



WOKINGHAM BOROUGH COUNCIL

A Meeting of the **CHILDREN'S SERVICES OVERVIEW
AND SCRUTINY COMMITTEE** will be held in
Council Chamber - Civic Offices, Shute End, Wokingham
RG40 1BN on **THURSDAY 4 NOVEMBER 2021 AT 7.00 PM**

Susan Parsonage
Chief Executive
Published on 27 October 2021

The role of Overview and Scrutiny is to provide independent “critical friend” challenge and to work with the Council’s Executive and other public service providers for the benefit of the public. The Committee considers submissions from a range of sources and reaches conclusions based on the weight of evidence – not on party political grounds.

Note: Although non-Committee Members and members of the public are entitled to attend the meeting in person, space is very limited due to the ongoing Coronavirus pandemic. You can however participate in this meeting virtually, in line with the Council’s Constitution. If you wish to participate either in person or virtually via Microsoft Teams, please contact Democratic Services. The meeting can also be watched live using the following link:
<https://youtu.be/M3k4I25Nkas>



WOKINGHAM BOROUGH COUNCIL

Our Vision

A great place to live, learn, work and grow and a great place to do business

Enriching Lives

- Champion outstanding education and enable our children and young people to achieve their full potential, regardless of their background.
- Support our residents to lead happy, healthy lives and provide access to good leisure facilities to complement an active lifestyle.
- Engage and involve our communities through arts and culture and create a sense of identity which people feel part of.
- Support growth in our local economy and help to build business.

Safe, Strong, Communities

- Protect and safeguard our children, young and vulnerable people.
- Offer quality care and support, at the right time, to prevent the need for long term care.
- Nurture communities and help them to thrive.
- Ensure our borough and communities remain safe for all.

A Clean and Green Borough

- Do all we can to become carbon neutral and sustainable for the future.
- Protect our borough, keep it clean and enhance our green areas.
- Reduce our waste, improve biodiversity and increase recycling.
- Connect our parks and open spaces with green cycleways.

Right Homes, Right Places

- Offer quality, affordable, sustainable homes fit for the future.
- Build our fair share of housing with the right infrastructure to support and enable our borough to grow.
- Protect our unique places and preserve our natural environment.
- Help with your housing needs and support people to live independently in their own homes.

Keeping the Borough Moving

- Maintain and improve our roads, footpaths and cycleways.
- Tackle traffic congestion, minimise delays and disruptions.
- Enable safe and sustainable travel around the borough with good transport infrastructure.
- Promote healthy alternative travel options and support our partners to offer affordable, accessible public transport with good network links.

Changing the Way We Work for You

- Be relentlessly customer focussed.
- Work with our partners to provide efficient, effective, joined up services which are focussed around you.
- Communicate better with you, owning issues, updating on progress and responding appropriately as well as promoting what is happening in our Borough.
- Drive innovative digital ways of working that will connect our communities, businesses and customers to our services in a way that suits their needs.

Appendix Acronyms

CPD	Continuous Professional Development
EYFS	Early Years Foundations Stage
FGB	Full Governing Body
KS1	Key Stage 1
KS2	Key Stage 2
MAT	Multi Academy Trust
NLE	National Leader of Education
NLG	National Leader of Governance
RI	Requires Improvement
RSC	Regional Schools Commissioner
SDP	School Development Plan
SEF	Self Evaluation Form
SIB	School Improvement Board
SIO	School Improvement Officer
SLT	Senior Leadership Team
TSA	Teaching School Alliance
WLP	Wokingham Learning Partnership

MEMBERSHIP OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Councillors

Prue Bray
Norman Jorgensen
(Chairman)
Morag Malvern

Anne Chadwick
Rebecca Margetts (Vice-
Chairman)
Jackie Rance

Pauline Helliar-Symons
Andrew Mickleburgh

Substitutes

Sam Akhtar
David Hare
Alison Swaddle

Phil Cunnington
Sarah Kerr

Guy Grandison
Barrie Patman

Parent Governor Representatives

Vacancy
Vacancy, Parent Governor Representative

Diocesan Representatives

Vacancy, Roman Catholic Representative
Vacancy, C of E Representative

ITEM NO.	WARD	SUBJECT	PAGE NO.
21.		APOLOGIES To receive any apologies for absence.	
22.		MINUTES OF PREVIOUS MEETING To confirm the Minutes of the Meeting held on 15 September 2021.	7 - 12
23.		DECLARATION OF INTEREST To receive any declarations of interest.	
24.		PUBLIC QUESTION TIME To answer any public questions A period of 30 minutes will be allowed for members of the public to ask questions submitted under notice. The Council welcomes questions from members of the public about the work of this committee. Subject to meeting certain timescales, questions can relate to general issues concerned with the work of the Committee or an item which is on the Agenda for this meeting. For full details of the procedure for submitting questions please contact the Democratic Services Section on the numbers given below or go to www.wokingham.gov.uk/publicquestions	

25.		MEMBER QUESTION TIME To answer any member questions	
26.	None Specific	CHILDREN MISSING EDUCATION To receive and consider a report giving details about children missing education in the Borough.	13 - 18
27.	None Specific	CHILDREN'S SERVICES STRATEGY To receive and consider the Children's Services Strategy report.	19 - 52
28.	None Specific	CHILDREN'S SERVICES PERFORMANCE INDICATORS To receive and consider the Children's Services Performance Indicators report.	53 - 64
29.	None Specific	FORWARD PLAN To receive and consider the Committee's Forward Plan.	65 - 68

Any other items which the Chairman decides are urgent

A Supplementary Agenda will be issued by the Chief Executive if there are any other items to consider under this heading

CONTACT OFFICER

Luciane Bowker
Email
Postal Address

Democratic & Electoral Services Specialist
luciane.bowker@wokingham.gov.uk
Civic Offices, Shute End, Wokingham, RG40 1BN

This page is intentionally left blank

MINUTES OF A MEETING OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE HELD ON 15 SEPTEMBER 2021 FROM 7.00 PM TO 8.31 PM

Committee Members Present

Councillors: Prue Bray, Anne Chadwick, Pauline Helliard-Symons, Norman Jorgensen (Chairman), Rebecca Margetts (Vice-Chairman), Andrew Mickleburgh and Morag Malvern

Other Councillors Present

Councillors: Graham Howe

Officers Present

Luciane Bowker, Democratic and Electoral Services Specialist
Piers Brunning, Senior Specialist Strategy and Commissioning (People and Place)
Carol Cammiss, Director of Children's Services
Gillian Cole, Service Manager Schools

13. APOLOGIES

An apology for absence was submitted from Sal Thirlway.

14. MINUTES OF PREVIOUS MEETING

The Minutes of the meeting of the Committee held on 15 September 2021 were confirmed as a correct record and signed by the Chairman.

Matters arising

Members were pleased that the Unicef application had been successful and thanked Officers for their work in this achievement.

Councillor Mickleburgh asked for an update on the national concerns raised in relation to pre-mobile children during lockdowns and on the issue of care leavers who were Not In Education Employment or Training (NEET).

Carol Cammiss, Director for Children's Services stated that the service had not seen an ongoing theme in relation to harm to pre-mobile children during the pandemic period. However, a front door Officer was working closely with the 0-5 year old cohort, in an effort to be proactive in helping families that had struggled with the pandemic.

Carol Cammiss would ask Adam Davis, Assistant Director for Children's Social Care and Early to Help to circulate the information in relation to NEET care leavers.

Carol Cammiss confirmed that Wokingham had been successful in its application to Unicef to take part in the Child Friendly Cities and Communities Programme, the programme would start in January 2022.

15. DECLARATION OF INTEREST

A declaration of interest was submitted from Councillor Bray on the basis that she was a Governor for the Forest School.

16. PUBLIC QUESTION TIME

There were no public questions.

17. MEMBER QUESTION TIME

There were no Member questions.

18. EDUCATION UPDATE

Gillian Cole, Schools Service Manager presented the Education report.

Some of the main points made during her presentation are listed below:

- During the summer term of 2021 schools continued to operate within the Department for Education (DfE) guidelines, with significant operational measures still in place;
- Some off-site school trips were re-instated towards the end of the summer term;
- Some measures are still in place, such as the requirement that schools must continue to offer remote learning for those that cannot attend school because of Covid;
- From 1 September 2021 there were changes to the mitigation restrictions, in line the government's road map;
- Schools have undertaken their own risk assessments and decided which measures they wished to continue with, depending on their context. For example, some schools found that having staggered starts was helpful in terms of alleviating traffic around the school site, and decided to continue with this measure;
- Lateral flow tests continue to be undertaken by secondary school pupils twice a week. Lateral flow tests were also undertaken at schools before the term started;
- School leaders continue to attend the weekly leadership team drop in sessions, with a high number of attendance. Best practice is discussed in these sessions, with a public health consultant having attended the last session to give advice and guidance to schools;
- A-Levels and GCSE's moved to teacher assessed grades in 2021, this being a different method to the one used in 2020. This incurred a significant increase in teachers' workload and was a complex operation;
- All performance tables remain suspended, with no national or local data available for analysis for the second year running;
- Ofsted has undertaken some remote visits during 2020/21. Those were monitoring visits with the aim to ensure that schools continued to provide good education in the current context. Two schools in the Borough experienced those visits: Gorse Ride and Forest, both were judged to be providing effective education;
- Substantive inspections were paused until September 2021. Section 8 inspections (which cannot change the grading of a school) did take place in the summer term. Section 8 inspections did, however, have the power to bring forward Section 5 inspections if it was found that the current grading no longer reflected the level of the school. This happened to the Forest School (at the time of writing the report the result of this inspection was not available);
- The full inspection programme had now re-started. However, there is a delay of approximately 6 terms in the schedule;
- The service was going to be working closely with the schools which were due to undergo inspections;
- The report highlighted some of the key lines of work, such as: Racial equity at schools; therapeutical approaches and mental health strands.

During the discussion of the item the following comments were made:

- Councillor Bray stated that the Forest School's Ofsted report was now publicly available and that the school had been graded 'Good'. This was a fantastic result and

a huge improvement from the previous grading. She expressed her gratitude to the support received from the Council and gave credit to the work undertaken by the Headteacher to achieve such a good result;

- Councillor Mickleburgh stated that areas outside and near schools were being targeted with anti-vaccination propaganda. He asked if schools had raised this issue with WBC and what was being done to tackle this issue;
- Gillian Cole stated that she was not aware of this occurrence and stated that she would take this back a look at ways in which to support schools to re-enforce a positive message around vaccinations;
- Councillor Mickleburgh asked if there were any concerns around remote teaching and remote learning going forward;
- Gillian Cole stated that it was important to recognise the additional workload involved in delivering remote learning. She stated that schools were now better prepared, with resources on their websites and packs that could be sent to children at home. Some staff who were unable to attend school had been able to support remote learning offer, which was positive;
- Gillian Cole stated that since September attendance at school was again compulsory, so it was only the children who were awaiting test results or who had tested positive that were accessing remote learning. This was being monitored by staff;
- Councillor Mickleburgh asked for data in relation to the uptake of summer school catch up. Gillian Cole stated that there had been a high uptake, however she did not have the data to hand and offered to circulate this information post meeting;
- Councillor Mickleburgh asked for details of the Racial equity programme being rolled out to schools;
- Gillian Cole stated that there had been work with a local black and minority ethnic stakeholder group across the education sector to develop programmes; the service had also commissioned the Reading International Solidarity Centre who have a lot of expertise in this field of work to do some facilitation with staff in order to help develop the strategy;
- Some of the programmes are:
 - A planning for equity workshop for school leaders. Leaders are being encouraged to bring along a person of colour or from an ethnic minority who works in their school;
 - Stakeholder group working in the community engagement group developing activities for the black history month in the Borough;
 - Training is available to schools on developing an understanding unconscious bias;
 - Training sessions for school staff and governors led by Race Matters on racial literacy;
 - Work around auditing resources in primary schools and how they could be more equitable and around teaching about black history;
 - Work for secondary schools involved creating safe spaces for Black Asian and Minority Ethnic (BAME) pupils, training for staff to be able to facilitate workshops for pupils of colour, Staff Allies training for staff to review how incidents are reported;
 - Another element was working with Reading University led by students of colour mentoring pupils of colour in Wokingham secondary schools, this was at discussion stage;
- Members commended the offer and felt it was very innovative;
- Councillor Chadwick asked what was meant by the statement in the report which stated that Officers would be challenging schools;
- Gillian Cole stated that the local authority's statutory function was to support and challenge schools. Conversations, in particular with schools which are due to have

Ofsted inspections would be undertaken to challenge them and prepare them for inspections;

- Councillor Bray asked for information about the pressure for primary school places created by the fact that Farley Hill school had moved sites, and the insufficiency of school places in the Strategy Development Location (SDL);
- Gillian Cole confirmed that Farley Hill school had changed site, however the designated area and published admission number had not changed;
- Piers Brunning, Senior Specialist Strategy and Commissioning (People and Place) stated that the local authority had a responsibility to ensure sufficiency of places across the Borough. Creating additional places at that school could not be justified in the context of places within the area. The garrison area, now the Arborfield Green community, had always been served by two schools: Farley Hill and Coombes. The Coombes school had capacity to take more children. The majority of the children in the area had been able to secure places in one of their preferred schools and within walking distance to their houses;
- Councillor Bray asked what the role of the Council in a case was where a child with an Education Health and Care Plan (EHCP) was unable to secure a place in their preferred school, where the preferred school is an academy school;
- Carol Cammiss offered to provide an answer outside of the meeting.

RESOLVED That the Education Update report be noted.

19. SECONDARY SCHOOL SUFFICIENCY

Piers Brunning presented the Secondary School Sufficiency report.

Some of the main points made during his presentation are listed below:

- This year the Local Authority was able to secure places for all on time Year 7 applicants. This was possible with the assistance of Emmbrook and Waingels' schools who agreed to offer additional places;
- Since offer day the number of applications dropped, as expected. Now the total number of applications is slightly less than the total number of places available in the Borough;
- The Forest school has not been popular and as a result there have been a significant number of places available for boys in the Borough;
- Additional capacity was agreed at other co-educational schools, all of which have waiting lists which includes boy and girls, and this increased the number of unfilled places at the Forest School;
- It was hoped that following the Forest School's good Ofsted result that parents would name the Forest School in their preference lists;
- There have been concerns from families in south Twyford with difficulties in securing a place at the Piggott School;
- It is a concern for the Local Authority when families cannot obtain a school place near their residence, as this can create difficulties with home to school transport, and the home to school transport budget is tight;
- Although schools in the Borough were able to provide surplus capacity, this was not sustainable and there was a need to invest in schools in the near future;
- Bulge years were being projected until 2027, it was expected that numbers would drop back after that. Some temporary accommodation would be required to deal with this bulge;

- The high number of house building in the Borough was being considered in planning for future school places. A site for a new secondary school may be identified in the Council wide plans for future development as and when needed;
- Meetings with Headteachers and school leaders had taken place before the summer to update them on the planning of school places, these conversations would continue during the year;
- There were some challenges with capacity in Years 8 and 9;
- Families continued to move into the Borough, with primary and secondary school children. This presented a challenge when planning for school places when there were not many surplus places in the Borough;
- There were no signs that families had moved away as a result of Brexit in the Borough;
- Construction costs have been going up considerably, which would impact on the Council's ability to deliver additional places;
- Currently there was no pressure with the delivery of Post-16 places;
- The new all through Special Educational Needs and Disability (SEND) school was on course to open as scheduled.

