schools
- Peterborough Reads website and Facebook page created for competitions and story telling



## What next?

- Hungry Little Minds national project replacing Small Talk in Peterborough promoting the development of home learning environments for birth to 5 year olds via events and Peterborough Reads Facebook page – Project Officer promoting reading via a literacy trail and giving out book packs at Nene Park over half-term
- Digital to Doorstop project – Promoting the importance of literacy to disadvantaged families not currently engaged virtually and via packs - Local Officer being recruited
- Literacy Champions – volunteers within local communities setting up their own literacy projects using their ideas. New Coordinator being recruited
- Stakeholders group being developed to engage all partners
- NLT have a huge role to play around fund raising including access the Big Lottery Funding



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## Appendix 2 - COVID-19 EMERGENCY PLANNING HIGHLIGHT REPORT

<b>SERVICE AREAS:</b>	Education
<b>REPORT AUTHOR:</b>	Jonathan Lewis
<b>REPORTING PERIOD:</b>	14 <sup>th</sup> September to the 15 <sup>th</sup> October 2020

### NEW GUIDANCE AND IMPACT

We continue to receive significant amounts of government guidance since the start of term.

**Remote Learning** – the DfE has published a [temporary continuity direction](#) which places a duty on schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020 and run to the end of the academic year. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out the guidance. The legislation changes requires:

- Where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education.
- This requirement applies to pupils who are of compulsory school age and pupils who are below compulsory school age but who would usually be taught in a class with compulsory school aged children (most commonly in a reception class). This Direction does not apply to post 16 education.

The DfE have also published good practice on remote learning which can be [found here](#). The Cambridgeshire ICT Service is supporting schools to access DfE funded routes for support including online learning platform and has published some [great guidance and support](#) for schools. We have pulled together a guide to [Remote Learning requirements](#) for schools.

**Providing Free School Meals** - DfE has amended [guidance](#) on school food from September 2020. The key areas of the guidance are:

- These meals must still comply with the [School food standards](#).
- DfE expects drinking water be provided free of charge at all times to pupils on the school premises.
- Support for pupils who have to stay at home - schools should work with their suppliers to prepare meals or food parcels for pupils who are eligible for benefits-related free school meals and who are not in attendance because they:
  - are self-isolating
  - have had symptoms or a positive test result themselves
  - are a close contact of someone who has coronavirus (COVID-19)
  - are not attending as a result of local lockdown arrangements
- Food parcels should contain food items rather than pre-prepared meals due to food safety considerations. They must contain appropriate packaging sizes for household use, rather than wholesale sizes and contain items which parents can use to prepare healthy lunches for their child/children across the week.

**Coronavirus (COVID-19) catch-up premium allocations** - In July, the government announced a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools are receiving £80 for each pupil aged 4 and over recorded in Reception to Year Group 11 in mainstream schools and £240 for each high needs place recorded in a specialist setting. The allocation by school can found [here](#) and our schools will receive around £9.8m.

**Laptops for Pupils Unable to access remote education** – The government has set up a new scheme to provide laptops for pupils who need them ('digitally disadvantaged') who are otherwise unable to access remote education. Examples of this include disadvantaged children with no digital devices in their household, whose only available device is a smartphone, with a single device in their household that's being shared or who do not have a fixed broadband connection at home.

Orders can be placed when:

- face to face education within a school is disrupted following official advice
- a school supports a [clinically extremely vulnerable child who is shielding](#) following official advice
- a school is supporting disadvantaged children who live in an area subject to local restrictions which means they're unable to attend

Each school have been allocated a number of devices which takes account of previous allocations of laptops and the socio-economic context of the schools. Young people in years 12 and 13 are not included within this scheme. These students may be eligible for support through the [16 to 19 Bursary Fund](#).

**Ofsted supportive visits** have started. These visits are to assess how schools are responding to Covid-19 and will inform DfE policy and Ofsted’s approach from January. We had 3 pilot visits and the feedback from Headteachers was collated and shared with all heads. To date we have had 4 supportive visits in Peterborough reviewing 4 key areas in school – attendance, curriculum, behaviour and safeguarding. We are supporting all schools with the visits and all have been positive to date. We have also had a number of telephone calls from the Health and Safety Executive and 3 visits are due to take place during the w/c 12<sup>th</sup> October.

**Assessment and Accountability Measures** – the government have confirmed that all primary assessments for 2021 will continue unchanged from previous years. There is a catch up scheme for those pupils who didn’t undertake the phonics assessment in the second half of the autumn term. There remains no update from Ofqual on GCSE / A-Levels examinations although some of the examining bodies have reduced expectations around the curriculum coverage.

**DFE Public Health Hotline** - In response to a rise in cases and Public Health England struggling to deal with demand, the Department for Education set up a helpline for schools to deal with confirmed cases. In Cambridgeshire and Peterborough our local system was working well but the new DfE approach caused confusion. We have also had to correct repeatedly the poor advice from this helpline. Due to the strength of the relations we have with schools and settings, they have continue to notify us of all cases and seek advice on areas such as contact tracing.

### NEW CHALLENGES AND ACTIVITY

- We continue to monitor the weekly local public health data reporting to help inform schools and early years providers of position around Covid-19 including pillar 2 testing. The test and trace process continues to operate well and we are working well with Public Health to provide advice and guidance to schools. Initially in September, we had very high numbers of suspected cases but this has now fallen slightly. The number of confirmed cases has started to rise but we are dealing with these effectively. We have had no full school closures in this time.
- As a result of the shortage of testing, we have worked with the CCG to ensure that testing is available to frontline education staff via direct booking system using pillar 1 testing. This testing has been operating since the 9<sup>th</sup> September and has allowed staff to return to work quickly. We believe this approach has supported high attendance in our schools. We have run locations in Cambridge and Peterborough and the CCG has agreed to fund this service until the 9<sup>th</sup> October. We are the only LA in the Eastern region that has been able to secure this type of direct access. There is expected to be a priority testing scheme for ‘teachers’ when new prioritisation for testing for key workers via pillar 2 testing becomes available in October.
- There has been a lot of confusion for both parents and schools over the difference between a cold and Covid-19. There is also confusion on the action they need to take if their child is unwell. We have produced 2 guides - [Self-isolation quick guide for parents](#) / [Parents - quick reference guide](#).
- Pupil attendance in our schools has been in the top 20% of the county since the start of term, consistently around 92% attendance. Attendance for pupils with EHCPs and those with a social worker have been lower but is increasing (between 87% to 89%). There is an emerging challenges with Covid-19 refusers and understanding what is a cold and what is Covid-19. We are monitoring part time timetables to support reintroduction into school. Attendance for the 20<sup>th</sup> October can be seen below -

Phase	Cambridge	East Cambs	Fenland	Hunts	South Cambs	Peterborough	Grand Total
Primary	95.6	96	93.9	96	95.8	93.7	95
Secondary	88.2	92.6	91	93	91.3	89.7	91
Special	90.5	84.6	88.6	81.2	78.2	88.5	84.9
Grand Total	17830	11695	12659	21395	21005	34120	118887
% of children in schools	93.2%	94.4%	92.3%	94.6%	93.6%	92.1%	93.2%

- Early years settings continue to be open but attendance is currently running at around 70% of previous year’s attendance as parents remained concerned about Covid-19. The LA is funding settings in line with previous year’s children numbers but this protection will end in January. We continued to be concerned around the viability of the sector although there are only a few closures so far, none which have been directly linked to Covid-19.
- Free School Meals – appendix 1 outlines the significant increase in free school meals claims since January. The increase in numbers will mean around £18m of additional funding over 6 years. We have

been working with the district council to support increasing FSM take up to support the likely poverty impact covid-19 will have on communities. We hope shortly to get a direct data feed into the Department for Works and Pensions which will identify eligible families through data matching to school census. We have updated our letters to parents which can be found here – [Cambridgeshire / Peterborough \(maintained Schools\) / Peterborough \(academy\)](#).

- We continue to provide advice to schools on all issues around Covid. During the last two weeks we have provided advice on Relationships and Sex Education, flu vaccinations, the application of the rule of six in schools, QR codes, complaint processes, changes to the DBS process, Covid-19 symptoms and attendance coding. We also provide a weekly data update on Covid infection rates across Cambridgeshire and Peterborough including maps.

#### RECOVERY ACTIVITIES

- We are developing advice and guidance for schools on catch up funding and remote learning.
- A workshop is being held in both Local Authorities to support Year 6 catch ups.
- We continue to provide extensive daily update to schools on all government guidance and Local Authority advice. Over 1,000 are subscribed.
- We have met with Independent Schools and FE providers in Peterborough to provide advice and support for Covid-19.

#### DECISIONS MADE SINCE LAST REPORTING PERIOD

None

#### NEW FINANCIAL IMPLICATIONS SINCE LAST REPORTING PERIOD

- The rising demand for Elective Home Education has meant we have a shortage of capacity to process all the applications and make contact with parents. Cambridgeshire has seen over 250 requests for EHE and Peterborough will be over 100. In both LA's this is around a 400% increase on previous years. Over half of applications cite Covid-19 as their rationale to remove children from school. A bid will be made to the MHCLG Covid-19 fund to make sure we have enough capacity to support this important function. We also have pressure on transport and will be adding additional resource to ensure we meet our statutory duties.

#### WORKFORCE CHANGES

- Education services have been responding to the Covid-19 crisis since early March. Most services continued to operate over the summer. We continue to be responsive to schools need – we have responded to over 2,500 emails from schools in September from our shared mailbox. Staff are becoming exhausted and we are trying to protect our staff ensuring they do not work excessively.
- We have had to redirect staff from other key functions to support the test and trace process. This is not sustainable and we will need further support.
- The stress being placed on education leaders (especially Headteachers) is significant. The relentless nature of new government expectations coupled with the additional work from Covid-19 is leading to staff absence. We have worked with Headteacher groups to provide additional support.

#### COMMUNICATIONS

- The Service Director for Education [wrote to parents](#) at the end of term to thank them for their efforts and to outline some of the challenges around managing Covid-19 and remote learning.
- We have held two Headteacher meetings this term – both at the 300 capacity where we have shared updates. We have also briefing over 150 governors / board members on the Covid-19 situation. Two early years briefings are taking place in October and November.
- It has sometimes been challenging to get parents and children to adhere to social distancing requirements outside of school. In response to this we produced a series of posters for schools to share with parents - [Teacher 1](#) / [Teacher 2](#) / [Social Distancing](#) / [Remote Learning](#) / [After School Play Date - Boys](#) / [After School Play Date - Girls](#) / [Hanging out with Mates](#) / [Hanging out with Mates 2](#) / [Sleepover - Boys](#) / [Sleepover - Girls](#) / [Sleepover - Girls 2](#) / [After School Kick About](#) / [After School Kick About 2](#)

Appendix 1 - Changes in Free School Meal Take Up during Covid-19

	Total Pupils on Roll Jan 20	Total Number of live FSM Claims								No. of new FSM Claims area since COVID 19	% of children on roll on FSM Jan 2020	% of children on roll on FSM July 2020	% increase in FSM Uptake between Jan and July 2020
		Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20				
<b>East Cambs</b>													
Bottisham, Burwell & Soham		707	737	746	807	821	823	796	855				
Ely, Littleport & Witchford		913	944	951	1031	1047	1061	1006	1100				
<b>Total</b>	<b>11994</b>	<b>1620</b>	<b>1681</b>	<b>1697</b>	<b>1838</b>	<b>1868</b>	<b>1884</b>	<b>1802</b>	<b>1955</b>	<b>258</b>	<b>13.51%</b>	<b>15.02%</b>	<b>1.52%</b>
<b>Fenland</b>													
March & Chatteris		1161	1187	1199	1317	1334	1335	1300	1380				
Whittlesey		383	399	404	437	438	444	415	437				
Wisbech		1262	1289	1323	1406	1420	1449	1430	1452				
<b>Total</b>	<b>12837</b>	<b>2806</b>	<b>2875</b>	<b>2926</b>	<b>3160</b>	<b>3192</b>	<b>3228</b>	<b>3145</b>	<b>3269</b>	<b>343</b>	<b>21.86%</b>	<b>24.50%</b>	<b>2.64%</b>
<b>Huntingdonshire</b>													
Huntingdon		1360	1418	1435	1515	1520	1552	1528	1615				
Ramsey, Sawtry & Yaxley		831	844	864	953	960	981	967	1015				
St Ives		387	423	431	450	453	466	451	503				
St Neots		781	808	816	893	899	925	923	973				
<b>Total</b>	<b>23808</b>	<b>3359</b>	<b>3493</b>	<b>3546</b>	<b>3811</b>	<b>3832</b>	<b>3924</b>	<b>3869</b>	<b>4106</b>	<b>560</b>	<b>14.11%</b>	<b>16.25%</b>	<b>2.14%</b>
<b>South Cambs</b>													
Bassing., Melb., Comb. & Gam.		839	861	866	950	957	974	985	1039				
Cottenham and Swavsey		524	535	543	594	595	610	578	643				
Sawston and Linton		396	399	412	437	437	446	409	467				
<b>Total</b>	<b>19753</b>	<b>1759</b>	<b>1795</b>	<b>1821</b>	<b>1981</b>	<b>1989</b>	<b>2030</b>	<b>1972</b>	<b>2149</b>	<b>328</b>	<b>8.90%</b>	<b>9.98%</b>	<b>1.08%</b>
<b>Cambridge City</b>													
Cambridge North		1237	1272	1292	1404	1411	1430	1383	1470				
Cambridge South		1565	1578	1588	1662	1665	1699	1581	1699				
<b>Total</b>	<b>14911</b>	<b>2802</b>	<b>2850</b>	<b>2880</b>	<b>3066</b>	<b>3076</b>	<b>3129</b>	<b>2964</b>	<b>3169</b>	<b>289</b>	<b>18.79%</b>	<b>19.88%</b>	<b>1.09%</b>
<b>Total in Cambridgeshire</b>	<b>83303</b>	<b>12346</b>	<b>12694</b>	<b>12870</b>	<b>13856</b>	<b>13957</b>	<b>14195</b>	<b>13752</b>	<b>14648</b>	<b>1778</b>	<b>14.82%</b>	<b>16.50%</b>	<b>1.68%</b>
<b>New PCC Eligible Children</b>				<b>161</b>	<b>224</b>	<b>130</b>	<b>105</b>			<b>620</b>			
<b>TOTAL increase CCC &amp; PCC</b>										<b>2398</b>			



<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM No. 6</b>
<b>9 NOVEMBER 2020</b>	<b>PUBLIC REPORT</b>

Report of:	Wendi Ogle Welbourn, Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Cabinet Member for Children’s Services, Education, Skills and the University	
Contact Officer(s):	Jonathan Lewis – Service Director (Education) Toni Bailey, Assistant Director (SEND & Inclusion)	Tel. 01223 507165

**WRITTEN STATEMENT OF ACTION (WSoA) - (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

<b>RECOMENDATIONS</b>	
<b>FROM:</b> Jonathan Lewis – Service Director (Education)	<b>Deadline date:</b> N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <p>1. Commend the efforts to address all the Work-stream actions within the Written Statement of Action, especially within a challenging landscape caused by the COVID-19 pandemic</p>	

**1. ORIGIN OF REPORT**

1.1 This report has been written by the Assistant Director (SEND & Inclusion) at the request of the committee.

**2. PURPOSE AND REASON FOR REPORT**

2.1 The purpose of this report is to outline the latest position with regard to the LA’s response to the Written Statement of Action (WSoA) following the SEND Area Inspection conducted by Ofsted and Health authorities.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- a) University and higher education;
- b) Youth service;
- c) Careers; and
- d) Special needs and inclusion.

2.3 This report links to –

- Corporate priority:
  - Improve educational attainment and skills

- To drive growth, regeneration and economic development
- Children in Care Pledge: Support children in care to have a good education.

### 3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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### 4. BACKGROUND AND KEY ISSUES

The Written Statement of Action (WSOA) has been impacted by the change in priorities required in order to respond to the COVID-19 Pandemic. However, progress has been made in all 5 work streams with lead sponsors and delivery partners all maintaining focus on individual elements and ensuring that strategic and practical actions have been supported. There has been an impact on timescales due to the shift in priorities, but these have been recorded and shared with DfE and NHS partners during the recent monitoring visit (29<sup>th</sup> September 2020). The feedback from the monitoring visit was extremely positive, recognising the positive progress made, especially during a very challenging period. The monitoring visit did outline some further areas of development with regard to the need to demonstrate the impact of our actions for young people and families. It was, however, appreciated that the strategic design of actions would take time to show impact, nevertheless, impact measures will be required to be in place in time for the next inspection visit. The following paragraphs outline the progress made in each of the five work-streams of the WSoA.

#### 4.1 Work-stream 1 : Joint Planning and Commissioning including intervention

Senior accountable sponsor : Wendi Ogle-Welbourn

The Joint SEND commissioning Strategy is now fully implemented and includes the full participation of parent carer forms particularly around disabled children and children in care. Baseline data has been collated in order to ensure that commissioning and decommissioning of services are completed utilising an informed and shared position.

An outcomes frame work is being developed, in support of the Joint commissioning strategy, to demonstrate how commissioned services are performing in direct relation to outcomes for children, young people and families.

4.1.1 A Joint Children’s Health and Commissioning Board (JCHCB) has been established to act on identified commissioning priorities, This JCHCB will report directly to the SEND Executive Board and provide reports to the SEND partnership Groups to ensure on-going engagement in all identified priorities. Reports will also include a newly developed Quality Performance Dashboard.

4.1.2 The whole continence contract was reviewed and agreement reached to provide products in Feb/ March 2020. However, due to COVID -19 emergency response plans this has subsequently been cancelled. Continence products pathway has been added to local offer to support in the immediate term and a meeting to re-engage contract arranged for Oct 2020.

4.1.3 Specifications have been drafted for the Balanced Model© and these have been reviewed by Provider Service leads. There has been a noted deficit in capacity within the CCG which has hindered progress, however this was remedied through additional capacity in July 2020 and progress will be tracked through the JCHCB operational group.

4.1.4 The soft and hard launch of the Joint SEND Strategy has been interrupted by the COVID-19 pandemic. Plans are now in place to ensure that sign up to the Joint SEND strategy is recorded and the inclusion of a SEND Communications officer has helped to focus this action and ensure that the impact of the Joint SEND strategy can be measured. In order to ensure we can share the impact of the Joint SEND strategy with young people 16-25 the communications officer and SEND team are working with Champions from PRC in order to create comms and collate views.

4.1.5 The local offer is being regularly updated and changes/ updates are recorded on a website tracker and log, which is reported to the SEND partnership group through a ‘Local Offer website

maintenance' document. The local offer tracker also records updates from Health led by partners in the CCG and CPFT.

Work on the mental health tracker was in development, but has been postponed due to COVID-19

#### 4.2 Work-stream 2 : SEND Quality Assurance

Senior accountable sponsors : Toni Bailey & Alison Bennett

A QA officer with single focus of SEND has been successfully appointed and has been in post since January 2020. This is a joint post across both PCC and CCC. A quality assurance framework for SEND has been written and is now being implemented. This framework incorporates existing QA arrangements as well as a four level mechanism for auditing EHCP effectiveness across all agencies. There is still a need to fully develop a mechanism to test the satisfaction of young people with regard to EHCPs, and this work is now in progress.

- 4.2.1 Significant progress has been achieved with regard to the backlog of Annual reviews during the summer period. This was due, in the main, to the effective redeployment of staff into the SAMs team to help with a focussed piece of work. There is an on-going Annual review recovery plan which has enabled all historical ARs to be completed. New posts have been added to the team to ensure sufficient capacity is maintained to focus on the timeliness and quality of EHCPs.
- 4.2.2 The new QA officer role is working to co-ordinate feedback arrangements including parental feedback, which will enable SEND services to develop new ways of engaging with families in receipt of new EHCP's. This was due to be completed in Sept 2020, but impact needs to be collated.
- 4.2.3 A new data management system has been installed for the SEND services team. There has been some difficulties in the migration of data, which has delayed the impact expected from the new system.
- 4.2.4 The rolling programme of training was delayed due to COVID-19. However, the programme is now being delivered across all agencies utilising remote / virtual platforms and the programme has 8 termly sessions planned throughout the year.
- 4.2.5 Guidance for the use of Part time timetables was published in 2019 and is undergoing a review in the light of the challenges posed by the recovery position in all schools. The new inclusion team is leading on the review, monitoring and support of part-time timetables. This will include the development of a system accurately record the numbers and occasions of all part-time timetables and this, in turn, will be monitored by the newly established SEND partnership Group.

#### 4.3 Work-stream 3 : Role and Arrangements for the DCO

Senior accountable sponsor : Marek Zamborski

The COVID-19 Pandemic has resulted in the necessary pausing of significant elements of this work-stream. However, reports from the SEND DCO to the JCHCB has resumed from September 2020.

There has been a number of successful recruitment posts secured over the summer period. These posts represent a significant increase in the commissioning team and will create additional capacity for the SEND DCO to fulfil their role sufficiently.

- 4.3.1 Health provider and Lead Nurse now regularly attend SENCo Network meetings promoting opportunities for shared learning and information exchange. This has been especially worthwhile during the COVID-19 pandemic.
- 4.3.2 Baseline established from questionnaires completed by young people at first series of Preparation for Adulthood (PfA) events, however, an event intended for May 2020 was not able to go ahead due to COVID-19  
PfA health group also paused, however, these meetings due to be reconvened from September 2020.

4.4 Work-stream 4 : Getting Support Early  
Senior accountable sponsor : Raj Lakshman

Targeted training has been provided utilising a virtual offer. Practitioner Childminder and SENCO Forums have been delivered as well as child wellbeing, supporting vulnerable families and safeguarding. Engagement in the virtual offer has been good and an on line evaluation form has been recently developed to help gather evidence of impact.

- 4.4.1 DWP lists are now being received and all parents on the list have been written to. There was a high number of applications when this was reintroduced, but applications are now being received more steadily.
- 4.4.2 Messages for parents on activities at home both generic and for children with SEN have been shared regularly in the weekly newsletter to settings to share with their parents and the two Facebook pages.
- 4.4.3 Public Health update - Healthy child programme – ‘text us’ service for parents has been set up. There is a function to allow information to be sent out. A lot of work has been done on standard messages. All the work above is ongoing. In addition, some face-to-face contacts (initial visit) at Children’s Centres have started with a focus on a blended offer.
- 4.4.4 Implementation of the Best Start in Life (BSiL) pilot initiative has been restarted. 1 Pilot has been started in Peterborough North West and another site for a possible Pilot has been identified – Central & Thistlemoore, but this is yet to begin.
- 4.4.5 First meeting of Early Help Reporting Group held in August 2020.  
A report is now being developed, enabling analysis of cases open to Early Help with identified SEN, disability and EHCP at point of Early Help Assessment.
- 4.4.6 Waiting lists and time scales for access to health service and assessments are longer due to the COVID-19. This is due to a pausing of non-urgent functions and the need to employ safe working practices to undertake assessments e.g. PPE.  
ASD and ADHD assessment have restarted, some of which are face to face and some of which are virtual. This may lead to difficulties in providing a definitive diagnosis, but parents are being advised of this from the beginning of the assessment. Waiting times for secondary aged ASD and ADHD have increased due to the pausing of assessments in response to COVID-19, however, these have now been recommenced.  
Waiting times for access to mental health assessments are currently being offered within timeframes.
- 4.4.7 The local Transformation Plan has been fully updated and the CCG are looking at different ways to engage focus groups with young people in order to capture how best to share this information.

4.5 Work-stream 5 : Provision and Opportunities for young adults aged 18-25  
Senior accountable sponsor : Debbie McQuade

The Peterborough SEND partnership Group has been re-established and has a clear governance structure.

- 4.5.1 The Joint SEND strategy is fully launched and has been included in the local offer.  
The local offer continues to be updated with new information e.g. development of technology information. However, information regarding transition arrangements remains inconsistent. This has been prioritised for the new SEND/ TCP Commissioning Support Manager to complete.  
Surveys developed by Family Voice have effectively gathered evidence of views and knowledge regarding SEND services. Feedback shows that young people understand what is currently on the local offer.

- 4.5.2 Joint Agency Preparing of Adulthood (PfA) meetings have been held regularly and further meetings are planned throughout the year. Updated specifications will include transitions / PfA arrangements for children and young people with SEND throughout 2020/21
- 4.5.3 The Curriculum Group are reviewing and reflecting on increased activities for young adults with EHCP's. The post 16 curriculum was completed in April 2020 and has been implemented from September.
- 5. CONSULTATION**
- 5.1 Consultation with regard to the WSOA has been split into individual work-streams. The recent revision of the SEND partnership Group is also providing a multi-agency oversight on the progress of the WSoA. Reports are also monitored by the Joint SEND Executive Board
- 6. ANTICIPATED OUTCOMES OR IMPACT**
- 6.1 The actions outlined above will provide better outcomes for children, young people, families and parent carers. The advice provided by the DfE and Health colleagues to focus on direct impact for these groups has been assimilated in to the focus areas for the SEND partnership Groups and is supported by the lead sponsors for the individual work-streams.
- 7. REASON FOR THE RECOMMENDATION**
- 7.1 The position around Education remains fluid. We are receiving daily updates from the Department for Education and we continue to monitor closely the public health position. Some of the consequences around Covid are not yet known and it will be important the committee continues to monitor the situation and challenge and support officers in their ongoing response.
- 8. ALTERNATIVE OPTIONS CONSIDERED**
- 8.1 The report outlines our response to actions outlined in the Written Statement of Action.
- 9. IMPLICATIONS**
- Financial Implications**
- 9.1 Some areas of the Written Statement of Action will require funding, but these are being monitored and assessed on an individual basis.
- Legal Implications**
- 9.2 None
- Equalities Implications**
- 9.3 None directly but we have provided advice and support to schools on developing an equality impact assessment on reopening to ensure all groups are considered in this process.
- Rural Implications**
- 9.4 The impact of actions from the Written Statement of Action will have equal effect across the LA.
- Carbon Impact Assessment**
- 9.5 There have been no direct impacts in this area but we have worked with the Transport and Environment Teams to review travel and access to schools including the 'School Street' Initiative (i.e. car-free zones outside school).

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 Documents we have prepared for schools can be found here –  
<https://www.cambslearntogether.co.uk/recovery-plan>

## **11. APPENDICES**

- 11.1 Appendix 1 – Written Statement of Action September 2020 Update

# Peterborough Local Area Written Statement of Action (Special Educational Needs and Disabilities)

November 2019

Updated September 2020



## Written Statement of Action

### Workstream 1: Joint planning and commissioning including intervention

**Senior Accountable sponsor:** Wendi Ogle-Welbourn DCS & Chair of the Child Health & Wellbeing Commissioning and Executive Boards

**Delivery partners:** Child Health Commissioning & Executive Board Members, Family Voice (parent-carer forum) representative, Sheelagh Sullivan (Head of SEN and Inclusion Services), Graham Puckering (Head of 0 – 25 Service), Jackie Cozens (Local Offer Lead), Jo Dickson (Communications), Toni Bailey (Assistant Director SEND), Tom Barden (Business Intelligence), Siobhan Weaver (Designated Clinical Officer)

#### Significant area of weakness that needs to be addressed:

Ofsted and CQC said: “Joint planning, including commissioning, and intervention are not sufficiently well established to make sure that all agencies and services play an active role in meeting the requirements of 2014 disability and special educational needs reforms.”

Outcomes (what we intend to achieve and their impact)	Ref	Implementation (Actions - what are we going to do)	Key milestones (Action tracker)	Deadline	PROGRESS
<b>1.1 Lead: Lucy Loia</b> There is a clear and ambitious joint commissioning strategy, including effective service delivery arrangements, for children and young adults (0 – 25) with SEND that ensures: <ul style="list-style-type: none"> <li>all services play an active role in meeting the requirements of the SEND reforms</li> <li>issues raised at inspection are prioritised</li> </ul> <b>Impact</b>	1.1a	Coproduce a joint SEND commissioning strategy that will : <ul style="list-style-type: none"> <li>be based on identified needs</li> <li>build on a gap analysis</li> <li>monitor delivery of commissioned services</li> <li>sets priorities for improvement and puts in place an action plan to rectify any deficit in provision</li> </ul>	Needs assessment initiated and agreed by the Joint Child Health Commissioning Board (JCHCB)	Nov 2019	The Joint SEND strategy is now fully in progress, with a project manager and core steering group [covering all of children’s commissioning].  Baseline data has been provided by Business Intelligence and commissioners are now working through the current market position / future demand in order to inform gaps and identify commissioning and decommissioning priorities.
			Baseline of needs identified by families is recorded	COMPLETE	
			Mapping existing resources against needs and identify gaps in meeting needs	COMPLETE	
			SEND commissioning strategy in place that ensures robust monitoring of commissioned services	Nov 2020	
			Commissioning of evidence based interventions within existing resource envelope to close gaps	June 2020 to April 2021	



<ul style="list-style-type: none"> <li>Services are commissioned / delivered to meet identified agreed needs</li> <li>Children, young adults and families co-producing strategy ensuring that the views of all are heard and acted upon</li> </ul>			with procurement and delivery of services secured		Parent / carer forums and other relevant participation, advocacy groups are engaged, particularly around disabled children and children in care, as the SEND strategy and consultation is informing the primary outputs of the SEND Commissioning Strategy.
<b>Impact</b> <ul style="list-style-type: none"> <li>Young adults and families have positive experiences of services commissioned to meet their needs</li> </ul>	1.1b	Establish and undertake an annual 'Family Voice' Survey to seek families views on how well their needs have been met by commissioned services	Establish and record the baseline of family views from implementation of the commissioning strategy	COMPLETE	The SEND strategy consultation provided a robust baseline on the outcomes that families want to see achieved in Cambridgeshire and Peterborough.  Family Voice's annual survey is conducted January-March and results will then be analysed in April 2021. Comparative data is being collated and should be finalised in October.
<b>Impact</b> <ul style="list-style-type: none"> <li>Underperformance challenged and addressed leading to improved services for young adults and families</li> </ul>	1.1c	Develop a data set (using the council for disabled children's framework) to evidence performance of services against the SEND strategy and Plan.  Monitor the data set at the SEND Executive Board,	Agreed cross agency data set in place	July 2021	Commissioners are developing an outcomes framework that will demonstrate how commissioned services are performing against both their contractual requirements, as well as the strategic, operational and
			Benchmark of priorities from children and families collated	Feb 2020	COMPLETE

<ul style="list-style-type: none"> <li>Priorities outlined to increase family and user confidence in services</li> </ul>		<p>celebrating good performance and challenging underperformance and agreeing actions to address.</p>	<p>Quarterly reports to SEND Executive for monitoring performance from April 2020 show progress towards achieving the outcomes in the strategy and feed into commissioning process (1.2)</p>	<p>COMPLETE</p>	<p>individual outcomes for children, young people and their families.</p> <p>A JCHCB operational group has been established to identify and act on identified commissioning priorities across education, health, social care and providers. This will take its feed from the Joint SEND Executive and partnership boards to ensure participation and will provide monthly highlight reports to the JCHCB and quarterly highlight reports to the Joint SEND Executive and Joint SEND Strategic Partnership Group.</p> <p>A quality performance dashboard has been drafted and this will be presented as per the reporting cycles agreed at the JCHCB [monthly to the JCHCB and quarterly to the SEND partnership groups and Joint SEND Executive].</p>
<p><b>1.2 Lead: Lucy Loia</b> <b>Commissioning issues raised at inspection are prioritised and gaps closed</b></p> <p><b>Impact</b></p>	<p>1.2</p>	<p>Develop a local area jointly commissioned (Peterborough and Cambridgeshire) equipment provision service for children and young adults with SEN &amp; Disabilities</p>	<p>Mapping of current arrangements for assessment and provision of all equipment including medical technology</p> <p>Review and gap analysis complete and presented to JCHCB</p>	<p>March 2020</p> <p>Jan 2020</p>	<p>Due to Covid-19, a 12 month extension was applied to the existing contract, [October 2021] however this provides adequate time to ensure that the service is fully integrated with OT</p>

<ul style="list-style-type: none"> <li>All services across health, education and social care have knowledge of access to equipment services so that equipment is provided efficiently.</li> <li>Families and young adults report to professionals, each time the equipment is provided, that they are satisfied with the timeliness of the service</li> </ul>			Proposed integrated equipment service proposal presented to JCHB with commissioning recommendations taken to JCB and COT	Dec 2020	and Physio and eligibility and pathways are coproduced.
			Service in place	Oct 2020 revised to Oct 21	
<b>Impact</b> <ul style="list-style-type: none"> <li>Service delivery provided in line with NICE guidance and national recommendations so that children and young adults are provided with an adequate supply of products</li> </ul>	1.2b	Review the pathway for provision of continence products	Review of referral, assessment and products pathway complete	COMPLETE	Whole continence contract with provider reviewed for both children's and adults pathways by CPCCG due to concerns about increased in demand for products and rising costs. Agreements reached with provider regarding delivery of the service within current contractual arrangements (February 2020). A meeting to review specific pathway arrangements for children within the contract had been arranged during March 2020, however this was cancelled due to COVID19 emergency response planning. Current children's continence products pathway added to local offer to support
			Publication of the revised pathway on the Local Offer website	Nov 2020	

