



Children, Education and Skills Sub Committee

North Tyneside Council

11 January 2019

To be held on **21 January 2019 in room 0.01**, Quadrant, The Silverlink North, Cobalt Business Park, North Tyneside, NE27 0BY **commencing at 6.00pm.**

Agenda Item	Page
1. Apologies for absence To receive apologies for absence from the meeting.	
2. Appointment of substitutes To be informed of the appointment of any substitute members for the meeting.	
3. To receive any declarations of interest You are invited to declare any registerable and/or non-registerable interests in matters appearing on the agenda, and the nature of that interest. You are also requested to complete the Declarations of Interests card available at the meeting and return it to the Democratic Services Officer before leaving the meeting. You are also invited to disclose any dispensation from the requirement to declare any registerable and/or non-registerable interests that have been granted to you in respect of any matters appearing on the agenda.	
4. Minutes To confirm the minutes of the meeting held on 19 November 2018.	3

Continued overleaf

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For further information about the meeting please call:
Elizabeth Kerr, Democratic Services Officer on tel: (0191) 643 5322.

5.	Youth Offending	11
	To receive information on the work of the North Tyneside Youth Offending Service.	
6.	Education in North Tyneside	26
	To receive information on the provision of education in North Tyneside.	
7.	Education Attainment and Progress Report	42
	To receive a report on the educational attainment of pupils, including those eligible for pupil premium funding.	
8.	Transition Sub Group Recommendations update	47
	To receive an update on the progress of the implementation of the recommendations from the sub-committee's 2018 sub group report on the transition process for young people with SEND from children to adult services.	

To all Members of the Children, Education and Skills Sub-committee

Councillor Linda Bell
Councillor Sean Brockbank
Councillor Pamela Brooks
Councillor Joanne Cassidy
Councillor Karen Clark
Councillor Cath Davis

Councillor Joe Kirwin
Councillor Maureen Madden
Councillor Andy Newman
Councillor Pat Oliver (Deputy Chair)
Councillor Steven Phillips
Councillor Matthew Thirlaway (Chair)

Parent Governor Representatives

Mrs Michelle Ord

Churches Representatives

Rev. Michael Vine, Church of England

Children, Education and Skills Sub-committee

19 November 2018

Present: Councillor M Thirlaway (Chair)
Councillors L Bell, S Brockbank, J Cassidy, C Davis,
J Kirwin, M Madden, P Oliver,
J O'Shea and S Phillips.

Rev. M Vine Church Representative

CES18/11/18 Apologies

Apologies for absence were received from Councillors P Brooks, K Clark and Mrs M Ord, Parent Governor Representative.

CES19/11/18 Substitute Members

Pursuant to the Council's Constitution the appointment of the following substitute member was reported:

Councillor J O'Shea for Councillor P Brooks.

CES20/11/18 Declarations of Interest

No declarations of interest or dispensations were reported.

CES21/11/18 Minutes

Resolved that the minutes of the previous meeting held on 10 September 2018 be confirmed as a correct record and signed by the Chair.

CES22/11/18 North Tyneside Safeguarding Children Board Annual Report 2017/18

The sub-committee received the North Tyneside Safeguarding Children Board's (NTSCB) Annual Report 2017/18 from the Independent Chair, Richard Burrows.

The NTSCB was required to publish an annual report to show how the partnership can be sure:

- a) children and young people in North Tyneside are protected and kept as safe as possible;
- b) that all organisations, their leaders and their practitioners are working effectively together to safeguard children and young people; and

- c) that people are open to learning, transparent about what they do and are focused on improving outcomes for children and young people.

The report provided an account of what the Board and its members had achieved during the year, including an assessment of the impact of these efforts, and the overall position of joint working arrangements to safeguard children and young people in North Tyneside and how effective the joint working relationships were.