During the discussion of the item the following comments were made:

- Councillor Helliard-Symonds asked for clarification in relation to comments in the report about not being able to offer places from the waiting lists to the Forest School;
- Piers Brunning stated that schools were required by law to offer places in accordance to their oversubscription criteria. All schools, apart from the Forest had waiting lists. When surplus places were agreed, those schools had to allocate places from their waiting lists (which included boys and girls). The unintended consequence was additional unfilled places at the Forest. However, this reflected parental preference;
- Councillor Helliard-Symonds was concerned about future strategy in relation to the location of future school places, in the context of avoiding children having to travel across the Borough; she also asked how many children were having to travel out of their area to go to school;
- Piers Brunning stated that he did not have that data at the moment. He agreed that it was in everybody's interest to avoid children having to travel long distances to school, it was the Council's intention to avoid cross Borough movement. However, there were some practical limitations in certain school sites when considering surplus places;
- Councillor Mickleburgh asked about the wider effect of the additional capacity for boys at the Forest School, and how this impacted on girls placements;
- Piers Brunning stated that this was a relatively small Borough, he agreed that attending a school far away from one's residence had an implication on the ability to attend extra-curricular activities and making friends with local children;
- Piers Brunning observed that some schools had chosen to become co-educational. From a school admissions perspective, that would facilitate placements;
- Piers Brunning stated that the local authority did not hold a budget to invest in academy schools such as the Forest School, but perhaps this was something that should be considered in future planning;
- In response to a question Carol Cammiss offered to provide more information in relation to the pressure on places for girls in the Borough outside of the meeting;
- Councillor Mickleburgh was interested to know if there was anything that could be improved, or any lessons learnt in the planning of secondary school sufficiency;
- Piers Brunning stated that the issue of popularity or unpopularity of single sex schools had not been sufficiently considered at the planning stage. He stated that it was

important to continue to communicate effectively with schools. Secondary school headteachers were mindful to not undermine capacity at schools across the Borough;

- Piers Brunning confirmed that there was good communication with colleagues working on developing the housing strategy plans for the Borough. However, plans and projections were flexible and could change;
- Councillor Margetts was concerned about the projected bulge and the need for temporary accommodation, she asked how prepared the Council was to deal with the need for additional places in 2022/23;
- Piers Brunning stated that headteachers had a clear view of the challenges and where they would like to go next, they were working with the Local Authority and discussing options. He pointed out that some schools also had to consult with their academy trusts about their future plans;
- The Chairman asked if it was possible to move temporary accommodations to different areas in the Borough, according to demand for places;
- Piers Brunning stated that it was likely that any temporary accommodation would be left for the school to make use of it. He explained that a lot of the cost of building temporary accommodation went into things that could not be moved, such as additional car parking facilities for example.

Members wished to thank Piers Brunning for his report and all the information provided.

RESOLVED That;

- 1) The report be noted; and
- 2) The questions that could not be answered during the meeting would be emailed to Officers and the responses would be circulated via email.

20. FORWARD PLAN

The Forward Plan for the Committee was considered and the following item was added:

4 November 2021

- A review of the Home to School Transport Process

Members noted that the Schools Causing Concern – Part 2 report was not listed in the Forward Plan. Luciane Bowker, Democratic and Electoral Services Specialist stated that due to the fact that Ofsted inspections had been suspended, it had been decided to temporarily remove that report from the schedule. Luciane Bowker would liaise with Gillian Cole about the best time to bring this report back.

TITLE	Children Missing Education
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 4 November 2021
WARD	None Specific;
LEAD OFFICER	Director, Children's Services - Carol Cammiss

OUTCOME / BENEFITS TO THE COMMUNITY Presentation of Wokingham Borough's position and trends in relation to children who are missing education or who are permanently excluded from school
RECOMMENDATION For information.
SUMMARY OF REPORT The number of children who are defined as 'missing education' has been significantly reduced in recent years through collaborative working between schools, the LA's Admissions Service and the Education Welfare Service. Rates are below national averages and showing a positive trend. Rates of permanent exclusions are also below national averages. Whilst children with special educational needs and disabilities are disproportionately represented, there are plans in place and already underway to redress this at an early intervention level, through approaches that seek to tackle racial inequalities and also to more deeply embed a philosophy of inclusion within all schools across the Borough.

Background

Statutory guidance is in place which gives legal duty under section 436A of the Education Act 1996 for Local Authorities to make arrangements to identify, as far as it is possible to do so, children missing education (CME).

The legislation is particularly underpinned by:

- Section 436A of the Education Act 1996 (added by section 4 of the Education and Inspections Act 2006)
- Education Act 1996 (section 7, 8, 14 and 19)
- Education and Inspections Act 2006 (section 4 and 38)
- Education (Pupil Registration) (England) Regulations 2006
- Education (Pupil Registration) (Amendment) (England) Regulations 2016

There is further statutory guidance around the permanent exclusion of pupils, which can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Purpose

This paper is intended to address queries raised at the previous Overview and Scrutiny meeting, at which clarification was sought on the position across the Borough in respect of Children Missing Education, with further queries about permanent exclusion rates.

A notable caveat is the unsettled landscape within schools in recent months due to the Covid pandemic. Whilst the country was in lockdown on two occasions, schools were closed to all but key worker/vulnerable children. s444 of the Education Act was suspended and therefore so were the responsibilities on parents to ensure regular school attendance. Where school was not an option for most pupils, they were coded Y (Enforced school closure) or X (Attendance not required) in the register. '#' was used in the first lockdown to signal that school as closed to the majority of pupils (except those of key workers or those who were deemed to be vulnerable). Any COVID related absences were coded as authorised and therefore did not affect attendance percentages.

Schools were closed to all pupils except key worker/vulnerable pupils between 23 March 2020 – 1 September 2020 and 4 January 2021 - 8 March 2021. Schools offered remote learning during these times but engagement in this was recorded at a school level and not reflected in the overall percentage.

Schools have been fully open since 8 March 2021 and all statutory responsibilities reinstated in relation to attendance. COVID related absences are now either coded using the X (Attendance not required) or I (illness – authorised absence) code in accordance with guidance. Only the 'I' code affects attendance percentage.

Analysis of Issues

Children Missing Education (CME)

A child deemed to be 'missing education' is defined as ***“those who are not on a school roll or receiving suitable education otherwise than at a school”*** (DfE 2016).

Annex A of the Pupil Registration Regulations sets out the criteria by which a school may remove a child from their roll. Additionally, a child who is not on roll at any educational provision and who is not recorded as being electively home educated, is also considered to be 'missing education'. This should not be confused with those children who were not attending school during the pandemic, either due to Government directed school closures (exc. Key worker and vulnerable children) – in these cases all children remained on roll and schools were given specific guidance on the coding of such absences.

These figures offer the total number of pupils throughout the year that have been on either of the two CME criteria lists: (Criteria 1) those who are not on roll at any educational provision or (Criteria 2) a pupil who is on roll at a school but who has missed over 20 consecutive days of education.

CME Children		
2018-19	2019-20	2020-21
81	212	306

(*one child noted as missing education in 2020-21 is carried forward from 2019-20)

Note from the figures above that the increase from 18/19 compared to 19/20 and 20/21 was almost exclusively due to effects of the COVID pandemic (children not attending the provision provided by school or accessing/engaging with any alternative provision provided i.e: physical or remote learning) and pupils unable to return from abroad to COVID travel restrictions. By default, the pandemic restrictions brought about an unofficial 'criteria 3' in this area.

Despite this, collaborative working with schools, WBC Admissions Service and the Education Welfare Service had already been a principal focus in recent years. As a result, there have been significant successes in reducing the number of children in any one academic year who are deemed to be missing education. Through this approach, this partnership has reduced the number of children missing education in each academic year by the following:

Academic year 2018/19: 58 children re-engaged with education

Academic year 2019/20: 162 children re-engaged with education

Academic year 2020/21: 307 children re-engaged with education

With Covid restrictions now fully lifted, as at 21/10/2021, the current snapshot data of children missing education is therefore:

CME Criteria 1: 12 pupils (those who are not on roll at any educational provision)

CME Criteria 2: 21 pupils (a pupil who is on roll at a school but who has missed over 20 consecutive days of education)

This represents a more accurate picture of the number of children within the Borough who are typically missing education at any one single point of time.

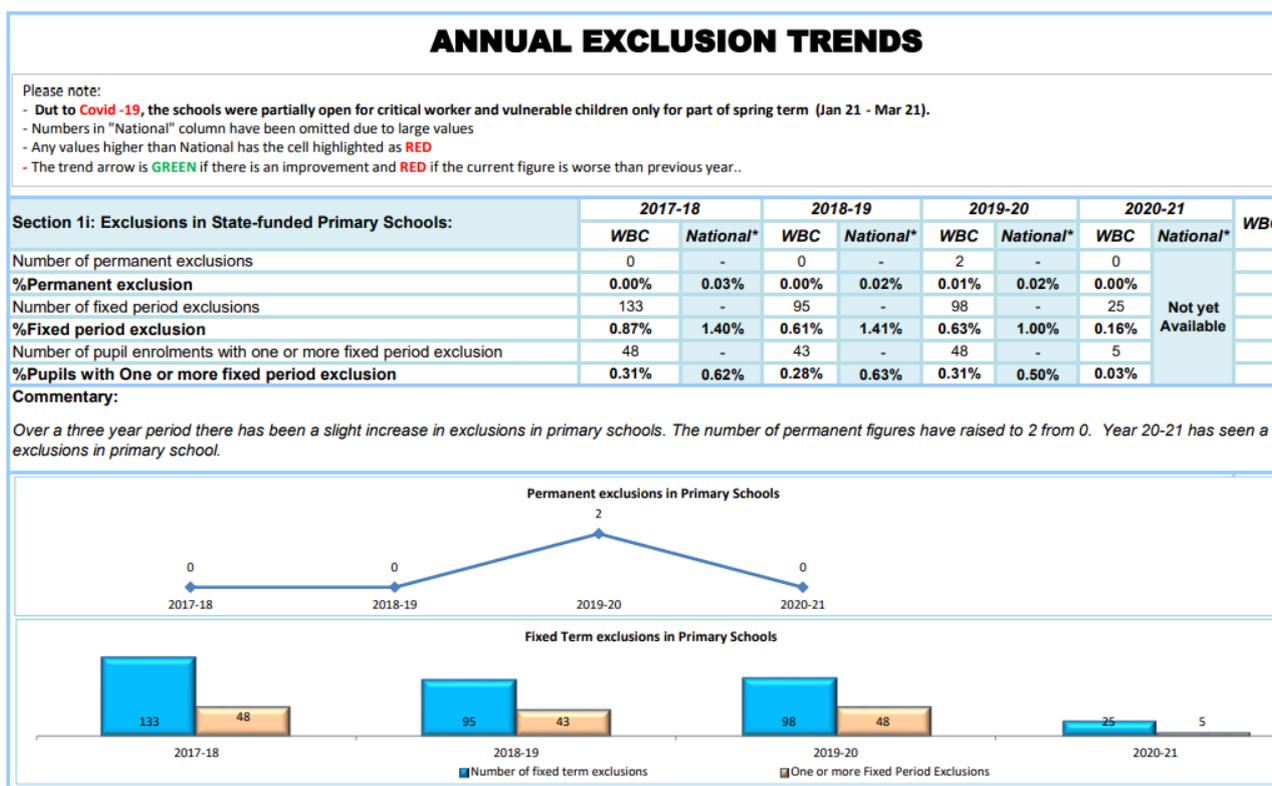
Permanent Exclusions (PEX)

Wokingham Borough currently fares favourably to the national picture. Rates of permanent exclusions overall are lower than national averages and are showing a decreasing trend. Whilst the rate slightly increased within Primary schools in 2019/20, rates have returned to typical levels in the subsequent year. Similarly, the number of pupils who have had more than one fixed-term exclusion – whilst below national average – is relatively high compared to statistical neighbours, but is showing a declining trend as a result of some of the strands of work taking place, as discussed below.

Inclusion work that is already underway comprises of supporting schools, governors, and parents through the legal process, contact to all families and schools where a pupil has been excluded on three or more occasions to offer support and guidance, training opportunities for schools, direct conversations with head teachers and behavioural leads, multi-agency work, and a fully informed website. Work with the youth offending service on a pre-exclusion package related to offending behaviours is also under development.

Current arrangements under our statutory duties are that at the point a child becomes excluded from their designated provision for a sixth day, pupil's education becomes the responsibility of the Local Authority. We meet this duty by commissioning arrangements with Foundry College, our Pupil Referral Unit. Current commissioning work with Foundry College will explore how schools can be better supported with pupils at risk of exclusion alongside the statutory duties of the LA.

Children with special educational need or disability are disproportionately represented however, whilst the percentage of children who have an EHCP being permanently excluded has shown a declining trend, this is not the case for children who are identified for SEN support – where rates are increasing. This is of concern and exclusion continues to be a focus of work for the Education Welfare Service and SEND – focussing on the newly published ‘Ordinarily Available Practice’ document, which seeks to ensure a good level of inclusivity across all educational establishments so that the risk of exclusion is prevented at the earliest opportunities.



No. of children with EHCPs	1	-	2	-	2	-	0	↓
% of children with EHCPs	0.14 %	0.16 %	0.27%	0.16%	0.24%	0.10%	0.00%	↓
No. of children with SEN support	3	-	8	-	1	-	7	↑
% of children with SEN support	0.14 %	0.34 %	0.36%	0.32%	0.04%	0.20%	0.30%	↑

The Education Welfare Service, in conjunction with other teams such as School Improvement, Admissions and SEND, are seeking to reduce the number of children experiencing permanent exclusions and/or those who are missing education, through two key strands of work. Work to promote racial equality is seeking to address issues of inclusion and racial disparity. Secondly, a ‘*Therapeutic Thinking*’ approach is being rolled out across all schools within the Borough with a view to embedding a philosophy that focusses on supporting children’s emotional well-being and mental health. This

evidenced-based approach helps professionals to develop an understanding of how to respond to those who are communicating needs through concerning behaviours. The ethos centres around an inclusive culture and where adopted in other Boroughs, the approach has had a positive impact on attendance, behaviour, reducing exclusion rates (both fixed-term and permanent) and an increased level of inclusivity within schools generally.