					<p>communication with parents and families.</p> <p>Meeting with provider specifically to discuss any improvements in contract to the children's pathway arranged in October 2020.</p>
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>SEND children and young adults access to OT and Physiotherapy Services improved in line with agreed key performance indicators (see 4.3)</li> </ul>	1.2c	<p>Complete the joint commissioning of the OT and Physiotherapy service Integration and Transformation Plan to ensure improved access to OT services</p>	OT Integration and transformation plan in place	April 2020	<p>Specifications have been drafted for the Balanced Model© and these have been reviewed by Provider Service leads.</p> <p>There has been a noted deficit in capacity within the CCG which has hindered progress, however this will be remedied through additional capacity in July 2020 and progress tracked through the JCHCB operational group.</p>
			Joint service specification for OT created	Dec 2020	
			Balanced Model© implemented through series of facilitated workshops	Dec 2020	
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Children and young adults who require services from Community Nursing will benefit from services that provide care up to the age of 18 years</li> </ul>	1.2d	<p>Complete a review of Children's Community Nursing Services to identify provision required to meet nursing needs of children with complex health up to the age of 18 years</p>	<p>Complete review and implement recommendations</p>	Oct 2020	<p>Financial recommendation was not presented to COT prior to COVID19 emergency response.</p> <p>Young People with complex needs (16-17yrs) receive a community nursing service delivered through joint working between the Children's Community Nursing Team and increased capacity of the Specialist Physical Disability Nursing services within the Community Paediatrics Services.</p>

					A co-produced whole CCN service review across Cambs and Pboro commenced in January 2020, this includes specialist nursing services for schools. Unfortunately this was paused during the COVID19 Phase 1 and will resume in October 2020. Increased capacity of the CCG's Childrens Commissioning Team will facilitate the pace of this whole service review.
<p><b>1.3 Lead: Toni Bailey</b>  <b>An ambitious SEND strategy and action plan (developed jointly with Cambridgeshire) will be in place and the commitment of all partners will be evidenced by their sign up to the 'SEND pledge'</b></p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Families and professionals say that the SEND strategy and Pledge are making a difference in services for SEND, in line with the 2014 Reforms</li> <li>Feedback from the Peterborough community shows that they are aware of the SEND strategy and</li> </ul>	1.3	<p>Formally launch the joint <b>Peterborough/Cambs</b> SEND strategy, Pledge and associated action plan in partnership with parent /carer forums.</p> <p>Set up a SEND communications group to formulate and implement a communication strategy that:</p> <ul style="list-style-type: none"> <li>supports the implementation of the Strategy, the Pledge and action plan,</li> </ul>	SEND communications group established to coproduce and implement a communication strategy	COMPLETE	<p>The launch of the Joint SEND Strategy was held in January, attended by councillors and other members of the Joint SEND Executive Board, representatives from parent / carer forums, health and other partner organisations and from schools and colleges.</p> <p>Comms team have agreed to attend SEND partnership group meetings to address comms issues directly. A Comms strategy to be agreed through the Partnership Group forum (delayed due to COVID-19).</p> <p>The social media campaign to publicise this has had more than 65,000 impressions and generated 260 clicks on the strategy pages on the</p>
			Formal launch of joint SEND strategy and Pledge	COMPLETE	
			Communications strategy and action plan agreed by SEND Executive Board	Jan 2020 revised to Nov 20	
			Action plan progress monitored at bi-monthly SEND Executive Board	Feb 2020 Revised to Dec 20	
			SEND pledge is circulated to all services involved in delivery to children and young adults with SEND and signed up to by 85% of those circulated	April 2020 Revised to Nov 2020	
			One year on review of the impact of the Pledge shows clear	April 2021	

<p>vision that “SEND is Everybody’s Business”</p>		<ul style="list-style-type: none"> <li>includes a clear plan for seeking feedback on how they are making an impact</li> </ul>	<p>evidence of commitment and action by key service delivery partners</p>		<p>Peterborough and Cambridgeshire websites.</p> <p>Bi-monthly report to SEND Partnership Groups and Joint SEND Executive delayed due to Covid-19.</p> <p>Work has been initiated with the comms team to allow sign up to the strategy to be facilitated – this will be through email link and is due to be shared by the end of Sept.</p>
<p><b>1.4 Lead: Jacky Cozens</b>  <b>Children, young adults, families and professionals know where to go for help and information</b></p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Surveys carried out by Family Voice (having established a baseline) show that families report improvement in knowing how to access services for children and young adults with SEND and the timescales involved leading to greater levels of satisfaction</li> </ul>	<p>1.4a</p>	<p>Improve and raise awareness of the Local Offer working with Family voice to:</p> <ul style="list-style-type: none"> <li>Create a Parent Participation page on the Local Offer</li> <li>Information on the Local Offer reviewed and extended to include a new page to describe Short Breaks</li> <li>Redesign the Local Offer postcards with contact details</li> <li>Co-produce a guide to panel decision making</li> <li>Improve the descriptions of the health information</li> </ul>	<p>Parent participation page in place</p> <p>Short breaks information page included</p> <p>Establish baseline of parent views from Family Voice survey about parental satisfaction regarding service info on the local offer</p> <p>Postcards redesigned</p> <p>Agree a system to ensure that information about services on the Local Offer is kept up to date</p> <p>Health services access arrangements published on the Local Offer</p> <p>Increasing use of the parent participation page over time as evidenced in reports to Executive Board</p>	<p>COMPLETE</p> <p>COMPLETE</p> <p>Dec 2019</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>Jan 2020</p> <p>From Feb 2020</p>	<p>The Joint SEND Strategy and Pledge (incorporating the winning pictures from the competition) have been published on the local offer webpages. An Easy Read version is being worked on.</p> <p>A new <u>Parent Carer Participation page</u> has been created on the Local Offer.</p> <p>A new <u>Short Breaks page</u> has been created on the Local Offer.</p> <p>The newly designed postcards have been printed and delivered to Sand Martin House</p> <p>In relation to keeping the Local Offer up to date, staff regularly and purposely visit services providers and</p>

		<p>including a description of pathways and timescales</p> <ul style="list-style-type: none"> <li>• Establish a SEND newsletter for parents, schools and professionals</li> <li>• Develop a suite of SEND factsheets, including revised information about and promotion of Personal Budgets and Personal Health budgets</li> </ul>	<p>Guide to panels produced</p> <p>Suite of health information updated</p> <p>Suite of SEND fact sheets</p>	<p>COMPLETE</p> <p>March 2020</p>	<p>other stakeholders to continuously update the Local Offer. The visits are recorded on a Communications Log and work completed is recorded on the Local Offer website tracker and record update log. Additionally, a 'Local Offer website maintenance' document was produced and presented to the SEND Partnership meeting.</p> <p>Health information including access is continuously and regularly updated, working with the CCG and CPFT. This is recorded on the Local Offer tracker. Work had started on the mental health pathway, but meetings planned to progress this but were postponed due to COVID-19.</p>
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			SEND newsletter published	COMPLETE	<p>A page has been created on the Local Offer to host the Fact Sheets and two new Fact Sheets have been uploaded. The remaining Fact Sheets are being worked on.</p> <p>The Annual Health Check information has been updated on the Local Offer.</p> <p><b>Family Voice’s Topic of Importance (Information and Communication) -</b> <u>A page has been created on the Local Offer to host these and two new Fact Sheets have been uploaded.</u></p> <p>First issue of the <u>SEND Newsletter</u> was produced and uploaded to the Local Offer. A plan is in place to produce regular newsletters.</p> <p><b>Family Voice Topics of Importance (Parents on Panels) –</b> actions have been completed.</p> <p>A <u>Parents Guide to Panels</u> has been uploaded to the Local Offer.</p>
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## Workstream 2: SEND Quality Assurance

**Senior Accountable sponsor: Toni Bailey/Alison Bennett**

**Delivery partners:** SEND quality assurance officer, Siobhan Weaver (DCO), Graham Puckering (Head of 0 – 25 service), Sheelagh Sullivan (Head of SEN and Inclusion Services), Senior officer from attendance team (appointment pending), Family Voice representative, Helen Whyman (Senior Public Health Information Analyst), Tom Barden (Business intelligence), Chris Stronberg (Head of IT), Jess Conway (Peterborough SENCo)

### Significant area of weakness that needs to be addressed:

Ofsted and CQC said: “There is no quality assurance framework for the local area’s work for children and young people with SEND. Intended outcomes for children and young adults are not targeted, measured or evaluated well enough to inform leaders about the impact of the work to implement the reforms effectively.”

Outcomes (What we intend to achieve and their impact)	Ref	Implementation (Actions - what are we going to do)	Key milestones (Action tracker)	Deadline	PROGRESS
<b>2.1</b> <b>At a strategic level, key decision makers know how well the local area is improving outcomes for children and young adults with SEND and where improvements are required</b>  <b>Impact</b> <ul style="list-style-type: none"> <li>Reports to and minutes from the SEND Executive Board provide assured evidence of the outcomes for children,</li> </ul>	2.1	Coproduce a local area quality assurance framework that will include; <ul style="list-style-type: none"> <li>collating existing quality assurance arrangements</li> <li>setting up the system for monitoring quality of provision and outcomes for children and young adults in independent settings</li> <li>setting up a process for tracking the achievement of the outcomes that matter (see</li> </ul>	Quality assurance post agreed	COMPLETE	A QA Officer for SEND took up post in January 2020. This is a permanent and shared post for PCC and CCC.
			Quality assurance post holder in place	COMPLETE	
			Current QA arrangements collated	March 2020	A Quality Assurance (QA) Framework was adopted by the Joint SEND Executive Board and published in March 2020.
			QA framework in place	COMPLETE	

<p>young adults and their families from March 2020</p>		<p>SEND strategy) for children and young adults with an EHCP</p> <ul style="list-style-type: none"> <li>• agreeing a quality assurance mechanism for testing satisfaction of children and young adults that services they receive are specific to their needs</li> </ul>	<p>Monthly reports to the SEND partnership group are used to track progress</p>	<p>March 2020</p>	<p>level mechanism for multi- agency EHCP audit.</p> <p>A mechanism for testing satisfaction of children and young adults is work in progress.</p>
<p><b>2.2 All delivery partners understand their responsibilities concerning EHCPs (particularly annual reviews) and annual review processes and timelines conform to statutory expectations</b></p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Feedback regarding annual review processes increases and the majority (over 80%) of parent/carers/young people who engage express satisfaction with all aspects of the EHCP process, including the quality and accuracy of advices from all partners</li> </ul>	<p>2.2a</p>	<p>Improve the quality and timeliness of the EHC needs assessment and review process by:</p> <ul style="list-style-type: none"> <li>• Production of a targeted recovery plan to address annual review backlog</li> <li>• Implementation of new EHCP processing system</li> <li>• Use of the new QA post to further develop the multi-agency EHCP audit</li> <li>• Review of feedback arrangements to include annual reviews and new ways of engaging with families in receipt of new EHCPs</li> <li>• A rolling programme of training and support around the EHC needs</li> </ul>	<p>Targeted annual review recovery plan produced</p>	<p>COMPLETE</p>	<p>An annual review recovery plan is in place and all historical ARs have been processed. The recovery plan is now addressing 2019-20 backlog which is related to continuing staffing shortages up to Sept 20. Significant progress has been made over the summer holiday period plus lower caseloads from Sept 20 and training planned with schools will processing times.</p> <p>New requests for assessment and annual reviews were entered on to the system from November 2019.</p> <p>The EHCP Audit Tool Kit and Guidance was adopted and published with a soft launch in March 2020. Due to the pandemic</p>
<p>Newly received requests for assessment and annual reviews are logged on to the new system</p>	<p>COMPLETE</p>	<p>Audit arrangements reviewed and revised plans in place with the support of the new QA post</p>	<p>March 2020</p>		

<ul style="list-style-type: none"> <li>Timeliness of new EHC needs assessments remains high (over 85%) and the majority of decisions regarding annual reviews are made within timelines (over 90%)</li> </ul>		<p>assessment and review process is agreed and implemented with the cooperation and contribution of all partners</p> <ul style="list-style-type: none"> <li>Reports to SEND Executive Board are produced by the QA post informed by data and feedback from services and families</li> </ul>			the full implementation has been delayed to the Autumn term 2020.
			Feedback arrangements reviewed and all new arrangements in place	March 2020	The QA Officer is working with a task and finish group to co-produce revised feedback arrangements which includes parental feedback for annual reviews and new ways of engaging with families in receipt of new EHCPs. This work is on target to be completed in September 2020.
			Data migration to new IT system complete and system fully operational, including reporting facilities	March 2020	Migration to new system technically complete but SAMS identified.  Due to COVID related priorities rolling programme on hold until Autumn 2020. - this is now underway in the Autumn term with 8 termly training sessions for a range of stakeholders (health/social/wider-agencies/governors/SENCOs and HLTA's/ Headteachers/ Early Years/ parents, carers and yp). The rolling programme has been planned for
			Rolling multi-agency training programme agreed and implementation started	April 2020	

			Comprehensive reports to SEND Executive Board including both quantitative and qualitative data in place	April 2020	<p>the academic year and training sessions will be virtual. There is a planning meeting to ensure contribution and co-production with all partners prior to the training sessions to identify areas of development to ensure training is bespoke for each service.</p> <p>Meetings have taken place between QA and Business Intelligence (BI) leads to develop the structure of a report for the Joint SEND Executive that will bring together quantitative and qualitative data including feedback from services and families. Data remains an issue and it is unlikely that this will be fully resolved for the first report to cover the Autumn term 2020. A report for the Autumn term will be shared with the SEND Executive Group.</p>
<b>Impact</b> <ul style="list-style-type: none"> <li>Sufficient capacity within the local authority to improve timeliness and quality of EHCPs impacting on quality of provision for children and young adults with EHCP's due to quicker delivery of agreed plans / reviews</li> </ul>	2.2b	New posts agreed to support statutory responsibilities around EHCPs within the LA, schools and settings and health partners	New posts agreed by SEND Executive Board	COMPLETE	These posts were recruited to during COVID period and new staff in place from September 20.
			Post holders in place	COMPLETE	

<p><b>2.3</b> <b>Outcomes for children and young adults in out of area placements match the quality and expectation of what was commissioned</b></p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Leaders know what is happening from highlight reports to Board of the progress of children and young adults with an EHCP that show that out of area placements deliver commissioned outcomes for children and young adults</li> </ul>	2.3	Robust contract monitoring arrangements are developed, agreed and implemented with all partners, including the use of regional arrangements	Contract and monitoring arrangements in place	COMPLETE	<p>A quality performance dashboard for commissioned services has been created and this will be reported monthly to the JCHCB and termly to the Joint SEND Executive.</p> <p>A financial assurance and quality assurance regime has been signed off by the JCHCB and these are being transferred to operational documents. These will be then shared at the partnership boards and the Joint SEND executive.</p> <p>SAMS have allocated monitoring of EHCPs in independent out of city schools to complex cases post (recruitment underway).</p> <p>A risk assessment is populated on a monthly basis and the Performance and Quality Officer will monitor and review performance information for providers, escalating any issues or risk to commissioners.</p>
			First highlight report provided to Board to include data about the extent and use of out of area placements, building upon baseline data already available	Feb 2020	
<p><b>2.4</b> <b>There are processes in place to increase leaders understanding about the extent of part time</b></p>	2.4	Establish a system for monitoring the use of part time placements for children and young adults with SEND	Guidance developed and presented to schools	COMPLETE	Guidance for the use of part-time timetables was written and shared with schools in 2019.
			Baseline numbers on part time timetables collated for	Feb 2020	

<p><b>placements in schools for children and young adults with SEND</b></p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• The Local Authority is clear about extent of part time placements in schools for children and young adults at SEN support and EHCPs</li> <li>• Reduction in use of part time timetable provisions by 30% by July 2021</li> </ul>		<p>Produce and present revised guidance regarding use of part time tables to schools and settings</p>	<p>children and young adults with an EHCP</p>		<p>Work is being undertaken to review these guidelines and update them and responsibility for monitoring. Part-time tables will be shared with new inclusion teams. This will help in collating information and in the development of regular and routine monitoring of individual cases.</p> <p>The alternative provision and Inclusion lead will lead on developing a system to accurately monitor part time attendance and will produce reports for the Partnership group once a format has been agreed.</p> <p>Engagement work with partners has been on hold due to COVID priorities.</p>
			<p>System established for monitoring use of part time placements</p>	<p>Feb 2020</p>	
			<p>First highlight report to Board</p>	<p>July 2020</p>	
			<p>LA partners agree with providers a focus on reducing part time table provisions by 30%</p>	<p>July 2020</p>	

### Workstream 3: Role and arrangements for the DCO

**Senior Accountable sponsor: Marek Zamborski**

**Delivery partners:** Karlene Allen (Head of Children and Maternity services Commissioning and Transformation, CPCCG), FV representative, Siobhan Weaver (DCO), Ali Mayern (SEND Health Co-Ordinator, CPCCG), Alison Hanson (Head of Service Speech and Language Therapy, CCS NHST), Lorraine Cuff (Head of CAMHs Neurodevelopment Team, CPFT), members of the SEND Health Advisory Group (C&P)

#### Significant area of weakness that needs to be addressed:

Ofsted and CQC said: "The current arrangements for the DCO in relation to the implementation of the reforms do not allow the postholder to fulfil the obligations of the role sufficiently".

Outcomes (What we intend to achieve and their impact)	Ref	Implementation (Actions - what are we going to do)	Key milestones (Action tracker)	Deadline	PROGRESS
<b>3.1</b> <b>The arrangements in place for the Designated Clinical Officer (DCO) role ensure that the system fulfils the objectives of the SEND reforms.</b>  <b>Impact</b> <ul style="list-style-type: none"> <li>DCO is able to fulfil the priorities set out in the WSoA and the 1<sup>st</sup> year priorities of the SEND Strategic Action Plan, measured through milestone target dates (reviewed at the SEND Partnership Group) with quarterly and annual reports to the CPCCG COT on progress of SEND.</li> </ul>	3.1	Develop and present a costed options appraisal to CPCCG Chief Operating Team (COT) which details the need to improve the current arrangements and capacity of the DCO role within and Children's Complex Cases service.	Options appraisal for DCO capacity and recommendations presented to COT	COMPLETE	Governing Body report delayed due to COVID19 but reported to GB in September 2020.
			Interim arrangements to relieve immediate pressure on DCO with medium term planning for increased resource into service development	COMPLETE	SEND DCO reports to JCHCB disrupted during COVID19, however resumed September 2020.
			Financial agreement for additional resource requirements to increase the capacity of the DCO arrangements	COMPLETE	Successful recruitment to all additional posts in the Children's commissioning team alongside restructure of existing team (majority have commenced employment during July and August 2020)
			Recruitment processes commenced	COMPLETE	Additional permanent posts: 1.0 WTE Lead Administrator 1.0 WTE Paediatric Commissioner

			Develop a detailed SEND reporting mechanism for COT (1/4 update and annual reporting)	Dec 2019	0.5 WTE Children's Mental Health Commissioner 1.0 WTE SEND Lead Nurse 1.0 WTE Mental Health
			Additional capacity in the Children' Complex Cases team to support the CCG DCO role established	COMPLETE	Commissioning Support Manager (plus 1.0WTE SEND/TCP Commissioning Support Manager - re-structured existing capacity) 1.0 WTE Complex Cases Co-ordinator (MH/LD/ASC) (0.5 WTE post filled currently) 1.0 WTE Children's Continuing Care Nurse Assessor (October 2020 start date) This significant increase in the children's commissioning team will ensure that SEDN DCO is able to fulfil the obligations of the role sufficiently.
<b>3.2 Health professionals play an active and equal part in the EHC needs assessment, preparation of EHC plans and review and removal of EHCP's.</b>  <b>Impact</b> <ul style="list-style-type: none"> <li>Children and young adults will have their health needs, provision and desired outcomes, which are consistent with current professional knowledge, detailed in their EHCP. These will be measured through EHCP</li> </ul>	3.2	Develop and implement the " <i>Improving the effectiveness of joint working and planning of health partners, within EHC Plans</i> " Quality Improvement Initiative project. This QI project will: <ul style="list-style-type: none"> <li>Test the established EHCP processes, including the health advice template and training offered, against a new approach to facilitate the physical and mental health sectors to think more joined-up</li> </ul>	Review and enhance the terms of reference of the SEND Health operational working group to include the role of SEND Health Critical Friends	COMPLETE	SEND Health Operational Working Group paused during COVID19 response. The group will recommence in September 2020.
			Use data from audits to identify up to 4 health teams that would benefit from targeted facilitation in the 1 <sup>st</sup> phase of the project	COMPLETE	Prior to the pause, the very active and engaged health group had begun to develop a draft SEND self-assessment tool using measures of outcomes based on the C&P SEND Pledge. This will be a focus of work as we reconvene. We anticipate increased
			Develop initial workshop session and test with critical friends	COMPLETE	



<p>audit processes (see 2.3 e) and the 6 monthly 'deep dive' EHCP audits for children and young adults with complex health needs.</p> <ul style="list-style-type: none"> <li>Feedback from children, families and schools/FE colleges will indicate that they have had a good experience where healthcare professionals have jointly planned their child or young person's EHCP</li> <li>Maintain the compliance of timescales for the EHCP initial request processes measured through monthly data from the CCG EHCP single point of access.</li> </ul>		<p>and person-centred for children and young adults (0-25 years) with SEND</p> <ul style="list-style-type: none"> <li>Provide individual health services with targeted, facilitated workshops which promote ownership and change of practices to engage with the EHC planning requirements relevant to their own service delivery methods.</li> <li>Create SEND Health 'Critical Friends' to work alongside providers who will facilitate ways of working that effectively implement the requirements of EHC planning</li> <li>Create a set of local good practice examples from stories, data and intelligence gathered by critical friends to inform future facilitation sessions.</li> <li>Introduce measurements of progress with a SEND self-assessment tool for health provider services.</li> </ul>	<p>Baseline established for each service using the SEND self-assessment tool</p>	<p>June 2020</p>	<p>attendance at these meetings as they will now be held virtually.</p>
			<p>Develop the role and facilitation skills of the SEND Health Champions to support delivery of the QI project</p>	<p>Feb 2020</p>	<p>Health provider and SEND Lead Nurse attendance at SENCo network meetings have received positive feedback from SENCo Lead and SENCo network. Attendance is now established as routine and promotes opportunities for learning and sharing information – this has been especially relevant during the COVID19 emergency and the restoration of community services.</p>
			<p>Engage with SENCo network to develop feedback mechanism from schools for their experience of health involvement in EHC planning processes</p>	<p>COMPLETE</p>	

		<ul style="list-style-type: none"> <li>Develop a process for DCO to monitor and agree final EHC plans.</li> </ul>			
<b>3.3</b> <b>There is an increase in the uptake of learning disability annual health assessments for 14 – 25 year olds</b>  <b>Impact</b> <ul style="list-style-type: none"> <li>Increase from 39% to 50% of uptake by the least likely to attend group (14 – 17 year olds) by April 2021</li> <li>Increase to 75% from 55% of 14 – 25 year olds attend their annual health check by April 2021</li> </ul>	3.3	DCO, with the PfA Health group will facilitate learning disability annual health check workshops to create an action plan for the local area in order to increase the number of young adults aged 14 – 25 who attend their LD AHC	EHCP audit for post 14 years shows that the annual health check has been discussed at the annual review meeting. First report May 2020.	May 2020	QA process for multi-agency EHCP audit includes AHC question.  Baseline established from questionnaire completed by young people at the first of a series of PfA events. Planned event in May 2020 did not proceed due to COVID19.
			Establish a baseline from feedback from young adults that they know what an annual health check is and how to get one	COMPLETE	PfA Health group paused during initial COVID19 response, however these meetings are to reconvene in September 2020.

#### Workstream 4: Getting support early

**Senior Accountable sponsor:** Raj Lakshman (Consultant in Public Health Medicine/Karen Moody (Head of Prevention and Early Help Services )

**Delivery partners:** ), Karen Hingston (Head of Early Years), Kathryn Goose (Mental Health Commissioner), Lorraine Cuff (Head of CAMHS Neurodevelopment, CPfT), Joanne Carr (CPfT), Family Voice representative, Siobhan Weaver (DCO), Sarah Bernard (Manager Early Years Specialist Service, including Portage)

#### Significant area of weakness that needs to be addressed:

Ofsted and CQC said: “Early support is well embedded for children in early years, but does not follow through in all areas of the lives of children and young people as they get older. It takes too long for children, young adults and families to get the support they need.”

Outcomes (What we intend to achieve and their impact)	Ref	Implementation (Actions - what are we going to do)	Key milestones (Action tracker)	Deadline	PROGRESS
<b>4.1</b> <b>The principles of Early Support are effectively embedded for children and young adults as they get older in line with the SEND Code of Practice</b>  <b>Impact</b> <ul style="list-style-type: none"> <li>Fewer part time timetables and increased access to reception for children with SEND due to</li> </ul>	4.1a	Extend the opportunity to stay on or be accepted onto the Early Support pathway for children up to the end of Reception	Targeted training, advice and support provided for early years and reception staff	COMPLETE	Since June 2020, settings have reopened. All families of children on the ES Pathway contacted by phone and where permission given both schools and settings contacted to inform the child was on the ES Pathway and to ensure transition meetings arranged. All but 15 children permission given. This was a combination of not being able to make contact or parents not wanting to share their information.
		Undertake survey, in partnership with Family Voice, to establish baseline data to track the immediate and future impact of the change in approach	Support for children to the end of Reception and their families in place	COMPLETE	
			Survey and evaluation of extended offer to inform further roll out completed	July 2021	

<p>better understanding and available support</p> <ul style="list-style-type: none"> <li>• Families report in the Family Voice annual survey a better transition experience for their child from early years settings to reception</li> <li>• For the first time the Healthy Child and BSiL programmes have a sharper focus on children and young adults with SEND</li> </ul>				<p>There are 200 children who will be moving into Reception in 2020 who have been on the ES Pathway. Updated information has been sent to schools to advise of the support available for them in supporting those children with complex needs.</p> <p>Due to the situation a virtual offer has been delivered to the EY settings, Practitioner Childminder and SENCO Forums have been delivered as has training in relation to both staff and child well-being returning to the setting. Supporting Vulnerable Families and Safeguarding. Engagement in the virtual training offer has been good and we recently developed an online evaluation form to sit alongside any virtual delivery.</p> <p>Transition documentation/ guidance provided and settings and reception staff supported in making contact. These have been very positively received and the settings and schools have had good contact during this time - we will not see the full extent of the impact of this until later in the autumn term once the children have started.</p>
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	4.1b	<p>Support for SEND is clearly set out in Best Start in Life (BSiL) and Healthy Child Programme (0 – 19) to:</p> <ul style="list-style-type: none"> <li>• improve identification of need</li> <li>• improve coordination of support for SEND across children and young adults' services and</li> <li>• identify KPIs in order to measure progress towards improving outcomes</li> </ul>	<p>Clear reference to SEND is within the Every Contact Counts work stream of Best Start in Life and Healthy Child Programme.</p>	<p>March 2021 (changed from March 2020 to align with BSiL work)</p>	<p>DWP lists are now being received and parents on the list written to. There were high numbers of applications when this was reintroduced. Applications are now being received more steadily.</p> <p>Messages for parents on activities at home both generic and for children with SEN have been shared regularly in the weekly newsletter to settings to share with their parents and the two fb pages.</p> <p>2 year progress check for EYSFS not required at the moment. The disapplication that had been brought in due to COVID-19 will be removed from 25<sup>th</sup> September so two year progress checks should resume.</p> <p>Public Health update - Healthy child programme – 'text us' service for parents has been set up. There is a function to allow information to be sent out. A lot of work done on standard messages.</p> <p>All the work above is ongoing. In addition, some face-to-face contacts (initial visit) at Children's Centres</p>
			<p>Evaluation framework developed for the BSiL programme</p>	<p>March 2021 (changed from March 2020 to align with BSiL work)</p>	

					<p>have started with a focus on a blended offer.</p> <p>BSiL implementation of place-based pilots restarted. ISOS supporting evaluation. 1 pilot started in Peterborough (North-west) another site identified for possible pilot (Central &amp; Thistlemoore).</p>
<p><b>4.2 Children and young adults with SEND are identified early to ensure they can access the holistic range of help they need in a timely manner</b></p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Feedback in Early Help reports shows that children / young adults with SEND and parents and carers of children with SEND understand how to access Early Help support and demonstrate success in navigating towards required support</li> </ul>	4.2	<p>Review access to support via Early Help and other routes to identify potential blockages or delays to include:</p> <ul style="list-style-type: none"> <li>review of available information</li> <li>review of multiagency pathways and access to support</li> <li>establish processes for collecting and evaluating data for children and young adults with SEND receiving Early Help</li> </ul>	<p>A review of all professionals and parent / carer information leaflets on Early Help pathways to support</p>	April 2021	<p>Partners asked to re-check information for parents / carers is still up to date.</p> <p>Meeting to be scheduled to discuss options available for presenting this information to parents / carers via the Local Offer.</p>
			<p>Implementation of a multi-agency review panel in Early Help for all requests for support to ensure children / young adults with SEND receive support in a timely manner</p>	April 2021	<p>Discussions restarted on how to complement the CAMHS offer.</p>
			<p>Baseline of child / young person and parent/carer views on clarity of pathways to access support; provision of support and timeliness of support established</p>	COMPLETE	<p>PCC Early Help Service have developed a web-based parent carer questionnaire. This is now being rolled out to test responses to determine if any further changes needed before promoting it's use more widely.</p>
			<p>Baseline of numbers of children and young adults with SEND in receipt of Early Help recorded</p>	July 2020 revised to Sept 20	<p>Proposed action: To review responses in September 2020 prior to wider roll-out.</p>

					First meeting of Early Help Reporting Group held in August 2020. Update on this task: The report is now being developed. Timescale for completion – September 2020, enabling analysis of cases open to Early Help with identified SEN, disability and EHCP at point of Early Help Assessment.
<b>4.3 Children and young adults with SEND have access to health services, in particular mental health services in a timely manner</b>  <b>Impact</b> <ul style="list-style-type: none"> <li>Access targets are clearly defined and measured which allow timely interventions for children and young adults</li> </ul> <b>Impact</b> <ul style="list-style-type: none"> <li>Agreed access targets from mental health services are met so that children and young adults are supported by mental health services that identify needs early and provide information advice and support that improves outcomes for them</li> <li>Parents/carers report improvement from 2019/2020</li> </ul>	4.3a	Co-Produce a set of SEND Key Performance Indicators across health services to introduce a common approach to measuring performance in SEND which includes reference to equitable waiting time targets for children with SEND.	Initial contractual proposals to providers based on initial evaluation	COMPLETE	Initial contractual proposals have been provided to providers.  For 2020/21 the NHS will not be undertaking any routine contractual and performance management processes in the way it had previously, therefore there will be no formulation of KPI's through the usual contractual routes. However the CCG are working with our BI team to review the performance information received and be clear on the waiting times for services going forward and what KPI's need developing. At this point there are no set timescales.
			Finalise initial set of KPIs and monitor monthly	May 2020	
			Monitor KPIS via monthly contract meetings – ongoing in 2020	June 2020	
			Providers collect data	June 2020	
			Review and calibration of KPIS	Dec 2020	
			Adjustments and business as usual performance mgt	April 2021	
	4.3b	Implement the CPFT Children's Mental Health remedial action plan (NHSE/I) so that children and young adults who require assessment and treatment from NHS mental health services will have access to these services within nationally agreed targets.	2 weekly remedial action plan meetings to monitor progress of reduction in waiting times are set up	COMPLETE	Wait lists continue to be reviewed by service managers and team managers weekly and report into service level monthly meetings. Waiting lists and times are longer
		Joint action learning events agreed between CAMHs services and the SENCO network to promote the	Aug 2020		

baseline that they are listened to and given consistent advice		Redesign workstreams to achieve routine and urgent appointments in a timely manner	graduated response within the emotional health and wellbeing pathway delivered across services		due to Covid, pausing of non-urgent services. Still working under Covid restrictions, using PPE. Revamp ASD assessment, using new tools.
			Children will be assessed within 18 weeks from referral for routine appointments	April 2020	Restarted ASD, ADHD assessments, some in clinic and some virtually. May be difficult to make a definitive diagnosis. Parents are made aware of this at the beginning of assessment.
			Children will be assessed within 12 weeks from referral for routine appointments	April 2021	
			Workstreams are redesigned	April 2021	Waiting times for secondary age Autism diagnosis and ADHD have increased due to pause of services because of Covid but this work has now recommenced as above.  Waiting times for access to mental health assessments are currently being offered within timeframes.
	4.3c	Understand the population of children and young adults with a mental health need including a specific focus on children and young adults with SEND.	Update and refresh the NHS Mental Health Local Transformation Plan and use NHSE Key Lines of Enquiry (KLoE's) to ensure focus on sections relevant to SEND	COMPLETE	The Local Transformation Plan has been updated.  Needs assessment has been undertaken Available at url <a href="https://cambridgeshireinsight.org.uk/health/popgroups/cyp/">https://cambridgeshireinsight.org.uk/health/popgroups/cyp/</a>
		Undertake baseline assessment of parental awareness in regard to mental health services	Complete a Mental Health Needs assessment to identify whole population needs and how SEND is highlighted in the mental health Local	COMPLETE	



		Develop information delivery for parents / carers to outline graduated response to Mental Health support	Transformation Plans key lines of enquiry		CCG were having conversations about setting up focus groups with children and young people Now looking at how this could be done differently.
			Focus groups with Children and Young adults to develop outcomes	July 2020	
			Use NHSE Key Lines of Enquiry (KLoE's) with focus on sections relevant for SEND to create an action plan	Sept 2020	

**Workstream 5: Provision and opportunities for young adults aged 18 - 25**

**Senior Accountable sponsor: Debbie McQuade**

**Delivery partners:** Graham Puckering (Head of 0-25 Service), Elizabeth Sullivan Ash (Post 16 Lead SENI Services), Matt Oliver (Service Manager Community and Interventions for Targeted Youth Support Service), Family Voice, Special school and College representative x 2 tbc, Siobhan Weaver DCO

**Significant area of weakness that needs to be addressed:**

Ofsted and CQC said: “The provision for young people aged 18 to 25 is not sufficiently developed to make sure that young people have the full range of opportunities and support that they need as they move through into adulthood.”