With these two significant pieces of work being rolled out in tandem, we anticipate seeing a further reduction in the number of children receiving fixed-term and permanent exclusions, as well as a reduction in the number of children who are missing education.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe funding pressures, particularly in the face of the COVID-19 crisis. It is therefore imperative that Council resources are focused on the vulnerable and on its highest priorities.

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)	N/A	N/A	N/A
Next Financial Year (Year 2)	N/A		
Following Financial Year (Year 3)	N/A		

Other financial information relevant to the Recommendation/Decision
N/A

Cross-Council Implications
N/A

Public Sector Equality Duty
Due regard to the Public Sector Equality Duty has been taken.

Climate Emergency – <i>This Council has declared a climate emergency and is committed to playing as full a role as possible – leading by example as well as by exhortation – in achieving a carbon neutral Wokingham Borough by 2030</i>
Please state clearly what the impact of the decision being made would be on the Council’s carbon neutral objective. N/A

List of Background Papers
N/A

Contact Melissa Perry, Emma Slaughter	Service Learning Achievement and Partnerships
Telephone No Tel: 0118 908 8695,	Email melissa.perry@wokingham.gov.uk, emma.slaughter@wokingham.gov.uk

This page is intentionally left blank

TITLE	Children's Services Strategy (2021-2024)
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee, 4 November 2021
WARD	None Specific;
LEAD OFFICER	Director, Children's Services - Carol Cammiss

OUTCOME / BENEFITS TO THE COMMUNITY

The Children's Services Strategy (2021-24) aims to deliver better outcomes for all children, young people and families in the Borough.

The vision of the Strategy is that Wokingham is a Borough in which all children and young people are safe and cared for; enjoy and achieve; are healthy and resilient; grow up ready for adulthood; and feel happy, hopeful and loved.

This vision contributes directly to the Wokingham Borough Community Vision that Wokingham is a great place to live, learn and grow, and a great place to do business, as well as the Council's Corporate Delivery Plan objectives – particularly those in relation to Enriching Lives, creating Safe, Strong Communities, Changing the Way We Work for You and Being the Best We Can Be.

RECOMMENDATION

It is recommended that Members of the Committee:

Review and discuss the work completed to date on the new Children's Services Strategy (2021-24) and Action Plan

Provide feedback to officers prior to full implementation and publication of the Strategy and Action Plan

SUMMARY OF REPORT

Since the start of this financial year, work has been undertaken to refresh and update the Children's Services Strategy (2021-24) and develop a comprehensive Action Plan which sets out specific, measurable actions to achieve our strategic priorities. This Strategy builds on the previous Children's Services Strategy and aims to take the service to the next stage of its continuous improvement journey.

The focus of the Strategy is to improve outcomes for all children and young people in the Borough. The strategic Priorities and key actions are aligned with Wokingham's Community Vision and are designed to ensure that the Council and its strategic partners collaborate in putting children and young people at the heart of everything we do.

The purpose of this report is to provide Members of the Children's Overview and Scrutiny Committee with an opportunity to review work completed to date on the Strategy and Action Plan and provide officers with any feedback ahead of formal approval, full implementation, and publication.

Background

Context

As a Council we want to ensure that Wokingham Borough is a great place for all children and young people to grow up.

Most children and young people in the Borough experience highly positive outcomes in relation to educational attainment, health and well-being, and successful transition to independent adulthood. In many cases the outcomes experienced by children and young people in Wokingham are better than the national average. The majority of children and young people in Wokingham have their needs met through universal services, for example through local schools, GPs and health services. They also benefit from easy access to a range of activities they can enjoy with their friends and families, through which they can continue to grow and develop.

When facing challenges or difficulties, most children, young people and families in Wokingham are able cope because they have the means to access the support they need relatively quickly.

However, for some children and young people in the Borough, there is a higher chance of poor outcomes because their circumstances mean they are exposed to higher levels of risk and are therefore more vulnerable. Universal services – whilst of crucial importance to these children and young people – often cannot meet all the needs of our more vulnerable children and young people. We want to ensure our more vulnerable and/or disadvantaged children and young people are supported to have every opportunity of achieving the same social, educational, health and economic outcomes as their peers. We are committed to helping our more vulnerable children and young people achieve personal growth, live happy and fulfilling lives, and feel hopeful and aspirational for their futures.

This Strategy sets out how we will drive the continuous improvement and transformation needed to deliver better outcomes for all our children, young people and their families. The actions to deliver our strategic priorities are designed to ensure that all children and young people have access to a good education, and are enabled to lead safe, happy, healthy lives.

This Strategy has been developed in exceptionally challenging circumstances. The combination of sustained pressure on public finances; the impact of the COVID-19 pandemic both in terms of immediate impact and emerging pressures which set up challenges for the future; and changing legislation and expectations from Central Government; all give rise to extremely challenging conditions in which to achieve our ambitions for all children and young people in the Borough. The priorities and actions set out in this Strategy represent the best possible route to achieve our goals.

Analysis of Issues

Our Focus

In the light of the Context set out above, in addition to ensuring our universal offer is of an excellent standard, our Children's Services Strategy (2021-24) will focus on improving outcomes for children and young people who:

1. Are in care or leaving care
2. Have Special Educational Needs and/or Disabilities (SEND)
3. Go missing and/or run away
4. Are young offenders
5. Have a child in need or child protection plan
6. Are living in low-income families
7. Are affected by domestic violence
8. Have disabilities and/or long-term health conditions
9. Are at risk of exploitation
10. Have parents with mental health needs
11. Are at risk of engaging in youth violence
12. Are homeless or in temporary housing
13. Have caring responsibilities
14. Are not in full time or mainstream education
15. Are not in education, employment or training (NEET)
16. Are vulnerable and have migrated to the Borough from outside the UK

In addition, there are some children and young people who do not appear vulnerable but who may not be coping as well as we think or whose circumstances are not secure; for these children and young people only small changes or challenges in life may make things difficult. Being aware of children and young people “on the edge” of vulnerability is important, particularly in the context of the pandemic. There is a growing body of evidence across the children’s system that the pandemic has heightened vulnerability, and generated increases in “hidden harm” (harm to children and young people which may not have been detected by services, for example as a result of the impact of pandemic-related restrictions on face-to-face services).

Our Strategy aims to address these sorts of challenges by developing and embedding innovative new models of delivery, which reflect best practice in the sector, and our own experiences of building and developing services which have proven to have positive impact on outcomes for children and young people.

Some key principles have informed our thinking around priorities for the Strategy, and the key actions we will take to achieve these. These are summarised in Table 1 below:

Table 1: Principles which have shaped our Strategy

Principles	Description
Early Intervention and Prevention and Early Help	Early Help and Early Intervention and Prevention may be needed at any point in a child or young person’s life. It refers to interventions made early in a child’s life, as well as interventions early in the development of a problem. It can refer to support at an early stage to help families solve problems, or to reduce the impact of problems that have already emerged. Acting early and ensuring the right support is in place at the right time is a key principle which underpins our Strategy and the actions in our Action Plan.
Strengthening Inclusion	Taking an evidence-based and targeted approach to narrowing the gap in positive outcomes between vulnerable children and young people, and the average for the Borough. This can involve strengthening inclusion of children and young people with SEND in mainstream education; reducing school exclusions through provision of behavioural support; empowering and enabling vulnerable

	children and young people to remain at home rather than in the care system.
Focusing on Sufficiency and Managing Demand	Ensuring we manage demand for our services by investing in our preventative services, and ensuring we have sufficient provision in place to achieve this and provide the right kind of specialist support when this is essential in order to meet a child or young person's need.
Focusing on Quality and Raising Standards	Driving a culture of learning and constructive challenge, to raise standards across children's services. Ensuring the voice of the child and young person is heard and central to our approach to service development and continuous improvement.
Working Together to Focus on Outcomes	The Action Plan for the Children's Services Strategy is organised around Strategic Priorities which bring services across the Department together. The governance arrangements for delivery have been designed to facilitate cross-service working, and breaking down silos to genuinely put outcomes for children at the heart of everything we do. Also included in the Action Plan are actions we will take with our strategic partners (for example through the CYPP) to help ensure we take a "One Wokingham" approach to improving outcomes for all our children, young people and families.

Our Strategy

The Children's Services Strategy (2021-24), and the Action Plan to deliver it, is attached as **Appendix 1**.

Table 2 below summarises two of the key components of our Strategy: our Vision and our Values. Our Vision, which aligns with the Council's Vision for Wokingham as a great place to live, learn and grow and a great place to do business, defines our overarching ambition for children and young people in the Borough.

Our Values define the character of our service, and help establish the principles we apply to the planning and delivery of our services for children and young people, which in turn will help us ensure that we keep our focus on improving outcomes.

Table 2: Summary of Vision, Values and Priorities

Our Vision	Wokingham is a Borough in which all children and young people are safe and cared for, enjoy and achieve, are healthy and resilient, grow up ready for adulthood, and feel happy, hopeful and loved.
Our Values	<p>1. We focus on making a difference. We support children, young people and families on their journey and measure our success in terms of impact on outcomes.</p> <p>2. We aim high. We have high aspirations for every child and young person. We are ambitious for our services, and strive for excellence in everything we do.</p> <p>3. We are strategic, efficient and effective. We manage all our resources efficiently and effectively to meet the needs of our children, young people and families.</p>

	<p>4. We value our people. We highly value and support our children’s workforce. We support our people to excel, grow, and love their work.</p> <p>5. We drive partnership, collaboration and coproduction. We work in strategic partnership with professionals, children, young people and families to achieve our shared goal to improve outcomes.</p>
--	--

Our Strategic Priorities and Business Areas Driving Delivery

Table 3 below summarises two other key components of our Strategy: our Strategic Priorities, and the Business Areas that will drive delivery of the Strategy. Further detail on the priorities – and the actions to deliver them – can be found in **Appendix 1**.

Table 3: Strategic Priorities and Business Areas driving delivery

Our Strategic Priorities	<p>SP1. Ensure we are designed to deliver excellent outcomes for all children, young people & families in Wokingham</p> <p>SP2. Excel in our practice, be known for the quality of our work, and perform to the highest standards</p> <p>SP3. Develop effective strategies which improve outcomes and deliver them in the most efficient way</p> <p>SP4. Recruit, develop and retain a high-performing children’s workforce</p> <p>SP5. Strengthen our partnerships, drive system leadership & put children at the heart of everything Wokingham does</p>
Our 4 Business Areas Driving Delivery	<p>Children’s Social Care and Early Help</p> <ul style="list-style-type: none"> • Providing the right type and amount of help at the right time, to support the most vulnerable children, young people and families • Driving an early intervention and prevention approach to anticipating and addressing needs • Strengthening resilience and well-being • Strengthening our support for vulnerable adolescents in the community • Strengthen our partnership arrangements to ensure children are safeguarded in their homes and in the wider community <p>Learning, Achievement and Partnerships</p> <ul style="list-style-type: none"> • Supporting children and young people to enjoy life and achieve their potential • Supporting the most vulnerable to achieve • Narrowing the gap in attainment outcomes • Supporting schools and building partnerships to drive attainment and independence • Driving inclusion and an inclusive approach to delivering better outcomes for all children and young people

	<p>Quality Assurance and Safeguarding</p> <ul style="list-style-type: none"> • To develop self-knowledge through quantitative and qualitative analysis • To put in place standards, systems and processes which provide a strong framework for continuous improvement • To produce accurate targeted data, effective analysis and evaluation of performance which supports management and practice across services for children • To embed a culture of challenge and improvement, where quality assurance is everyone’s business • To provide opportunities for learning and development to enable staff to make the most of their aptitudes and abilities (ASYEs – Managers) • To promote excellence of practice which results in the best possible outcomes for children and young people • To advance and enhance practice through the development of the Practice Model <p>Strategic and Operational Delivery</p> <ul style="list-style-type: none"> • Driving cross-council working to put children and young people at the heart of everything Wokingham does • Developing strategies and programmes to drive excellence & continuous improvement • Driving commercial excellence, effective financial management & Value for Money • Engaging strategically and proactively with peers, networks and regulators
--	--

The Action Plan for the Strategy groups the key actions around Strategic Priorities. This is to help drive collaboration and efficient and effective working across Business Areas, to help facilitate the sharing of intelligence and insight, and to drive continuous improvement in the culture of the services, breaking down barriers and silos in order to ensure improving outcomes for children young people is the focus of all our activity.

Governance Arrangements

Our Governance Arrangements for delivery of the Children’s Services Strategy and Action Plan are attached as **Appendix 2**.

Appendix 2 sets out the Strategic Governance Arrangements in Children’s Services, showing how governance of “business as usual” (e.g. through Children’s Departmental Leadership Team) aligns with governance of strategy delivery, continuous improvement and transformation required to drive efficiencies and financial sustainability (e.g. through the Getting to Good Board).

The second page of Appendix 2 shows more detail on the role of the Getting to Good Board, in particular in terms of its role in overseeing delivery of the Children’s Services Strategy and Action Plan, and sets out the named “Strategic Priority Leads” who will work together to ensure that the actions related to each of the Strategic Priorities are successfully delivered, and report progress on mission-critical activities to the Getting to Good Board.

FURTHER DEVELOPMENTS TO THE CHILDREN’S SERVICES STRATEGY

Although the Children’s Services Strategy and Action Plan is at an advanced stage of development, and several of the key actions are already underway in order to ensure that all children and young people in the Borough are supported to flourish and thrive, there are several areas of activity related to the Strategy yet to complete prior to publication.

A summary of these are as follows:

- a) Incorporation of feedback from key stakeholders consulted so far.** In particular, further work will be undertaken to ensure that outcomes from recent sessions with strategic partners via the Children and Young People’s Strategic Partnership (CYPP) and previous engagement with the Health and Well-Being Board (HWBB) on priorities for children and young people are incorporated into the final version of the Strategy. The final version will also incorporate any feedback from consultation with this Committee.
- b) Further consultation and engagement with key stakeholder groups** (please see details in the Stakeholder Considerations and Consultation section below)
- c) Development of a contextual narrative.** The final published version of the Strategy will include a short contextual narrative, setting out the context in which the Priorities and Key Actions for the Strategy have been developed.
- d) Summary of evidence base.** Related to the contextual narrative, the final version of the Strategy will summarise the key qualitative and quantitative evidence which justifies the identification of the Priorities

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe funding pressures, particularly in the face of the COVID-19 crisis. It is therefore imperative that Council resources are focused on the vulnerable and on its highest priorities.

There are no financial implications arising directly from this report, however the Children’s Services Strategy and Action Plan will play a key role in enabling the delivery of projects and programmes designed to help ensure delivery of the best possible value for money in Children’s Services, as well as the efficiency savings required to meet the objectives and commitments set out in the Council’s Medium Term Financial Plan (MTFP).

Examples of key projects which fall within the scope of the Children’s Services Strategy and Action Plan (2021-23) which will help to drive financial efficiencies contributing to the MTFP, are set out in Table 4 below.

Please note that these financial savings commitments are illustrative, are subject to the Council’s formal budget setting process, and do not represent the full set of efficiency savings proposals currently being developed by the Service.

Table 4: Examples of some key transformation projects within the Children’s Services Strategy contributing to the MTFP

Projects within scope of the Children’s Services Strategy (21-24)	Indicative efficiency savings (£)		
	2022/23	2023/24	2024/25
Delivery of projects within the Corporate Transport Programme	100,000	500,000	0

Placements Review: Strategy and Demand Management	490,000	297,000	55,000
Transforming Children's Services	250,000	525,000	475,000

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)	0	0	0
Next Financial Year (Year 2)	840,000	0	Revenue
Following Financial Year (Year 3)	1,322,000	0	Revenue

Please also note that as part of the Council's budget setting process, the service is developing Growth and/or Special Item proposals to ensure the appropriate resources are in place to enable the delivery of sustainable services and efficiency savings.

Other financial information relevant to the Recommendation/Decision
None

Cross-Council Implications
N/A

Stakeholder Considerations and Consultation
<p>Senior managers across Children's Services have been consulted and engaged at every key stage of the development of the Strategy and Action Plan.</p> <p>Strategic Partners (including health, education, representatives from the Voluntary and Community Sector) have also helped to shape the actions related to Strategic Priorities around new models of delivery, systems leadership and partnership working. Outcomes from sessions with members of the Children and Young People's Partnership (CYPP) focusing on tackling key systemic issues and challenges in strategic partnership have fed into the content of the Action Plan.</p> <p>Moving forward, and head of implementation and publication of the Strategy and Action Plan, the Youth Council and Children in Care Council will be engaged to ensure that the things which matter most to children and young people are reflected in the final Strategy and Plan.</p> <p>In addition, the Children's Services Strategy and Action Plan will be placed on the forward plan for the Executive for approval, and will therefore be subject to additional consultation as part of that governance process (e.g. consultation with Executive Members, members of the Council's Corporate Leadership Team).</p>

Public Sector Equality Duty
<p>An initial Equality Impact Assessment has been carried out on the consultation draft of the proposed Children's Services Strategy and Action Plan (2021-24).</p> <p>Outcomes from this initial assessment are summarised in the points below:</p>

- The clear potential for the Strategy to have a positive differential impact on outcomes for groups with protected characteristics under the Equality Act 2010 (including children and young people aged 0-25 with disabilities)
- Commitments in the Strategy and Action Plan to ensure that the voice of the child and/or young person is central to care plans, design and delivery of services are designed to ensure the Strategy has a positive impact on outcomes for some of the most vulnerable groups within the borough
- Governance and performance management arrangements are designed to help ensure that those commissioning and delivering services for children and young people are aware of the impact on outcomes arising from delivery, and are able to take the actions needed to ensure the Strategy achieves its vision for improved outcomes.

Any additional issues arising from wider consultation which have implications for the Council's responsibilities under the Equality Act 2010 will be presented to the Portfolio Holder prior to final approval of the Strategy for publication.

Climate Emergency – *This Council has declared a climate emergency and is committed to playing as full a role as possible – leading by example as well as by exhortation – in achieving a carbon neutral Wokingham Borough by 2030*

Incorporated in the Action Plan for the Children's Services Strategy are several commitments to transformation which have the potential to make a positive contribution to the Council's efforts to tackle the Climate Emergency. Examples include:- The movement to energy efficient buildings for new premises commissioned and/or developed as part of the new models of delivery within the Strategy- Shift towards a focus on self-service, remote provision of services and digital delivery, reducing motor vehicle traffic and use of paper and other supplies- Delivery of the SEND Innovation and Improvement Programme and Corporate Transport Programme, which includes commitments to implementation of route-optimised travel (with the potential to reduce traffic) and delivery of Independent Travel Training (with the potential to enable a greater number of children and young people to make their way to their place of learning by walking, cycling or use of public transport, rather than by car or taxi)

List of Background Papers

Appendix 1: The Children's Services Strategy and Action Plan (2021-24)

Appendix 2: Governance and Delivery Arrangements

Contact Carol Cammiss	Service Children's Services
Telephone No 0118 974 6000	Email carol.cammiss@wokingham.gov.uk

This page is intentionally left blank

APPENDIX 1: Children’s Services Strategy (2021-24) and Action Plan – latest version

Wokingham Children’s Services Strategy (2021-24)					
Our Vision	Wokingham is a great place to live, learn and grow and a great place to do business				
	Wokingham is a Borough in which all children and young people are safe and cared for, enjoy and achieve, are healthy and resilient, grow up ready for adulthood, and feel happy, hopeful and loved.				
Community outcomes	Enriching Lives Safe, Strong Communities A Clean and Green Borough Right Homes, Right Places Keeping the Borough Moving Changing the Way We Work For You				
Outcomes for CYP	1. Safe and cared for	2. Enjoy and Achieve	3. Healthy and resilient	4. Ready for adulthood	5. Happy, hopeful and loved
Our Values	We focus on making a difference.	We aim high.	We are strategic, efficient and effective.	We value our people.	We drive partnership, collaboration and coproduction.
	We support children, young people and families on their journey and measure our success in terms of impact on outcomes.	We have high aspirations for every child and young person. We are ambitious for our services, and strive for excellence in everything we do.	We manage all our resources efficiently and effectively to meet the needs of our children, young people and families.	We highly value and support our children’s workforce. We support our people to excel, grow, and love their work.	We work in strategic partnership with professionals, children, young people and families to achieve our shared goal to improve outcomes.
29 Our Strategic Priorities	SP1. Ensure we are designed to deliver excellent outcomes for all children, young people & families in Wokingham	SP2. Excel in our practice, be known for the quality of our work, and perform to the highest standards	SP3. Develop effective strategies which improve outcomes and deliver them in the most efficient way	SP4. Recruit, develop and retain a high-performing children’s workforce	SP5. Strengthen our partnerships, drive system leadership & put children at the heart of everything Wokingham does
	SP1.1) Develop a sustainable future model and design of children’s service SP1.2) Embed our models of early intervention and prevention, including Early Help, Edge of Care and Emotional Wellbeing SP1.3) Continue to develop and embed an effective approach to tackling exploitation SP1.4) Embed innovative models of support for CWD, SEND and Inclusion	SP2.1) Continue to drive improvements in performance & practice standards SP2.2) Set challenging goals for all our services, and continually challenge ourselves to be the best we can be SP2.3) Target our business change and continuous improvement activities	SP3.1) Ensure our strategies have impact and focus on delivering better outcomes SP3.2) Continuously improve our ways of working, pathways & processes SP3.3) Strengthen our data and information management SP3.4) Work in an agile and flexible way to help manage demand SP3.5) Make intelligent decisions about how we best manage risks & financial resources	SP4.1) Refresh and reinvigorate our approach to recruitment SP4.2) Invest in and support our staff to grow in their roles and capabilities, and accelerate in their careers SP4.3) Strengthen retention & succession planning SP4.4) Responding successfully to prevailing and forecast changes in the job market SP4.5) Build effective and successful leaders	SP5.1) Strengthen the strategic focus and nature of our partnership working SP5.2) Deliver genuine coproduction at the strategic and individual level SP5.3) Drive a “one Wokingham” approach to improved outcomes for children, young people and families, across the council and the Wokingham area SP5.4) Strengthen our relationship with Schools to collectively improve outcomes for children and young people
Our Business Areas driving delivery	Children’s Social Care and Early Help		Learning, Achievement and Partnerships		Quality Assurance and Safeguarding
	<ul style="list-style-type: none"> Providing the right type and amount of help at the right time, to support the most vulnerable children, young people and families Driving an early intervention and prevention approach to anticipating and addressing needs Strengthening resilience and well-being Strengthening our support for vulnerable adolescents in the community Strengthen our partnership arrangements to ensure children are safeguarded in their homes and in the wider community 		<ul style="list-style-type: none"> Supporting children and young people to enjoy life and achieve their potential Supporting the most vulnerable to achieve Narrowing the gap in attainment outcomes Supporting schools and building partnerships to drive attainment and independence Driving inclusion and an inclusive approach to delivering better outcomes for all children and young people 		<ul style="list-style-type: none"> To develop self-knowledge through quantitative and qualitative analysis To put in place standards, systems and processes which provide a strong framework for continuous improvement To produce accurate targeted data, effective analysis and evaluation of performance which supports management and practice across services for children To embed a culture of challenge and improvement, where quality assurance is everyone’s business To provide opportunities for learning and development to enable staff to make the most of their aptitudes and abilities (ASYEs – Managers) To promote excellence of practice which results in the best possible outcomes for children and young people To advance and enhance practice through the development of the Practice Model
					Strategic and Operational Delivery
					<ul style="list-style-type: none"> Driving cross-council working to put children and young people at the heart of everything Wokingham does Developing strategies and programmes to drive excellence & continuous improvement Driving commercial excellence, effective financial management & Value for Money Engaging strategically and proactively with peers, networks and regulators

Strategic Priority 1: Ensure we are designed to deliver excellent outcomes for all children, young people & families in Wokingham

SP1A. Develop a sustainable future model and design of children's services

SP1B. Embed our models of early intervention and prevention, including Early Help, Edge of Care and Emotional Wellbeing

SP1C. Continue to develop and embed an effective approach to tackling exploitation

SP1D. Embed innovative models of support for Children with Disabilities, SEND and Inclusion

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
1.1	Establish Serious Violence and Exploitation Board - jointly lead by Police and Children's Social Care.	Establishment of a Serious Violence and Exploitation Board with a comprehensive Terms of Reference and strategy/action plan to improve outcomes. Review impact annually.	QASS / Community Safety Partnership	QASS	Established March 2021
1.2	Drive effectiveness of Thames Valley Together: effective data sharing to help identify themes, trends and issues to be applied to cross agency responses	Information sharing protocols in place; development and utilisation of data and evidence-based insights in strategies to improve outcomes and evaluations of strategic actions to improve performance	Intelligence and Impact	QASS	Ongoing
1.3	Embed new approach to Corporate Parenting: strengthening relationships and engagement (e.g. with Members and services and departments across the Council)	Use of surveys / feedback from Children in Care (e.g. Children in Care feel better supported). Evidence of Member engagement and understanding of our role / work in relation to Child Protection. Evidence of Member engagement with young people and workers outside of Corporate Parenting meetings. Evidence of Member advocacy for Looked After Children and Care Leavers (e.g. implementation of policies to support Looked After Children / Care Leavers)	Corporate Parenting Team	SEH	Mar-22
1.4	Establish LAC CAHMS service offer, as part of a co-commissioning partnership undertaking by WBC and CCG.	Our LAC children receive support; LAC CAMHS worker is supported to navigate relevant systems in order to meet the MH needs of Looked After Children. Lower waiting time for mental health support for higher need LAC; consultancy for workers to help them navigate routes for OOB children and young people experiencing challenges with mental health	CPT and Commissioning	COM & SEH	FY22-23
1.5	Establish dedicated parenting assessment service	Parenting Assessors in post. Reduced numbers of IFA parenting assessments, increase in number completed in house. Evidence of trauma-informed approaches. Reduction in expenditure in this area of business. Reductions in court applications.	Corporate Parenting Service, Compass Team	SEH	FY22-23