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Outcomes (What we intend to achieve and their impact)	Ref	Implementation (Actions - what are we going to do)	Key milestones (Action tracker)	Deadline	PROGRESS
<p><b>5.1</b> <b>There is clarity about the range and availability of opportunities across the local area for 16 – 25 year olds with SEND</b></p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Surveys conducted through the local offer and young adults’ groups show that young adults and their families say that the Local Offer provides them with the information they need to access opportunities and the services available</li> </ul> <p><b>Impact</b></p>	5.1a	Review the local offer to ensure: a) that there is clarity for young adults and their families about what support is available from health, social care and education b) any gaps are identified c) that there is a clear education offer d) that transition pathways across each service from children’s to adult services are clearly described e) that support and opportunities for 19 – 25 year olds are well represented f) that there are clear descriptions of the range of options for activity	Gaps in information on the Local offer are identified	Feb 2020	The Peterborough SEND Partnership Group is fully established with clear governance structure.
			Gaps in the information about (c,d,e and f) are closed	Sept 2020	The Joint SEND Strategy is fully launched and included in the Local Offer.
			First survey of views of young adults on additional information reported on the Local Offer	COMPLETE	Family Voice developed surveys for parents and events for young people have been held to gather views and test knowledge and understanding of services. Recent feedback from young persons

<ul style="list-style-type: none"> <li>Coordinated and streamlined approach to developing opportunities leading to more young adults accessing support to lead independent lives</li> <li>Young adults experience more holistic 5 day planning across all services and in the community</li> </ul>		across 5 days for young adults Post 16 with an EHCP g) conduct survey focussing on effectiveness of the local offer			surveys demonstrates understanding of the Local Offer.  Joint Agency Preparing for Adulthood meetings have been held regularly progressing the plans and developments. Further meetings planned throughout the next academic year.
	5.1b	Integrate all strategic work across the Preparation for Adulthood (PfA) arena to: <ul style="list-style-type: none"> <li>Establish one steering group</li> <li>Endorse existing workstreams and identify gaps</li> <li>Identify agreed outcomes for all activity</li> <li>Ensure integrated partnership working in every workstream so that all offers are holistic</li> </ul>	New PfA steering group in place and overarching action plan agreed	COMPLETE	The Local offer continues to be updated with new information, an example would be the development of technology information and access to a demonstration flat.
			All agreed PfA workstreams established	April 2020 (implemented from Sept)	
5.1c	Explore and trial a transitions post in at least one local special school in partnership with local colleges	Plans for transition officer role explored and agreed with potential trial implementation from September 2020	COMPLETE	Post-16 curriculum was completed in April 2020 and will be implemented from September.  Three new transitions posts in the Statutory Assessment and Monitoring Service commenced in Sept 20. These are new posts have a specific focus on transitions in EHCP's.	
<b>5.2 In order to address one of the specific areas of weakness</b>	5.2a	Transition Arrangements (movement from children to adult services) for	Review the 2017 Improvement Plan for CCG provider services	COMPLETE	The SEND Health Group reviewed transition pathways on the Local Offer in February.

<p><b>identified during the inspection a priority focus will be to ensure that:</b></p> <p><b>Health services transition arrangements for 16-25 year olds with the most complex health needs are person centred and organised well</b></p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Children and young adults experience clear and person centred transition arrangements between children's and adults health services</li> </ul>		<p>each provider service are clear through:</p> <ul style="list-style-type: none"> <li>Review of the CCG improvement plan to ensure this area is addressed</li> <li>Production and implementation of a transitions protocol for all services provided through CCG for children and young adults with SEND</li> </ul>	<p>Ensure all current transition pathways are detailed on the Local Offer</p>	Jan 2020	<p>Local Offer information regarding current transition arrangements remains inconsistent. Priority work for new SEND/TCP Commissioning Support Manager to complete.</p> <p>Strategic transitions protocol to be commenced in April.</p> <p>Updated service specifications will include transitions / PFA arrangements for CYP with SEND through 2020/21.</p> <p>The Curriculum Group are reviewing and reflecting on increased offer for activities for young adults post-16 with an EHCP.</p> <p>Mental Health SEND KPI's are on track.</p>
			<p>Strategic transitions protocol coproduced with CCG and providers</p>	June 2020	
			<p>All new transition protocols implemented</p>	April 2021	
	5.2b	<p>Develop the role of the Mental Health Transitions worker to support children and young adults with complex Mental Health and SEND to transition into adult services</p>	<p>SEND training required for Mental Health Transition worker identified and delivered</p>	COMPLETE	
			<p>Establish and implement measurement of key performance indicators as per milestones in section 4.3a</p>	July 2020	

<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	AGENDA ITEM No. 7
<b>9 NOVEMBER 2020</b>	<b>PUBLIC REPORT</b>

Report of:	Wendi Ogle-Welbourn, Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Nicola Curley, Assistant Director, Children's Services Helen Gregg, Partnership Manager	Tel. 863618

**UPDATE ON EARLY HELP, OLDER CHILDREN AND VULNERABLE ADOLESCENTS STRATEGY DEVELOPMENT AND THE BEST START IN LIFE (BSIL) PROGRAMME**

RECOMMENDATIONS	
<b>FROM:</b> Assistant Director, Children's Services	<b>Deadline date:</b> N/A
It is recommended that Children and Education Scrutiny Committee note and comment on the continued development the Early Help / Older Children and Vulnerable Adolescent / Mental Health Strategy and Best Start in Life Programme.	

**1. ORIGIN OF REPORT**

1.1 This report is submitted to Children and Education Scrutiny Committee at the request of Wendi Ogle-Welbourn, Executive Director, People and Communities.

**2. PURPOSE AND REASON FOR REPORT**

2.1 This report is being presented to update Children and Education Scrutiny Committee members on progress of the Early Help / Older Children and Vulnerable Adolescent / Mental Health Strategy and the Best Start in Life Programme.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

1. Children's Services including

- a) Social Care of Children;
- b) Safeguarding; and
- c) Children's Health.

2.3 This report relates to the corporate priorities relating to the safeguarding of vulnerable people.

### 3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>
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### 4. BACKGROUND AND KEY ISSUES

#### 4.1 **Early Help, Older Children and Vulnerable Adolescent and Mental Health Strategy Development**

ISOS Partnership, an independent research and consulting organisation, has been jointly commissioned by Cambridgeshire and Peterborough local authorities, the CCG and the Police to support them in reshaping their current model of Early Help and offer of support for older children and at-risk adolescents. The ambition is that, following this review, there will be a clear plan of action for Early Help agreed across the partnership.

4.2 The review has three phases of work – an initial evidence gathering phase followed by two rounds of workshops to co-produce the future plan. Central to the review is one overarching strategic question, and then three specific sub questions:

4.3 Overarching question: How well is the offer of Early Help meeting the needs of children and families in Peterborough and Cambridgeshire and how can we build on existing strengths to optimise the offer of Early Help going forwards?

Sub questions:

- Does the fact that Cambridgeshire and Peterborough operate different models of Early Help cause difficulties?
- Within the overall envelope of Early Help, do the support and services provided prevent an escalation of concerning issues?
- How well are the mental health needs of children and young people in Cambridgeshire and Peterborough being addressed?

#### 4.4 **Phase 1 – information Gathering**

A significant evidence gathering process was completed in January and February 2020, collating views on Early Help from key staff within children’s services, housing, health partners, the Police, YOS, schools, colleges, and the voluntary and community sector. The findings identified:

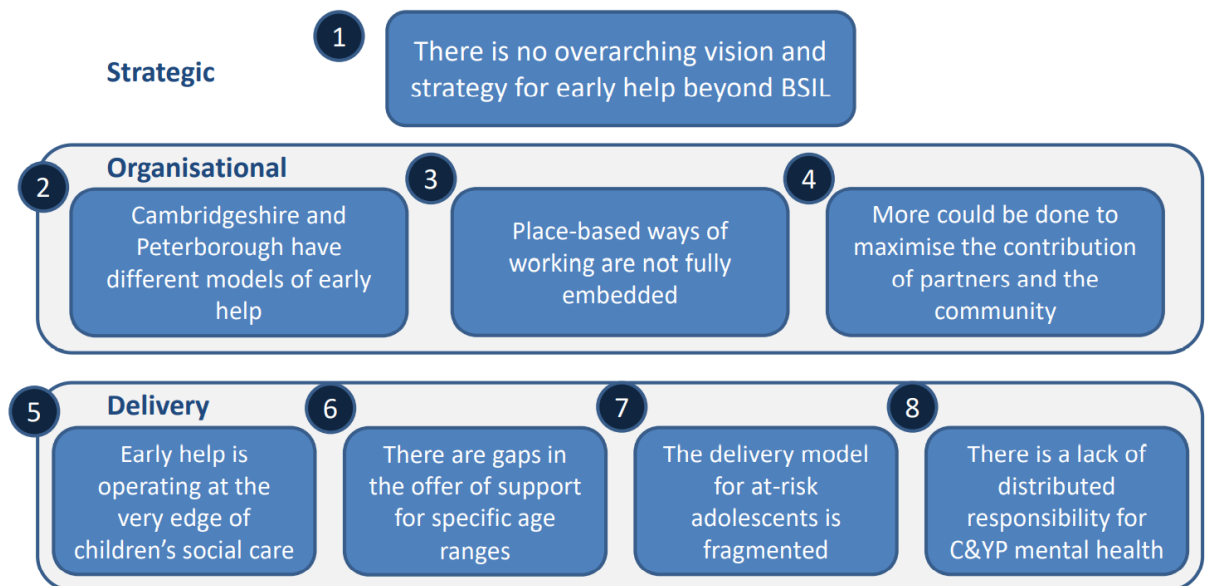
- Across both Peterborough and Cambridgeshire there are currently around 5,800 individual children receiving support through the Early Help offer. This equates to between 200 and 500 children per 10,000 population (0-19).
- Over a 12 month period around 1000 Early Help cases (families) were closed in Peterborough and around 3,300 were closed in Cambridgeshire. In both areas positive progress was recorded in around 75% of cases being closed.
- In both Peterborough and Cambridgeshire less than 20% of cases closed to Early Help were escalated to children’s social care. This suggests that the offer may be having an impact in diverting families from higher levels of intervention.

4.5 However, it is not possible to tell from this data whether the right families are being targeted and whether, without the input of Early Help, needs would have escalated and more specialist interventions would have been needed.

4.6 Phase 1 also identified the following key strengths:

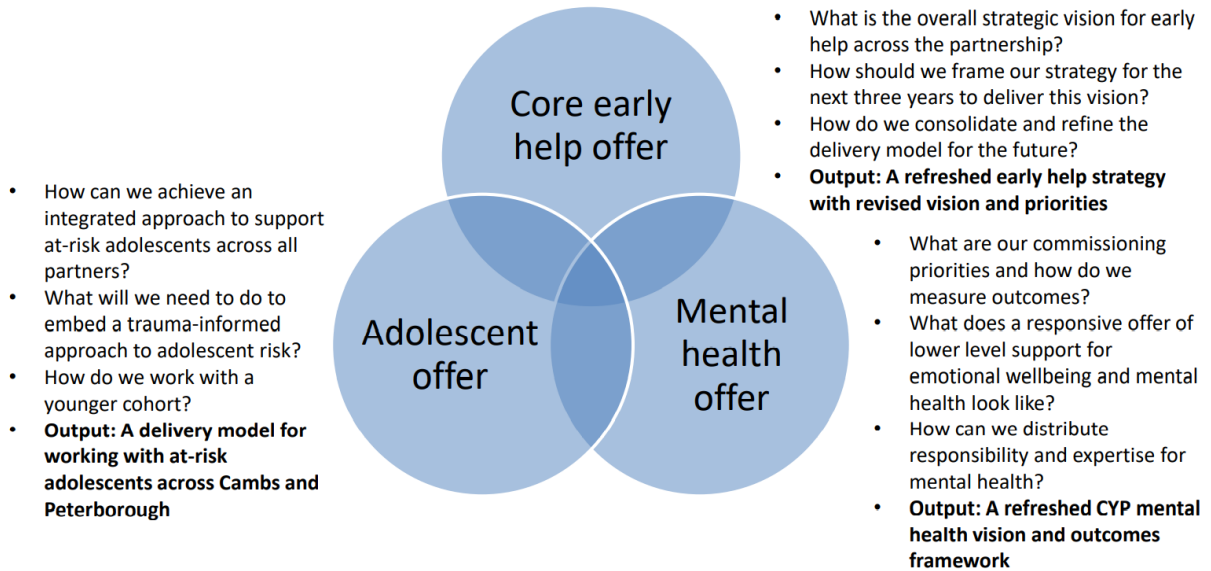
Leadership	There is strong and purposeful leadership of early help which has continued to prioritise this area of work in the face of significant budgetary pressures.
Partner engagement	Despite some tensions, partners contribute significantly to the early help offer both strategically and in practice, as lead professionals and through team around the family arrangements. There has been significant support put in place to enable this day to day engagement.
Front door to early help	The integrated front door to early help across Peterborough and Cambridge is providing a robust and reliable system for considering the need for early help and allocating cases appropriately.
Relationship with CSC	Working relationships between children’s social care and early help are well developed and step up and step down between the two generally occurs smoothly.
Innovation	Both Cambridgeshire and Peterborough have demonstrated the ability to innovate in response to emerging needs, for example the development of the SAFE programme and the multi-agency arrangements for Targeted Youth Support in Peterborough.
Management information	Both services have moved onto a single management information system that both supports the tracking of children and families, facilitates joined up working and generates regular performance reports.

4.7 Phase 1 identified the following key challenges to be addressed:



4.8 **Phase 2 – Development proposals to bring together key challenges and opportunities for working differently in future (September – December 2020)**

A series of virtual workshops will be held focused on the three key areas, below:



4.9 **Best Start in Life Programme**

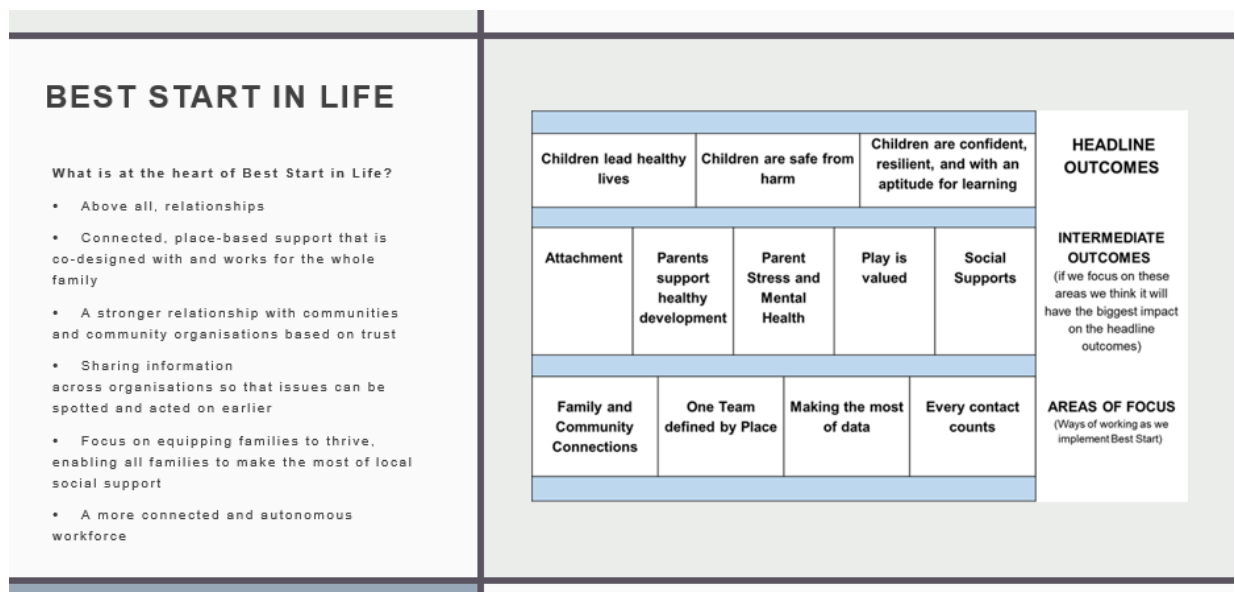
**Phase 1 – Development of a Joint Best Start in Life Strategy**

Best Start in Life is a 5 year strategy which aims to improve life chances of children (pre-birth to 5 years) in Cambridgeshire and Peterborough by addressing inequalities, narrowing the gap in attainment and improving outcomes for all children, including disadvantaged children and families.

4.10 The Best Start in Life strategy focuses on three key outcomes which represent our ambition for children in Cambridgeshire and Peterborough:

- Children live healthy lives
- Children are safe from harm
- Children are confident and resilient with an aptitude and enthusiasm for learning

4.11 The key aspects of the Best Start in Life programme are outlined in the infographic below:



4.12 **Phase 2 – Develop an integrated delivery model**

Phase 2 focused on the development of a new integrated delivery model which was presented to the Child Health Executive Board in September 2019. Members strongly supported the proposed integrated delivery model concept and recognised all of the hard and effective work that went into its development.



4.13 **Phase 3 – (delayed due to Covid-19) September 2020 – August 2021**

Work has now restarted on the full programme, with the core team meeting fortnightly to oversee the workstreams and includes colleagues from across the partnership. Phase 3 will now focus on piloting the integrated delivery model in 3 areas – Cambridge City, Wisbech and Peterborough, followed by a period of evaluation.

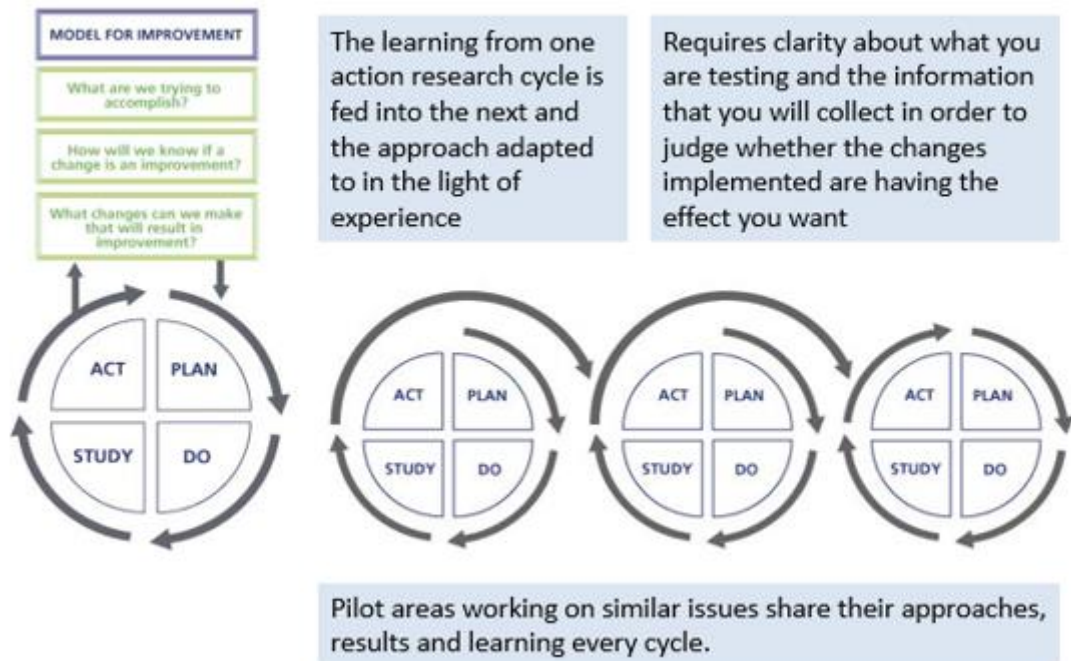
4.14 The BSiL place based workstreams have been established in Cambridge City, Wisbech, and the area of Peterborough around Honeyhill Children’s Centre. We are also working with the Primary care network (PCN) in the Thistle Moor area of Peterborough on an additional place based pilot led by primary care colleagues.

4.15 Themes and issues identified in these local conversations are now being looked at alongside hypotheses developed by the steering group to identify the areas to test in the local pilots.

4.16 There are an additional 8 BSiL workstreams looking at overarching themes. These are described in the table below:

<b>Digital Platform</b>	Building a digital platform to provide a single point for families to access online information and where to find support.
<b>Communications and Branding</b>	Creating a communications strategy alongside a visual brand for the Best Start in Life programme. This will prioritise the development of ‘Best Start on a Page’
<b>Memorandum of Understanding (MoU) and Best Start Pledge</b>	Finalising the MoU and developing a Best Start pledge for use across wider system partners
<b>Data Sharing and Pathway improvements</b>	Looking at how data sharing can support integration linked to the place based pilots. Taking system-wide approaches to improving pathways from universal to acute needs.
<b>Outcomes and Evaluation</b>	Ensuring that our learning framework is embedded and we build in effective evaluation into all of our prototypes and pilots
<b>Building Best Start Culture and Workforce development</b>	Agreeing measures to create the Best Start culture within the workforce, agreeing common approaches and messages, and supporting staff training and development.
<b>Leadership and Governance</b>	Moving the programme forward, ensuring that there are the resources and sign offs required.
<b>Estates and Infrastructure</b>	This workstream will be informed by new ways of working emerging from the prototypes and pilots.

4.17 As we progress with piloting aspects of the BSiL model, we will be using the below learning cycle to make sure that we are collecting the right information from the pilots to confirm that we are having the effect required to improve the outcomes that are identified.



4.18 This can be seen visually in the 4 questions below which will form the basis of the project plans for each activity. It is essential that the evaluation methodology for each BSIL pilot is decided on in advance of the pilot starting.



4.19 As the BSIL programme moves forward we have identified the following opportunities and challenges that we need to build into our next steps planning:

**OPPORTUNITIES:**

- Building on the partnership work developed during Covid to ensure that the recovery phase is planned with Best Start Priorities at the heart of the recovery plans
- Maternity services are re-starting the roll out of Continuity of Carer, a crucial foundation for the Best Start in Life place based work
- System wide developments including Think Communities and the Cambridge Children’s Hospital.
- STP Recovery work stream focussing on Children and Maternity.

**CHALLENGES:**

- Timescales for work are likely to be impacted by how the pandemic evolves. The roadmap will need to be flexible enough to manage this without losing momentum.
- This programme is looking at large scale, system wide change. We need to make sure that sufficient resource is allocated from across the partnership to develop the workstreams.

4.20 We are working with ISOS to join up the Best Start programme with parallel work that has been looking at the Early Help offer for children aged 5-19 (or up to 25 yrs for those with SEND) and support for vulnerable adolescents, with the ambition to create a single pre-birth to 19 offer for

families. The 5-19 service development that is underway within the Healthy Child programme will link into this wider system approach.

## **5. CONSULTATION**

5.1 A significant amount of work has been undertaken to engage the system workforce, partners, providers, agencies as each programme progresses through the phases.

Overall, with little exception, there has been a strong commitment to the programmes with a genuine desire for cross-organisational collaboration.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

6.1 The Children and Education Scrutiny Committee is expected to review the information contained within this report and respond / provide feedback accordingly.

## **7. REASON FOR THE RECOMMENDATION**

7.1 Children and Education Scrutiny Committee members to feel assured that appropriate progress is being made on each programme.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

8.1 The Children and Education Scrutiny Committee must be kept informed of progress against each programmes objectives and outcomes.

## **9. IMPLICATIONS**

### **Financial Implications**

9.1 There are no significant implications within this category.

### **Legal Implications**

9.2 There are no significant implications within this category.

### **Equalities Implications**

9.3 There are no significant implications within this category.

### **Rural Implications**

9.4 There are no significant implications within this category.

### **Carbon Impact Assessment**

9.5 It is anticipated that this will have a neutral impact on the council's carbon emissions as the way services are delivered will not directly change as a result of this report.

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

10.1 N/A

## **11. APPENDICES**

11.1 Appendix 1: Best Start in Life Strategy 2019-2024  
Appendix 2: Early Help Strategy Progress Presentation

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# Best Start in Life Strategy 2019-2024

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## Authors and Acknowledgments

<b>Principle author</b>	Ben Brown, Speciality Registrar Public Health, Public Health Directorate
<b>Contributing authors</b>	Gwendolyn Casazza, Transformation Manager, Cambridgeshire County Council Kat Sexton, Digital Services Architect, LGSS
<b>Acknowledgements</b> <p>The creation of the Best Start in Life strategy would not have been possible without the dedication and expertise of the strategy group members. As well as playing a key part in shaping the strategy they have helped to refine the document itself.</p> <p>The input of wider multi-agency stakeholder group members has also been essential and we thank them for their commitment and guidance.</p> <p>The executive leads, Wendi Ogle-Welbourn (Executive Director: People and Communities for Cambridgeshire &amp; Peterborough Councils) and Dr Liz Robin (Director of Public Health) have provided the leadership and guidance necessary to ensure the success of the strategy development.</p> <p>The 'Five Themes' which provide a focus for the strategy have been adapted from the Leeds 'Best Start' Plan 2015-19.</p>	

## Executive Summary

### Our Vision

*Every child will be given the best start in life supported by families, communities and high quality integrated services.*

Best Start in Life is a 5 year strategy which aims to improve life chances of children (pre-birth to 5 years) in Cambridgeshire and Peterborough by addressing inequalities, narrowing the gap in attainment and improving outcomes for all children, including disadvantaged children and families.

### Why We Need Strategy

All children have the right to grow up with the best health possible, to be protected from harm and to have access to an education that enables them to fulfil their potential<sup>1</sup>.

Whilst on many measures, the health and wellbeing of young children in Cambridgeshire and Peterborough compares well to other similar areas, this is not the case for all children. This creates unacceptable and avoidable inequalities which impacts on their future health and life chances.

For example, whilst the level of 'school readiness' in Cambridgeshire is similar to England as a whole, in Peterborough it is worse and they reside in lowest 10% of all local authorities. However, for children taking free school meals, Cambridgeshire is worse than Peterborough and England and has declined since 2015/16<sup>2</sup>.

Many children also face a number of other challenges growing up, including; the effects of smoking in pregnancy, poor oral health, low vaccine uptake, parental mental health problems, domestic abuse and parental substance misuse.

Poor outcomes for children also have a significant social and economic cost. For example, high levels of accident and emergency department attendance and increasing pressures on Children's Social Care create unsustainable levels of demand for services. Public services are part of a wider local system which includes families, communities, local organisations and institutions, the voluntary sector and businesses. We believe it is only through taking a preventative approach and involving this wider system that our vision can be achieved<sup>3</sup>.

Cambridgeshire and Peterborough has a huge range of services and innovative programmes available for children and families. However, evidence suggests that the best practice is not always available to all and that services are not always provided in a joined up way which is helpful to families<sup>4</sup>. There is much to be gained by creating a more integrated approach which maximises the benefits of services working together better and involving the public and communities at every stage.

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<sup>1</sup> United Nations Convention on the Rights of the Child (UNCRC) 1989

<sup>2</sup> <https://fingertips.phe.org.uk/profile/public-health-outcomes-framework>

<sup>3</sup> Prevention is better than cure: Our vision to help you live well for longer. Department of Health and Social Care. November 2018

<sup>4</sup> Early Years Social Mobility Pilot Peer Review of Peterborough and Cambridgeshire. Local Government Association. 2018.



## What We Are Trying To Achieve

We have an opportunity improve outcomes for children by bringing all the strands of early years provision together, into an integrated strategy and model of delivery.

The Best Start in Life strategy focusses on three key outcomes which represent our ambition for children in Cambridgeshire and Peterborough.

- Children live healthy lives
- Children are safe from harm
- Children are confident and resilient with an aptitude and enthusiasm for learning

The strategy will measure its success through a shared outcomes framework and developing a process for evaluation at an 'intervention' and 'system' level.

## How We Will Achieve Our Goals

The core of the Best Start in Life Start strategy consists of;

**Five themes<sup>5</sup>** for integrated delivery – these describe how we intend to improve outcomes, by focussing on;

1. Healthy pregnancy for parents and children
2. Vulnerable parents - identified early and supported
3. Well prepared parents
4. Good attachment and bonding
5. Supporting child development

See page 32.

**Nine building blocks** – these form the foundations for creating a long term system wide collaboration which we believe will be required to improve outcomes for children. See page 33.

For example, central to the strategy is an acknowledgement that in order to create the change we want to see, it will require a change in culture and a co-ordinated approach across the whole workforce. This means everyone should know what it means to give children the Best Start in Life and how they can contribute to this vision.

## How The Strategy Was Developed

The strategy development was led jointly by Cambridgeshire and Peterborough local authorities, working with a wide range of stakeholders. It is built on knowledge of local need and what the evidence says works in improving outcomes during the early years. Local user research also informed the process.

The strategy reflects the national and local policy context, including: Maternity Transformation - Better Births, The Government's Prevention Vision, the NHS Long Term Plan and the Government's plan for improving social mobility through education, Think Communities and Cambridgeshire and Peterborough's child poverty, healthy weight and SEND strategies.

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<sup>5</sup> The 'Five Themes' have been adapted from the Leeds 'Best Start' Plan 2015-19.

## Programme Plan

Phases 2 and 3 of the strategy run from May 2019 to March 2020.

Phase 2 (May to September 2019) will further develop the strategy and identify options for the future integrated delivery model.

Phase 3 (October to March 2020) will focus on arrangements for implementing the new model in April 2020, including development of the 'building blocks' which underpin the strategy.

# Best Start in Life

Our vision

Every child will be given the best start in life supported by families, communities and high quality integrated services.



3 Key impacts

Children live healthy lives  
 Children are safe from harm  
 Children are confident and resilient with an aptitude and enthusiasm for learning



Outcome measures

Smoking and obesity during pregnancy - Low birth weight - Infant mortality - Breastfeeding - A&E attendances - Unintentional and deliberate injuries - Dental decay - Excess weight - Immunisations - Rates of looked after children - Children in need plans - Child protection plans - Appropriate referrals to social care - School readiness (good level of development and phonics) - 2-2 ½yr HCP review (ASQ3) - 2 year early education progress check - Uptake of funded education

# Integrated Delivery

5 Themes

Healthy pregnancy, parents and children  
 Vulnerable parents identified early and supported  
 Well prepared parents  
 Good attachment and bonding  
 Supporting child development



9 Building Blocks

A collaborative leadership and governance structure	Place-Based Strategies & Plans	Outcomes & Accountability
Funding & Commissioning	Culture Change & People Development	Integrated Service Delivery
Data, Evidence & Evaluation	Collaborative Physical and Digital Platforms	Communications & Engagement

## Introduction

Best Start in Life is a 5-year strategy which aims to improve life chances of children in Cambridgeshire and Peterborough by; addressing inequalities, narrowing the gap in attainment, and improving outcomes for all children including disadvantaged children and families.

Evidence is clear that the early years (pre-birth to 5 years) are a crucial period of change. The experiences of parents, babies and children during this time lay the foundations for their future, and shape their development, educational attainment and life chances.

It is therefore a period of great opportunity, where the combined efforts of parents, communities and services can make a real and lasting difference. The Best Start in Life strategy aims to take this opportunity by being bold and acting to ensure that its vision and outcomes are a shared responsibility and ambition across all partners who provide a service to children and their parents. It sets out new arrangements for providing an integrated early years provision across Cambridgeshire and Peterborough.

A cultural shift is needed in the understanding of the 3 prime areas of development (personal, social and emotional; communication and language; and physical) and how to foster and promote secure and positive parent-child relationships. This means recognising that everyone can play a role, and ensuring that all professionals coming into contact with children or their parents feel a shared purpose and understanding of how they can contribute to giving children the Best Start in Life.

Finally, it is only by engaging and empowering parents and communities that we can ensure that they feel supported, in a positive way when they need it. The strategy will ensure that they know where to go for safe and consistent information, advice and support. Whilst for many, universal preventative approaches will be the right approach, some children and families will need more targeted and specialist support and this should be available close to where they live.

## Background

Following a recent Early Years Social Mobility Pilot Peer Review of Peterborough and Cambridgeshire, undertaken by the Local Government Association (LGA), a recommendation was made that the local authorities develop a holistic early years strategy that brings together all the strands of the early years offer,<sup>6</sup> so that children across the county have the best start in life and are 'school ready'.

The review found a number of areas of innovative and impactful practice. This included the START<sup>7</sup> programme in Peterborough and the Wisbech Literacy Project. It reported that where services work together, there is a positive impact on children and their families. Examples included; co-ordination between Special Educational Needs Co-ordinators (SENCOs) and Portage Home Visitors<sup>8</sup>; working relationships around school clusters.

The review also identified a number of strategic issues and challenges, including;

- a lack of universal understanding about how early years, early help and early support join together to ensure that services are provided to families in a way that is right for them

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<sup>6</sup> Including Better Births, Healthy Child Programme, Children's Centres and Early Years Education Settings

<sup>7</sup> A practical guide for parents and professionals on how to prepare children for school.

<https://www.peterborough.gov.uk/residents/schools-and-education/school-readiness/>

<sup>8</sup> Portage is a home visiting educational service for pre-school children with additional support needs and their families.

- recruitment and retention of professional staff and budget reductions
- a lack of clarity around strategic leadership in health which creates issues for accountability and responsibility
- a need to align with the new SEND strategy – in particular early identification and joined up response to needs

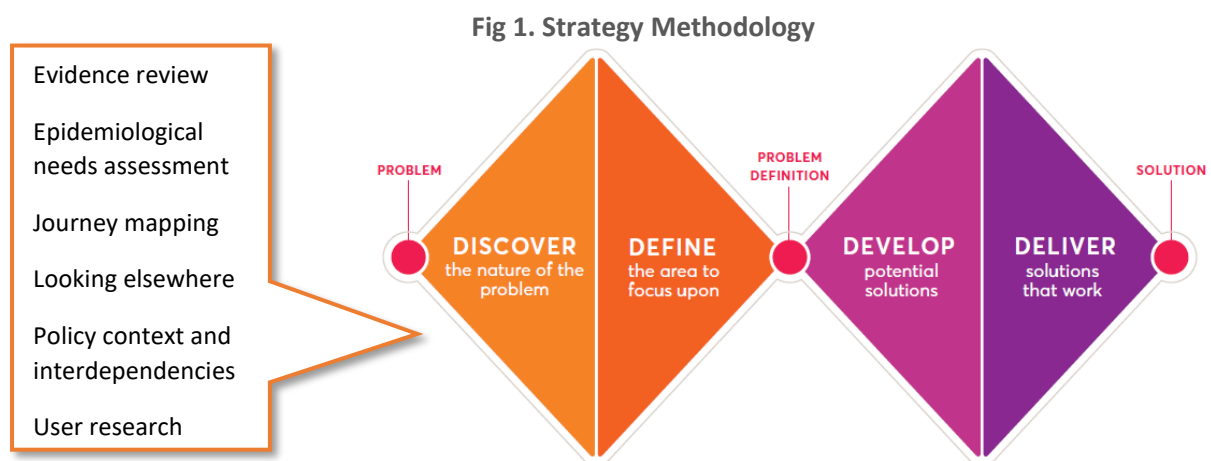
The creation of a multi-agency early years strategy is an opportunity to address these issues and bring all the strands of early years provision together to ensure that the children in Peterborough and Cambridgeshire have the Best Start in Life.

The Child Health Joint Commissioning Unit has worked with the providers of health visiting, school nursing, children’s centres, early years education and early help services to review the delivery of early years provision. This work has taken into account national policy and guidance including ‘Better Births’<sup>9</sup> and ‘Best start in life and beyond’<sup>10</sup> and is set in the context of continuing financial constraints. In November 2018 it established a process for developing a Best Start in Life Strategy bringing together a wide range of stakeholders.

## Strategy Development

The process to develop a Best Start in Life Start Strategy began in November 2018. A core strategy group met every two weeks to progress the work. Another, larger stakeholder group has met every 6 weeks. This has served as a reference group and also a forum for exploring or generating ideas, through a workshop format. See Appendix 1 for the groups membership.

The methodology used the four stages of design outlined in Fig 1. Initial phase of the project involved bringing together and synthesising the data, evidence, user research and journey mapping. It also included a look for integrated strategies elsewhere in the country. The elements of the draft strategy were then presented to the stakeholder group for agreement.



<sup>9</sup> Better Births: Improving outcomes of maternity services in England. A Five Year Forward View for maternity care. National Maternity Review.

<sup>10</sup> Best start in life and beyond: Improving public health outcomes for children, young people and families  
Guidance to support the commissioning of the Healthy Child Programme 0-19: Health visiting and school nursing services  
Commissioning guide 2: Model specification for 0-19 Healthy Child Programme: Health visiting and school nursing services.  
Revised March 2018. Public Health England

## Best Start in Life Vision

*Every child will be given the best start in life supported by families, communities and high quality integrated services.*

## Key Impact Statements

The Best Start in Life strategy focusses on three key outcomes which represent our ambition for children in Cambridgeshire and Peterborough;

- Children live healthy lives
- Children are safe from harm
- Children are confident and resilient with an aptitude and enthusiasm for learning

## Guiding Principles

The strategy aims to give children the best start in life. We will achieve this by;

- Ensuring the opportunity to thrive is available to all children - leaving no one behind
- Recognising the diversity of our population
- Addressing inequalities in outcomes and access to advice and help
- Placing children and families at the centre of all that we do
- Empowering and supporting parents, families and communities to play a role
- Ensuring services work together well and overcome barriers to doing so
- Recognising that every professional has a role to play
- Ensuring the workforce are trained and supported to provide high quality and consistent advice and support
- Using the best available evidence and examples of good practice
- Achieving best value for money and effective use of the resources available
- Being bold in our vision and creative in our approach

# Discover and Define

## User Research

### Best Start in Life Research

Engagement with the public and communities is central to the Best Start in Life strategy development and implementation. The approach adopted to date is ethnographic user research. This is an example of human centred design and allows us to understand and empathise with our users in order to design services to meet their needs.

As part of the Best Start in Life strategy development, a multi-disciplinary team of service specialists and designers went out over 2 weeks to settings, services, public places, health centres and homes to learn about people's lives. We wanted to find out what motivates and drives them, what is important to them, what the hardest aspects of parenting are and how they source help and support.

Below are some insights from the user research programme along with some representative quotes:

- **Parents value social connection and networks with others and they offer each other advice and support in parenthood.** Parents also seek personalised, professional advice and support and seek this during touchpoints with health visitors and also community groups. "I trust the advice from a professional. Families and friends have their own opinions and ways of doing things that is right for them." They also value seeing the same professional again, with whom they build up a relationship and trust. "It was really nice when the Health Visitor recognised me and my baby at the weighing clinic and asked how we were – it made me feel special"
- **It can be hard to ask for help if you are struggling with a new baby and there was a feeling that you have to know what the right questions to ask are.** One mum with post-natal depression said "you have to ask for help, which is the hardest thing because when the health visitor comes you are trying to impress them. No-one says "I'm really struggling" because they are scared of having their baby taken away so you put the brave face on and hide it"
- **Parents like groups led by volunteers and parents because they feel less watched and judged.** "The groups I attend are parent led rather than run by trained professionals, where it can feel like there is a social worker around."
- **There are many community groups that aim to cater for parent's needs and are highly attended and successful.** The most successful focus and succeed in giving parents a warm welcome, creating a non-judgemental environment, making activities available for children, giving parents a chance to relax and socialise with other parents and offering support from professionals. The groups that provide high quality refreshments help make parents feel valued. "Bumps and Babies had a really welcoming atmosphere, it felt safe, friendly, chilled out and calm. They had AMAZING coffee too! Great for bonding time."
- **There is a lack of community provision specifically for fathers.** [When you're the only Dad at a parenting group] "It's quite isolating, you don't feel included and you do feel vulnerable."
- **Most people know what it takes to be healthy (eating well and moving more) but most people know that they don't do the 'right' things all the time.** Getting children out and about walking and playing at the park is seen as important for their wellbeing. "My son is awful with eating the right things - he thinks we are trying to trick him"
- **Pre-schools are very good at helping to prepare children for school,** especially those that are linked to a school where the transition is more seamless. "Pre-school Piglets really helped with

the transition - they talked to the children about what a typical school day looked like, told them about uniform, how the desks would be set up and that they could get used to the environment. They also arranged for the pre-schoolers to join in a lunchtime at the school from Easter time.”

- **Parents of children with disabilities or undiagnosed problems find navigating services, entitlement and regular form filling to be a significant ‘pain point’.** Parents find the process of explaining their situation and accessing the help and support they need very challenging. “I love being Molly’s mummy but I don’t like the managerial/administrative side of it. It could be simpler. Molly will need an EHCP and SEND support and I find it so overwhelming I push it away...I don’t know where to start with it all.”
- **There is a perceived lack of support for children aged 2 to 5 and sometimes parents are not clear about what development milestones they should be** helping their children to achieve and by when. “There is a real lack of advice available from 2-5 years old and that it is assumed you’ve got it now – it’s there if you need it, but you really have to seek it out yourself. It’s a shock from the first two years when you have health visitors and regular appointments to just having nothing”

A further programme of user research and engagement is planned for two weeks in July 2019 which will be used to inform the co-produced strategy implementation plan, which will be supported by a communications strategy. The intention is to reach more of the public and professionals who represent the wide diversity across Cambridgeshire and Peterborough.

### Cambridgeshire Children’s Centre Consultation – July-September 2017.

The Best Start in Life Strategy is concerned with all aspects of early years provision and so public views on the use of children’s centres is an important consideration. Questions 1-4 below related to children’s centres across the local authority. Questions 5-9 related to specific district related plans and are not included below.

**Question 1.** Do you support our Children’s Centres meeting the needs of a wider age range, from expectant parents to young adults?

**You said:**

You support us offering services across a broader age range.

There were concerns this would cost more money, and would require staff with different skills.

**Question 2.** To what degree do you support the proposal to focus services on those families that need them most?

**You said:**

Many of you agree we should focus our services on those who need us most.

Early Intervention is important to our residents.

We need to ensure our access routes to services is clear



**Question 3.** To what degree do you support the proposal to focus services on those families that need them most?

**Question 4.** Our Child and Family Services will include the following:

- Maintaining some of our existing Children’s Centres
- Delivering services in shared community spaces
- Providing outreach programmes at a local level
- A greater online offer. To what degree do you support this?

**You said:**

Having health services based with Children’s Centre services could make it easier for people to access.

There were concerns this could create a space that was too clinical, and not welcoming.

**You said:**

Many of you are attached to the building you currently use, even if they are underutilised.

Some people feel positively about services being delivered in other spaces, and feel it makes sense.

Many respondents have accessed outreach provision already.

## Key Challenges

### Impact 1: Children live healthy lives<sup>11</sup>

**Smoking in pregnancy** has well known detrimental effects for the growth and development of the baby and health of the mother. On average, smokers also have more complications during pregnancy and labour. Rates are particularly high for mothers attending Queen Elizabeth Hospital and Peterborough City Hospital where 22% and 14% of mothers report smoking respectively at time of delivery. This compares to 11% nationally.

**Breastfeeding** has benefits for both child and the mother. Exclusive breastfeeding is recommended for the first 6 months of life. Breastfeeding prevalence at 6-8 weeks is higher in Cambridgeshire than nationally and slightly higher in Peterborough. Trends are relatively static. However, breastfeeding prevalence increases as levels of relative deprivation decrease.

**Low birth weight** is strongly associated with increased risk of infant death and poorer outcomes for the health and development of the child. It is influenced by a range of factors including the mother's age and general well-being, ethnicity, smoking, nutrition, socio-economic position. Rates are statistically significantly high in most deprived quintile in Peterborough however there are hotspots across the county.

**Vaccination coverage** is the best indicator of the level of protection a population will have against vaccine preventable communicable diseases. This varies across the county and by vaccination type, with potential areas of concern in Cambridge City, where uptake is below 90% for 5 out of the 8 vaccinations reported. Two doses of MMR by 5 years olds are low in Cambridgeshire and Peterborough, but uptake is increasing. There are concerning downward trends in the uptake of most of the vaccinations in Peterborough.

**Obesity** remains one of the biggest public health challenges facing the UK and other developed countries. The risk of obesity in adulthood and risk of future obesity-related ill health are greater as children get older. Whilst levels of excess weight in reception year are similar to or better than the national averages, the picture across the county is variable. A fifth of children in Peterborough and Fenland enter reception with excess weight and overall the proportion of obese pupils doubles during primary school. Prevalence of overweight in reception is higher in some ethnic groups including, Black African and Bangladeshi children compared to the county as a whole.

**Tooth decay** is one of the most common preventable childhood diseases and can often be arrested and reversed in its early stages. Dental health is generally good in Cambridgeshire and the districts, with the proportion of decay in 3 and 5 year olds being significantly better than England. However, dental decay in 5 year olds is significantly worse in Peterborough, with a 32% of children experiencing decay (England = 23%).

**A & E attendances** in children aged under five years are often preventable, and commonly caused by accidental injury or by minor illnesses which could have been treated in primary care. For children aged 0-4 years, attendance are high in Peterborough compared to England, and lower in Cambridgeshire. There is a strong correlation to deprivation with A&E attendances being significantly high from the most deprived areas of Cambridgeshire and Peterborough.

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<sup>11</sup> Data Source: Best Start in Life Start in Life Data Pack Feb 2019. Helen Whyman, Public Health Directorate

**Hospital admission rates for unintentional and deliberate injuries** in children aged under 5 years are similar to England in Peterborough and better than England in Cambridgeshire, with both areas experiencing downward trends in such admissions. However, within the areas there is a correlation to deprivation, with admission rates higher from the more deprived areas

Impact 2: Children are safe from harm<sup>12</sup>

**Nationally, Children's Social Care are experiencing unprecedented levels of demand.** Research shows that between 2010-11 and 2017-18, referrals increased by 7% (broadly in line with population growth of 5.2%), while child protection assessments increased by 77%. The most expensive cases, where children are taken into care, have risen by almost triple the rate of population growth (15%) over the same period.

**There are also significant local pressures.** The number of child protection plans per 10,000 children aged under 18 years, between 2012/13 and 2017/18 have decreased in Peterborough (60 to 51) and **increased significantly in Cambridgeshire** (16 to 35). In Cambridgeshire, this represents an increase from 202 plans to 476 (at March 2018).

**The rate of children in care (0-17) has increased in Cambridgeshire between 2011 and 2018**, and has the 10<sup>th</sup> highest rate compared to its 16 statistical neighbours. Whilst the rate remains significantly lower than the national average there has been an increase from 470 to 705 children in care over that time period.

**The rate of children in care (0-17) has decreased slightly in Peterborough, between 2011 and 2018**, and has the 5<sup>th</sup> lowest rate compared to its 16 statistical neighbours. **This remains significantly higher than the national average** and there has been an increase from 310 to 370 children in care over that time period.

In December 2018,

- 901 children (aged 0-5) in Cambridgeshire were known to Children's Social Care. Of which; 60% were subject to child in need plans (CIN), 23% were subject to child protection plans and 17% were in care.
- 541 children (aged 0-5) in Peterborough were known to Children's Social Care. Of which; 70% were subject to child in need plans (CIN), 19% were subject to child protection plans (CP) and 11% were in care.

**There is good evidence that the key causes of child maltreatment relate to the individual or combined effects of parental substance misuse, parental mental health problems and domestic abuse<sup>13</sup>.**

Local analysis suggests that for children aged 0-5 years there are,

- 4,700 living with an adult who has experienced domestic violence and abuse in the last year
- 2,900 living with an adult dependent on alcohol or drugs
- 7,500 living with an adult who has with severe symptoms of mental or psychiatric disorders

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<sup>12</sup> Data Source: Best Start in Life Start in Life Data Pack Feb 2019. Helen Whyman, Public Health Directorate

<sup>13</sup> Early Intervention Foundation What Works To Enhance The Effectiveness Of The Healthy Child Programme: An Evidence Update Summary. 2018

- 21,000 living in household where an adult has a moderate or severe mental health problem. This represents a third of children aged 0-5.

### Impact 3: Children are confident and resilient with an aptitude and enthusiasm for learning<sup>14</sup>

**School readiness** is a measure of how prepared a child is to succeed in school cognitively, socially and emotionally. Children are considered ‘school ready’ if they have reached a good level of development (GLD) at the end of the Early Years Foundation Stage (last term of Reception year, aged 5yrs).

**Children are defined as having a good level of development (GLD)** if they achieved at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development, physical development and communication and language) and in the specific areas of mathematics and literacy.

**In Peterborough** school readiness is worse than England and despite improving slowly is in the lowest 10% of local authorities in England. In 2017/18, 67% of children were school ready.

**In Cambridgeshire** school readiness is the same as England but improving slowly. In 2017/18, 71% of children were school ready.

**For children eligible for free school meals** Cambridgeshire is worse than Peterborough and England and on the decline since 2015/16. In 2017/18, only 47% of these children were school ready.

**Funded Pre-School Entitlement.** Research shows that attending any pre-school, compared to none, is predictive of higher total GCSE scores, higher grades in GCSE English and maths, and the likelihood of achieving 5 or more GCSEs at grade A\*-C.

Funded education uptake in January 2018 is shown in table 1 below. Cambridgeshire and Peterborough have lower proportions of funded early education children recorded as having a special education need compared to England, most notably in Cambridgeshire.

**Table 1. Funded Early Education Uptake, Jan 2018<sup>15</sup>**

	2 year olds	3 year olds	4 year olds	3 and 4 year olds
Cambridgeshire	68%	95%	95%	95%
Peterborough	69%	88%	95%	91%
England	72%	92%	95%	94%

<sup>14</sup> Data Source: Best Start in Life Start in Life Data Pack Feb 2019. Helen Whyman, Public Health Directorate

<sup>15</sup> Source: Provision for children aged under 5 years of age, January 2018, Department of Education. Children benefitting from funded early education in private, voluntary and independent providers, and in maintained nursery, primary, secondary and special schools.

## Evidence Base

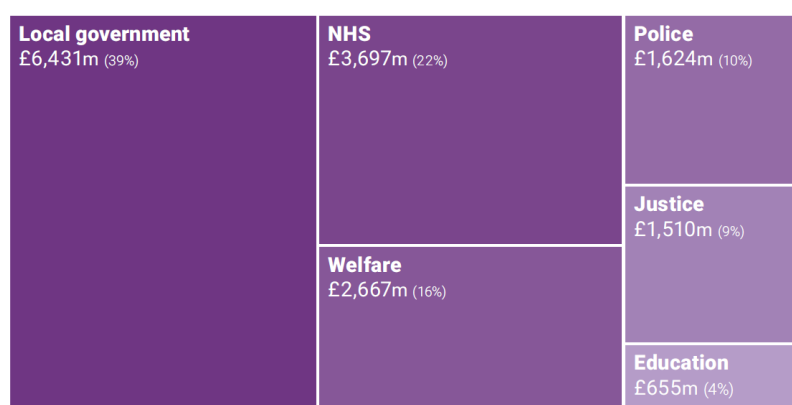
### The Case for Investment

Producing robust estimates of how the costs of intervening compare with the long-term benefits to society is difficult. However, there is a compelling argument that the costs of intervening early are often likely to pay off to society in overall economic terms and that investing earlier rather than later will lead to cumulative benefits i.e. the skills acquired earlier in childhood will lead to greater additional gains as children get older.<sup>16</sup>

For example, it is estimated that failing to deal adequately with peri-natal health problems comes at a cost of £8.1 billion each year. Social Return on Investment Studies showed a returns of between £1.37 and £9.20 for every £1 invested.<sup>17</sup>

EIF has previously estimated that the costs of late intervention for children and young people add up to £17 billion a year across England and Wales (in 2016/17 prices)<sup>18</sup>. See Fig 2.

**Fig 2. EIF estimate of the cost of late intervention**



Source: EIF (2016) *The cost of late intervention: EIF analysis 2016, 2016/17 prices.*

### Early Years Risk Factors

Studies show that early intervention works best when it is made available to children experiencing particular risks.<sup>19</sup> Risk factors exist at different levels and interact in complex ways, which are not fully understood. Some, such as antenatal development, occur at the level of the individual child whilst others work at the family level, community or societal level. Some risk factors are particularly pervasive, such as childhood poverty. See Appendix 2.

These risk factors are not predictive at an individual level but they can help to identify children who are vulnerable and who may need extra support.

Protective factors also operate at each level and can mitigate these risks. In many cases, risk and protective factors are two sides of the same coin. For example, good parental mental health can

<sup>16</sup> Realising the Potential of Early Interventions. EIF 2018.

<sup>17</sup> <https://www.gov.uk/government/publications/health-matters-giving-every-child-the-best-start-in-life/health-matters-giving-every-child-the-best-start-in-life>

<sup>18</sup> EIF (2016) *The cost of late intervention: EIF analysis 2016, 2016/17 prices.*

<sup>19</sup> EIF 2018. *Realising the Potential of Early Intervention*

underpin consistent and responsive parenting, but where there are problems it can have a wide-ranging impact on family life and child development.

### Adverse Childhood Experiences (ACE)

ACE are stressful events occurring during childhood that directly affect a child (e.g. child maltreatment) or affect the environment in which they live (e.g. growing up in a house where there is domestic violence)

Research suggests that a high number of ACEs are associated with poorer outcomes in later life.

According to one study<sup>20</sup>, those with 4 or more ACEs are:

- 4 times more likely to have had sex while under 16 years old or to have smoked cannabis
- 4 times more likely to have had or caused an unintended pregnancy
- 8 times more likely to have been a victim of violence (12 months) or incarcerated (lifetime)
- 10 times more likely to have been a perpetrator of violence (12 months)

ACE theory is helpful for understanding importance of early years experiences on child development and providing a common language for early years practitioners, however the evidence is not yet advanced enough to be used for identify those at risk at an individual level or setting thresholds for help.

### Reducing the Risk of Child Maltreatment

Over half of child protection cases involving an unborn child or infant are based on concerns related to child neglect. For a third of children, the initial concern is emotional abuse<sup>21</sup>.

Studies consistently show that children are at a greater risk of maltreatment when<sup>22</sup>;

- one or both parents have a mental health problem
- there is ongoing interparental violence in the home
- one or both parents misuse drugs or alcohol

Other factors known to increase the likelihood of child maltreatment include;

- high levels of economic disadvantage
- a low birthweight or premature birth
- higher numbers of children per household
- low levels of social support or single parenthood
- a history of parental maltreatment in childhood.
- children with special educational needs

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<sup>20</sup>PHE and Liverpool John Moores University (2016): Adverse childhood experiences (ACE) study in Hertfordshire, Luton and Northamptonshire. <http://www.cph.org.uk/publication/adverse-childhood-experiences-aces-in-hertfordshire-luton-and-northamptonshire/>

<sup>21</sup> Office for National Statistics. <https://www.gov.uk/government/statistics/characteristics-of-children-in-need-2017-to-2018>

<sup>22</sup> Early Intervention Foundation What Works To Enhance The Effectiveness Of The Healthy Child Programme: An Evidence Update Summary. 2018

## Reducing Child Obesity

Obesity is a complex problem with many drivers, including: behaviour, environment, genetics and culture. Public Health England recommend a number of ways to reduce obesity in children. These include,

- Decreasing pre-schoolers' screen time
- Decreasing consumption of high fat/calorie drinks/foods
- Increasing physical exercise
- Increasing sleep
- Modifying parental attitudes to feeding
- Promoting authoritative parenting
- Involving whole families (parents and children) in interventions that promote both healthier diet and more exercise

The Change for Life promotional campaign includes advice regarding diet and exercise, aimed at children. This includes, 'Sugar Swaps', 'Me Size Meals', '5 a Day' and 'Up & About'<sup>23</sup>. The Chief Medical Officer recommends that mobile under 5s should be physically active for at least 3 hours per day, spread throughout the day<sup>24</sup>.

There are also a range of approaches that can be used to change the 'food environment' to promote healthier food and drink choices for parents and children. This includes using planning law to restrict the location and concentration of hot food takeaway outlets. Many local authorities are now working with outlets to encourage and incentivise the provision of healthier ingredients, menus and cooking practices<sup>25</sup>.

Schools and early years settings can also play a part in encouraging healthier eating and physical activity.<sup>26</sup>

## Improving School Readiness

In terms of what works to improve school readiness, the Department for Education has identified the following<sup>27</sup>,

- Good maternal mental health
- Learning activities, including speaking to your baby and reading with your child
- Enhancing physical activity
- Parenting support programmes
- High-quality early education

Through its plan for improving social mobility, and closing the 'word gap', the Government has set a number of challenges which include; ensuring more disadvantaged children are able to experience a language rich early environment; improving the availability and take-up of high quality early years

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<sup>23</sup> <https://www.nhs.uk/change4life>

<sup>24</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213737/dh\\_128142.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213737/dh_128142.pdf)

<sup>25</sup> Healthier Catering Guidance for Different Types of Businesses Tips on providing and promoting healthier food and drink for children and families. Public Health England. March 2017

<sup>26</sup> Strategies for Encouraging Healthier 'Out of Home' Food Provision. A toolkit for local councils working with small food businesses. Public Health England and Local Government Association. March 2017.

<sup>27</sup> Department of Education, Department of Health (2011) Families in the foundation years evidence pack

provision by disadvantaged children and in challenging areas; improving the quality of early years provision in challenging areas by spreading best practice<sup>28</sup>.

### Evidence Based Interventions

Given the finite financial resources and the vast array of interventions available, it is more important than ever to be clear about which approaches have been shown to improve child outcomes and which ones have not.

Our evidence review considered 3 main sources of information;

- Early Intervention Foundation (EIF) – part of the What Works Network. The EIF Guidebook contains information on over 100 early intervention programmes that have been shown to improve outcomes for children and young people.
- Public Health England (PHE)
- National Institute for Health and Care Excellence (NICE)

The EIF adopt a widely used framework for categorising interventions according to need<sup>29</sup>. See table 2 below. Appendix 3 provides a summary of the evidence using this framework.

**Table 2. Levels of Intervention**

Universal	Targeted – selective	Targeted – indicated
Services/interventions which can be made available to all families, including immunisations, developmental reviews and antenatal care	These are offered to children or families based on demographic risks, such as low family income, single parenthood or adolescent parenthood.	Services/interventions for families with a child or parent with a pre-identified issue or diagnosed problem requiring more intensive support.

The evidence base should be considered alongside other factors like cost and existing local resources. Table 3 below shows the 3 interventions for which the EIF have given their highest evidence rating<sup>30</sup>. It clearly shows the range of costs involved (5=highest<sup>31</sup>) and the extent to which this is likely to be an important local consideration.

**Table 3. Interventions (0-5yrs) with evidence rating > 4. Source: EIF<sup>32</sup>**

Programme	Age	Targeting	Evidence Rating	Cost Rating
Family Foundations	Peri-natal	Universal	4	1
Family Nurse Partnership (FNP)	Peri-natal	Targeted Selective	4+	5
The Incredible Years (IY) Preschool	Pre-school	Targeted Indicated	4+	2

<sup>32</sup> <https://guidebook.eif.org.uk/>



## Evaluation and Monitoring

It is important to know whether the services or interventions provided are beneficial for the children and families who most need them and evidence about ‘what works’ is available to help guide commissioners and planners.

However, this evidence is usually at an intervention rather ‘system’ level, where a number of agencies, services and interventions are at work. As BSIL has an ambition to create an integrated model for early years it is important to consider how we can generate evidence of impact across the system. This is important for a number of reasons,

- 1) It is helpful to know which approaches are most promising or which features of the integrated system make the most difference
- 2) The BSIL strategy extends beyond traditional service delivery, and includes elements such as community engagement and culture change
- 3) The strategy is committed to building a shared accountability for outcomes across the system

The strategy therefore embeds the principles of evaluation and monitoring at two main levels; System and Service Delivery.

### System Level

A draft BSIL Outcomes Framework is detailed in Table 4.

The ‘building blocks’ of the BSIL strategy includes a commitment to build local accountability through shared outcomes and metrics. As stated previously the strategy aims to explore how measures of impact at system level can be developed.

We aim to measure what is important to citizens and communities. This means thinking beyond traditional measures of user experience for specific services (e.g. children’s centres, parenting groups) and working in collaboration with the public to understand what is important to them during the early years.

### Service Delivery

It is essential to undertake regular service evaluation. Whilst many interventions may be ‘evidence based’, it is important to know whether they are producing the expected outcomes locally. For novel or adapted interventions, it provides an additional assurance that the resources are well used and creates an opportunity to share and extend promising new approaches.

The BSIL strategy is an opportunity to explore new evaluation methodologies such as the ‘Rapid Cycle Adaptation and Testing’<sup>33</sup> or the 10 step framework advocated by the EIF<sup>34</sup>. It is also an opportunity to

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<sup>29</sup> Hardiker, P., Exton, K., & Barker, M. (1991). The social policy contexts of prevention in child care. *British Journal of Social Work*, 341–359

<sup>30</sup> Level 4 evidence rating = long-term positive impact through multiple rigorous evaluations. At least one of these studies must have evidence of improving a child outcome lasting a year or longer

<sup>31</sup> Level 5 cost rating = indicates that a programme has a high cost to set up and deliver, compared with other interventions reviewed by EIF. This is equivalent to an estimated unit cost of more than £2,000.

<sup>32</sup> <https://guidebook.eif.org.uk/>

<sup>33</sup> <https://dartington.org.uk/responding-to-change-by-changing/>

<sup>34</sup> 10 steps for evaluation success. Early Intervention Foundation. March 2019

consider how involvement in evaluation and research can be extended to parents and professionals who might not normally get involved.

**Table 4. Best Start in Life Start in Life Outcomes Framework - Draft**

<b>Key Impact 1: Children Live Healthy Lives</b>
Smoking at time of delivery
Low birth weight of term babies
Infant mortality
Breastfeeding initiation
Breastfeeding at 6-8 wks
A&E attendances - 0-4 years
Hospital admissions caused by unintentional and deliberate injuries in children - 0-4 yrs
Three and five year old children free from dental decay
Excess weight (overweight and obese) at Reception
Obesity at Reception
Immunisation targets met - 1 year olds (3 immunisations)
Immunisation targets met - 2 year olds (4 immunisations)
Immunisation targets met - 5 year olds (3 immunisations)

<b>Key Impact 2: Children Are Safe From Harm</b>
Rates of looked after children
Rates of child protection plans
Rates of child in need plans
Inappropriate referrals to Children’s Social Care
Hospital admissions caused by unintentional and deliberate injuries in children - 0-4 yrs

<b>Key Impact 3: Children are confident and resilient with an aptitude and enthusiasm for learning</b>
Two year progress check (early education)
2 – 2 ½ year HCP review (ASQ3)
School Readiness: The percentage of children achieving a good level of development at the end of reception
School Readiness: The percentage of children with free school meal status achieving a good level of development at the end of reception
School Readiness: The percentage of Year 1 pupils achieving the expected level in the phonics screening check
School Readiness: The percentage of Year 1 pupils with free school meal status achieving the expected level in the phonics screening check
Uptake of funded 2,3,4 year old education entitlement

## National Policy Context

Sir Michael Marmot's review of health inequalities in 2010<sup>35</sup> stressed,

*“what happens in these early years, starting in the womb, has lifelong effects” on a person's health, wellbeing and life chances”*

The importance of focusing on the early years of child's life is reflected in a number of recent Government policy documents and parliamentary publications.