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
1.6	Continue to embed the Virtual School offer to deliver high quality support to all Children in Care, including post-16	Enhanced Virtual School fully staffed and delivering against established service KPIs Improved educational attainment in priority (vulnerable) groups	Head of Virtual School	LAP	End of July 2022
1.7	Review the sufficiency, structure and operations of the School Admissions Service to ensure that it delivers its statutory responsibilities effectively	Enhanced Admissions Team Fully Staffed, stable staffing structure Improved timeliness of allocation of school places. Feedback from Schools, parents and carers	Assistant Director/ Admissions Team	LAP	End Jan 2022
1.8	Develop and embed a targeted delivery model (based on options appraisal of premises and methods of delivery) for reducing the numbers of children and young people who are NEET.	<ul style="list-style-type: none"> 2022 targets % 16-18 NEET to =/< regional and statistical neighbour average (NB: reported to DfE); for Dec-Feb monitoring period, average 16-18 NEET and "Not Known" places in Wokingham in top 3 quintiles Similar targets with different % targets for Care Leavers and SEND 	NEET and Adult Education Service	LAP	Ongoing
1.9	Improve take-up of the free childcare offer for children aged 2+ years	More eligible families take up offer Current baseline, target increases over 3 yrs: 2021 (50%); 2022 (60%); 2023 (70%)	Early Years & Childcare Service	LAP	End of year 2021,2022,2023
1.10	Enable delivery of annual safeguarding audits in all early years settings; analyse and act on areas for improvement and development	All settings complete audits of safeguarding provision to accurately self-assess practice, and develop an action plan to address areas for improvement/development	Early Years & Childcare Service	LAP	End June 2021
1.11	Provide online safety courses targeted at parents concerned about social media, and older residents concerned about online fraud and internet scams.	Take up of courses - number of courses delivered and number of learners attending. Target to provide 1 course per term. Learner Feedback to be captured and used to help assess impact and support ongoing development and improvement of the offer.	Adult Education	LAP	Launch September 2021 then ongoing
1.12	Modernise and digitise training and development materials for settings and professionals (Early Years) and for adult learners (Adult Education)	Replacement (where appropriate) of physical training and development materials with digital/virtually accessed	Early Years & Childcare Service And Adult Ed	LAP	Sep-21
1.13	Appraise options for alternative methods of training delivery, including factors such as travel times and potential for digital delivery	Implementation of outcomes from options appraisal.	Early Years & Childcare Service	LAP	Ongoing
1.14	Development of online toolkits and support materials for key queries and enquiries, so that settings can 'self-serve'	<ul style="list-style-type: none"> Toolkits developed and uploaded onto Hub Evidence of take-up and utilisation: benchmark and target 	Early Years & Childcare Service	LAP	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
1.15	Work with primary schools to develop and deliver short, community learning adult education courses which introduce parents to the maths and English curriculum at KS2 so that they can better support their children with homework	<ul style="list-style-type: none"> • Courses delivered across the borough via face to face and online classes (LB) • Feedback from learners • Learning outcomes monitored and evaluated. [Attendance, success and achievement rates] • Number of primary schools engaging, number of courses, number of learners 	Adult Education	LAP	Curriculum offer agreed and sub-contractors engaged by July 2020 (LB) Launch September 2021 Ongoing
1.16	School Improvement services: Build on the work undertaken during the pandemic response to work on digital platforms for delivery of training and services to stakeholders	<p>Suitable digital infrastructure in place to support digital delivery</p> <p>Website functions enable document signposting and access to recorded briefings</p>	School Improvement Team	LAP	Sep-21
1.17	Implementation of targeted project to strengthen inclusion of Gypsy Roma Traveller (GRT) community in engagement. Scope the potential for rollout of broader inclusion projects based on evaluation of GRT project	Successful uptake and engagement of Gypsy Roma Traveller community in the project; demonstrable impact on outcomes arising from engagement in the project (e.g. in terms of educational attendance and/or attainment); learning generated from evaluation and applied to further development of the project and broader inclusion projects	Education Welfare Service	LAP	Underway, evaluation in 2022
1.1	Work with Elective Home Education community to ensure that all children have access to quality education	Improvement in educational attainment outcomes for children and young people educated other than at school	Education Welfare Service	LAP	Ongoing
1.19	Scope an Alternative Provision offer for children and young people at risk of "falling through the gaps" in support for vulnerable learners (e.g. those who may not engage with education in school, but are unable to be electively home educated).	Development and implementation of an Alternative Provision offer which targets vulnerable learners; demonstrable improvement in outcomes for vulnerable learners	Education Welfare Service	LAP	To be completed in FY22-23
1.20	Develop a policy and approach to facilitating child employment in Wokingham (e.g. for children aged 13-16), in order to enable positive engagement and valuable work experience, especially for vulnerable children and young people. Potential for engagement with Optalis (e.g. 16 year-olds with Special Educational Needs in employment opportunities)	Development of a child employment offer setting out how WBC will work with partners and stakeholders to facilitate access to employment opportunities; implementation of the offer; levels of uptake in support available and outcomes evaluated after 12 months.	Education Welfare Service	LAP	To be completed in FY22-23
1.21	In partnership with colleagues across Berkshire West, develop a robust and effective approach to CHC and Section 117 arrangements. Determine the approach and review pathway around tripartite funding arrangements.	Ensuring that resource contributions towards supporting children and young people are fair and appropriate, in terms of contributions from the local authority and health partners. More effective and efficient use of resources to help contribute to long term financial sustainability.	Commissioning	COM	CHC and referral pathway reviewed by March 22
1.2	Establish and embed an Emotional Wellbeing Hub.	Improvements in measures of social and emotional mental health in children and young people across the borough.	Commissioning and SEH	COM & SEH	For delivery within FY22-23

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
1.23	Drive transformation of Fostering Service. Map current pathway, identify areas for efficiency and improvement, commission alternative types of care through the fostering pathway.	Improvements in placement stability, ensuring children and young people get the carers they need, delivery of efficiencies and value for money.	Commissioning and SEH	COM & SEH	Scoping underway, timescales for fuller project will be set following outcomes of initial scoping work
1.24	Explore the feasibility of future models of delivery, including (aspects of) Children's Trusts and alternative models of delivery for Children's Centres.	Delivery of Options Papers for discussion and approval at the Getting to Good Board. Options to include outline of strengths, opportunities, risks and mitigations, as well as financial and non-financial benefits.	Commissioning	COM	Current – end of FY21-22
1.25	Development of online toolkits and support materials for key queries and enquiries, so that Early Years settings can 'self-serve'	<ul style="list-style-type: none"> • Toolkits developed and uploaded onto Hub • Evidence of take-up and utilisation, feedback from settings for the purposes of assessing impact and ongoing improvement 	Early Years & Childcare Service	LAP	Ongoing

Strategic Priority 2: Excel in our practice, be known for the quality of our work, and perform to the highest standards

SP2A. Continue to drive improvements in performance & practice standards

SP2B. Set challenging goals for all our services, and continually challenge ourselves to be the best we can be

SP2C. Target our business change and continuous improvement activities

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.1	Review Children's Social Care performance cycle to ensure that it is providing - effective performance management data, monitoring information and analysis required by Services and also by Commissioning for the purposes of service development and improvement	The creation and delivery of a programme which is agile whilst adhering with national frameworks and standards. The programme provides high quality learning opportunities for the whole workforce and ensures staff members who are required to complete CPD records have relevant recordable training opportunities. Improvement in evidence-based service improvement and development. Strengthening communication, information sharing around contributions across service / commissioning to insight and intelligence.	Intelligence & Impact	QASS	October 2021 - now on track
2.2	Identify areas of social work practice to improve, based on audit findings and service user feedback. Design workshops and encourage participation.	Regular practitioner workshops to enhance skills and knowledge. Practitioner's report increased confidence and positive outcomes seen in audits and service user feedback.	PSW + PC team	QASS	Ongoing programme on track for quarter 3
2.3	Undertake a review of the Children's Services Recording System and provide a recommendation on whether to purchase Mosaic off the shelf solution or develop forms in house.	Strategic decision regarding the future development of the Children's Services Recording System to ensure it is aligned to practice. Signs of Safety Forms implemented in line with Phase 3 of the Mosaic Improvement Programme.	Intelligence & Impact	QASS	Decision on whether to purchase SofS Forms by March 2022 Implementation of Forms - In line with Mosaic Improvement Tmline - unrealistic to be March 2022 - March 2023 more achievable
2.4	Continuously strengthen and improve Signs of Safety Practice by Supporting Practice Lead Cluster Groups	Service Managers will confidently model Signs of Safety and drive the Implementation Plans. Monitored via bimonthly Practice Model Steering Group. One service manager to present progress on implementation plans at each Practice Model Steering Group meeting.	Practice Model Team	QASS	New sessions starting November - on Track

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.5	Systems are improved and developed to support the agreed service priorities (MOSAIC)	Implementation of Mosaic upgrade May 2021 and staged plan - Adults and Children's. Success measures from Project relate to data quality; compliance around Data Protection Act 2018 and UK GDPR ; project on finance; adults pathway and children's pathway; also work around Portals with efficiencies connected to them. Joint working across Corporate, Adults and Children's	Intelligence & Impact/IMT & Change	QASS	Mosaic upgrade to latest version by May '21; Adults Pathway March '22
2.6	Systems are improved and developed to support the agreed service priorities (CAPITA ONE)	Implementation and monitoring of Capita ONE improvement prog - SEND, EWO, School Admissions (staged plan). Production of SEND Dashboard to help enable success of SEND Innovation and Improvement activities. Delivery of effective support to practitioners on recording/use/access to data and information.	Intelligence & Impact	QASS	SEND processed up dated July 2022
2.7	Improving the process of reports by automation, resulting in effective/responsive management information. Align with rollout of Power BI.	Weekly reports automated. Progress towards further automation monitored quarterly.	Intelligence & Impact	QASS	Dec-21
2.8	Drive improvements in contract management through implementation of a Contract Management Framework. Examples include leading joint commissioning of CYPIT across Berkshire West; applying best practice principles of the framework to ATV and EDS contracts; implementation of Atamis contract management information system to support performance management & delivery of VfM	Successful redesign of CYPIT service; improved VfM outcomes on key contracts (e.g. EDS and ATV); delivery of financial returns to contribute to successful delivery of the MTFP.	Commissioning	COM	Currently live and ongoing
2.9	Deliver an agile and accessible L&D programme, using blended, collaborative approaches which facilitate new ideas and allow staff to grow and develop from their own experiences, best practice, and high-quality learning opportunities	Positive feedback from participants and evaluation of impact of the L&D programme. Link learning from QA activity, complaints, emerging local and national themes, commissioned reviews and significant research and legislative reports. Staff actively encouraged to maximise learning opportunities, reflect, share and feedback to form a continuous learning cycle	Learning & Development Team	QASS	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.10	Support anti-discriminatory, anti-oppressive and anti-racist practice, providing learning opportunities around cultural diversity and unconscious bias.	Training is accessible and inclusive to all across a variety of delivery methods. Training provided by subject matter experts and supported by various tools and self-directed learning opportunities to provide staff with the skills to better understand stereotyping and issues around discrimination, inequality, and inclusion. Feedback and evaluation of training provided.	Learning & Development Team	QASS	Ongoing
2.11	Training delivery to support our practice model and align with the Knowledge Skills Statements, the Professional Capabilities Framework, Social Work England professional standards and Wokingham's Children's Services Strategic Plan and national drivers.	The creation and delivery of a programme which is agile whilst adhering with national frameworks and standards. The programme provides high quality learning opportunities for the whole workforce and ensures staff members who are required to complete CPD records have relevant recordable training opportunities.	Learning & Development Team	QASS	Ongoing
2.12	Ensure care plans reflect the views and voice of children and young people.	All care plans show evidence the child/young person's voice is heard and informs action and that children and young people are supported to meaningfully participate in their plans. Ensure all work with children and supporting documentation and quality assurance processes reflect the views and voice of children and young people. Ensure the advocacy and children's rights service provided is of a high quality and leads to measurable positive outcomes for children and young people.	Quality Assurance & Safeguarding Team	QASS	Ongoing
2.13	Practitioner Guide is reviewed and updated and reflects the most up to date expectations for our practice.	Practitioner Guide is available as a hard copy or electronically. Issued at Induction. Practitioners report that it is a useful resource and is well used. Impact monitored through the Practice Model Steering Group.	Practice Model Team	QASS	Change from October 2021 to November 2021 and periodically thereafter

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.14	Annual Review of the Practice Model to drive practice improvement	Practice Model will reflect the most up to date expectations for our practice and will clearly articulate how the Signs of Safety Practice Framework is enriched by underpinning theories and approaches included in the Practice Model. Practitioners will be able to articulate Wokingham's Practice Model. Monitor impact through Practice Lead Cluster Groups and Practice Model Steering Group	Practice Model Team in collaboration with designated advocates for each element of the Practice Model	QASS	October 2021 Annually thereafter
2.15	Create the conditions for consistently high-quality casework - with a focus on key drivers such as caseloads, supervision, stability and partnership working. Creating an environment for Practice to flourish.	-Cases not to exceed set caseloads; -Retention and development -Reductions in staff turnover; -Reducing the number of locums -Evidence that supervision is driving the Plan (e.g. as shown through core Audit processes and programme) -Cases in the right place and progressing as needed; - Feedback from CYP, parents, partners, courts -Children not having multiple professionals; -Cases stepping down	Safeguarding and Early Help & Quality Assurance and Safeguarding All teams	SEH	Ongoing
2.16	Continue to provide training and support which ensures that practitioners, managers and partners have the tools, knowledge and skills to deliver "Signs of Safety" practice effectively with children and young people.	Forms in the Mosaic Case Management System align with Signs of Safety Practice Audits and monitoring scorecards shows consistent application of Signs of Safety methodology in practice. Signs of Safety implementation plans in place in each service area, reviewed through steering group and in cluster meetings	Practice Framework Project Team	SEH	Dates relating to audit programme/cycle
2.17	Ensure Children's Plans (Safety Plans) are of a high quality and lead to measurable positive outcomes for children and young people	Outcomes from Audits Appropriate step-downs and step-ups IROs and CP chairs - low level of case escalations Outcomes from independent reviews	Practice Framework Project Team	SEH	End March 2022
2.18	Embed use of the 'satisfaction survey' for childcare / EY providers, to identify how they feel we could support them better within the scope of our statutory duties	Completed Satisfaction Surveys and increasing levels of respondents 'satisfied' with support. Satisfaction survey sent out to 100% of childcare providers, with at least 50% returned completed with: 2021 target: >70% providers are at least 'satisfied' 2022 target: >75% of providers are at least 'satisfied' 2023 target: >85% of providers are at least 'satisfied'	Early Years & Childcare Service	LAP	Surveys returned for analysis: Oct 2021,2022,2023

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.19	NEET Service specific: undertake client satisfaction surveys and act on information gathered	Results of surveys monitored and actioned to help inform development and ongoing improvement of the NEET service	NEET Service	LAP	Ongoing
2.20	Strengthen joint working between the NEET Service, Virtual Head, Social Care and SEND so that support to young people is appropriate and timely	Reduced number of "unknown" destinations and NEET	NEET Service/Virtual School	LAP	Ongoing
2.21	Capture, analyse and act upon adult learner and tutor feedback to inform improvements in course quality and effectiveness	Learner feedback and evaluation captured Evidence of impact of evaluation in course development	Adult education	LAP	Ongoing, progress reported annually
2.21	Use the Getting to Good platform to ensure that outcomes and delivery from Strategic Priority 2 are enabling effective delivery of key actions within Strategic Priority 1 (e.g. evidence-based development of new models of delivery; monitoring impact of new models on outcomes).	Governance through Getting to Good to identify interdependencies between deliverables in Strategic Priorities 1 and 2, and ensure delivery between interdependent actions are aligned.	Getting to Good Board	All	Ongoing, reported quarterly
2.23	Track Adult Education learners at the 3-month stage to assess impact of learning	Monitoring at three months, learning outcomes feature in Annual Report. 60% of learners contacted 90% able to articulate impact of learning on their skills, knowledge or attributes	Adult Education	LAP	End of each academic year
2.24	Drive continuous improvement in performance across Children's Services by monitoring progress against service-wide Key Performance Indicators, with in-depth reviews on an exceptions basis at the Getting to Good (Impact and Outcomes) Board, and reports to key governance groups (Executive, O&S, CLT) as per reporting schedule	Performance against service wide KPIs set out in the Children's Services Strategy Performance Dashboard.	Strategic and Operational Delivery, Intelligence & Impact	SOD & QASS	Ongoing, monitored quarterly through Getting to Good

Strategic Priority 3: Develop effective strategies which improve outcomes and deliver them in the most efficient way

SP3A. Ensure our strategies have impact and focus on delivering better outcomes

SP3B. Continuously improve our ways of working, pathways & processes

SP3C. Strengthen our data and information management

SP3D. Work in an agile and flexible way to help manage demand

SP3E. Make intelligent decisions about how we best manage risks & financial resources

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
3.1	Ensure the focus of our QA work is reflective of latest trends in performance, as well as learning from external sources e.g. Ofsted inspections and peer reviews.	Audits produce learning opportunities that are of relevance and use to our workforce - in turn creating opportunities to improve outcomes for children and families. Core Audit Tool to be reviewed regularly, and to be responsive to need. Thematic audits to be commissioned regularly in light of latest performance trends, or other identified strategic priorities.	QAST/ Impact and Inspection Team	QASS	31.3.22
3.2	Strategies to be routinely reviewed for accuracy, and to be made available and accessible to all staff, partners and service-users	All CS Strategies to be located in a centralised/accessible location, with routine procedures in place to maintain their accuracy. "Strategy-on-a-page" summaries to be produced to help communicate key themes.	Impact and Inspection Team	QASS	Ongoing
3.3	Communications to staff conveying key policy developments across Children's Services - both locally and nationally - to be maintained and expanded upon.	Production of key communications such as the Policy Cascade and DCS Briefing to continue. Children's Services Intranet Page to be launched to provide central point of reference for staff.	Impact and Inspection Team	QASS	Sept-21 launch
3.4	Children's Services Practice Standards to be maintained and reviewed on a regular basis, to ensure they reflect latest expectations for our practice, and provide a benchmark for QA work.	Annual review of current CS Practice Standards to take place in conjunction with Service Managers and other key members of staff.	Impact and Inspection Team	QASS	May-21
3.5	Children's Services Procedure Manual to be maintained for accuracy, reflecting latest developments in national legislation. The range of local guidance documents included in the manual's library to be expanded further.	6 monthly reviews of Procedure Manual to continue in conjunction with our supplier. Local guidance library to be expanded and rationalised further, with more routine procedures introduced to maintaining regular reviews of all documents included.	Impact and Inspection Team	QASS	Ongoing, subject to policy needs highlighted by operational colleagues.

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
3.6	Develop and embed robust document control and management and governance processes.	All documents to have effective and accurate version/document control, and consistency around approach, look and feel. Filing and document management in place to facilitate managed access to latest versions, and any alterations are managed and appropriately controlled. Sign-off process on final versions clearly established, agreed and adhered to.	Impact and Inspection Team	QASS	Ongoing
3.7	Develop a strategy to tackle Serious Youth Violence, Child Sexual Exploitation and Extra Familial Harm. Steer development of the Strategy through a Project Team.	Implementation of the strategy; achievements against KPIs and success measures set out in the Strategy.	QASS and Project Team	QASS	Pending
3.7	Implement and embed the Early Intervention and Prevention Partnership Strategy (EIPP)	Launching task and finish groups for EIPP from July 2021. See Strategy for specific success measures and goals	Disabled Children and Early Help Team, Commissioning	COM & SEH	End of March 2022
3.8	Develop a comprehensive portfolio of savings and efficiencies across Children's Services, and the transformational projects to deliver these, to contribute towards a balanced Medium Term Financial Plan and lay foundations for long-term financial sustainability	<ul style="list-style-type: none"> Develop, quantify and verify savings proposals for discussion with CLT and Executive Monthly monitoring and tracking through Finance and Transformation Getting to Good 	Strategic and Operational Delivery, Commissioning	COM & SOD	April – Sept 2021 refresh MTFP savings profile
3.9	Deliver the SEND Innovation and Improvement Programme (SEND IIP) to ensure successful delivery of all actions within the coproduced 0-25 SEND Strategy (2021-24), and Accelerated Action Plan (AAP) relating to transitions to adulthood	Deliver against SEND IIP milestones and KPIs, relating to service and practice quality, efficiency of processes, effectiveness of transitions, sufficiency and value for money, and outcomes for children and young people with SEND and their families	SEND Improvement Board, Berkshire West JIG	LAP	Quarterly performance and impact reports to SEND Improvement Board
3.10	Deliver SEND Sufficiency Statement to support the delivery of the SEND Strategy and SEND Innovation and Improvement Programme. Review current provision, establish requirements of future provision and determine effectiveness of provision (e.g. through appropriate and robust Service Level Agreements)	Better outcomes for children and young people with SEND; contribution to sustainability and viability of High Needs Block funding	Commissioning	COM	Ongoing with progress reports to quarterly SEND IIP Board

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
3.11	Drive delivery of the Placement Strategy to ensure that children and young people are in the right type of placement for the right period of time, delivering better outcomes for children and young people along with better value for money and contributions to the long-term financial sustainability of the service. Deliver a range of operational practice improvements and specialist accommodation provision to improve outcomes and reduce and/or contain cost. Strengthen provider relationships through 121 engagements, use of provider forums, wider SE platforms to deliver better forward planning and efficiencies.	Outcomes for children and young people in placements (e.g. in terms of health, education, employability). Successful delivery of commitments in the Medium-Term Financial Plan around Placement expenditure. Successful delivery of work to strengthen operational practice in line with agreed timescales; development of specialist accommodation including the multi-faceted hub. Successful engagement with providers through 121s, forums and Southeast Platforms which deliver demonstrable efficiencies and more effective forward planning.	Commissioning & SEH	COM & SEH	See separate document for timescales on operational work; timescales for multifaceted hub pending
3.12	Strengthen communications across Children's Services and key business support and administrative services: deliver a communications-focused event across Children's Services which will identify key areas of strength and areas for improvement in terms of professionals across the Service being able to share, access and communicate key information about activities and priorities, challenges, upcoming and live projects etc.	Implementation of a small set of practical actions to strengthen communications across the service; follow-up survey with staff after 12 months to evaluate impact and identify areas working well/better, as well as areas for further improvement. Strengthen communications and engagement between children's services and key strategic, business support and administrative support services	Strategic and Operational Delivery, Communications, Engagement and Marketing	SOD	Ongoing: specific annual schedule of events in development
3.13	Develop a schools Racial Equity strategy to sit in line with the WBC corporate strategy enabling all vulnerable and minority groups to succeed and be heard	Rate of non-white racial exclusions, with 2019 data as baseline - at least in line with national position; aspiration to eliminate the disproportionate "gap". Provision of awareness raising sessions with all members of the school's community; develop strategy with Reading International Solidarity Group Development of support and facilitated learning for schools in curriculum review to reflect ethnic diversity, positive role models and address unconscious bias	School Improvement Team, Education Welfare Service	LAP	Sept 2020 – ongoing

Strategic Priority 4: Recruit, develop and retain a high-performing children's workforce

SP4A. Refresh and reinvigorate our approach to recruitment

SP4B. Invest in and support our staff to grow in their roles and capabilities, and accelerate in their careers

SP4C. Strengthen retention & succession planning

SP4D. Responding successfully to prevailing and forecast changes in the job market

SP4E. Build effective and successful leaders

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
4.1	Early promotion of ASYE opportunities to recruit newly qualified social workers to 'grow our own' our best route to retention.	Successful delivery ASYE and PSW promotional videos; increased uptake of ASYE opportunities	PSW +PC team	QASS	Achieved Feb 2020 and same plan to be replicated in Jan- Feb 22
4.2	Deliver ASYE Recruitment Event ahead of neighbouring local authorities	We are able to recruit early attracting greater numbers of graduates; improved diversity of workforce	PSW +PC team	QASS	Achieved Feb 2020 and same plan to be replicated in Jan- Feb 22
4.3	Staff progression policy in respect of progression of social workers progression to senior practitioners	Clear policy for staff and managers to follow, including behaviours document, timeline and moderation process	Working party involving PSW, HR and Service Mangers from CSC	QASS	Launch Summer 2021
4.4	Facilitate staff to develop within their existing roles and/or progress within the organisation	Staff are encouraged actively undertake self-directed learning opportunities. We have an established strong responsive development offer with a rolling programme and specific timescales for delivery and evaluation relating to each component of the programme Management training provides leaders with skills, knowledge, and confidence to support and champion workforce development within their services.	Learning & Development Team	QASS	Ongoing
4.5	Build a pipeline of high-quality Social Workers	Multiple streams of recruitment and development (e.g. students to ASYEs); apprenticeships; recruiting through multiple routes; pay progression policy; caseloads -- creating the conditions for social workers to choose Wokingham, stay and progress. Students and Newly Qualified workers receive high-quality support and training, and the best workers stay in Wokingham	Corporate Parenting Team This would be all teams	SEH	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
4.6	<p>Ensure an appropriate offer of Universal Safeguarding training to early years settings</p> <p>Ensure all DSLs in Early Years settings are appropriately trained and have a good understanding of their role and responsibilities</p>	Levels of take-up and completion of training across settings; feedback from participants to help facilitate evaluation of training and development of future offer		SEH	Ongoing
4.7	Recruit, Develop and Retain a High-Performing Children's Workforce	All staff are appropriately trained and have a good understanding of their safeguarding duties as demonstrated at Ofsted inspection	All	All	Ongoing
4.8	Pending outcomes of scoping and feasibility testing, progress the development of a Social Care Recruitment Agency. Work in partnership across Children's and Adults Services to achieve this.	Reductions in agency expenditure, increased conversions from temporary to permanent staff, potential generation of income revenue.	Commissioning	COM	Feasibility testing complete by December 2021; further milestones depend on go/no go decisions further from that point
4.9	Support staff to develop their skills, knowledge, and capabilities	<p>Good attendance at staff training courses, engagement with professional bodies, attendance at conferences and events</p> <p>Feedback from staff on impact of training and developmental in terms of enhancing their professional capabilities and delivering greater positive impact on outcomes for children, young people and families</p>	All	All	Ongoing

Strategic Priority 5: Strengthen our partnerships, drive system leadership & put children at the heart of everything Wokingham does1

SP5A. Strengthen the strategic focus and nature of our partnership working

SP5B. Deliver genuine coproduction at the strategic and individual level

SP5C. Drive a "one Wokingham" approach to improved outcomes for children, young people and families, across the council and the Wokingham area

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
5.1	Strengthen our system of support for 14-25 year-olds with SEND by expanding and embedding our offer of information, advice and support to children and young people aged 14-25	All parents and carers of young people with SEND with a child over 14 will be asked how that child's views are being included and whether we can work with the young person to support their involvement. 20% increase in number of YP supported compared with the previous 12-month period. Progress to be measured and assessed by steering group.	SENDIASS	QASS	Ongoing
5.2	Increase local knowledge amongst parents and professionals of SEND processes and legislation	Continue to deliver current training offer; develop training to parents on phase transfers to ensure they understand the process and can participate fully; develop training for parents regarding preparation for adulthood and coproduce any training for professionals to ensure it aligns; consider other training needs with SEND colleagues. Delivery of training: Phase transfer 2 x pa; EHCPs for parents 3 x pa; Annual reviews 3 x pa; Effective communication for parents 3 x pa; SEN support 3 x pa; preparing for adulthood frequency to be determined based on demand; EHCPs for professionals 3 x pa. All figures based on how frequently training will be offered but could be less if insufficient demand.	SENDIASS	QASS	Phase transfer training by July 2021; Preparing for adulthood by March 2022; all other training ongoing
5.3	Increase access to information, advice and support by utilising alternative methods to 1:1 support, e.g. website, social media, information leaflets and training for parents	Expand range of leaflets; revision and promotion of website; increased social media presence; publicity campaign to ensure SENDIASS is well-known amongst SEND population. Increase numbers of parents supported. Surveys will indicate that more parents have heard about the service. Range of leaflets available will increase to cover mediation and tribunals	SENDIASS	QASS	Ongoing
5.4	Expand and embed knowledge of the Practice Model through the provision of training with multi agency partners as part of the Early Intervention and Prevention Strategy	Our agency partners will be equipped and confident to provide a consistent way of working with professionals and families, with a view to leading to improved outcomes for children and families. Practice Model training will be embedded in training offer across the partnership. Training is made available to 100% of nominated delegates	Practice Model Team	QASS	Mar-24