**The Government's Prevention Vision**<sup>36</sup> includes within it an aspiration to give every child the best start in life, including.

- Encouraging healthier pregnancies (reducing smoking before or during pregnancy)
- Working to improve language acquisition and reading skills in the early years, including by supporting parents to help their children's language development at home
- Helping families by taking a whole family approach. This involves coordinating support for those that need it across a range of important areas, including: mental and physical health, housing, debt and employment, reducing parental conflict
- Improving dental health in children
- Protecting and improving children's mental health
- Encouraging healthier food and drink choices

This will be supported by the work of a **new Early Years and Family Support Ministerial Group** announced in July 2018<sup>37</sup>. This was preceded some years previously by the launch of **The 1001 Critical Days Manifesto**<sup>38</sup>, a cross party manifesto setting out a vision for the provision of services in the UK for the early years period.

**The NHS Long Term Plan** includes a focus on providing children with a 'strong start in life', including

- implementing recommendations from the **National Maternity Review: Better Births**, implemented through Local Maternity Systems
- improving access to and quality of perinatal mental health care ( up to 24mths)
- prioritising improvements in childhood immunisation
- reducing unnecessary A&E attendance
- new clinical networks for long-term conditions

The National Maternity Review (2016) in its report - **Better Births**<sup>39</sup> – set out the vision to improve the outcomes of maternity services in England so that they are personal and safe. It included a recommendation to create 'Community Hubs' where maternity services, particularly ante- and postnatally, are provided alongside other family-orientated health and social services

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<sup>35</sup> Professor Sir Michael Marmot, Fair Society, Healthy Lives. The Marmot Review. 2010.

<sup>36</sup> Prevention is better than cure: Our vision to help you live well for longer. Department of Health and Social Care. November 2018

<sup>37</sup> Office of the Leader of the House of Commons, Cabinet Office and Rt Hon. Andrea Leadsom MP, Leader of the commons to chair ministerial group on family support from conception to the age of two, 27 July 2018

<sup>38</sup> The 1001 Critical Days. The Importance of the Conception to Age Two Period. A cross-party manifesto. Andrea Leadsom, Frank Field, Paul Burstow, Caroline Lucas. 2013.

<sup>39</sup> Better Births. Improving outcomes of maternity services in England. A Five Year Forward View for maternity care. National Maternity Review. NHS England. 2016

provided by statutory and voluntary agencies. They may be located in children's centres, GP surgeries, or midwife-led units.

They have two key purposes:

- To act as "one stop shops" for many services. This means different teams operating out of the same facility
- To provide a fast and effective referral service to the right expert if a woman and her baby need more specialised services.

The recently published **Health and Social Care Committee report, 'First 1000 days of life'** sets out the case for investment in the early years and strong national leadership. It suggests the need for a compelling, long-term strategic vision for giving every child the best start in life nationally as well as locally. In terms of local delivery it advocates 'proportionate universalism'<sup>40</sup>, underpinned by,

- focus on prevention and early intervention
- co-design of services with the local community
- engaging with and supporting marginalised communities
- multi-agency working
- delivering evidence-based interventions

It also makes some recommendations regarding the Healthy Child Programme (including an additional mandated visit at 3-3 ½ years), workforce, funding and information sharing.

The Governments report '**Unlocking Talent, Fulfilling Potential. A plan for improving social mobility through education**'<sup>41</sup> sets out a number of ambitions for children and young people in order to "level up opportunity across the country" and "leave no community behind". This includes,

- Closing the 'word gap' in the early years
- Closing the attainment gap in school while continuing to raise standards for all

**The Healthy Child Programme**<sup>42</sup> for the early life stages focuses on a universal preventative service, providing families with a programme of screening, immunisation, health and development reviews, supplemented by advice around health, wellbeing and parenting. Since 2015 local authorities have been mandated to provide five 'health visitor reviews' to all families within their area, during set periods in a child's development.

**Troubled Families** is a programme of targeted intervention for families with multiple problems, including crime, anti-social behaviour, truancy, unemployment, mental health problems and domestic abuse. It began in 2012 and is known locally as the 'Think Family Approach' in Cambridgeshire and 'Connecting Families' in Peterborough.

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<sup>40</sup> An approach to reducing health inequalities with a balance of universal and targeted services, whereby those services are delivered in proportion to the level of need (Marmot Review 2010)

<sup>41</sup> Unlocking Talent, Fulfilling Potential. A plan for improving social mobility through education. Department for Education. December 2017.

<sup>42</sup> Healthy Child Programme Pregnancy and the first five years of life. Department of Health. 2009

## Local Policy Context

**Think Communities** is Cambridgeshire and Peterborough's approach for creating a shared vision, approach and priorities for building community resilience across the county and reducing demand for statutory services. It is a 'place based' approach which has a strong emphasis on community involvement and creating the right conditions for long term system change i.e. one in which people, communities and services can work together effectively.

The **LGA Early Years Social Mobility Peer Review for Cambridgeshire and Peterborough** last year recommended that the local authorities develop a holistic early years strategy that brings together all the strands of the early years offer so that children across the county have the best start in life and are 'school ready'.

The new **Special Educational Needs and Disabilities (SEND) Strategy 2019-24** sets out the vision, principles and priorities to ensure that we are working together effectively to identify and meet the needs of Cambridgeshire and Peterborough's children and young people with Special Educational Needs and / or Disabilities (SEND) from birth to the age of 25. It has identified 3 priority areas for action.

- 1) **SEND is everybody's business** - embedding the vision of the SEND Strategy into the practice of everyone who works with children and families in ways that strengthen families
- 2) **Identify and respond to needs early** - a holistic and joined up early identification of and graduated response to needs
- 3) **Deliver in the right place at the right time** - improving outcomes for children and young people through making best use of resources, ensuring a graduated response and high quality local support and provision

**The Fenland and East Cambridgeshire Opportunity Area (OA)** was launched by the Government in January 2017 as one of 12 OAs across England. The aim is to raise education standards locally, providing every child and young person in the area with the chance to reach their full potential.

The first of its 4 priorities is to "Accelerate the progress of disadvantaged children and young people in the acquisition and development of communication, language and reading". Activity includes the launch of an Early Years Improvement Fund and a phonics project to upskill school staff.

Cambridgeshire County Council's Communities and Partnership Programme have developed a **strategy for tackling poverty and improving social mobility**. Amongst its 4 priorities are,

- Priority Two: Improving early literacy, education standards and raising skills
- Priority Three: Strengthening families and communities

Peterborough City Council's **Child Poverty Strategy (2016-21)**. It acknowledges the pervasive effect of poverty on children's life chances, the need to close the attainment gap and develop greater resilience within families. Amongst its 5 priorities, it acknowledges the need to address barriers to work through supporting families with complex needs, improving school attainment and aspirations, supporting children with special educational needs and disabilities (SEND).

**Early Help Strategies** for both Cambridgeshire and Peterborough set out how ‘early help’ services are organised across the county. They describe a number of themes, which emerge for the data and provide a focus for how services and interventions are delivered. These include,

- Reducing parental conflict
- Domestic abuse
- Emotional health and well being
- Exploitation
- Challenging / concerning behaviours and parenting support
- Neglect

The current **Healthy Weight Strategies** for Cambridgeshire (2016-19) and Peterborough (2019-2022, draft) emphasise the importance of a joined up ‘whole system approach’, formed of three main components across the life course, namely;

- the physical environment (e.g. minimise local promotion of unhealthy foods)
- work and educational settings (e.g. policies that support healthy eating and physical activity in pre-school settings)
- information and skills (e.g. equipping professionals to help others)

This is tied to the ambitions of the Government’s Childhood Obesity Plan<sup>43</sup>.

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<sup>43</sup> <https://www.gov.uk/government/publications/childhood-obesity-a-plan-for-action>

## Current Service Delivery

### The Healthy Child Programme (0-5)

The Healthy Child programme (HCP) follows a ‘progressive universalism’ approach, with all families receiving basic elements of the programme and additional services being provided to those with specific needs and risks. Elements of the service include, screening tests, developmental reviews, and information and guidance to support parenting and healthy choices.

The HCP uses the 4-5-6 model. See Appendix 4. This means,

- **4** – levels: Community, Universal, Universal Plus (single service response) and Universal Partnership Plus (multi-agency response for children with complex needs)
- **5** – universal, mandated checks (after 28 weeks into pregnancy; 1 day to 2 weeks after birth; 6 to 8 weeks after birth; 9 to 15 months after birth; and 2 to 2.5 years after birth)
- **6** – high impact areas (parenthood and early weeks; maternal mental health; breastfeeding; healthy weight; minor illness and accidents; healthy 2 year olds getting ready for school.

The service is primarily delivered by health visitors and nursery nurses employed by Cambridgeshire Community Services (CCS) and Cambridgeshire and Peterborough Foundation Trust (CPFT).

### The Family Nurse Partnership (FNP)

The FNP is delivered as part of the HCP. It is an in-depth, structured, home visiting programme which aims to improve pregnancy outcomes by supporting mothers-to-be to make informed choices about healthy pregnancy behaviours. This was originally offered to first time parents under the age of 19 at time of conception. However, in 2016, the National FNP Unit introduced the option to modify the eligibility criteria according to local circumstances.

Currently, in Cambridgeshire and Peterborough first time mothers<sup>44</sup> aged 19 years or under who meet the ‘fixed’ or ‘high risk’ criteria<sup>45</sup> are eligible for FNP and assigned a Family Nurse as the core offer, with the aim of enrolling women as early as possible in pregnancy, ideally before 16 weeks and by the 28th week of pregnancy. See Appendix 4 for more detail.

For those teenagers not meeting the criteria for FNP, the local commissioned HCP now includes an [Enhanced Teenage Parent Pathway](#), led by FNP, working with the wider locality teams. This includes additional antenatal visits and at least monthly contact for the baby’s first year of life. One hundred places are available.

### Early Help

Ofsted consider early help to be required for;

*“Those children and young people at risk of harm (but who have not yet reached the “significant harm” threshold and for whom a preventative service would reduce the likelihood of that risk or harm escalating) identified by local authorities youth offending teams, probation trusts, police, adult social*

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<sup>44</sup> Also available to other mothers who did not receive FNP with their first child.

<sup>45</sup> Fixed criteria include very young women (<16yrs) and children in need. High risk criteria include – mental health problems, ever a child in care, no or low educational qualifications (GCSEs)

*care, schools, primary, mental and acute health services, children's centres and all local safeguarding Children Board partners including the voluntary sector where services are provided or commissioned"*

### Cambridgeshire Early Help Delivery Model

Requests for Early Help are received by the Early Help Hub which forms part of the Integrated Front Door, working alongside Multi-Agency Safeguarding Hub (MASH).

Requests will either be sent direct to the Early Help Hub through an Early Help Assessment<sup>46</sup>, from the MASH or assessment teams if the threshold of Children's Social Care has not been met. The Early Help Assessment is shared when appropriate [and where there is consent] with other professionals who are working in a co-ordinated way to support the family.

### Cambridgeshire Early Help Teams

Early Help teams are multidisciplinary<sup>47</sup> and integrated with Children's Social Care. They support children, young people and families across the 0-19 age range.

They are aligned with District & City Council boundaries. Each team is managed by a District Manager who reports to either the Head of Service North, or Head of Service South.

The 7 teams are:

- East Cambridgeshire
- South Cambridgeshire
- Cambridge City
- March, Chatteris & Whittlesey
- Wisbech
- Huntingdon & St Ives
- Ramsey, Sawtry, Yaxley and St Neots

### Peterborough Early Help Delivery Model

Early Help in Peterborough is based on a commissioning model. The Local Authority Early Help Service supports practitioners and professionals in the field to take on the role of Lead Professional, complete Early Help Assessments and co-ordinate services around the family.

Interventions and services to support families are, in the main, commissioned and delivered by external partners, many of whom are third sector organisations. Examples include, supporting young people not in employment, education or training (NEET), youth workers, Healthy Child Programme, Mind, YMCA, NSPCC, Little Miracles (supporting children with additional needs, disabilities and life limiting conditions), CHUMS (emotional health and well-being), Project for Schools (mental health nurses working in primary schools) and Carers Trust.

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<sup>46</sup> Early Help Assessment (EHA) as a holistic assessment that captures the family's strengths and unmet needs. They are completed by any professional or partner agency who comes into direct contact with families, and who has identified more than one unmet need that would benefit from a multi-agency support approach.

<sup>47</sup> Early Help Teams - Family workers, Young People's Services, Child and Family Centre delivery, Educational Inclusion Officers, Senior Transition Advisors, transition advisors and Youth Offending Service.



For those children requiring additional, more targeted support, this is accessed through an 'Early Help Panel'. Three outcomes are then available,

- Early Support Pathway (for children with complex health, education, or care needs)
- Multi-Agency Support Group (families requiring more targeted and co-ordinated support)
- Primary Behaviour Panel (for children whose behaviour is putting their school placement at risk)

The Early Help Service maintains a role in monitoring the progress of children through the pathway, at 1 and 6 months.

## Children's Centres

Children's centres form part of the Government's agenda to improve outcomes for children, providing a place where families with children under 5 years can access a range of services. Their function and the responsibilities of local authorities are covered by statutory guidance<sup>48</sup>.

The purpose of children's centre services is to improve outcomes for young children and their families, with a particular focus on the most disadvantaged families, in order to reduce inequalities in child development and school readiness. This is supported by improving,

- parenting aspirations, self-esteem and parenting skill
- child and family health and life chances

## Child and Family Centres - Cambridgeshire

The provision of children's centres was redesigned in April 2018 following a public and staff consultation in 2017. There are 10 Child and Family Centres (some split over 2 sites) across the five districts, plus additional 'Child and Family Zones' (facilities where there is a shared building use). See Table 5 below.

All are managed 'in house' with the exception of South Fenland (March, Chatteris & Whittlesey) where services are delivered by Ormiston. A memorandum of agreement is in place with two nurseries, at Huntingdon Town and the Fields.

Child and Family Centres offer a range of groups, activities and one to one support delivered by Child and Family Centre Workers and Family Workers. The latter provide specific support to children and families known to Children's Social Care.

Centre activity varies across the area, and is provided based on local needs and available resources. However examples include,

- Parent/carer drop-ins
- 'Stay and play' groups
- Targeted parenting groups, school transitions
- Baby Rhyme Time, Messy Play
- Voluntary led toddler groups
- Creative families – talking together project
- Multi-agency early years conferences and safeguarding meetings

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<sup>48</sup>Sure Start children's centres statutory guidance. For local authorities, commissioners of local health services and Jobcentre Plus April 2013

The Centres also provide a base for Healthy Child Programme activity (e.g. breastfeeding support, weigh-ins, drop-in clinics, peri-natal mental health support) and midwifery (e.g. antenatal clinics and antenatal classes).

<b>Table 5. Cambridgeshire - Child and Family Centre Offer</b>		
	Child and Family Centres	Child and Family Zones
Fenland	Wisbech (Wisbech Town and Wisbech South)	
	March, Chatteris	Whittlesey
East Cambridgeshire	Ely, Littleport	Soham
Cambridge City	Chesterton/North Cambridge (split Site), Abbey Child and Family Centre (The Fields)	Trumpington, Peacock Centre
South Cambridgeshire	Cambourne	Waterbeach, Sawston, Melbourn, Northstow
Huntingdon	Eaton Socon/Eynesbury (split Site), Huntingdon Nursery/ Huntingdon Youth Centre (split site)	Sawtry, Ramsey, St Ives

### Children's Centres – Peterborough

There are four children's centre 'hubs' in Peterborough, with a further three linked sites. They are commissioned externally and provided by Barnardos and Spurgeons. See Table 6. The centres provide a range of services and activity, similar to that provided in Cambridgeshire.

<b>Table 6. Peterborough – Children Centres</b>	
Central (Barnardos)	East Children's Centre – Dogsthorpe
	First Steps Children's Centre – Welland, Dogsthorpe
	<i>linked sites</i> at Fulbridge School and Gladstone Primary School
North (Spurgeons)	Honeyhill Centre – Paston
	<i>linked site</i> at Watergall School
South (Spurgeons)	Orton Children's Centre - based at Orton Malbourne, Herlington

### Early Years Services - Education

Local authorities are required to secure sufficient early years education and childcare provision<sup>49</sup>. This includes an entitlement of 570 hours of free early education entitlement per year for eligible 2 year olds to be taken over no fewer than 38 weeks, equating on average to 15 hours/week<sup>50</sup>. This is also available universally to working parents of 3 and 4 year olds. If both parents are working, most<sup>51</sup> are also entitled to an additional 570 hours per year.

The majority of early education and childcare provision is operated by private, voluntary or independent (PVI) groups. The maintained (council run) sector accounts for a small proportion of

<sup>49</sup> Childcare Act 2006

<sup>50</sup> Eligibility criteria include parental receipt of benefits, children with a statement of special educational needs, children with an education, health and care plan, children in receipt of disability living allowance, children looked after by a local authority.

<sup>51</sup> Where both parents earn a weekly minimum equivalent to 16hrs at national minimum wage or national living wage and less than £100,000.

groups based settings in Peterborough and Cambridgeshire. Childminders are also a vital element within the overall childcare mix in the county.

Delivering services to meet the needs of families requires a partnership approach between the Councils and the PVI sector. Direct delivery by the council is only considered where there is no alternative, an approach encouraged by the Government.

The Early Years Services in Cambridgeshire and Peterborough have a role in supporting early years settings and monitoring the quality of their provision. This is achieved through a range of activity, including training and site visits.

The Early Years Services also co-ordinate or contribute to a range of projects and programme across the county which support early education. This includes,

- Speech, language and communication needs (SLCN). 1 year PHE/DfE led training for health visitors in SLCN
- I CAN and EasyPeasy – home learning environment. 1 year programme starting March 2019
- Talking Together in Cambridgeshire –language and literacy project in deprived communities
- East Cambs and Fenland Opportunity Area Phonics Project
- Cambridgeshire Early Years Service on behalf of the East Cambs and Fenland Opportunity Area. Targeted - 60 practitioners developing phonics skills and confidence through champions and cascade training to others. (October 2018 –June 2019)
- Early Talk Boost - targeted intervention for practitioners in Cambridgeshire settings to work with children with language delay.

### Maternity Provision and Better Births

The Better Births agenda is being taken forward locally by Local Maternity System, which brings together the user voice (including Maternity Voice Partnerships and Healthwatch), the voluntary sector, commissioners and providers of statutory maternity services.

Within Cambridgeshire and Peterborough CCG this is overseen by the Senior Responsible Officer and the Maternity Transformation - Better Births Programme Manager.

Through partnership with local authority children's commissioners, three community hub launches have taken place these are based in children's centres. This work stream also includes the development of 'Pathways to Parenting', a universal antenatal parenting programme which is in pilot form and due to roll out geographically across Cambridgeshire and Peterborough.

# Best Start in Life Strategy Proposal

## Five Key Themes

The Best Start in Life Start strategy proposes that 5 key themes provide the framework for a new integrated model for early years. Within each theme, detail is provided regarding the areas of focus. This will be delivered through a mix of universal and targeted approaches, and use a variety of methods (face to face, digital, telephone). Wherever possible, a standardised approach will be used, however it may need to be modified locally to be effective.

### Healthy pregnancy, parents and children

- Healthy weight – diet and physical activity (incl. mother and baby nutrition)
- High quality maternity services – Better Births & maternity community hubs
- Reduce unplanned teenage pregnancies and support teenage parents
- Improve breast feeding rates
- Increase smoking cessation in pregnancy
- Improve oral health and immunisation uptake
- Reduce childhood accidents



### Vulnerable parents will be identified early and supported

- Perinatal mental health support – extended to mild/emerging problems, including infant mental health pathway (identify attachment difficulties early offer support)
- Support parents to reduce use of alcohol, drugs and tobacco
- Support parents to reduce levels of domestic violence/parental conflict



### Well prepared parents

- High quality education on sex and relationships
- Antenatal education programmes and postnatal programmes – universal and targeted (e.g. Pathway to Parenting, Baby Steps, FNP)
- Evidence based parenting programmes – universal and targeted
- Promote awareness of specific risks - safe sleeping and accidents
- Parents with an understanding of; their role in child development and learning; how to access services



### Positive attachment and bonding

- Perinatal mental health support – extended to mild/emerging problems, including infant mental health pathway (identify attachment difficulties early and offer support)
- Promote positive parent- child interaction (e.g. Five to Thrive - Respond · Cuddle · Relax · Play · Talk, Big Little Moments)



### Supporting child development

- Raise awareness of parents about 3 prime areas of development - personal, social and emotional; communication and language; and physical
- Promote early play and communication opportunities
- Promote positive ways to help of help children thrive – through interaction, social contact, first hand experiences e.g. 50 Things to do before you're 5
- Early identification and assessment of need (ASQ, integrated review) - including children with SEND



## Building Blocks

As outlined in *Building Collaborative Places: Infrastructure for System Change*, the move to an integrated approach to supporting children pre-birth to five requires the deliberate creation of shared infrastructure as well as the right conditions to ‘connect people and organisations and help align the incentives driving individual organisations, creating a gravitational pull that is towards collaboration for shared outcomes.’<sup>52</sup> This view places public services (including local authorities, health bodies, and police) within a wider local system which includes people, families, communities, local organisations and institutions, the voluntary sector and businesses – clearly indicating that the public sector alone cannot solve complex social problems.

Drawing from systems change research and more mature early years integration efforts, we propose that our work to implement the Best Start in Life Strategy also include the establishment of key ‘building blocks’ to support system wide collaboration, as articulated by Collaborate CIC and Lankelly Chase in their 2017 report:

- **Place Based Plans:** These plans set out the social and economic vision for place as a shared challenge among local partners and citizens, and core operating principles for local public services. These plans will be co-produced with families and young children, with particular care and attention to reflecting the cultural and linguistic diversity of our communities. In Cambridgeshire and Peterborough, this work should consider and wherever possible, align with other local programmes of place-based change, including Think Communities and the new [primary care networks](#).<sup>53</sup>
- **Leadership and Governance:** In order to deliver the Best Start in Life strategy, a collaborative system leadership forum which includes community representatives as well as public and voluntary sector representatives and share a commitment to create the necessary conditions to enable collaborative problem solving and embed new shared operating principles.
- **Outcomes and accountability:** Identifying shared outcomes to support children’s health, safety and school readiness. Outcomes which reflect the social and economic challenges and aspirations of our places and hold the entire system to account. In this context, organisational outcomes are aligned with place-based outcomes, measuring what is important to citizens and communities and avoiding targets which ‘miss the point.’
- **Funding and commissioning:** Considering opportunities for collaborative funding arrangements which support achievement of shared outcome and help reduce duplication and waste, developed in collaboration with service users and flexible to accommodate ongoing learning.
- **Culture change and people development:** Culture change and organisational development programmes designed to develop the capacity of our workforce to work across organisational boundaries. The purposeful creation of a shared culture across our early years workforce where individuals can clearly see their role in giving our youngest children a best start in life. The development of shared knowledge and practice tied to the key areas of focus of the Best Start in Life strategy and its underpinning principles.

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<sup>52</sup> Building Collaborative Places: Infrastructure for System Change. Collaborate and Lankelly Chase February 2017

<sup>53</sup> Primary care networks will be based on GP registered lists, typically serving natural communities of around 30,000 to 50,000.

- **Integrated delivery:** Collaborative service models bringing education, early help and community health together in meaningful ways where it makes sense to do so, supporting working relationships built on trust. This will include the iterative design and delivery of interventions, developed with input frontline staff and families and a focus on effective prevention and targeted early intervention. Staff work across organisational boundaries to provide a more coherent approach.
- **Data, evidence and evaluation:** Shared data, both quantitative and qualitative (reflecting the lived experience of children, parents and professionals) used effectively to understand and address root causes of issues and demand. A collaborative 'test and learn' approach that allows for a flexible response to early years interventions.
- **Collaborative digital and physical platforms:** Physical and virtual spaces that bring together people and organisations, enabling them to connect, develop networks and share information. This could include a dedicated website which provides or signposts parents and service providers to trusted information and delivers digital interventions. Enhancing existing public sector co-location, supporting collaboration and the design of joint solutions by cross-sector teams.
- **Communications and engagement:** Clear and consistent information and insight shared fluidly throughout the system: vertically (top-down and bottom-up) and horizontally (across sectors), enabling real-time collaboration and adaptive delivery. Providing families with easy access to reliable, consistent and up-to-date ideas, advice and services. A fundamental commitment to partnership with parents (volunteering, local delivery, service design).

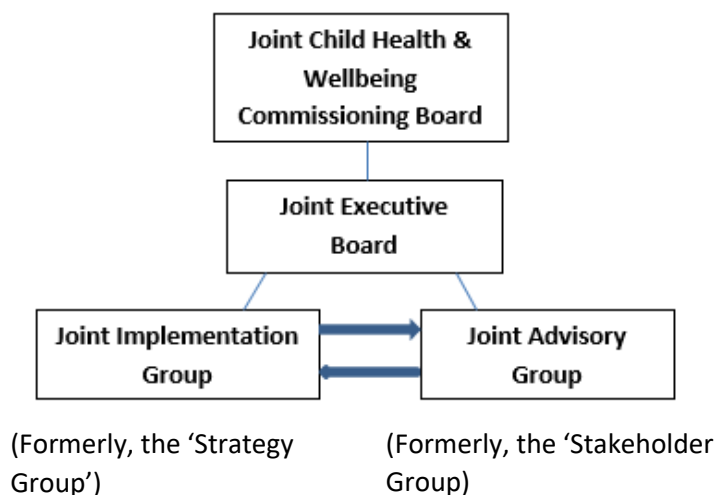
## Next Steps

Phases 2 and 3 of the strategy run from May 2019 to March 2020.

Phase 2 (May to September 2019) will further develop the strategy and identify options for the future integrated delivery model.

Phase 3 (October to March 2020) will focus on arrangements for implementing the new model in April 2020, including development of the 'building blocks' which underpin the strategy.

A new governance structure will be used, with a direct reporting line through to the Joint Child Health and Wellbeing Commissioning Board. The indicative schedule until September 2019 is outlined below.



## Timeline – May – September 2019

May		June		July
w/c 6th	w/c 27th	w/c 10th	w/c 24th	w/c 8th
Understanding system conditions	Evidence about what matters/local priorities  Consolidating insights from families and communities	System/service and asset mapping	System, service and asset mapping  1-day Summit	Opportunities for evidence informed practice, improvement and innovation
July	August		September	
w/c 22th	w/c 5th	w/c 19th	w/c 2nd	w/c 16th
Workforce and System Leadership	Theory of change for Integrated Delivery Model	Local theory of change to reflect geographical prioritisation	1-day summit	Refine integrated delivery model and finalise work plan for Oct 19 – March 20

## Appendix 1 – Best Start in Life Group Membership

### Strategy/Implementation Group

Chair	John Peberdy, Director of Children's Services, Cambridgeshire Community Services
Public Health Lead/Co-ordinator	Ben Brown, Specialty Registrar Public Health (PCC and CCC)
Transformation Team Lead/Co-ordinator	Gwendolyn Casazza (CCC) Rebecca Pentelow (CCC) Emily Sanderson (CCC)
Early Years leads	Karen Hingston (PCC) Annette Brooker (CCC)
Early Help leads	Lisa Riddle/Sarah Tabbitt (CCC) Karen Moody (PCC)
Health Visiting leads	Andrea Graves/ Verity Trynka-Watson (CCS)
Children's Commissioning Lead	Pam Setterfield (PCC and CCC)
Commissioning Team Manager- Healthy Child Programme	Helen Freeman, Public Health (PCC and CCC)
Speech and Language Therapy, Nutrition and Dietetics.	Alison Hanson, Cambridgeshire Community Services
Children and Family Centre Providers	Kat Band, Assistant Director of Children Services at Barnardos
LGSS Digital	Kat Sexton
Communications	Jo Dickson (CCC)
Project planning and management	Tess Campbell, Public Health (PCC and CCC) Helen Gregg, Partnership Manager, People & Communities Directorate

### Stakeholder Group

Co-Chairs	Dr Liz Robin, Director of Public Health (PCC and CCC) Wendi Ogle-Welbourn, Executive Director People and Communities (PCC and CCC)
Public Health Consultant	Dr Raj Lakshman, (PCC and CCC)
Public Health Lead/co-ordinator	Ben Brown, Specialty Registrar Public Health (PCC and CCC)
Transformation Team lead/co-ordinator	Gwendolyn Casazza (CCC)
Early Years leads	Karen Hingston (PCC) Annette Brooker (CCC)

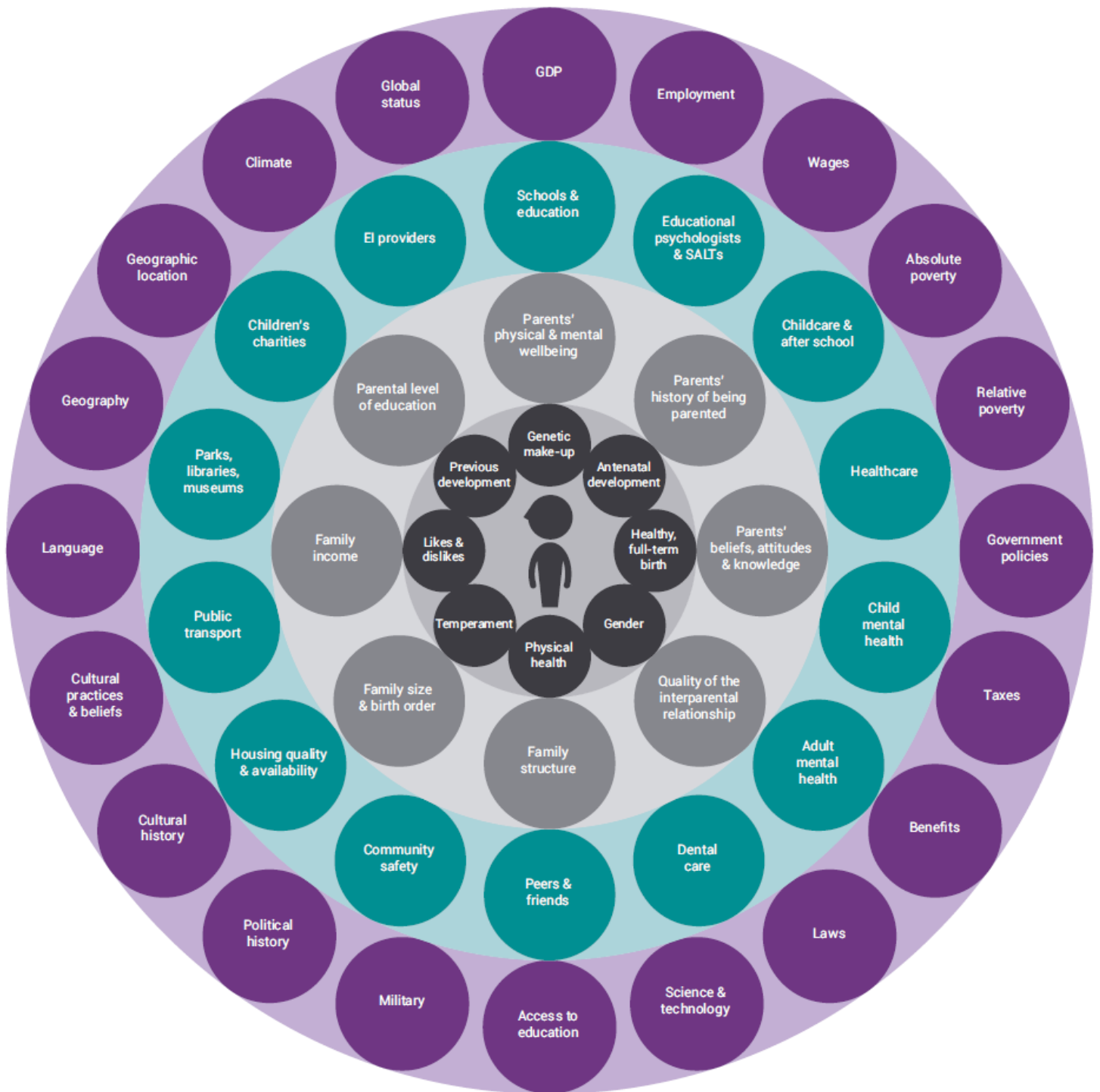


Early Years Providers	Jayne Chapman (Harlequin Childcare) Caroline Maryon (PACEY Project Manager)
SEND leads	Marian Cullen and Jo Middleditch (CCC) Sheelagh Sullivan (PCC)
Children's Commissioning Lead	Pam Setterfield (PCC)
Commissioning Team Manager- Healthy Child Programme	Helen Freeman, Public Health (PCC and CCC)
Children's Social Care Assistant Directors	Sarah-Jane Smedmor (CCC) Nicola Curley (PCC)
Education leads	Clare Hawking (Early Years Lead, Virtual School, CCC)
Early Help leads	Lisa Riddle/Sarah Tabbitt (CCC) Karen Moody (PCC)
Children Centre Providers	Kat Band, Barnardos Lynn McNish, Barnardos Amanda Newman, Ormiston Jason Wilson, Spurgeons
Healthy Child Programme	John Peberdy (CCS) Andrea Graves (CCS) Verity Trynka-Watson (CCS)
Speech and Language Therapy, Nutrition and Dietetics	Alison Hanson (CCS)
Primary Care Leads	Dr Becky Jones
Clinical Commissioning Group	Liz Phillips, Better Births Programme Manager (CCG) Ruth Kern - Perinatal Mental Health – (CCG)  Sarah Hamilton, Designated Nurse Safeguarding Children (CCG)  Karlene Allen, Children's Commissioner (CCG)
Support Cambridgeshire	Julie Farrow
Stakeholder group planning	Helen Gregg, Partnership Manager, CCC/PCC