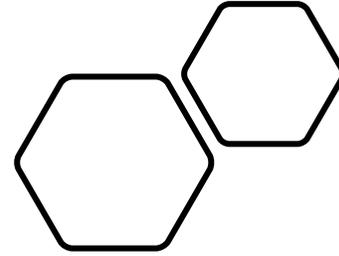
Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
5.5	Establish Domestic Violence Networking group to help successfully address issues and challenges around domestic violence and abuse in Wokingham	Heighten awareness of groups working with DA, increase cooperation and joint working,	A.D Quality Assurance and DA Coordinator	QASS	Apr-21
5.6	Revise Domestic Abuse Strategy to successfully address issues and challenges around domestic abuse and violence in Wokingham, in partnership with key stakeholders	Sign off by networking group/CSP of the refreshed strategy - aligned to Domestic Abuse Act 2021	DA coordinator	QASS	From October 21 to January 22
5.7	To contribute to and support partnership activity and share learning and provide challenge and escalate any issues of concern through the partnership	Contribute to multi agency audit programme; share data, attend and provide reports to partnership meetings, contribute to case reviews	QASS	QASS	Ongoing
5.8	Drive strategic and operational work to develop a model and approach to risk of harm outside the home. Update the Exploitation Strategy as part of delivery against this action, and other actions to tackle Exploitation, Serious Youth Violence and reductions in extra-familial harm. Strengthen multi-agency partnership working around addressing risk of harm outside the home. Integrated approach with strategic partners (e.g. Health)	Coherent Strategy in place developed, built and delivered in strategic partnership (e.g. through or in partnership with Violence Reduction Unit). Align as appropriate with Berkshire West work in relation to Exploitation Strategy.	Berkshire West Safeguarding Children Partnership Manager	SEH	Ongoing
5.9	Educate and communicate to agencies, general public and parents/carers the emerging safeguarding risks to young people in today's society	Concerns about children and young people identified by agencies, the general public, and parents/carers and reported appropriately into the Children's Services "Front Door". Agencies and organisations working with children and young people and parents/carers educate them about the risks to their wellbeing and how to protect themselves and seek help. Threshold documents up to date; reviewing thresholds in relation to DA/risk of harm outside the family; partners understanding thresholds/referral process, what makes a good referral	Berkshire West Safeguarding Children Partnership Manager	SEH	Ongoing
5.10	Refresh, reform and refocus the Children and Young People's Partnership Plan, to ensure the CYPP drives active Systems Leadership; focuses partnership activity on complex and systemic issues; and delivers a greater positive impact on priority outcomes for children and young people	<ul style="list-style-type: none"> • Delivery of Systems Leadership events in May 2021 • Refresh CYPP Plan to reflect outcomes from Systems Leadership Events, review of latest data, research & best practice • Ensure appropriate arrangements are in place for the CYPP to respond to shifts in national and local policy/arrangements (e.g. ICP implementation) 	Strategic and Operational Delivery	SOD	Ongoing
5.11	Strengthen governance of CYPP Plan delivery, by establishing a CYPP Executive to programme manage implementation of the CYPP Plan, and Workstreams to deliver key CYPP Plan Priorities.	<ul style="list-style-type: none"> • Establish (refreshed) CYPP Executive • Establish new governance arrangements for CYPP Plan delivery. 	Strategic and Operational Delivery	SOD	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
5.12	Work with internal and external stakeholders, including members of the CYPP, to commence progress towards UNICEF Child-Friendly Community Status	<ul style="list-style-type: none"> Progress towards "Child Friendly Community" accreditation, through completion of thematic "badges" aimed at strengthening local area action to improve outcomes 	Strategic and Operational Delivery	SOD	Commencing July 2021 Further deadlines will be set by timeline for child friendly community accreditation
5.13	Lead the establishment of a systems partnership with the Local Authority and schools to promote excellent educational outcomes for all pupils, regardless of background	Engagement of external facilitation for co-construction of a partnership working arrangement between LA and school stakeholders with clearly defined representation and roles and responsibilities. Learning Partnership demonstrating impact on educational attainment outcomes [track educational outcomes]	LAP	LAP	Ongoing
5.14	Work in partnership with schools to ensure inclusion of vulnerable children and young people in learning which narrows the gap between those learners and their peers. Including the roll out to Therapeutic Thinking/Trauma Informed practice development across all schools in the WBC community	Policies and practices in schools are reviewed in line with a therapeutic approach supported by the TT Coaching team All schools have inclusion policy. Funding structure for admission of vulnerable learners agreed. Outcomes for vulnerable learners monitored through the Schools Partnership. All schools trained in Therapeutic Thinking by 2023	SEND 0-25 Vulnerable Learners Service, School Improvement Team and Educational Psychology Service	LAP	Ongoing
5.15	Work with "Outstanding" schools to ensure that they retain their status following changes to the inspection criteria.	"Outstanding" schools retain their status. Outstanding schools supported to self-evaluate against the new criteria for Ofsted and develop practice to support their journey to continue to sustain an outstanding judgement Schools facilitated to self-develop and build systemic capacity learning from each other to demonstrate their outstanding nature	School Improvement Team	LAP	First formal review September 2021, then annually
5.16	Consider ways for increased sector involvement in decision making about how the LA supports providers Early Years providers co-produce sector-led strategies for service improvement	Early Years Leaders' Forum agenda shows providers are supported to collaborate with one-another	Early Years & Childcare Service	LAP	First formal review September 2021, then annually
5.17	Search out opportunities for the 5 Berkshire adult education services to work together to reduce costs and broaden the curriculum offer to residents	Joint working and commissioning arrangements in place Number of multi-team adult services provided per annum. Any reductions in costs of provision	Adult education	LAP	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
5.18	Strengthen the strategic partnership between WBC and Schools by developing a set of priority actions to clarify shared priorities; accountabilities for achieving those priorities; and key areas for improvement over the course of an academic year. Deliver sessions with representatives from primary and secondary schools and WBC to facilitate these outcomes.	Agreement across Schools and WBC to shared priorities, respective roles and accountabilities for delivery, actions to achieve improvement, for implementation at an agreed point in the academic year. Evaluation 12 months later demonstrates improvement in priority areas identified.	LAP	LAP	Establish TOR for Partnership before December 21, implement from Jan 22
5.19	Protect and enhance the resilience of the Education Welfare Service, for example by developing the relationship between the Education Welfare Service and schools so that exclusions are avoided and reduced. Build this through key actions relating to the roll-out of Therapeutic Thinking	Reductions in exclusions; reductions in any over-representation of particular cohorts of children/young people in school exclusions; levels of buy-in from schools to the Education Welfare Service offer	Education Welfare Service & School improvement Team	LAP	Ongoing

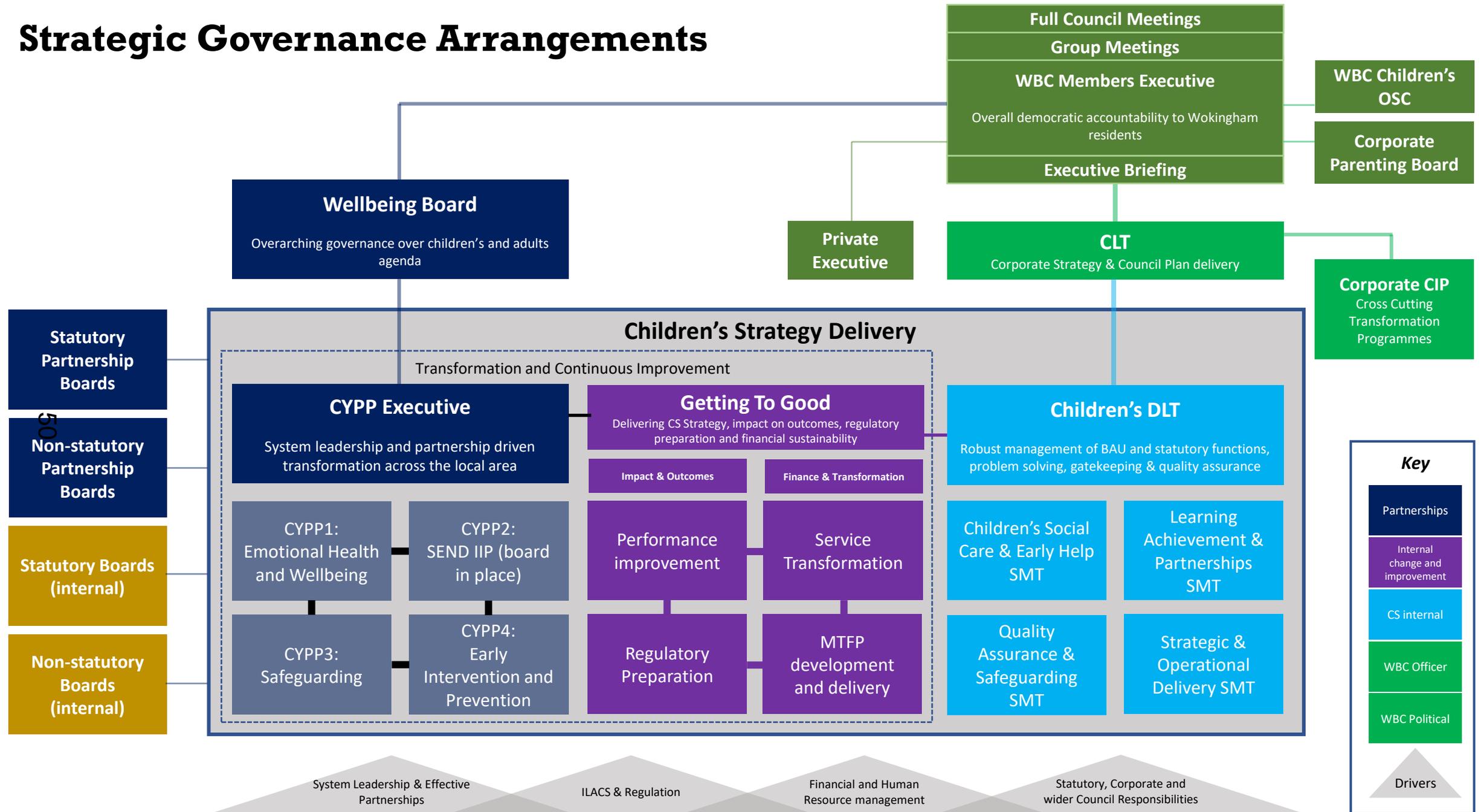
This page is intentionally left blank

Appendix 2: Governance Arrangements



Governance Arrangements
for Delivery of the
Children's Services Strategy
and Action Plan 2021-23

Strategic Governance Arrangements



Children's Services Strategy Governance Arrangements



PRIORITY	SP1. Ensure we are designed to deliver excellent outcomes for all children, young people & families in Wokingham	SP2. Excel in our practice, be known for the quality of our work, and perform to the highest standards	SP3. Develop effective strategies which improve outcomes and deliver them in the most efficient way	SP4. Recruit, develop and retain a high-performing children's workforce	SP5. Strengthen our partnerships, drive system leadership & put children at the heart of everything Wokingham does
STRATEGIC OBJECTIVES	SP1.1) Develop a sustainable future model and design of children's service SP1.2) Embed our models of early intervention and prevention, including Early Help, Edge of Care and Emotional Wellbeing SP1.3) Continue to develop and embed an effective approach to tackling exploitation SP1.4) Embed innovative models of support for CWD, SEND and Inclusion	SP2.1) Continue to drive improvements in performance & practice standards SP2.2) Set challenging goals for all our services, and continually challenge ourselves to be the best we can be SP2.3) Target our business change and continuous improvement activities	SP3.1) Ensure our strategies have impact and focus on delivering better outcomes SP3.2) Continuously improve our ways of working, pathways & processes SP3.3) Strengthen our data and information management SP3.4) Work in an agile and flexible way to help manage demand SP3.5) Make intelligent decisions about how we best manage risks & financial resources	SP4.1) Refresh and reinvigorate our approach to recruitment SP4.2) Invest in and support our staff to grow in their roles and capabilities, and accelerate in their careers SP4.3) Strengthen retention & succession planning SP4.4) Responding successfully to prevailing and forecast changes in the job market SP4.5) Build effective and successful leaders	SP5.1) Strengthen the strategic focus and nature of our partnership working SP5.2) Deliver genuine coproduction at the strategic and individual level SP5.3) Drive a "one Wokingham" approach to improved outcomes for children, young people and families, across the council and the Wokingham area SP5.4) Strengthen our relationship with Schools to collectively improve outcomes for children and young people
PRIORITY LEADS	<ul style="list-style-type: none"> AD Learning Achievement and Partnerships AD People Commissioning 	<ul style="list-style-type: none"> AD Quality Assurance and Safeguarding Support AD Safeguarding & Early Help 	<ul style="list-style-type: none"> AD People Commissioning AD Quality Assurance and Safeguarding Support 	<ul style="list-style-type: none"> AD Safeguarding and Early Help AD Learning Achievement and Partnerships 	<ul style="list-style-type: none"> AD Strategic and Operational Delivery AD People Commissioning

PROGRAMME SUPPORT: Viki Elliot-King (Programme and Project Management); Jo Jolly (Programme and Project Management); Matthew Booth (Programme and Project Management)

+ Project Managers and Project Support as required and as per Business Case

This page is intentionally left blank

Agenda Item 28.

TITLE	Children's Services Performance Indicators
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 4 November 2021
WARD	None Specific;
LEAD OFFICER	Director, Children's Services - Carol Cammiss

OUTCOME / BENEFITS TO THE COMMUNITY

Children's Services performance indicators underpin the council's priorities and principles to focus on every child reaching their potential and looking after the vulnerable.

RECOMMENDATION

That the Children's Services performance indicators be noted.

SUMMARY OF REPORT

The timing of the Overview and Scrutiny Committee means that the information reported against in each performance indicator relates to the position at the end of September 2021.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe funding pressures, particularly in the face of the COVID-19 crisis. It is therefore imperative that Council resources are focused on the vulnerable and on its highest priorities.

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)			
Next Financial Year (Year 2)			
Following Financial Year (Year 3)			

Other financial information relevant to the Recommendation/Decision
N/A

Cross-Council Implications
N/A

Public Sector Equality Duty
Please confirm that due regard to the Public Sector Equality Duty has been taken and if an equalities assessment has been completed or explain why an equalities assessment is not required.

Climate Emergency – <i>This Council has declared a climate emergency and is committed to playing as full a role as possible – leading by example as well as by exhortation – in achieving a carbon neutral Wokingham Borough by 2030</i>
Please state clearly what the impact of the decision being made would be on the Council's carbon neutral objective.

Contact Sudeshna Banerjee	Service Quality Assurance and Safeguarding Standards
Telephone No 07789921032	Email sudeshna.banerjee@wokingham.gov.uk

Dashboard Item 1 - Education, Health & Care Plans

Measure	2020-21	Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22	Direction of Travel
Current EHCPs placed in borough (snapshot at end of period)	814	723	746	814	827	806	↓
Current EHCPs placed out of borough (snapshot at end of period)	434	427	421	434	437	462	↑
EHCPs issued within 20 weeks of the referral	75%	72.1%	59.5%	77.8%	86.2%	87.7%	↑

What does this show us?

The numbers of Education, Health and Care Plans (EHCPs) funded by Wokingham Borough Council placed in the borough have reduced this quarter. The funded EHCP numbers between the same period last year (1,150) and this quarter (1,268) have risen by 10%.

The percentage of plans issued within the 20-week period has improved by 1.5% from last quarter and matches the same period last year.

What is the background to this?

The increase in the number of new assessment requests continues, the highest been in July in the past six months.

Timeliness has returned to the high levels earlier this year and continued to improve this quarter. But there have been few delays from other partners due to their service capacity combined with the increase in requests received.

The post-16 cohort have change their educational settings and as Wokingham do not have a FE college, most of them were placed in out of Borough provisions.

What action is the service taking?

Focus remains on continuing the timeliness of EHC Plans for children. But it may be a challenge in the future again if the reports are not received timely from our partners.

What is the national context?

This quarter's timeliness is well above national average (55.6%) and statistical neighbours (57.44%).

Dashboard Item 2 – Early Help

Measure	2020-21	Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22	Direction of Travel
No. of referrals to Early Help	1118	274	395	222	449	314	↓
No. Early Help Assessments	1095	258	304	263	318	337	↑
Avg. length of time in days between referral and assessment completion	24	21	25	26	19	23	↑

What does this show us?

The number of referrals has reduced from previous quarter and slightly higher than Q4. This quarter has seen a 14% increase in referrals on the same period last year.

The length of time taken to complete an assessment has improved compared to the previous quarter.

What is the background to this?

There are no targets for the number of referrals received by Early Help, nor any for the number of assessments carried out, as they are considered on a case-by-case basis. According to CSC's Red, Amber, Green (RAG) rating system for performance management, an average of 30 days or less between referral and assessment completion is in target (Green), 31 to 35 is Amber, and 36+ is of concern (Red).

With 135 fewer referrals and 19 more assessments than last quarter, performance is better and remains within target. The average time taken for completion is noticeably quicker than the same period last year and similar to 2020-21 average.

What action is the service taking?

Early Help will continue to carefully monitor demand so as to ensure there is capacity to deal with it and further improve timeliness in spite of the increases in demand.

What is the national context?

Comparative national figures are not available for Early Help activity and timeliness.

Dashboard Item 3 – Children’s Social Care Front Door

Measure	2020-21	Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22	Direction of Travel
No. of cases that progressed to an assessment	1383	357	297	397	414	326	↓
% of referrals to CSC which are repeat referrals within 12 months	21.8%	22.4%	18.5%	18.9%	15%	16.0%	↑
% assessments completed within 45 working days	72.8%	77.7%	80.1%	73.2%	71%	61.8%	↓

What does this show us?