#### Corresponding Stakeholder Group Members

Communications lead	Joanne Dickson, Communications & Marketing Manager, CCC
Finance leads	Martin Wade (CCC) Fiona Chapman (PCC)
Information and intelligence lead	Helen Whyman

## Appendix 2 – Childhood Risk Factors



## Appendix 3 – Summary of Evidence

### Universal

Family support via children’s centres, key workers, outreach to families **(Marmot Review)**

Teenage pregnancy prevention– (prevention, choice, support)

Transition to parenthood – Family Foundations -reduces parental stress & attachment related behaviours when offered to couples expecting their first child **(EIF)**

Universal screening for mental health problems during pregnancy **(EIF,NICE)** and for mothers if combined with treatment **(EIF)**

Healthy Child Programme 0-5 (4-5-6 model) **(PHE)**

Identifying risks @ 5 key HCP contacts **(NICE)**

SIDS advice re sleeping position **(EIF)**

Individual breastfeeding advice – pre/post natal **(EIF)**  
UNICEF Baby Friendly Initiative **(PHE)**  
PHE’s Start4Life campaign **(PHE)**

Home safety equipment schemes – increase parental knowledge **(EIF)**

Oral health promotion -best evidence and fluoridation of public water supplies **(PHE)**

Obesity – multi-component and holistic approach **(PHE)**

Early cognitive and language development (e.g. Let’s play in tandem, Raising early achievement in literacy) **(EIF)**

Speech and language skill assessed @ 2-2 ½ year review **(NICE)**

Pre-school attendance **(DfE)**

### Targeted – selective

Attachment programmes (e.g. FNP, Family Foundations, Infant–Parent Psychotherapy, Child First) **(EIF)**

Pre and post-natal care programmes (e.g. Nurse – Family Partnerships) **(GLA)**

FNP for reducing IPV among first time teenage mothers **(EIF)**

Home safety equipment schemes - increase parents’ knowledge of home safety **(EIF)**

Preventing unintentional injuries in the home – targeting, working in partnership, co-ordinated delivery, assessments and follow-up **(NICE)**

Providing and fitting free or low-cost home safety equipment (incl. thermostatic mixing valves) **(PHE)**

Healthy Start – UK Gov’t voucher scheme **(PHE)**

Oral health – targeted provision of toothbrushes/ toothpaste, supervised tooth brushing in targeted childhood settings, tooth varnishing and healthy food and drink policies in childhood settings **(PHE)**

Take up of funded education/universal entitlement 15hrs @ 2 yrs

Pre-school programmes (e.g. Perry Preschool Programme) **(GLA)**

Home visiting interventions - children’s language development in the early years (FNP, Child First, Parents as First Teachers) **(EIF)**

Transition programmes (home/nursery to school) – (targeted, flexible) **(PHE)**

### Targeted – indicated

Behaviour programmes (e.g. Incredible Years, Triple P) **(EIF)**

Incentive-based programmes to encourage smoking abstinence during pregnancy **(EIF)**

CO monitoring and opt out systems –smoking in pregnancy **(PHE)**

Post-natal treatment for mental health problems **(NICE)**

Methadone treatment for mothers (buprenorphine during pregnancy) **(EIF)**

LBW – (Kangaroo Mother Care, Infant Massage, H-Hope, MITP) **(EIF)**

Sleep advice – infants  $\geq$ 4mths **(EIF)**

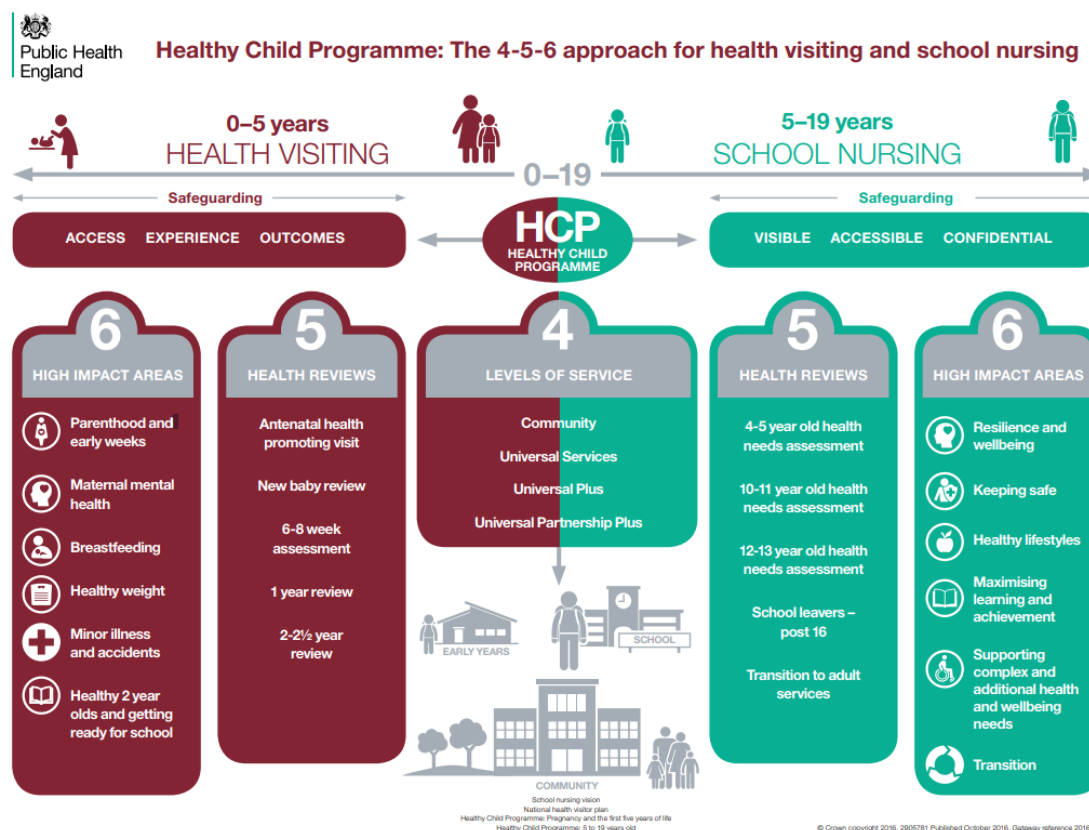
Psychosocial support integrated into routine antenatal care – for reducing revictimisation rates among women reporting IPV Home visiting in highly vulnerable families has the best evidence of reducing child maltreatment during infancy (FNP, Child First, Infant-Parent Psychotherapy) **(EIF)**

Identification, assessment and treatment of attachment difficulties (edge of care, LAC, adopted) **(NICE)**

Joint protocols for parental drug/alcohol use HIPPPY for 3-5yr olds (home instruction or pre-schoolers) **(PHE)**

Families and Schools Together (FAST) for ages 3-11 **(PHE)**

## Appendix 4 – Healthy Child Programme



### **Family Nurse Partnership (FNP) and Enhanced Teenage Parents Pathway**

#### Fixed criteria (all to receive FNP):

- Very young women – all first time mothers aged 16 years or under
- Currently in the care system as a Child in Care (CIC), Child in Need (CIN), on Child Protection Plan (CPP) or recent care leavers.

#### 'High-risk' criteria (any 4 or more of the following risk factors in first-time teenage mothers)

- Not living with their own mother or baby's father/partner
- No or low educational qualifications, i.e. no GCSEs or equivalent, low grade GCSEs
- Currently not in education, employment or training (NEET)
- Has mental health problems
- Ever a 'child in care' ; or lived apart from parents for more than three months when under the age of 18
- Current smoker (and doesn't plan to give up during pregnancy)
- Living in disadvantaged area
- History/risk of abuse

# Cambridgeshire and Peterborough strategic review of early help

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Natalie Parish and Simon Day  
September 2020



## Purpose and methodology

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Isos Partnership has been jointly commissioned by Cambridgeshire and Peterborough local authorities, the CCG and the Police to support them in reshaping their current model of early help and offer of support for at-risk adolescents. The ambition is that, following this review, there will be a clear plan of action for early help agreed across the partnership. The review has three phases of work – an initial evidence gathering phase followed by two rounds of workshops to co-produce the future plan.

Central to the review is one overarching strategic question, and then three specific sub questions:

### Overarching question:

1. How well is the offer of early help meeting the needs of children and families in Peterborough and Cambridgeshire and how can we build on existing strengths to optimise the offer of early help going forwards?

### Sub questions:

1. Does the fact that Cambridgeshire and Peterborough operate different models of early help cause difficulties?
2. Within the overall envelope of early help, how well are support and services for adolescents working together to identify needs and prevent them from escalating?
3. How well are the mental health needs of children and young people in Cambridgeshire and Peterborough being addressed?

## Where we are in the process of this review

Significant evidence gathering process completed in January and February 2020, collating views on early help from key staff within children's services, housing, health partners, the Police, YOS, schools, colleges, and the voluntary and community sector.

*The findings from the evidence gathering are brought together in Part 1 of this report – slides 5 to 20.*

*March 2020: Project paused to allow services time to deal with implications of pandemic*

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Brief follow-up interviews with heads of service for early help, adolescent risk, CYP and mental health commissioning and SEND to provide a perspective on significant changes over last six months

*Part 2 of this report – slides 21 to 24 – provide an update on the key themes arising from these interviews.*

Proposals for phase 2 of the work bring together key challenges and opportunities for working differently in future

*Slide 25 sets out a proposition around next steps.*

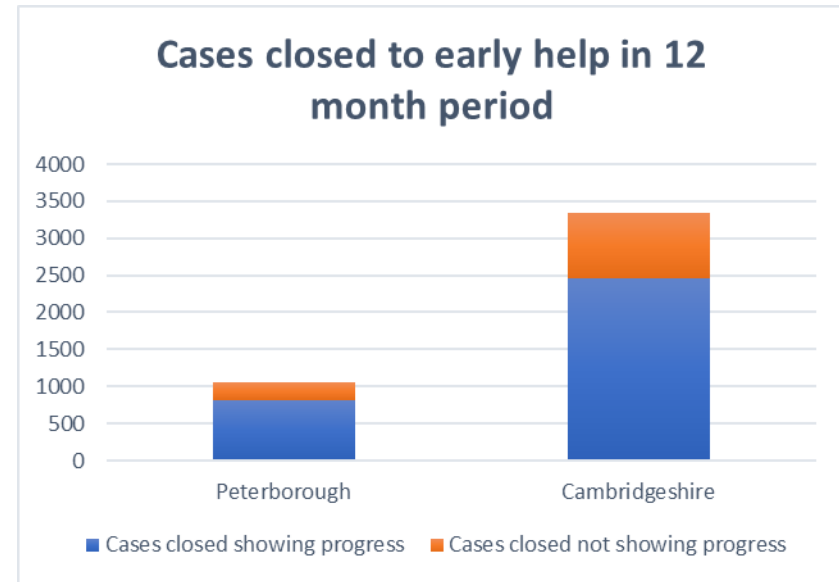
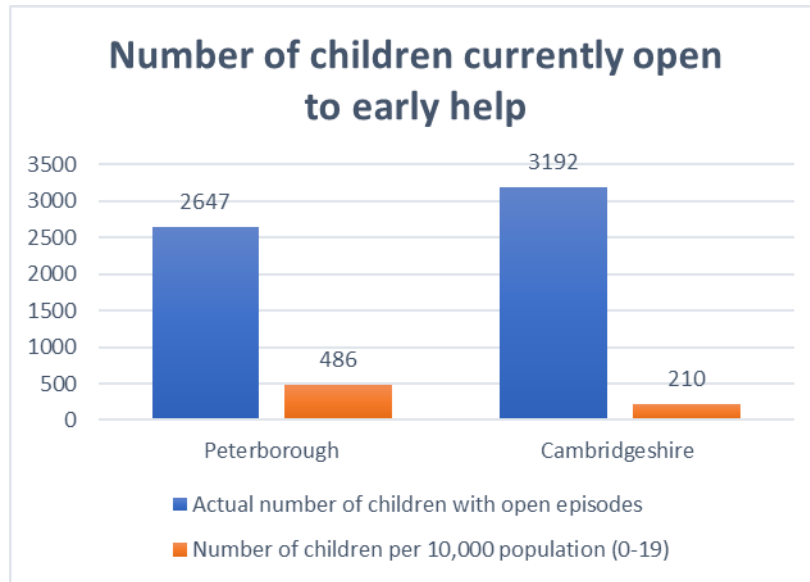
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# Part 1: Findings of the initial evidence gathering process



# Data suggests that there is a solid offer of early help in place in Peterborough and Cambridgeshire

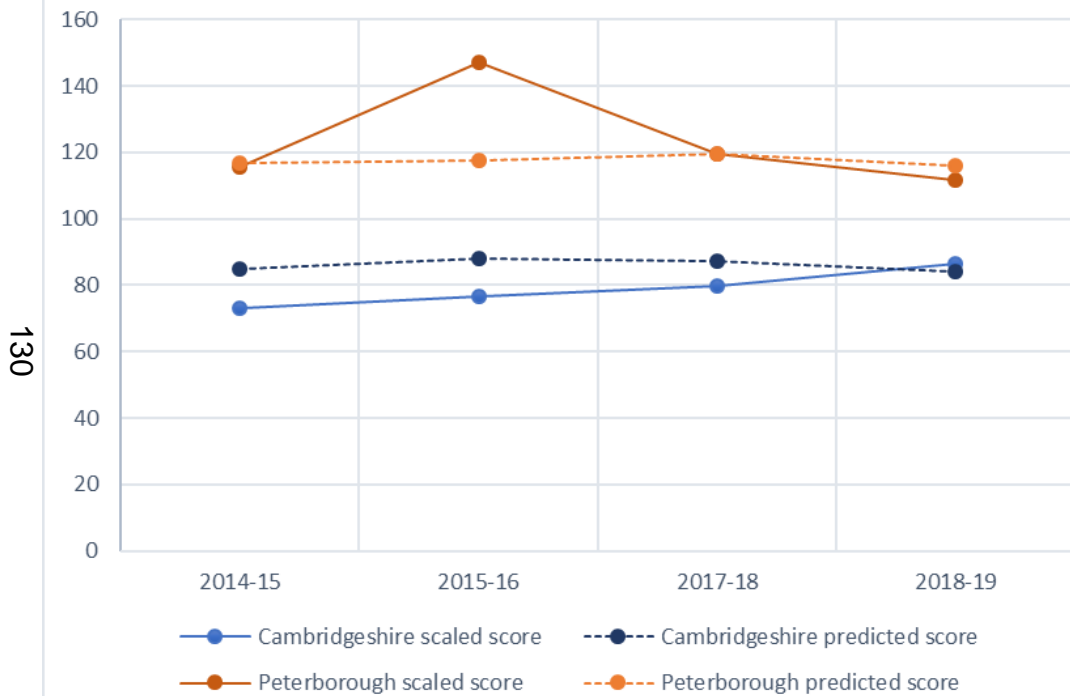
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- Across both Peterborough and Cambridgeshire there are currently around 5,800 individual children receiving support through the early help offer. This equates to between 200 and 500 children per 10,000 population (0-19).
- Over a 12 month period around 1000 early help cases (families) were closed in Peterborough and around 3,300 were closed in Cambridgeshire. In both areas positive progress was recorded in around 75% of cases being closed.
- In both Peterborough and Cambridgeshire less than 20% of cases closed to early help were escalated to children's social care. This suggests that the offer may be having an impact in diverting families from higher levels of intervention.
- However, it is not possible to tell from this data whether the right families are being targeted and whether, without the input of early help, needs would have escalated and more specialist interventions would have been needed.

# Data suggests that there is a solid offer of early help in place in Peterborough and Cambridgeshire

## Number of new young people requiring specialist services per 10,000 population



- This chart shows a scaled measure for the number of new children requiring high cost statutory interventions in a year, per 10,000 people aged 0-25.
- This is based on the number of new child protection cases, new looked after children, children permanently excluded, first-time entrants to the youth justice system and young people presenting at A&E with mental health issues.
- The scaled measure generated for each local authority can be compared with a notional 'benchmark' or predicted score based on plotting of all local authorities' scaled scores against their relative levels of deprivation.
- The predicted score is therefore an estimate of what a similar sized local authority, with similar levels of deprivation, might score based on averages across all local authorities.
- This analysis suggests that in the last two years both Cambridgeshire and Peterborough have had broadly expected levels of presentations to statutory services based on their levels of deprivation.

# There are some clear strengths in the current delivery of early help which provides a platform for future development

## Leadership

There is strong and purposeful leadership of early help which has continued to prioritise this area of work in the face of significant budgetary pressures.

## Partner engagement

Despite some tensions, partners contribute significantly to the early help offer both strategically and in practice, as lead professionals and through team around the family arrangements. There has been significant support put in place to enable this day to day engagement.

## Front door to early help

The integrated front door to early help across Peterborough and Cambridge is providing a robust and reliable system for considering the need for early help and allocating cases appropriately.

## Relationship with CSC

Working relationships between children's social care and early help are well developed and step up and step down between the two generally occurs smoothly.

## Innovation

Both Cambridgeshire and Peterborough have demonstrated the ability to innovate in response to emerging needs, for example the development of the SAFE programme and the multi-agency arrangements for Targeted Youth Support in Peterborough.

## Management information

Both services have moved onto a single management information system that both supports the tracking of children and families, facilitates joined up working and generates regular performance reports.

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# However, looking ahead, there are some key challenges which need to be addressed

## Strategic

1

There is no overarching vision and strategy for early help beyond BSIL

## Organisational

2

Cambridgeshire and Peterborough have different models of early help

3

Place-based ways of working are not fully embedded

4

More could be done to maximise the contribution of partners and the community

## Delivery

5

Early help is operating at the very edge of children's social care

6

There are gaps in the offer of support for specific age ranges

7

The delivery model for at-risk adolescents is fragmented

8

There is a lack of distributed responsibility for C&YP mental health

# 1 No overarching strategy for early help

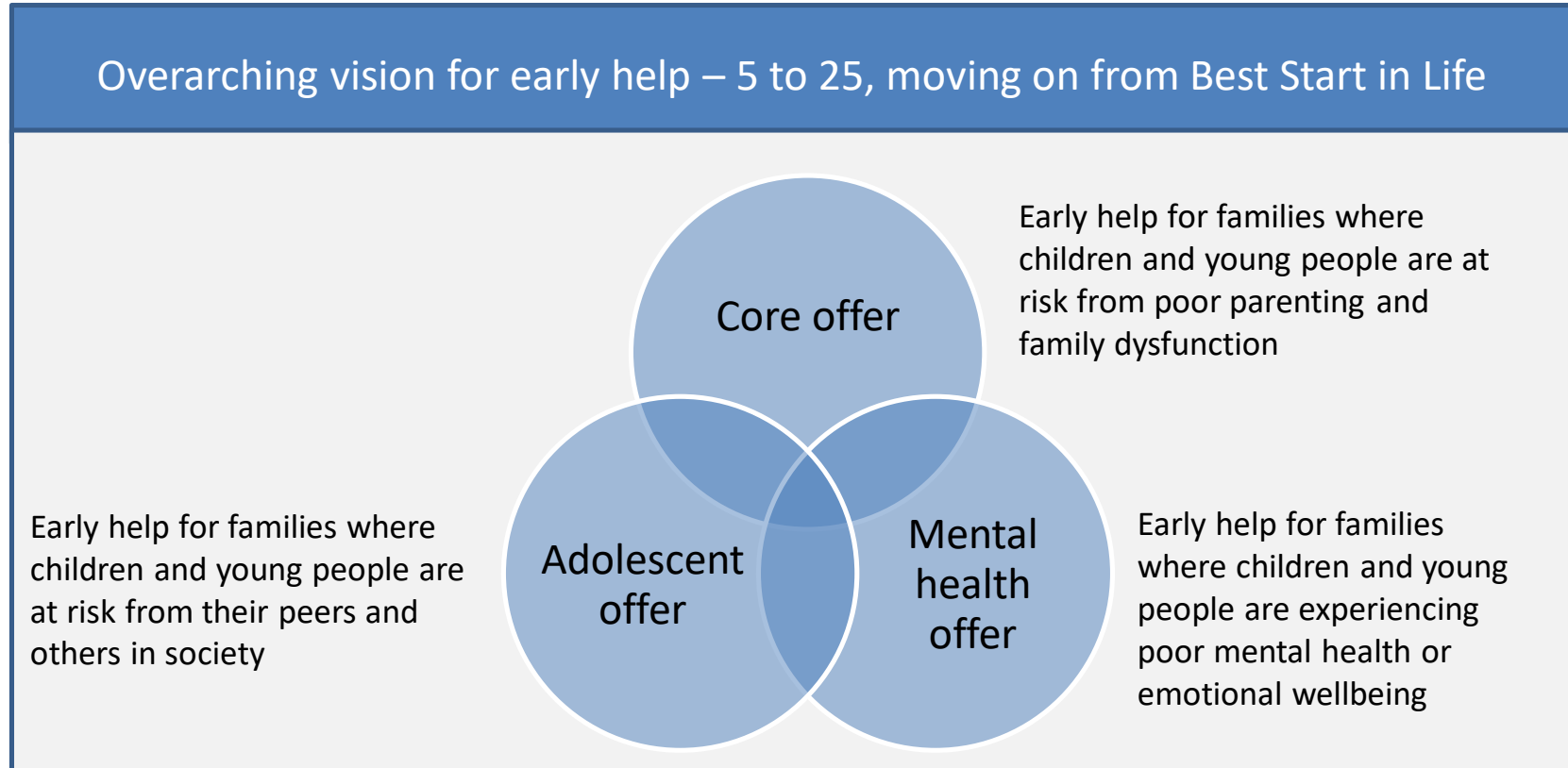
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- There is no single vision articulated for early help across the two local authorities in the way that there has been for Best Start in Life.
- This leads to a lack of clarity about the overall outcomes you hope to see at system level, for example whether the success of early help will predominantly be measured by reducing presentations to children's social care or by a wider set of outcomes.
- As in many other areas of the country, current early help offers (particularly in Peterborough) are very dependent on the continuation of Troubled Families grant funding which potentially makes them precarious going forward. A clear forward vision and strategy for early help may enable earlier partnership-based planning to address this potential cliff-edge.
- The absence of an overall strategy for early help, with associated outcomes and targets, can mean that decisions about prioritisation may be made in a somewhat piecemeal fashion. It also increases the risk that access to services or support might be determined by geography rather than a planned level of provision.
- It is also contributing to some mixed messages for partners about the purpose of early help and how they can contribute to or benefit from the offer.
- Being able to articulate early help alongside other parts of the system would be beneficial. This does not necessarily require a lengthy strategy but rather a compelling "vision on a page" that can be used as a communication tool.

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# 1 No overarching strategy for early help

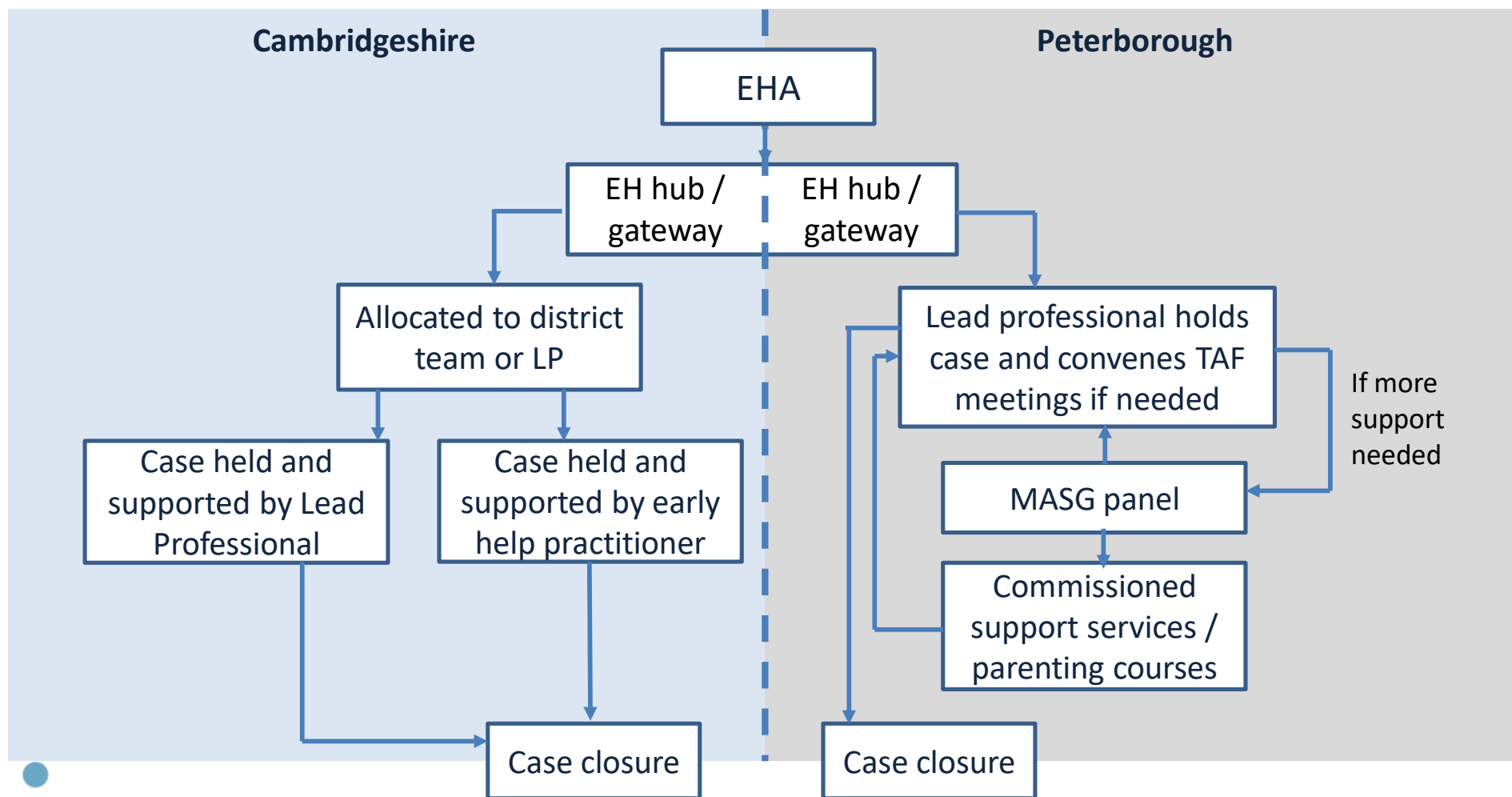
- Going forward, a compelling vision that shows the inter-relationship between the core themes focused on in this review may be a useful tool for communication and planning. The graphic below described how this might be constructed.



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- A lot has already been done to align aspects of the Cambridgeshire and Peterborough early help offers, particularly around the integrated front door. However, some significant differences remain. These can be summarised as:
  - There are different expectations, and different levels and types of support, afforded to partners carrying out the lead professional role in Peterborough and Cambridgeshire. In Peterborough over 90% of open early help cases are held by a lead professional based in a partner agency (mainly schools) compared with around 40% in Cambridgeshire.
  - The decision about who will support a particular family, and the nature, duration and type of support that will be offered is made differently in Peterborough and Cambridgeshire. In Cambridgeshire allocation decisions are made at a district level, by the early help team managers. In Peterborough, requests for additional support are brought to the MASG panel (a weekly multi-agency panel) which may then allocate a family to another statutory or commissioned service.
  - The individuals who carry out direct family support is different in each local authority. In Cambridgeshire there are district teams comprised of family workers, early intervention family workers, young peoples workers, children and family centre workers and transitions advisers. In Peterborough direct family support services are commissioned out, with some LA input remaining from TYSS and the NEET team.
- The diagrams overleaf visually represent the different pathways and offers.

## Cambridgeshire and Peterborough are operating different early help 'models' to access additional targeted support





- The implications of having two different approaches to early help are, arguably, more deeply felt by the services themselves than by others in the system. Partners who covered both local authorities broadly seemed to understand that there are somewhat different approaches in Peterborough and Cambridgeshire and appear to be able to operate within that environment.
- However, for the services themselves the ongoing debate and reflection about the differences in the two models have created a sense of instability and flux. This is particularly true for Cambridgeshire where there has been more widespread speculation about possible future changes to service structure.
- It has also, at times, created an unhelpful dynamic in trying to establish which way of providing early help is ‘better’, without the recognition that each model has evolved in response to a range of specific contextual factors, not least of which are the geography and financial position of each area, and that there are strengths and challenges associated with both approaches.
- Arguably, the lack of a consistent approach combined with the absence of an overarching early help strategy, has also driven some inconsistency around the practice model being used and how to frame expectations around the length of time an early help practitioner should continue to engage with the family.
- There was concern expressed by some partners and early help practitioners that in a resource-constrained environment and with pressure to move cases on, interventions were sometimes too short term to expect to see any real change in family behaviour and could lead to repeat referrals for same families.
- There may not be sufficient clarity about what ‘good’ looks like in early help across both local authorities, all districts and key partners.

### 3 Place-based ways of working are not yet fully embedded

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- Through the 'Think Communities' transformation programme in Cambridgeshire and Peterborough there is an ambition that services will be tailored to the needs of specific localities and places, that professionals working in those areas will be able to connect more effectively with each other, and that community-based assets will play a greater role in supporting better outcomes for residents.
- The early help model has begun to work in a place-based way, but this is not yet fully embedded.
- In Cambridgeshire the move from localities to districts has led to the disruption of some professional networks, particularly with schools, and early help practitioners no longer feel that they 'know their patch' as well as they did previously.
- There are significant differences in the accessibility and concentration of statutory and commissioned services and community based groups between different districts / localities. In some instances commissioning of an LA wide service has not sufficiently taken into account the different challenges associated with delivering in predominantly rural or mainly urban areas. In other instances the ability to access support and provision is seen more as a 'postcode lottery' than a well-planned place-based offer that responds to local needs.
- In some cases the different 'footprints' of individual services creates some barriers between professionals working with families. Conversely, where co-location exists, practitioners speak very positively about its day to day benefits.

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Partners play a wide range of different roles within the early help offer. Overall, many were very positive about the strength of partnership working and their desire to be part of the offer moving forward. However, inevitably the fieldwork threw up some tensions. Overall, a number of partners felt that they could not always see how what they were doing related to the bigger picture.

### Partners as providers

There are a range of good quality VCS organisations in both local authorities delivering services and support to children and young people. For those who are not formally commissioned there could be benefit in offering greater support for capacity development, joint training and greater access to local planning processes to bring them within the early help umbrella. Revitalising previous opportunities to use volunteers may also be beneficial.

### Partners as practitioners

A number of those who work with children on a day to day basis felt they did not know enough about 'what is out there' to be able to signpost or refer on with confidence.

### Partners as lead professionals

A frustration and anxiety among some that the thresholds for both early help and children's social care have become so high that they are now coping with a level of vulnerability for which they are not equipped.

### Partners as commissioners

Some felt that they did not have a clear enough understanding of the scope and purpose of the early help offer, or access to the right strategic networks, to ensure the services they were commissioning complemented and could work alongside the broader offer.