There has been an 11% decrease in the number of Contacts made to the service this quarter, with a corresponding 21% decrease in the Referrals when compared with the previous quarter. Timeliness of assessments completed within 45 working days decreased this quarter. In Q2, 225 out of 364 assessments on new referrals were completed within 45 working days.

The proportion of referrals to Childrens Social Care which are repeat referrals has increased very slightly this quarter. In Q2, 52 out of 326 referrals were repeat Referrals within 12 months.

What is the background to this?

When an agency shares info with the local authority on a Multi-Agency Referral form, or a member of the public shares concerns about a child this is considered a Contact.

A Contact progresses to a Referral when a decision has been taken to complete an Assessment. There is no target for the number of Referrals to Children’s Social Care as each Contact is individually assessed.

Childrens Social Care aims for less than 20% of its referrals to be repeat referrals within 12 months and strives for 90% of assessments to be completed within 45 days.

With the exception of a slight increase in Q2, there has been a consistent decrease in re-referrals over the course of the last year. Childrens Social Care is within target for repeat referrals this quarter.

There has been a 10% decrease in Assessments completed in timeframe. It is important to note that on some occasions, Assessments will be completed out of timeframe where there are other processes running or it makes sense for the child. However, the current figure is beyond what would be expected to reflect this.

The summer period that covered Q2 has been a challenge for the social care teams due to an increase in staff sickness, which has been at higher levels than other times during the pandemic, this was further impacted by an increase in staff turnover as we started exiting the pandemic. We have also undertaken a data cleansing exercise that has been partially completed. This would result in any outstanding assessments that

were not concluded in a previous Quarter being reflected in the quarter in which they are completed. The Service is also seeing cases of increased complexity, which will impact on the ability to conclude an assessment in timeframes where there are multiple sources of information that are needed to inform the assessment outcome.

What action is the service taking?

We are reviewing the number of Contacts that have not progressed to Assessment to ensure that thresholds are being applied consistently.

We will conclude the data cleansing exercise in Q3, which may have a temporary impact on the performance figure.

We will review all assessments that are approaching 45 days to ensure completion in timeframe where possible.

What is the national context?

The statistical neighbours and England averages for assessments completed within 45 days are 88% and 84% respectively. The Wokingham percentage of repeat referrals within 12 months in Q2 is better than the England average of 22.6% and the statistical neighbours average of 26%.

Dashboard Item 4 – Child Protection

Measure	2020-21	Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22	Direction of Travel
Children subject to CP Plans (snapshot at end of period)	161	145	153	161	167	168	↑
% of children starting a plan who had a previous one in the last 2 years	11.8%	0%	9.2%	2.5%	3%	0%	↓
% of child protection visits within timescale	80%	82%	78%	79%	76%	72%	↓

What does this show us?

The number of children on a CPP has slightly increased this quarter and is higher than the figure for the same period last year.

There were 29 children who became subject to a CPP in Q2 and none of these had a previous plan in the last 2 years.

The proportion of CP visits occurring within timescales has decreased slightly in Q2 to 72%.

What is the background to this?

Subject to thresholds, CSC places no limits on the number of children that may be eligible for Child Protection Plans; the figure is for information purposes only. The Service aims to have less than 5% of children on a plan for a second time in the last two years: in Q2 there were none and second time ever is 4.8% in Q2.

CSC places great emphasis on preventing the need for children to return to a Protection Plan. There has been a consistent rise in plans over the past three quarters and has also seen a decrease in repeat plans at the same time.

Wokingham sets itself the highest best-practice standard of 10 working days since the previous visit in which to carry out a Child Protection visit – although not statutorily required to do so. The service has a target of 80% of visits within this timescale.

What action is the service taking?

The Service will continue its work towards the timeliness targets and maintain its flexible approach so as to have the capacity to deal with demand as it rises or remains consistent. One particular team have been under pressure this quarter with staff moving on which impacted on the delays for 1 or 2 days for children to be seen.

What is the national context?

Wokingham's Child Protection Plans per 10,000 rate at end of Q2 was at 40.7 which is below the England average of 42.8. Since 2020, the increase in our numbers have placed us above our statistical neighbours average of 32.5.

Dashboard Item 5 – Children in Care

Measure	2020-21	Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22	Direction of Travel
No. children in care (snapshot at end of period)	106	101	104	106	112	113	↑
% visits to children in care within timescale	79%	86%	84%	76%	83%	76%	↓
% children in care who have more than 1 allocated social worker in 12m (snapshot at end of period)	21%	46%	18%	21%	20%	34%	↑

What does this show us?

The number of children in care have increased this year and has remained consistent over the two quarters.

There has been consistency in the percentage of visits to children in care within timescale, representing 310 out of the 407 visits carried out in Q2.

The percentage of children in care who have had more than one allocated worker in the previous 12 months had increased since last quarter 1.

What is the background to this?

While Wokingham's children in care figures are out of step with statistical neighbours and regional averages, taking children into care is always a last resort for CSC.

The timeliness of visits taking place has reduced this quarter.

The target is to have less than 10% of children allocated more than one social worker in a twelve-month period. As CSC places emphasis on child experience, in a number of incidences change is in the best interest of the child.

What action is the service taking?

CSC emphasises a child-focussed approach to social work; in some instances, visits will be permitted to go outside of timescale to ensure that children are visited by the same social worker in order to provide reassuring continuity. Furthermore, greater weight is being placed on visits and their recording as part of the service's performance scrutiny so that the figures reflect the work carried out by social workers.

The breakdown of face-to-face visits and virtual visits is as follows:

	Children in Care				All visits carried out by CSC	
	F-to-F	Virtual	Total	% Virtual	All visits	% Virtual
Apr-21	111	8	119	6.7	731	8.9
May-21	116	3	119	2.5	699	7.9
Jun-21	128	8	136	5.9	801	6.4
Jul-21	126	9	135	6.6	751	6.9
Aug-21	131	4	135	3.0	709	2.3
Sept-21	129	7	136	5.1	752	3.6

In the event of positive COVID cases, CSC carries out risk assessments ahead of visits in order to establish if a face-to-face visit is possible or a virtual visit more appropriate.

What is the national context?

The rate of Children in Care per 10,000 is 67.0 for England and 46.9 for statistical neighbours. The Wokingham rate for 2020 is significantly lower, at 24 per 10,000.

Dashboard Item 6 – Care Leavers

Measure	2020-21	Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22	Direction of Travel
% of care leavers 'in touch' (snapshot at end of period)	96%	91%	92%	96%	95%	96%	↑
% of care leavers aged 18-24 who are NEET	40%	35%	38%	40%	38%	30%	↓
% of care leavers "in touch" in suitable accommodation (snapshot at end of period)	92%	97%	94%	92%	97%	100%	↑

What does this show us?

The percentage of care leavers that remain in touch with CSC is consistently high, as the Service tends to maintain a good working relationship with those formerly in its care. Currently 89 of the 93 care leavers remain in touch with CSC.

There has been a slight decrease in the number of care leavers not in education, employment or training, the number now at 27, down from 33 last quarter.

The percentage of care leavers in suitable accommodation has increased since last quarter.

What is the background to this?

The target is to have at least 90% of care leavers in touch, which continues to be achieved. Amongst the reasons for care leavers not being in touch with CSC are a simple refusal to engage with the Service and young people no longer needing the support provided by CSC.

The Service aims to have 52% of care leavers in education, employment or learning. Despite the increasingly challenging economic situation resulting from the COVID-19 pandemic, CSC has remained consistently above target for Care Leaver employment, education and training figures across 2020-21.

CSC endeavours to ensure at least 90% of care leavers are in suitable accommodation, which it continues to achieve.

What action is the service taking?

CSC will continue to place emphasis on maintaining good relations with care leavers so that they can receive all the support they need, particularly during the current challenging times.

The Service places great importance on the futures of the children for which it has responsibility, and addresses each care leaver's situation, helping them either re-engage with education or find suitable employment opportunities where possible. Efforts in this have increased in response to the current economic situation.

At present the number of care leavers in unsuitable accommodation has noticeably decreased, and those in supported lodgings, living independently and semi-independently have increased.

What is the national context?

Nationally, 93% of care leavers are in touch with their LA; 39% of care leavers are NEET, and 85% are in suitable accommodation. Wokingham performs consistently in line or above comparable averages in regard to care leavers.

Dashboard Item 7 – Children Missing from Home/Care

Measure	2020-21	Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22	Direction of Travel
Children missing from home	74	17	29	21	25	21	↓
Children missing from care	46	21	16	6	5	9	↑
% return home interviews carried out on time	56%*	50%*	80%*	50%*	56%*	83%*	↑
Children missing from education (not currently on a school roll)**	7	2	5	7	14	22	↑
No. of permanent exclusions	8	0	7	1	0	2	↑

*Combined figure for children missing from home and from care

** Snapshot figure at the end of 2020/21

What does this show us?

The number of children going missing from home or care (30) remains consistent as we enter the second quarter of 2021-22. Children missing from care includes looked after from other local authorities who reside in Wokingham.

Out of the 9 children missing from care detailed above, 3 are looked after by Wokingham. While all 3 children were offered return home interviews, only 2 of them accepted and they were carried out within timescales.

CSC aims to have 100% of Return Home Interviews (RHIs) taking place within timescale.

The number of children not currently on a school roll has increased in the second quarter of 2021-22.

The new school term having commenced in September, there have been 2 permanent exclusions in Wokingham schools so far this year.

What is the background to this?

It can be difficult to persuade children who have gone missing to engage with a Return Home Interview, making achieving the target for timeliness of 90% difficult to reach. Regardless, CSC's emphasis on tackling child exploitation risks has led to a focus on RHIs. While not always within the timescale, every child that goes missing is interviewed about the motivations and reasons behind their leaving.

The number of children not currently on a school roll has been increasing in the last 4 Quarters. The figure has increased massively compared to the same period the previous year. 22 children missing education and not on a school roll in this quarter are waiting to get enrolled.

What action is the service taking?

Children's Social Care works closely with the Berkshire West Safeguarding Children's Partnership and the issue of child exploitation remains a focus. The Service is currently examining the problem of and risks of child exploitation and working with neighbouring local authorities to gain insight and develop a joined-up approach.

Ofsted judged the LA's oversight of children who are missing from education to be effective in their last inspection report 2019.

What is the national context?

Comparative national figures are not available for children missing education.

Dashboard Item 8 – Children's Services Workforce

Measure	Q2 20-21	Q3 20-21	Q4 20-21	Q1 21-22	Q2 21-22	Direction of Travel
12 months rolling turnover of permanent qualified social workers	8%	9%	12%	10%	14%	↑
% agency staff across qualified social work workforce (snapshot at end of period)	15%	23%	21%	17%	14%	↓

What does this show us?

The rolling turnover has increased this quarter and the highest in the past few months. During Q2, we have 8 newly qualified social worker joining us under the ASYE scheme.

What is the background to this?

Permanency of workforce has been a continuous focus for CSC, though we have seen an increased turnover across the whole organisation this quarter.

What action is the service taking?

Recruitment where the business case has been made continues for vacant and new posts across the service in order to keep dependency on agency workers low, ensure as little disruption for children and young people as possible, and provide consistency of service.

What is the national context?

The Borough have performed considerably better than statistical neighbours (16.92%) and England (13.5%), with a rate of 8.8 in 2020 for the staff turnover.

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE 2021/22 WORK PROGRAMME

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
10 January 2022	Education Partnership Terms of Reference	To review the work with schools and the Terms of Reference for the Education Partnership.	Challenge item	Children's Services/ Sal Thirlway / Heather Tomlinson
	COVID Task Force	To update on the work of the COVID Task Force.	Challenge item	Children's Services/ Gillian Cole
	Review of Home to School Transport Processes	To review the efficiency of the processes around home to school transport	Challenge item	Children's Services/ Carol Cammiss
	CSO&S Forward Plan	To consider the forward plan of the Committee.	Standing item	Democratic Services/ Luciane Bowker
DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
21 March 2022	Adoption services	To review the adoption services.	Challenge item	Children's Services/ Adam Davis

	Fostering Transformation	To review progress with Fostering Transformation.	Challenge item	Children's Services/ Adam Davis
	Specialist Accommodation	To review progress with development of Specialist Accommodation.	Challenge item	Children's Services/ Hayley Rees
	Resource Base Units at Schools – Sufficiency Review	To consider the sufficiency of school places.	Challenge item	Children's Services/ Sal Thirlway
	CSO&S Forward Plan	To consider the forward plan of the Committee.	Standing item	Democratic Services/ Luciane Bowker
DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
May 2022	Education Update	To update the Committee on developments relating to Education and Learning Achievement and Partnerships.	Challenge item	Children's Services/ Sal Thirlway
	Early Years' Service Review	To review the provision of Early Years, including pre-school planning of provision.	Challenge item	Children's Services/ Sal Thirlway
	CSO&S Forward Plan	To consider the forward plan of the Committee.	Standing item	Democratic Services/ Luciane Bowker
DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
July 2022	SEND Innovation and Improvement Programme Update	To update on progress with delivery of the SEND Innovation and Improvement Programme.	Challenge item	Children's Services / Sal Thirlway

	Update on Children's Strategy Delivery	To update on progress with delivery of the Children's Services Strategy.	Challenge item	Children's Services / DCS
	Schools Causing Concern – Part 2	To consider the working being undertaken to support schools causing concern in a part 2 session.	Challenge Item	Children's Services / Sal Thirlway
	CSO&S Forward Plan	To consider the forward plan of the Committee.	Standing item	Democratic Services/ Luciane Bowker
DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
September 2022	Fostering Transformation update	Update on progress with Fostering transformation.	Challenge item	Children's Services/ Adam Davis
	Schools Causing Concern	To consider the working being undertaken to support schools causing concern in a part 2 session.	Challenge item	Children's Services / Sal Thirlway
	CSO&S Forward Plan	To consider the forward plan of the Committee.	Standing item	Democratic Services/ Luciane Bowker
DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
November 2022	Travel Assistance Policy Implementation	Update on outcomes from implementation of the Travel Assistance Policies (formerly Home to School Transport policies).	Challenge item	Children's Services / Sal Thirlway
	Schools Causing Concern	To consider the working being undertaken to support schools causing concern in a part 2 session.	Challenge item	Children's Services / Sal Thirlway

	CSO&S Forward Plan	To consider the forward plan of the Committee.	Standing item	Democratic Services/ Luciane Bowker
--	-------------------------------	--	---------------	--