## 5 Early help is increasingly operating at the very edge of children's social care

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- The overwhelming message from all those working in the system is that early help is no longer particularly 'early'. Those directly delivering support to families recognised that by the time families reached the threshold for receiving early help, many of their issues and challenges had become acute.
- The reasons for this were multiple and varied. In Peterborough the overall financial position has created a situation in which an already small service has been reduced even further. The capacity to carry out direct family work is now around 1 full time worker for every 780 deprived child or young people (excluding the early help element of Targeted Youth Support Service and children's centre staff). In Cambridgeshire, in comparison, the ratio is 1 to 160 (excluding young people's workers and children's and family centre staff for comparability).
- In Cambridgeshire, the capacity and financial challenges have not as been acute. However, the service acknowledged that pressures within children's social care meant have meant that their workload has been diverted over recent years to supporting families only just below the threshold for social care intervention.
- In both authorities there has also been, over time, and in response to austerity, a gradual diminution of universal and lower level targeted offers for families and young people including drop-in and stay and play sessions, positive and diversionary activities and youth clubs and services.
- A frequently voiced frustration by those taking part in the focus groups was 'we know who these children / young people / families are, but by the time we are able to help them it is often too late.'

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## 5 Early help is increasingly operating at the very edge of children's social care

- Several schools in both Peterborough and Cambridgeshire voiced the concern that thresholds for accessing early help were very high and that as lead professionals they did not always have the skills and capacity to meet a family's complex needs.
- In Peterborough the per capita capacity of early help to provide additional support is much smaller than in Cambridgeshire and many more cases are managed by schools as lead professionals. However, Peterborough schools also tend to be larger and receive higher per-pupil base funding which enables many to employ family support workers and other pastoral staff. In Cambridgeshire the early help offer is larger and schools may find it easier to access additional support. However, their core funding and pastoral capacity tends to be less, which may create a similar set of pressures.
- 141 • Some schools felt that the progress that had been made in reducing exclusions, particularly in Cambridgeshire through devolving funding and creating collective responsibility for exclusions, might be compromised if the right support for the most complex families is not available.
- The reduction in the number of Early Intervention Family Workers was highlighted by some Cambridgeshire schools as a potential risk. They felt that the numbers of EHAs may rise without the opportunity to get informal pre-assessment advice and support.
- There was a concern expressed by a number of partners that while support for victims of very significant domestic abuse and violence was good, there was very little support available for lower-level instances of domestic abuse which over time might have a significant impact on a child or young person's wellbeing.
- Partners also identified relatively few interventions in place to deal with family conflict before it escalated.

## 6 Gaps in the offer of support at specific ages

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- A significant number of those we engaged in the fieldwork highlighted a gap in the support being offered to children in the later years of primary school and the early years of secondary school.
- Many of those we spoke to were concerned that not enough was being done to support transition for vulnerable or at-risk children and in both Cambridgeshire and Peterborough reference was made to previous approaches to supporting transition which had been lost due to lack of funding.
- There was also frustration that there was not a more significant offer of support for children in primary school where there were ongoing issues of low-level poor behaviour and family dysfunction who were likely to become the 'at-risk' adolescent cohort of the future. This relates to the lack of capacity to engage in genuinely preventative work outlined in the previous slide.
- There were also relatively few opportunities to work purposefully with younger siblings of those already engaged in criminal or sexual exploitation.
- In Peterborough this gap was particularly acutely felt as there is currently no lower-level commissioned family support offer for 12 and 13 year olds or direct 1:1 work with young people. (The core family support offer extends to age 11 and targeted youth support works with young people from 14 upwards.)
- Both primary and secondary schools recognised the need for more support in the later years of primary and through transition to secondary. Rising numbers of primary exclusions was a particular concern.
- Primary schools flagged their greatest concern to be SEMH, which underlines the need to join up early help with the SEND strategy and the current SEMH review.
- An additional, more discrete, gap in provision was around mental health support for the post-16 cohort.

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## Fragmented service delivery model for at-risk adolescents

- There are significant concerns about the growing impact of county lines in parts of Cambridgeshire. In Peterborough the cohort of at risk adolescents is more stable, but nonetheless forms a relatively high proportion of all those open to early help and children's social care.
- Schools were anxious that the information and support available for parents whose children had become implicated in or were at risk of county lines was very limited.
- In Peterborough the targeted youth support services model brings together youth workers offering targeted interventions, social workers, drugs and alcohol abuse services and the YOS into a single multi-agency team. This co-located partnership-based way of working with young people had begun to show dividends but is now under pressure with impending cuts and key vacancies in the YOS. Capacity for any form of preventative work is now significantly compromised.
- 143 • In Cambridgeshire young people workers are based in district early help teams, the YOS works on a different locality footprint and there is a county-wide adolescent social work team. Some of those working with at risk adolescents from an early help perspective felt that they did not always have the right knowledge, skills or suite of interventions to support this group of young people.
- There is a wealth of information on the at-risk adolescent cohort available through the Met Hub but some felt this was not always used as effectively as possible.
- Several schools voiced the concern that the reliability and consistency of feedback when they raised an issue of concern to the Police was variable.
- The devolved model of AP funding in Cambridgeshire has contributed to significant progress in reducing exclusions. However in Peterborough there remain significant concerns about the quality of Alternative Provision and issues of persistent non-attendance. Children not being in formal full-time education can compound other adolescent risk factors.

- In relation to children and young people's mental health, those we spoke to recognised that progress is being made in developing a partnership based strategy, but would like to see greater momentum and urgency.
- While waiting lists and times for treatment for CAMHS have improved, there is still a significant cohort of young people who do not meet the CAMHS threshold and who are not getting the support that they need in a timely fashion. The predominant view among those who took part in the focus groups is that there was a big gap around access to lower level mental health support.
- There has been a significant focus on supporting schools to embrace whole school approaches to mental health and emotional wellbeing and this is beginning to have a positive impact, but there is anxiety that schools are now being faced with a proliferation of competing schemes.
- There is little evidence of CAMHS expertise being distributed or embedded within the system to provide supervision, training, hands-on support or professional advice to other practitioners working day to day with children and young people.
- Partners feel that the wrap-around support and services for providing 24 hour intervention in the case of a crisis is currently not working well.
- There is a need to work with schools and families around children and young people exhibiting extreme behaviour who are not meeting the CAMHS threshold to understand what the best form of support might be, and who in the system could provide this.
- There is pressure on the neuro-developmental pathway and the inter-relationship with access to parenting courses.



# Part 2: Key developments in early help in recent months

## Part 2: Bringing the story up to date - Early help

### Key developments in last 6 months

- Stopped the majority of face to face early help interventions and group work in schools.
- Carried out small number of essential face to face engagements and some door step visits.
- Virtual offer to YP and families has been really effective.
- Triple P and other parenting programmes online, with practitioner support have worked really well.
- MASG (Peterborough) working well online.
- Very strong partner engagement including from VCS.
- Rapid take-up of shared MIS.
- New impetus for locality working.

### Future challenges anticipated

- Likely to have been a widening of the gap in outcomes for children from vulnerable families in terms of education, health and mental health over the last period.
- Disclosures relating to DV / safeguarding likely to rise after children return to school – scale currently unknown.
- Trauma experienced by some families, including bereavement, will bring new families to the attention of children's services.
- Anticipating significant work with schools and mental health teams on promoting positive behaviours and engagement with education, on return to school.

### Aspects of current working that would like to retain

- Flexible service design that allows the partnership to respond to new challenges as they arise.
- Hybrid model that combines face to face and virtual elements, aiming to be more responsive to children and families needs.
- Engagement of local community hubs in bringing together partners and services for vulnerable children and young people.
- Build on information that has been developed around self-help options, and maintain new offers such as the parent-carer phone line.
- Capitalise on access to shared MIS.
- Multi-agency risk assessments for identifying vulnerable children.

## Part 2: Bringing the story up to date – the adolescent offer

### Key developments in last 6 months

- Prior to lockdown (March), TYSS in Peterborough achieved majority of performance related targets – demonstrating efficacy of combined model.
- When service under intense pressure TYSS has been able to consider how to use resources most effectively – e.g. combining CiN and YOT contacts.
- Seen reducing age-profile of adolescents at risk, and more localised issues (less related to train-lines). More 10 to 11 year olds coming to attention of services.
- Closer partnership working across all heads of services working with vulnerable children and YP.

### Future challenges anticipated

- Securing successful return to school for young people at risk – particular focus on the younger cohort.
- Need to agree a contextual safeguarding framework / trauma informed approach for working with young people across the partnership.
- Potential for increasing referrals when pupils return to school.
- Continue to focus on issues of localised violence.
- Consider how to develop an integrated offer for at-risk adolescents across both Cambridgeshire and Peterborough, working across service boundaries.

### Aspects of current working that would like to retain

- Integrated approach to TYSS currently deployed in Peterborough.
- Joint working with SAFE team and Police around contextual safeguarding in hot spot areas.
- Closer contact and joined up working between heads of service working with vulnerable children and families.
- Developing and building on trauma informed practices so that these become the way of operating across the partnership.

## Part 2: Bringing the story up to date – children’s mental health

### Key developments in last 6 months

- At the start of the pandemic the nature of services offered changed very quickly – with no face to face support for children and young people.
- There was a focus on diverting resources to work with children and young people in crisis and lower level treatment was paused. Referrals have dropped significantly while pupils have been out of school – particularly seen drop in low-level anxiety and school refusal cases.
- Virtual support worked very well for some young people (eg ASD in particular). Less well for others.

### Future challenges anticipated

- Anticipating a surge of demand as schools reopen.
- Staff will need more training on how to deliver therapies virtually as part of an ongoing blended offer.
- Children and adults will need support to deal with loss, but also need to be cautious not to over-pathologise.
- Recent emotional wellbeing survey for schools shows that many staff are quite fearful – need to make sure they feel safe.
- Commissioning lower level support, as CHUMS contract ends, will be a significant priority.

### Aspects of current working that would like to retain

- A virtual offer for children and young people should continue to be part of the mix going forward.
- Daily meetings between CAMHS and CSC to focus on the most high risk have been really helpful and should continue.
- Have started thinking about the front door into a range of mental health support services – Covid has accelerated these conversations and broken down some of the bureaucracy.
- Need to create greater flexibility in commissioning contracts going forward to ensure they can respond to rapid changes in circumstances.

## What does this mean for the areas of focus going forward?

<p>Original challenges that remain relevant</p>	<ul style="list-style-type: none"> <li>• Lack of shared strategic vision and strategy for early help across Cambs and Peterborough</li> <li>• Different models of delivering early help and early help not always 'early enough'</li> <li>• Gaps in support for specific age-ranges, particularly around 10 to 12 year olds.</li> <li>• Fragmented delivery-model for at-risk adolescents.</li> <li>• Lack of distributed responsibility for C&amp;YP mental health</li> </ul>
<p>Previous issues where progress has been made</p>	<ul style="list-style-type: none"> <li>• Locality hubs have become more vibrant and there is a structure in place to take these forward</li> <li>• Working with a range of partners, both statutory and community, has accelerated.</li> <li>• New MIS systems provide a better platform for sharing information.</li> <li>• Joint work and planning around the most vulnerable children has improved.</li> </ul>
<p>New challenges confronting the system</p>	<ul style="list-style-type: none"> <li>• Likely surge in referrals once schools have been open for a few weeks.</li> <li>• Possible new cohort of at-risk children and families coming to the attention of services.</li> <li>• Need for even greater flexibility and responsiveness in modes of delivery.</li> <li>• Capacity of schools and health partners may be fully absorbed by day to day firefighting.</li> </ul>
<p>New opportunities to capitalise on</p>	<ul style="list-style-type: none"> <li>• Opportunity to reimagine services on a new 'hybrid' model.</li> <li>• Better platform for partnership working.</li> <li>• Clearer partnership wide perspective on the most vulnerable children and opportunity to genuinely join up services.</li> <li>• Appetite not to simply return to 'old ways of working'.</li> </ul>

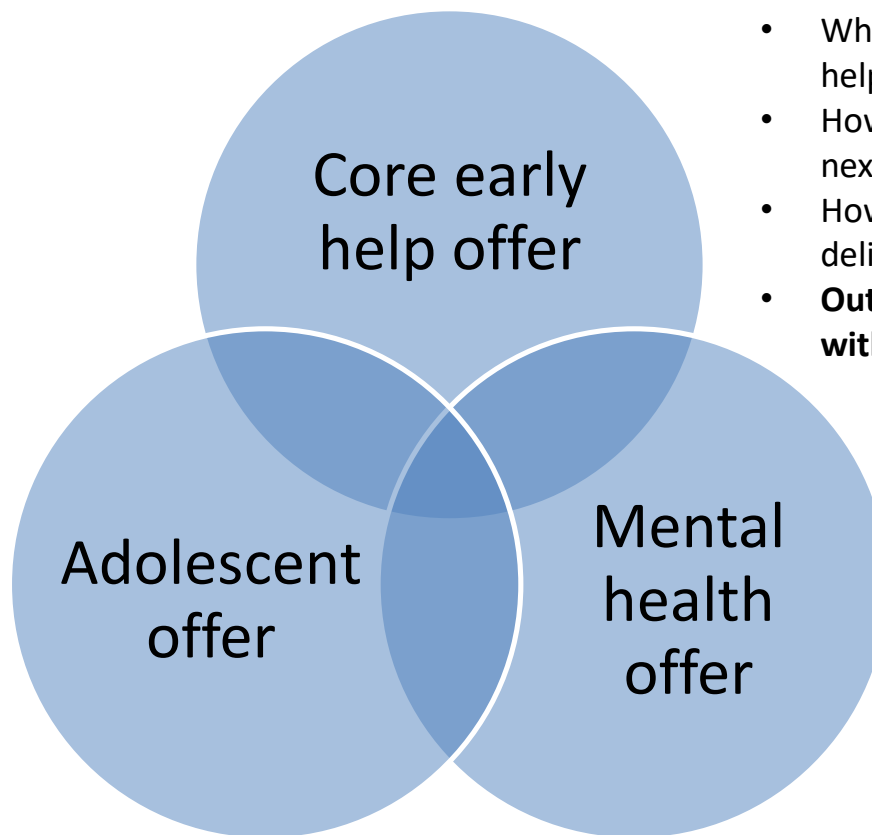
149

## Our proposal for next steps on this project

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*A series of virtual workshops focused on the three key areas, below. Suggested questions and outputs are proposed for each. These would take place between September and December with an update offered to the next partnership board in December.*

- 150 How can we achieve an integrated approach to support at-risk adolescents across all partners?
- What will we need to do to embed a trauma-informed approach to adolescent risk?
- How do we work with a younger cohort?
- **Output: A delivery model for working with at-risk adolescents across Cambs and Peterborough**



- What is the overall strategic vision for early help across the partnership?
- How should we frame our strategy for the next three years to deliver this vision?
- How do we consolidate and refine the delivery model for the future?
- **Output: A refreshed early help strategy with revised vision and priorities**
  - What are our commissioning priorities and how do we measure outcomes?
  - What does a responsive offer of lower level support for emotional wellbeing and mental health look like?
  - How can we distribute responsibility and expertise for mental health?
  - **Output: A refreshed CYP mental health vision and outcomes framework**

<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM No. 8</b>
<b>9 NOVEMBER 2020</b>	<b>PUBLIC REPORT</b>

Report of:	Fiona McMillan, Director of Law and Governance		
Cabinet Member(s) responsible:	Councillor Mohammed Farooq, Cabinet Member for Digital Services and Transformation		
Contact Officer(s):	Paulina Ford, Senior Democratic Services Officer	Tel. 01733 452508	

**FORWARD PLAN OF EXECUTIVE DECISIONS**

R E C O M M E N D A T I O N S	
<b>FROM:</b> Senior Democratic Services Officer	<b>Deadline date:</b> N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> <li>1. Considers the current Forward Plan of Executive Decisions and identifies any relevant items for inclusion within their work programme or request further information.</li> </ol>	

**1. ORIGIN OF REPORT**

1.1 The report is presented to the Committee in accordance with the Terms of Reference as set out in section 2.2 of the report.

**2. PURPOSE AND REASON FOR REPORT**

2.1 This is a regular report to the Children and Education Scrutiny Committee outlining the content of the Forward Plan of Executive Decisions.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3:

The Scrutiny Committees will:

(f) Hold the Executive to account for the discharge of functions in the following ways:

*ii)* By scrutinising Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions;

**3. TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	<b>NO</b>	If yes, date for Cabinet meeting	N/A
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**4. BACKGROUND AND KEY ISSUES**

- 4.1 The latest version of the Forward Plan of Executive Decisions is attached at Appendix 1. The Forward Plan contains those Executive Decisions which the Leader of the Council believes that the Cabinet or individual Cabinet Member(s) can take and any new key decisions to be taken after 23 November 2020.
- 4.2 The information in the Forward Plan of Executive Decisions provides the Committee with the opportunity of considering whether it wishes to seek to influence any of these executive decisions, or to request further information.
- 4.3 If the Committee wished to examine any of the executive decisions, consideration would need to be given as to how this could be accommodated within the work programme.
- 4.4 As the Forward Plan is published fortnightly any version of the Forward Plan published after dispatch of this agenda will be tabled at the meeting.

## **5. CONSULTATION**

- 5.1 Details of any consultation on individual decisions are contained within the Forward Plan of Executive Decisions.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 After consideration of the Forward Plan of Executive Decisions the Committee may request further information on any Executive Decision that falls within the remit of the Committee.

## **7. REASON FOR THE RECOMMENDATION**

- 7.1 The report presented allows the Committee to fulfil the requirement to scrutinise Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions in accordance with their terms of reference as set out in Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 N/A

## **9. IMPLICATIONS**

### **Financial Implications**

- 9.1 N/A

### **Legal Implications**

- 9.2 N/A

## **10. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 None

## **11. APPENDICES**

- 11.1 Appendix 1 – Forward Plan of Executive Decisions



# **PETERBOROUGH CITY COUNCIL'S FORWARD PLAN OF EXECUTIVE DECISIONS**

PUBLISHED: 23 OCTOBER 2020

# FORWARD PLAN

## **PART 1 – KEY DECISIONS**

In the period commencing 28 clear days after the date of publication of this Plan, Peterborough City Council's Executive intends to take 'key decisions' on the issues set out below in **Part 1**. Key decisions relate to those executive decisions which are likely to result in the Council spending or saving money in excess of £500,000 and/or have a significant impact on two or more wards in Peterborough.

If the decision is to be taken by an individual Cabinet Member, the name of the Cabinet Member is shown against the decision, in addition to details of the Councillor's portfolio. If the decision is to be taken by the Cabinet, this too is shown against the decision and its members are as listed below:  
Cllr Holdich (Leader); Cllr Fitzgerald (Deputy Leader); Cllr Ayres; Cllr Cereste; Cllr Hiller; Cllr Seaton; Cllr Walsh; Cllr Allen and Cllr Farooq.

This Plan should be seen as an outline of the proposed decisions for the forthcoming month and it will be updated on a fortnightly basis to reflect new key-decisions. Each new Plan supersedes the previous Plan and items may be carried over into forthcoming Plans. Any questions on specific issues included on the Plan should be included on the form which appears at the back of the Plan and submitted to philippa.turvey@peterborough.gov.uk, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388039). Alternatively, you can submit your views via e-mail to or by telephone on 01733 452460. For each decision a public report will be available from the Democratic Services Team one week before the decision is taken.

## **PART 2 – NOTICE OF INTENTION TO TAKE DECISION IN PRIVATE**

Whilst the majority of the Executive's business at the Cabinet meetings listed in this Plan will be open to the public and media organisations to attend, there will be some business to be considered that contains, for example, confidential, commercially sensitive or personal information. In these circumstances the meeting may be held in private, and on the rare occasion this applies, notice will be given within **Part 2** of this document, 'notice of intention to hold meeting in private'. A further formal notice of the intention to hold the meeting, or part of it, in private, will also be given 28 clear days in advance of any private meeting in accordance with The Local Authorities (Executive Arrangements) Meetings and Access to Information) (England) Regulations 2012.

The Council invites members of the public to attend any of the meetings at which these decisions will be discussed (unless a notice of intention to hold the meeting in private has been given).

## **PART 3 – NOTIFICATION OF NON-KEY DECISIONS**

For complete transparency relating to the work of the Executive, this Plan also includes an overview of non-key decisions to be taken by the Cabinet or individual Cabinet Members, these decisions are listed at **Part 3** and will be updated on a weekly basis.

You are entitled to view any documents listed on the Plan, or obtain extracts from any documents listed or subsequently submitted to the decision maker prior to the decision being made, subject to any restrictions on disclosure. There is no charge for viewing the documents, although charges may be made for photocopying or postage. Documents listed on the notice and relevant documents subsequently being submitted can be requested from Philippa Turvey, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388038), e-mail to [philippa.turvey@peterborough.gov.uk](mailto:philippa.turvey@peterborough.gov.uk) or by telephone on 01733 452460.

All decisions will be posted on the Council's website: [www.peterborough.gov.uk/executivedecisions](http://www.peterborough.gov.uk/executivedecisions). If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Democratic and Constitutional Services Manager using the form attached. For your information, the contact details for the Council's various service departments are incorporated within this Plan.

**PART 1 – FORWARD PLAN OF KEY DECISIONS**

**KEY DECISIONS FROM 23 NOVEMBER 2020**

<i>KEY DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>WARD</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i>
No new items.							

**PREVIOUSLY ADVERTISED KEY DECISIONS**

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p>1. <b>Affordable Warmth Strategy 2019 – 2021 - KEY/17APR17/03</b>                      Recommendation to approve the Affordable Warmth Strategy 2019 – 2021</p> <p>156</p>	<p><b>Councillor Walsh, Cabinet Member for Communities</b></p>	<p><b>October 2020</b></p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All wards</p>	<p>Relevant internal and external stakeholders.</p> <p>The draft strategy will be placed on PCC Consultation pages for 3 week consultation period</p>	<p>Sharon Malia, Housing Programmes Manager,                      Tel: 01733 863764                      Email: sharon.malia@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p>BRE Integrated Dwelling Level Housing Stock Modelling Report July 2016 Housing Renewals Policy 2017 – 2019</p>

<b>DECISION REQUIRED</b>		<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
157	<p><b>2. Disposal of freehold in Centre of the City - KEY/12JUN18/01</b> To delegate authority to the Corporate Director of Growth and Regeneration to sell the property</p>	<p><b>Councillor Seaton, Cabinet Member for Finance</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central</p>	<p>Relevant internal and external stakeholders</p>	<p>Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: Peter.carpenter@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p><b>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</b></p>

<b>DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p>3. <b>To approve the awarding of contracts to external providers following a competitive tender exercise led by Cambridgeshire County Council - KEY/25JUNE18/02</b>            Cambridgeshire County has recently conducted a tendering exercise to establish a Dynamic Purchasing System for the provision Supported Living Services for Adults with a Learning Disability (Reference number: DN311905). Peterborough City Council is the named authority under this arrangement and would want to commission care and support packages (call-off).</p>	<p><b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Adult Social Care, Health &amp; Public Health</b></p>	<p><b>October 2020</b></p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p> <p>Relevant consultations has been carried out with the service users, family carers, Health colleagues and care and support providers across Cambridgeshire and Peterborough.</p>	<p>Cris Green, Commissioner for Learning Disabilities &amp; Autism, 0793261226 6419, cris.green@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p><b>4.</b> <b>Adoption of the “Dynamic Purchasing System” (DPS) procedure for Public Health contracts with Primary Care providers – KEY/10DEC18/01</b>  To seek the approval to adopt the “Dynamic Purchasing System” (DPS) procedure for contracts with Primary Care providers for the duration of up to five years. The proposals have been approved by the Cambridgeshire and Peterborough Joint Commissioning Board.</p>	<p><b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Adult Social Care, Health &amp; Public Health</b></p>	<p><b>October 2020</b></p>	<p>Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Val Thomas, Consultant in Public Health  Val.Thomas@cambridge-shire.gov.uk  01223 703264/  07884 183374</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>		<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</b>
<b>5.</b>	<p><b>Vehicle removal for Parking contravention – KEY/15APR19/02</b> To ask the Cabinet Member to approve the policy to implement a scheme to remove vehicles of persistent offenders in breach of parking restrictions in the City and to appoint the Local Authority Trading Company to act as the authorised agent of the policy.</p>	<b>Councillor Walsh, Cabinet Member for Communities</b>	<b>October 2020</b>	Growth, Environment and Resources Scrutiny Committee	All Wards	<p>Details of any consultation to be decided.</p> <p>Relevant internal and external stakeholders.</p>	Adam Payton, PES Senior Officer, Parking Lead, 01733 452314 adam.payton@peterborough.gov.uk	Prevention and Enforcement Service Vehicle Removal For Parking Contraventions Policy and Guidance
<b>10.</b>	<p><b>Approval for contract to be awarded to Skanska to deliver design of Eastern Industries Access Phase 1 scheme - KEY/10JUN19/01</b> Approval for contract to be awarded to Skanska to deliver design of Eastern Industries Access Phase 1 scheme. The council has received funding (£550k) from the Cambridgeshire and Peterborough Combined Authority to deliver the scheme.</p>	<b>Councillor Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b>	<b>October 2020</b>	Growth, Environment and Resources Scrutiny Committee	East Ward	<p>Relevant internal and external stakeholders.</p> <p>Consultation will take place with residents and key stakeholders at the relevant stage of the scheme.</p>	Lewis Banks, Principal Sustainable Transport Planning Officer, 01733 317465, lewis.banks@peterborough.gov.uk	Cambridgeshire and Peterborough Combined Authority meeting notes confirming grant funding allocation. Also CMDN for award of contract to Skanska for provision of Professional Services under Peterborough Highway Services partnership.



<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p>7. <b>Approval for contract to be awarded to Skanska to deliver design of A1260 Nene Parkway Junction 15 Improvement scheme – KEY/10JUN19/02</b></p> <p>The Council has previously received funding of £362.4k from the Cambridgeshire and Peterborough Combined Authority (CPCA) to deliver the strategic outline business case and outline business case for A1260 Nene Parkway Junction 15 improvement scheme. Now that these stages are complete, the CPCA is in the process of awarding a further £650k so that the detailed design and full business case can be undertaken. The additional funding for the scheme subject to approval will now total £1,012,400. Approval is required for contract to be awarded to Skanska to undertake detailed design and full business case for the scheme.</p>	<p><b>Councillor Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>West Ward</p>	<p>Relevant internal and external stakeholders</p> <p>Consultation will take place with residents and key stakeholders at the relevant stage of the scheme.</p>	<p>Lewis Banks, Principal Sustainable Transport Planning Officer, 01733 317465, lewis.banks@peterborough.gov.uk</p>	<p>Cambridgeshire and Peterborough Combined Authority meeting notes confirming grant funding allocation. Also CMDN for award of contract to Skanska for provision of Professional Services under Peterborough Highway Services partnership.</p>

<b>KEY DECISION REQUIRED</b>		<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
162	<p><b>8. Contract for remedial works by PCC to the Stanground Bypass – KEY/2SEP19/02</b> To approve works to the Stanground bypass and authorise the associated package of work to be issued to Skanska Construction UK Limited under the Council's existing agreement with SKANSKA dated 18th September 2013 (the Highways Services Agreement).</p>	<p><b>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Stanground South and Hargate and Hempstead</p>	<p>Relevant internal and external stakeholders</p> <p>Standard consultation for highway schemes.</p>	<p>Charlotte Palmer, Group Manager – Transport and Environment, charlotte.palmer@peterborough.gov.uk</p>	<p>To be determined.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</b>	
163	<p><b>9. Approval of funding for the provision of accommodation to reduce homelessness</b>  <b>KEY/14OCT19/01</b> – Following Cabinet Decision JAN18/CAB/18 this is a new project to increase the supply of housing and address the demand for accommodation resulting from the increase in homelessness.</p>	<p><b>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All</p>	<p>Relevant internal and external stakeholders.</p> <p>The issues associated with homelessness in Peterborough have been subject to significant discussion in various forums, including the Council's Adults and Communities Scrutiny, Cabinet and Full Council</p>	<p>Peter Carpenter, Acting Corporate Director of Resources  Email: peter.carpenter@peterborough.gov.uk  Tel: 01733 452520</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</b>
<p><b>10. Introduction of Civil Enforcement of Bus Lane and Bus Gate contraventions pursuant to the Transport Act 2000 - KEY/09DEC19/02</b>            To ask the Cabinet Member to authorise the council to exercise its powers as an approved local authority under The Bus Lane Contraventions (Approved Local Authorities)(England) Order 2005 to issue civil penalties for breaches of Traffic regulation orders in relation to Bus Lanes or Bus Gates in Peterborough. Set the level of penalty charge payable for such an offence at £60, reduced to £30 if paid within 14 days. Join the Bus Lane Adjudication Service Joint Committee so arrangements are in place for an individual to appeal against the issue of a penalty charge notice. Authorise the use of approved devices (cameras) to carry out enforcement at sites where it is deemed necessary and the required infrastructure has been put in place.</p>	<p><b>Councillor Irene Walsh, Cabinet Member for Communities</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal stakeholders.  Cabinet member for Strategic Planning and Commercial Strategy and Investments will be consulted, as will members from any ward where a bus lane or bus gate is to be enforced.</p>	<p>Adam Payton, Senior PES Officer - Parking Lead, Tel: 01733 452314, Email: adam.payton@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</b>
<p>11. <b>Disposal of land at 7-23 London Road, Peterborough - KEY/06JAN20/01</b> Approval to dispose of surplus land to a registered provider for redevelopment to social housing The disposal will be conditional on a successful planning consent; the application has yet to be made.</p>	<p><b>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central</p>	<p>Relevant internal and external stakeholders.</p>	<p>Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: <a href="mailto:tristram.hill@peterborough.gov.uk">tristram.hill@peterborough.gov.uk</a></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p>There will be an exempt annex with details of the commercial transaction.</p>

<b>KEY DECISION REQUIRED</b>		<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</b>
12.	<p><b>The disposal of former playing fields at Angus Court, Westtown, Peterborough - KEY/06JAN20/02</b> Approval to dispose of former playing fields and Angus Court</p>	<p><b>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>West</p>	<p>A number of consultation events for local residents have been held for both the proposed disposal of land at Angus Court and the creation of new facilities at Thorpe Lea Meadows. Planning approval was secured for the new facilities at Thorpe Lea Meadows. These works are now completed. Consultation and information events to discuss the Council's plans to dispose of land at Angus Court and the creation of a new public play area, were held at West Town Academy took place on 1 November 2018 and 7 March 2019</p>	<p>Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: <a href="mailto:tristram.hill@peterborough.gov.uk">tristram.hill@peterborough.gov.uk</a></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</b>
<p>13. <b>Refurbishments to a Peterborough City Council owned building – KEY/17JAN20/01</b>  The decision is to proceed with refurbishments to a PCC owned building; this building was previously Ofsted Registered as a Children’s Home providing Short Breaks/Respite to children and young people with disabilities and complex needs. The in-house provision was re-designated in November 2018. The premises will now be redeveloped to enable single occupancy residency for a child/young person.</p> <p>This item has been added to the Forward Plan so we are able to proceed with the plans, if/when funding is received from NHSE. The procurement, and the works, need to progress as expediently as possible to allow transition of the child/young person into a residence which has been specifically designed to meet need.</p>	<p><b>Councillor Lynne Ayres, Cabinet Member for Children’s Services and Education, Skills and University</b></p>	<p><b>October 2020</b></p>	<p>Children and Education Scrutiny Committee</p>	<p>Dogsthorpe</p>	<p>Relevant internal and external stakeholders.</p> <p>As a formal tender process has not commenced, a formal consultation with the nearby residents has not yet been undertaken.</p>	<p>Zoe Redfern-Nichols, Commissioner - Zoe.Redfern-Nichols@peterborough.gov.uk 07583 040523</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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<p><b>14. Approval for Framework for Early Intervention and Prevention Services</b>  <b>KEY/27APR20/02</b> - Approval for Pseudo Framework for the commissioning of Early Intervention and Prevention Services in Peterborough</p>	<p><b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</b></p>	<p><b>March 2021</b></p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Sarah Bye, Senior Commissioner for Early Intervention and Prevention.  Email: sarah.bye@camb ridgeshire.gov.uk  Tel: 07468 718793</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>15. Re-implementation of the Millfield, New England, Eastfield and Embankment Public Space Protection Order – KEY/11MAY20/01</b>  The current PSPO for Millfield, New England, Eastfield and Embankment expires in July 2020. Orders can be extended for a further 3 years provided that they are reviewed and extended prior to the order expiring. This decision request will consider the enforcement levels of the current order carried out in the last 3 years, current crime and anti-social behaviour levels for the order area and the outcomes of the consultation with the public and interested parties.</p>	<p><b>Councillor Irene Walsh, Cabinet Member for Communities</b></p>	<p><b>October 2020</b></p>	<p>Adults and Communities Scrutiny Committee</p>	<p>Central, North, Park and East Wards</p>	<p>Relevant internal and external stakeholders.</p> <p>A consultation will be carried out with the Police &amp; Crime Commissioner, Chief Constable, Ward Councillors, Key Interested Parties directly. A 28 day public consultation will be made available to the public and all other interested parties online on the council's website, with hard copies available on request.</p>	<p>Laura Kelsey, Senior Problem Solving Officer, T: 01733 453563  laura.kelsey@pet erborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>



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169 16.	<p><b>Award of Community Alarm (Lifeline) Contract to commence 1/4/2021 – KEY/8JUN20/01</b> Award of Lifeline contract to successful bidder following formal procurement process.</p>	<p><b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</b></p>	<p><b>November 2020</b></p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All wards.</p>	<p>Relevant internal and external stakeholders.  Public consultation through PCC medium term financial strategy 2020-21</p>	<p>Diana Mackay, Commissioner. diana.mackay@cambridgeshire.gov.uk, 07879 430819</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
169 17.	<p><b>Supply of Agency Staff to the Council – KEY/8JUN20/02</b> Framework Agency contracts for the supply of staff to the Council expire in September 2020. This process puts in place a replacement set of contract(s).</p>	<p><b>Councillor Mohammed Farooq, Cabinet Member for Digital Services and Transformation</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All wards.</p>	<p>Relevant internal and external stakeholders.  Normal Contract, no further consultation required further than affected internal stakeholders</p>	<p>Pete Carpenter, Acting Corporate Director Resources, 01733 452520, peter.carpenter@peterborough.gov.uk</p>	<p>Analysis of options and recommended solution</p>
169 18.	<p><b>Acquisition of a freehold commercial property in Peterborough City Centre – KEY/8JUN20/03</b> - Acquisition of a freehold property for a community hub.</p>	<p><b>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central</p>	<p>Relevant internal and external stakeholders.</p>	<p>Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: tristram.hill@peterborough.gov</p>	<p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p>

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19.	<p><b>Approval of the adoption of Child Yield Multipliers (0-16 age range) - KEY/06JUL20/02</b></p> <p>- To approve the adoption of child yield multipliers for children in the 0-16 age range in order to better inform the planning of early years and education places in new communities and growing communities</p>	<b>Cabinet</b>	<b>16 November 2020</b>	Children and Education Scrutiny Committee	All Wards	Relevant internal and external stakeholders.	Clare Buckingham-Strategic Education Places Planning Manager (Cambridgeshire and Peterborough) 01223 699779 clare.buckingham@cambridgeshire.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published
20.	<p><b>Mental Health and Autism (Adults) Accommodation Framework - KEY/20JUL20/03</b></p> <p>The Award of a Framework for the provision of accommodation based support for Adults with Mental Health needs and/or Autism.</p>	<b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</b>	<b>October 2020</b>	Adults and Communities Scrutiny Committee	All	No further consultation undertaken	Sarah Bye, Senior Commissioner, Tel:07468 718793, Email: sarah.bye@camb ridgeshire.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<p>21. <b>Approval for contract to be awarded to Skanska to deliver detailed design and full business case for A1260 Nene Parkway Junction 32 to Junction 3 improvement scheme - KEY/17AUG20/03</b>  The Council has previously received funding of £352.4k from the Cambridgeshire and Peterborough Combined Authority (CPCA) to deliver the strategic outline business case and outline business case for A1260 Nene Parkway Junction 32 to Junction 3 improvement scheme. Now that these stages are complete, the CPCA is in the process of awarding a further £500k so that the detailed design and full business case can be undertaken. The additional funding for the scheme subject to approval will now total £852.4k. Approval is required for the contract to be awarded to Skanska to undertake detailed design and full business case for the scheme.</p>	<p><b>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Hargate &amp; Hempsted Ward and Orton Longueville Ward</p>	<p>Consultation will be undertaken with members of the public and relevant to inform the detailed design.</p>	<p>Lewis Banks, Principal Sustainable Transport Planning Officer, Tel: 01733 317465, Email: lewis.banks@pet erborough.gov.uk</p>	<p>Currently the relevant documents for this decision are not available. The minutes of the CPCA Board meeting scheduled for 5 August 2020 will serve as confirmation of the additional grant funding award. The minutes and any supporting documents will be provided once they are made available.</p>

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<b>22.</b>	<p><b>Tender for the services of the Dementia Resource Centre Peterborough - KEY/17AUG20/04 -</b> The re-procurement of the Dementia Resource Centre and its services</p>	Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health	<b>October 2020</b>	Health Scrutiny Committee	All Wards	Consultations with internal and external stakeholders have taken place	Jaynee Ramsurun, Assistant Commissioner - Mental Health, Tel: 07881 500 801 Email: Jaynee.ramsurun@cambridgeshire.gov.uk	Service specification, Cambridge and Peterborough Dementia Strategy
<b>23.</b> 172	<p><b>Dedication of common land at Tenter Hill – KEY/31AUG20/01</b> To approve the dedication of land to village green status at Tenter Hill.</p>	<b>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</b>	<b>October 2020</b>	Growth, Environment and Resources Scrutiny Committee	Fletton and Stangr ound	<p>Relevant internal and external stakeholders.</p> <p>Consultation has taken place between the ward councillor, PCC Legal and the planning department.</p>	Tristram Hill. Strategic Asset Manager, 07849 079787, tristram.hill@pete rborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<b>24.</b>	<b>Integrated Community Equipment Service – KEY/31AUG20/03</b> Contract extension to 31/3/2022	<b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</b>	<b>October 2020</b>	Adults and Communities Scrutiny Committee	All wards.	Relevant internal and external stakeholders  No additional consultations have been conducted in respect of this decision	Diana Mackay, Commissioner (Adults), 07879 430819, diana.mackay@cambridgeshire.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<b>25.</b>	<p><b>Purchase of new Fleet and Plant for Environment Base Services – KEY/31AUG20/04</b> Approval for Capital funding to be released from the capital programme to fund the purchase of new fleet and plant for delivering Environment Base Services delivered by Peterborough Limited.</p>	<p><b>Councillor Marco Cereste , Cabinet Member for Waste, Street Scene and the Environment</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Kitran Eastman, Managing Director, Peterborough Ltd kitran.eastman@peterboroughlimited.co.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<b>26.</b>	<p><b>8 month extension to the Interim, Respite and Reablement beds in Peterborough – KEY/14SEP20/01</b> The Interim, Respite and Reablement beds in Peterborough are due to expire on 31/03/2021. An extension to 27/11/2021 is requested in order to allow an assessment and redevelopment of a new step up/step down service to reduce hospital admission and facilitate hospital discharge.</p>	<p><b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Public Health</b></p>	<p><b>October 2020</b></p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All wards</p>	<p>None - not needed at this stage</p>	<p>Alison Bourne, Commissioner, Tel: 01223 703584 Email: alison.bourne@cambridgeshire.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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27.	<p><b>Pupil Forecasts – Adoption of Multipliers for Forecasting Education Provision Arising from New Developments – KEY/28SEP20/01</b></p> <p>To approve the adoption of child yield multipliers which are one of the forecasting tools used in the planning of education provision in new and expanding communities and inform.</p>	<p><b>Councillor Lynne Ayres, Cabinet Member for Children’s Services and Education, Skills and University</b></p>	<p><b>November 2020</b></p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>None specifically. This is a forecasting tool but part of the work to develop it involves surveying recent new communities e.g. The Hamptons, Paston and Cardea</p>	<p>Clare Buckingham, Strategic Education Place Planning Manager for Cambridgeshire and Peterborough, 01223 699779  <a href="mailto:clare.buckingham@cambridgeshire.gov.uk">clare.buckingham@cambridgeshire.gov.uk</a></p>	<p>Methodology Paper from Business Intelligence Service will be an Appendix to the Report</p>
28.	<p><b>Disposal of Whitworth Mill – KEY/28SEP20/02</b></p> <p>The decision concerns a proposal to sell Whitworth Mill to an under bidder following the withdrawal of the previous bidder.</p>	<p><b>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Fletton and Stangr ound</p>	<p>Relevant internal and external stakeholders.</p> <p>The proposal to dispose of the property was subject to an open market bidding process from November 2019 to January 2020</p>	<p>Dave Anderson Interim Development Director  Tel: 07810 839657 Email: <a href="mailto:Dave.Anderson@peterborough.gov.uk">Dave.Anderson@peterborough.gov.uk</a></p>	<p>Property Agents report</p>

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<p><b>29.</b> <b>Proposed transfer of the management for the Energy Hub from the CPCA to PCC – KEY/28SEP20/03</b>  The Energy Hub is one of five hubs created and funded by Central Government, which aims to advance new energy schemes, energy saving programmes, carbon reduction and promote renewables. One of the partners of the Hub is required to act as the coordinating and employing organisation. Until now this has been the CPCA, but subject to agreeing suitable terms it is intended that this role will pass to PCC.</p>	<p><b>Councillor Marco Cereste , Cabinet Member for Waste, Street Scene and the Environment</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Elliot Smith, Commercial Manager - Smart Energy, Infrastructure and Regeneration, <a href="mailto:elliott.smith@peterborough.gov.uk">elliott.smith@peterborough.gov.uk</a></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>30.</b> <b>Agency Worker extensions – KEY/28SEP20/04</b>  Authority to extend the current corporate frameworks with agency worker providers for social care, and extend with Reed via the MSTAR framework for the provision of non-social care agency workers.</p>	<p><b>Councillor David Seaton, Cabinet Member for Finance</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.   Legal and Procurement</p>	<p>Peter Carpenter, Acting Corporate Director, Resources  Tel: 07920160122  Email: <a href="mailto:peter.carpenter@peterborough.gov.uk">peter.carpenter@peterborough.gov.uk</a></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>



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177	<p><b>31. Sale of the freehold of the London Road Stadium and the Allia Business Centre – KEY/12OCT20/01</b>  Sale of the freehold of the London Road Stadium and the Allia Business Centre</p>	<p><b>Councillor David Seaton, Cabinet Member for Finance</b></p>	<p><b>January 2021</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Fletton and Stanground</p>	<p>Relevant internal and external stakeholders.</p>	<p>Pete Carpenter, Acting Corporate Director Resources, Tel: 01733 452520, Email: peter.carpenter@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p><b>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</b></p>

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<b>32.</b>	<b>Additional Highway Maintenance Funding – KEY/26OCT20/01</b> - To approve additional funding in 2020/2021	<b>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b>	<b>November 2020</b>	Growth, Environment and Resources Scrutiny Committee	All wards	Prior to works taking place we will be advising the residents of the planned works and submitting the required Temporary Traffic Regulation Orders (TTRO's) for the works where closures are needed.	Martin Brooker, District Highway Maintenance Manager, 07753 564770 & <a href="mailto:martin.brooker@peterborough.gov.uk">martin.brooker@peterborough.gov.uk</a>	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>33.</b> 178	<b>Towns Fund - Heads of Terms – KEY/26OCT20/02</b> The Leader to sign heads of terms which will include; allocated Towns Fund budget and financial profile, list of projects to receive funding, recommended assurance route for business cases, and key conditions and requirements.	<b>Councillor Holdich, Leader of the Council and Member of the Cambridgeshire and Peterborough Combined Authority</b>	<b>October 2020</b>	Growth, Environment and Resources Scrutiny Committee	Depending on which projects will be included in the heads of terms, it will impact several wards around the city centre.	Towns Investment Plan was submitted in July, which set out the stakeholder engagement to submit the projects.	Helena Hansen-Fure, Project Manager, 07970 493134, <a href="mailto:helena.hansen-fure@peterborough.gov.uk">helena.hansen-fure@peterborough.gov.uk</a>	We are expecting to receive the feedback from MHCLG in October. Public information already available on <a href="https://www.peterborough.gov.uk/council/planning-and-development/regeneration/towns-fund">https://www.peterborough.gov.uk/council/planning-and-development/regeneration/towns-fund</a>

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34.	<b>Award of Peterborough City Council (PCC) Trade Waste to Aragon Direct Services - KEY/26OCT20/03</b> - To Allow Aragon Direct Services to collect PCC's office trade waste.	<b>Councillor Marco Cereste, Cabinet Member for Waste, Street Scene and Environment</b>	<b>December 2020</b>	Growth, Environment and Resources Scrutiny Committee	N/A	Internal PCC officers who manage the current Trade Waste Contract	James Collingridge, Head of Environmental Partnerships, 01733 864736, james.collingridge@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
35.	<b>To approve the awarding of a care contract for Bishopsfield and St Edmunds extra care schemes - KEY20/9NOV20/01</b> - Contract approval following a competitive tendering exercise.	<b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</b>	<b>December 2020</b>	Adults and Communities Scrutiny Committee	Paston & Walton and Hampt on Vale	Relevant internal and external stakeholders. Further consultation will also be undertaken with service users after the Covid-19 restrictions are eased.	Lynne O'Brien Commissioner Tel:0777 667 9591 Email:lynne.o'brien@cambridgeshire.gov.uk	It is not anticipated there will be any documents other than the report and relevant appendices to be published.
36.	<b>Peterborough Builds Back Better / Cafe Culture project - KEY20/9NOV20/02</b> - Governance processes for CPCA grant of £800,000	<b>Councillor Holdich, Leader of the Council and Member of the Cambridgeshire and Peterborough Combined Authority</b>	<b>November 2020</b>	<b>Growth, Environment and Resources Scrutiny Committee</b>	Central	N/A	Jay Wheeler, Economic Development, Tel:07951 942995, Email: jay.wheeler@peterborough.gov.uk	Part 3, Delegations Section 3 - Executive Functions 3.6.5

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37.	<p><b>Recommission Children and Young People's Emotional Wellbeing and Mental Health Services in Peterborough and Cambridgeshire – KEY/16NOV20/01</b></p> <p>To approve a Section 76 Agreement with Cambridgeshire and Peterborough Clinical Commissioning Group for the delivery and Children and Young People's Emotional Wellbeing and Mental Health Services.</p>	<p><b>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</b></p>	<p><b>February 2021</b></p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Helen Andrews, Children's Commissioner, 01223 728577 Helen.Andrews@cambridgeshire.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
38.	<p><b>Heads of Terms for Peterborough's Towns Fund Investment Plan – KEY/16NOV20/02</b></p> <p>The Cabinet will be asked to agree the terms of an award of funding from the UK Government in support of the projects set out in Peterborough's submission to the Towns Fund</p>	<p><b>Cabinet</b></p>	<p><b>16 November 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>There was consultation via the Towns Board prior to submission of the bid. Further consultation will be undertaken once it is known which projects are to be supported by the Government</p>	<p>Dave Anderson 01733 452468 Dave.Anderson@peterborough.gov.uk</p>	<p>Letter of award from Government may contain some exempt clauses.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</b>
<p><b>39. Decision to re-establish a Housing Revenue Account - KEY/16NOV20/03</b>  The decision recommended is that the Council agrees to re-establish a Housing Revenue Account, enabling the authority to begin a programme of housing development and acquisition of affordable social housing to meet local housing need.</p> <p>181</p>	<b>Cabinet</b>	<b>16 November 2020</b>	Growth, Environment and Resources Scrutiny Committee	All Wards	This decision follows and earlier decision of the Council to explore the option of re-opening the Housing Revenue Account. The decision to move forward with the proposal has been shared with local Housing Associations for comment.	Mohamed Hussein, mohamed.hussein@peterborough.gov.uk, 07866474953	Housing Revenue Account Business Case.

**PART 2 – NOTICE OF INTENTION TO TAKE DECISIONS IN PRIVATE**

**KEY DECISIONS TO BE TAKEN IN PRIVATE**

<i>KEY DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>WARD</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</i>
<b>Peterborough Limited Update</b>	<b>Shareholder Cabinet Committee</b>	<b>9 November 2020</b>	Growth, Environment and Resources Scrutiny Committee	All Wards.	Relevant internal and external stakeholders	Steve Cox – Executive Director, Place and Economy, <a href="mailto:steve.cox@peterborough.gov.uk">steve.cox@peterborough.gov.uk</a>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p><b>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</b></p>

**PART 3 – NOTIFICATION OF NON-KEY DECISIONS**

**NON-KEY DECISIONS**

<b><i>DECISION REQUIRED</i></b>	<b><i>DECISION MAKER</i></b>	<b><i>DATE DECISION EXPECTED</i></b>	<b><i>RELEVANT SCRUTINY COMMITTEE</i></b>	<b><i>WARD</i></b>	<b><i>CONSULTATION</i></b>	<b><i>CONTACT DETAILS / REPORT AUTHORS</i></b>	<b><i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i></b>
<p><b>Extension to the Mental Health Anti-Stigma Contract until 31st March 2021 –</b>                      Cambridgeshire, Peterborough and South Lincolnshire (CPSL) will deliver mental health anti-stigma work across Peterborough and Cambridgeshire through a joint contract between PCC and CCC (led by CCC). It is a 3 year contract (1st June 2017 – 31st May 2020) that was extended to 30th November 2020 because a procurement was not possible in the Spring because of Covid-19. An extension to the 31st March 2021 is required to maintain the continuity of services whilst the procurement process is completed and cover off any delays.</p>	<p><b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</b></p>	<p><b>November 2020</b></p>	<p>Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Kathy Hartley, Public Health Consultant, Kathy.Hartley@petborough.gov.uk, 07920 160361</p>	<p><b>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</b></p>

**PREVIOUSLY ADVERTISED DECISIONS**

<i><b>DECISION REQUIRED</b></i>		<i><b>DECISION MAKER</b></i>	<i><b>DATE DECISION EXPECTED</b></i>	<i><b>RELEVANT SCRUTINY COMMITTEE</b></i>	<i><b>WARD</b></i>	<i><b>CONSULTATION</b></i>	<i><b>CONTACT DETAILS / REPORT AUTHORS</b></i>	<i><b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b></i>
184	<p><b>1. Disposal of former Barnack Primary School caretaker house -</b> Delegate authority to the Corporate Director of Growth and Regeneration to dispose of the property.</p>	<p><b>Councillor Seaton, Cabinet Member for Finance</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment &amp; Resources Scrutiny Committee</p>	<p>NVA</p>	<p>Relevant internal and external stakeholders.</p>	<p>Stuart Macdonald, Property Manager.  Tel: 07715 802 489. Email: stuart.macdonald@peterborough.gov.uk  Bill Tilah (Bill.Tilah@nps.co.uk)</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p><b>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</b></p>



<b>DECISION REQUIRED</b>		<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
185	<p><b>2. Approval of the leasehold disposal of a brownfield site to a care provider –</b> A site has been found for a care home and the Council are currently looking into a leasehold disposal to a care provider who will build a care facility and then contract to provide services to the Council.</p>	<p><b>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Park Ward</p>	<p>Relevant internal and external stakeholders.</p> <p>A forum has been set up by the Combined Authority involving representatives from finance, legal, property and social care.</p>	<p>Tristram Hill - Strategic Asset Manager, 07849 079787, <a href="mailto:tristram.hill@nps.co.uk">tristram.hill@nps.co.uk</a></p>	<p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p>
	<p><b>3. Approval of Funding for the BID project -</b> To approve the provision of funding for the BID project</p>	<p><b>Councillor Seaton, Cabinet Member for Finance</b></p>	<p><b>October 2020</b></p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central Ward</p>	<p>No formal consultation has been done, a programme of business consultation is planned to take place</p>	<p>Jay Wheeler, Economic Development Manger and Dave Anderson Interim Development Director Tel: 01733 452468 Email: <a href="mailto:dave.anderson@peterborough.gov.uk">dave.anderson@peterborough.gov.uk</a></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>	
186	<p><b>4. Modern Slavery Statement</b> To review and agree for publication an updated Statement in compliance with the Modern Slavery Act 2015.</p>	<p><b>Councillor Walsh, Cabinet Member for Communities</b></p>	<p><b>October 2020</b></p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Rob Hill, Assistant Director: Public Protection, <a href="mailto:rob.hill@peterborough.gov.uk">rob.hill@peterborough.gov.uk</a></p> <p>Amy Brown, Senior Lawyer and Deputy Monitoring Officer, <a href="mailto:Amy.brown@peterborough.gov.uk">Amy.brown@peterborough.gov.uk</a></p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>DECISION REQUIRED</b>		<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
5.	<b>Leisure Facility Options Appraisal</b> - Cabinet Member approval to proceed with the development of a business case to test the viability of a new leisure facility in the city	<b>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</b>	<b>October 2020</b>	Adults and Communities Scrutiny Committee	N/A	None at this stage	Dave Anderson Interim Development Director Tel: 07810 839657 Email: Dave.Anderson@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
1879.	<b>Adoption of Housing Related Support Commissioning Strategy</b> - A Housing Related Support Strategy is being developed for Peterborough and Cambridgeshire. This will set out the commissioning intentions for Housing Related Support Services and identify the commissioning priorities for 2021/22. Once adopted an Action plan will also be developed to monitor implementation.	<b>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</b>	<b>October 2020</b>	Adults and Communities Scrutiny Committee	N/A	N/A	Lisa Sparks, Commissioner - Housing Related Support, Tel: 07900163590, Email: lisa.sparks@cambridgeshire.gov.uk	Housing Related Support Strategy, Cambridgeshire and Peterborough

<b>DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p>7. <b>Approval for the Council to collaborate with Peterborough Investment Partnership on proposals to develop a new Swimming Pool and Leisure Facility</b>  The report will seek the approval of Cabinet for the Council to work with the PIP with the aim of constructing a new Pool and Leisure Facility at Pleasure Fair Meadows with the PIP managing the completion of construction to the Council's specification and the Council concluding a commercial agreement with the PIP to allow the Council or its selected contractor to operate the completed facility.</p>	Cabinet	16 November 2020	Growth, Environment and Resources Scrutiny Committee	Fletton and Stanground	Consultation will be held with users as the proposals are developed and with local residents during the pre-planning period	Dave Anderson Interim Development Director, 01733 452468 Dave.Anderson@Peterborough.gov.uk	Consultant's Report by Leisure consultants SLC
<p>8. <b>COVID Local Economic Recovery Strategy (LERS)</b> - Comment on the draft strategy prepared by Cambridgeshire and Peterborough Combined Authority (CPCA)</p>	Cabinet	November 2020	Growth, Environment and Resources Scrutiny Committee	All Wards	Relevant internal and external stakeholders.	Tom Hennessy (tom.hennessy@opportunitypeterborough.co.uk) and Steve Cox (steve.cox@peterborough.gov.uk)	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

<b>DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p>9. <b>Anti-Stigma Mental Health Work</b> - Decision to delegate authority to Cambridgeshire County Council to jointly procure mental health anti-stigma work via a Request for Quote Process. The contribution would be £10,000 per annum to an overall budget of £38,000. There is currently a joint contract in place but no partnership agreement and the aim is to re-commission this work because the contract expires on 30th November 2020. Authority is required to enter a delegation and partnership agreement with CCC.</p>	<p><b>Cabinet</b></p>	<p><b>1 December 2020</b></p>	<p>Health Scrutiny Committee</p>	<p>All Wards</p>	<p>This is an existing contract that has a huge amount of service user involvement.</p>	<p>Kathy Hartley, Consultant in Public Health, Tel: 07795557595, Email: kathy.hartley@pet-erborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>WARD</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p>10. <b>Variation to the delegation agreement between Peterborough City Council (PCC) and Cambridgeshire County Council (CCC) regarding the delivery of the Healthy Child Programme (HCP) across Peterborough and Cambridgeshire</b>            This decision seeks authorisation to vary the Delegation and Partnering agreement to account for the increase in the value of PCC financial contributions to CCC in respect of the Agenda for Change pay increase. Agenda for Change is a nationally agreed UK-wide package of pay, terms and conditions for NHS staff. Under this deal, which came into effect in 2018, was the agreement for all NHS staff employed at the top pay points at bands 2-8c were to receive a 6.5% cumulative pay increase over a 3 year period.</p>	<p><b>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</b></p>	<p><b>October 2020</b></p>	<p>Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Amy Hall, Children's Public Health Commissioning Manager, 07583040529</p>	<p>CMDN to authorise delegation of HCP commissioning functions from PCC to CCC - <a href="https://democracy.peterborough.gov.uk/mglsueHistoryHome.aspx?lId=22331&amp;PlanId=395&amp;RPID=0">https://democracy.peterborough.gov.uk/mglsueHistoryHome.aspx?lId=22331&amp;PlanId=395&amp;RPID=0</a></p>

**PART 4 – NOTIFICATION OF KEY DECISIONS TAKEN UNDER URGENCY PROCEDURES**

<b><i>DECISION TAKEN</i></b>	<b><i>DECISION MAKER</i></b>	<b><i>DATE DECISION TAKEN</i></b>	<b><i>RELEVANT SCRUTINY COMMITTEE</i></b>	<b><i>WARD</i></b>	<b><i>CONSULTATION</i></b>	<b><i>CONTACT DETAILS / REPORT AUTHORS</i></b>	<b><i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i></b>
None.							

## **DIRECTORATE RESPONSIBILITIES**

### **RESOURCES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY**

City Services and Communications (Markets and Street Trading, City Centre Management including Events, Regulatory Services, Parking Services, Vivacity Contract, CCTV and Out of Hours Calls, Marketing and Communications, Tourism and Bus Station, Resilience)

Strategic Finance

Internal Audit

Schools Infrastructure (Assets and School Place Planning)

Waste and Energy

Strategic Client Services (Enterprise Peterborough / Vivacity / SERCO including Customer Services, ICT and Business Support)

Corporate Property

### **BUSINESS IMPROVEMENT AND DEVELOPMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY**

Transformation and Programme Management Office, Business Intelligence, Commercial, Strategy and Policy, Shared Services

### **CUSTOMER AND DIGITAL SERVICES Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY**

IT, Customer Services – contact centres, walk-in customer service sites, reception services and web & digital services;

Communications;

Emergency Planning, Business Continuity and Health and Safety.

### **PEOPLE AND COMMUNITIES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY**

Adult Services and Communities (Adult Social Care Operations, Adult Social Care and Quality Assurance, Adult Social Care Commissioning, Early Help – Adults, Children and Families, Housing and Health Improvement, Community and Safety Services, Offender Services)

Children's Services and Safeguarding (Children's Social Care Operations, Children's Social Care Quality Assurance, Safeguarding Boards – Adults and Children's, Child Health, Clare Lodge (Operations), Access to Resources)

Education, People Resources and Corporate Property (Special Educational Needs and Inclusion, School Improvement, City College Peterborough, Pupil Referral Units, Schools Infrastructure)

Business Management and Commercial Operations (Commissioning, Recruitment and Retention, Clare Lodge (Commercial), Early Years and Quality Improvement)

Performance and Information (Performance Management, Systems Support Team)

### **LAW AND GOVERNANCE DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY**

Democratic Services (Town Hall, Bridge Street, Peterborough, PE1 1HG)

Electoral Services (Town Hall, Bridge Street, Peterborough, PE1 1HG)

Human Resources (Business Relations, HR Policy and Rewards, Training and Development, Occupational Health and Workforce Development)

Information Governance, (Coroner's Office, Freedom of Information and Data Protection)

### **PLACE AND ECONOMY DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY**

Development and Construction (Development Management, Planning Compliance, Building Control)

Sustainable Growth Strategy (Strategic Planning, Housing Strategy and Affordable Housing, Climate Change and Environment Capital, Natural and Built Environment)

Opportunity Peterborough

Peterborough Highway Services (Network Management, Highways Maintenance, Street Naming and Numbering, Street Lighting, Design and Adoption of Roads,

Drainage and Flood Risk Management, Transport Policy and Sustainable Transport, Public Transport)

### **PUBLIC HEALTH DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY**

Health Protection, Health Improvements, Healthcare Public Health.





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Children and Education Scrutiny Committee Work Programme 2020/2021

Updated: 30 OCTOBER 2020

Meeting Date	Item	Indicative Timings	Comments
<p><b>1 OCTOBER 2020</b>  <i>Draft Report 14 September</i>  <i>Final Report 21 September</i></p>	<p><b>Co-opted Member Report</b>                      To agree to the appointment of co-opted members to the committee for the municipal year 2019/2020   <b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		
	<p><b>Recovery Plans and Priorities: Service Director for Education</b>   <b>Contact Officer: Jonathan Lewis</b></p>		
	<p><b>Recovery Plans and Priorities: Service Director, Childrens Services and Safeguarding</b>   <b>Contact Officer: Lou Williams</b></p>		
	<p><b>Review Of 2019/2020 and Work Programme For 2020/2021</b>                      To review the work undertaken during 2019/20 and to consider the work programme of the Committee for 2020/21  <b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		
	<p><b>Forward Plan of Executive Decisions</b>                      That the Committee identifies any relevant items for inclusion within their work programme which are relevant to</p>		

	<p>the remit of this Committee.</p> <p><b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		
<p><b>9 NOVEMBER 2020</b>  <i>Draft Report 21 October</i>  <i>Final Report 28 October</i></p>	<p><b>Service Director for Education Update Report</b></p> <p><b>Contact Officer: Jonathan Lewis</b></p>		
	<p><b>Written Statement Of Action (WSOA) - (Special Educational Needs And Disabilities)</b></p> <p><b>Contact Officer: Toni Bailey</b></p>		
	<p><b>Update On Early Help, Older Children and Vulnerable Adolescents Strategy Development and the Best Start in Life (BSIL) Programme</b></p> <p><b>Contact Officer: Wendi Ogle-Welbourn / Helen Gregg / Nicola Curley</b></p>		
	<p><b>Monitoring Scrutiny Recommendations</b></p> <p>To monitor progress made on recommendations made at the previous meeting.</p> <p><b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		If required
	<p><b>Forward Plan of Executive Decisions</b></p> <p>That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> <p><b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		

	<b>Work Programme 2020/2021</b> To consider the Work Programme for 2020/2021  <b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b>		
<b>11 NOVEMBER 2020</b> Joint Scrutiny of the Budget Meeting	<b>Medium Term Financial Strategy 2021/22 to 2023/24</b>  <b>Contact Officer: Peter Carpenter</b>		
<b>21 JANUARY 2021</b> <i>Draft Report</i> <i>Final Report</i>	<b>Service Director Report: Children's Services and Safeguarding including YOS Inspection &amp; Safe Team</b>  <b>Contact Officer: Lou Williams</b>		
	<b>Family Safeguarding Presentation</b>  <b>Contact Officer: Nicola Curley</b>		
	<b>New proposed building for skills, T levels and apprenticeships</b>  <b>Contact Officer: Pat Carrington</b>		
	<b>New University Update</b>  <b>Contact Officer:</b>		
	<b>Peterborough Virtual School</b>  <b>Contact Officer: Dee Glover</b>		

	<p><b>Monitoring Scrutiny Recommendations</b> To monitor progress made on recommendations made at the previous meeting. <b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		
	<p><b>Forward Plan of Executive Decisions</b> That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee. <b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		
	<p><b>Work Programme 2019/2020</b> To consider the Work Programme for 2019/2020 <b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		
<p><b>10 FEBRUARY 2021</b> Joint Scrutiny of the Budget Meeting</p>	<p><b>Medium Term Financial Strategy 2021/22 to 2023/24</b>  <b>Contact Officer: Peter Carpenter</b></p>		
<p><b>4 MARCH 2021</b> <i>Draft Report</i> <i>Final Report</i></p>	<p><b>Service Director Report – Education</b>  <b>Contact Officer: Jonathan Lewis</b></p>		
	<p><b>City College work with Young People</b>  <b>Contact Officer: Pat Carrington</b></p>		

	<p><b>Safeguarding Board Annual Report</b></p> <p><b>Contact Officer: Jo Proctor</b></p>		
	<p><b>Child Poverty Strategy</b></p> <p><b>Contact Officer:</b></p>		Requested at meeting held on 1 October 2020
	<p><b>Monitoring Scrutiny Recommendations</b></p> <p>To monitor progress made on recommendations made at the previous meeting.</p> <p><b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		
	<p><b>Forward Plan of Executive Decisions</b></p> <p>That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> <p><b>Contact Officer: Paulina Ford, Senior Democratic Services Officer</b></p>		
<b>PENDING FOR 2020/21:</b>	<ul style="list-style-type: none"> <li>• Regional Schools Commissioner</li> <li>• Incorporate Portfolio Progress Report into a Service Director – Education report - meeting date to be confirmed</li> <li>• Corporate Parenting Annual Report</li> <li>• School Sprinkler Policy, Contact Officer: Ian Trafford</li> <li>• 2016-2021 Child Poverty Strategy</li> <li>• Briefing note: YOS Inspection (end of October)</li> <li>• A review of the attendance and nomination process for non-statutory co-opted members to the committee.</li> </ul>		

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