Mr Burrows stated that the Board had moved away from the report being a box ticking exercise and acknowledged that a simple understanding of safeguarding was not a solution; their work needed to make the most difference to the most children. The Board had developed, was acting on learning and had worked well as a partnership over the past year. The website was well used and had received positive national feedback and there had been strong involvement of lay members with the recruitment of a further two to ensure the Board had an independent voice and considered things from all points of view.

For the review of 2017/18 the Annual report included sections on the local context; progress against the NTSCB's four priority areas; the significant steps taken in the year to set the balance between the whole system and front line practice; and the coming year and statutory new arrangements to replace local safeguarding children's boards.

The Our North Tyneside Plan was used by the NTSCB as an effective mechanism for joining up the steps being taken by partners to improve the life chances and circumstances of families in the borough and also helped raise the corporate parent role and evidence where that fitted into the whole picture.

Although North Tyneside was one of the least deprived boroughs in the region and generally there was an improving picture of health and wellbeing, the situation remained that vulnerable groups and communities in some areas continued to face significant challenges.

The improved response rate in the Section 11 Audit was a significant step forward with all schools, except 3, completing and returning the information on time. Progress had been made with all key partners' engagement with acting on lessons learnt from serious case reviews; the provision of training continued to be well received and the development of 'professional conversations' where a person could 'challenge' a response to a concern they had raised if they considered that it was not in the best interest of the child was a good development. The Board had supported the implementation of Signs of Safety and were actively engaged in discussions over the future safeguarding arrangements and would continue to work as a Board until the change in April 2019.

In conclusion, the Board was strong and continued to exhibit positive qualities with a strong partnership where people felt able to challenge and criticise each other; it was considered that they looked at the right things at the right time but were also wary of being complacent. The links between the partnership representatives and the people who worked on the front line were recognised as important and bold steps had been taken, for example changes to how support to early help was delivered was quite innovative; in the future schools were going to work in a way that they did not five years ago.

In response to questions regarding the Signs of Safety Model Mr Burrows stated that from what he had observed the Authority was delivering the practice model well and it should be remembered that they were only two years into a minimum of a five year process. Mr

Burrows also shared the sub-committee's concerns regarding the limited access the Authority could have to children educated at home but considered that all steps to minimise the risk to these children were taken and that until the Government changed its position that was all that they could do.

A Member sought clarification that none of the three schools who had failed to respond to the Section 11 Audits were Church of England schools; Mr Burrows stated that he did not believe they were but agreed to confirm that in writing.

The importance of ensuring that young people's voices other than those engaged with the Youth Council, the Children in Care Council or Young Parliament were heard was expressed by the Chair and accepted by Mr Burrows and it was something which needed to be addressed by the partnership; they had been requested to identify ways they could listen to and involve all children.

The Chair thanked Mr Burrows for his attendance and for the work undertaken by the NTSCB on behalf of the children in the borough.

It was agreed to note the North Tyneside Safeguarding Children Board Annual Report 2017/18.

CES23/11/18 Child Sexual Exploitation Update

The sub-committee was provided with its regular update on the work being undertaken to tackle child sexual exploitation (CSE) in North Tyneside. The report provided information relating to what work was being undertaken across the Authority and with partners since its last update in July 2018.

North Tyneside continued to second a social worker to the Sanctuary project whose core role was development and engagement. Since July the social worker had delivered a presentation of the work undertaken by the Sanctuary Project team at the Regional Children's Social Work Conference; supported Bright Futures in accessing schools to complete work with groups of young people; and commenced work with schools on completing return interviews with young people that went missing from education.

On 3 October 2018 a development day had been organised by Northumbria Police for the six local authorities to review the Missing, Sexually Exploited and Trafficked Panel (MSET) and its terms of reference with a view to agreeing and developing one consistent approach across all six local authorities. The day had been productive and subject to further consultation and senior management approval it was expected that the new risk assessment tool, which would incorporate modern slavery and criminal exploitation (County Lines), would be implemented in the New Year. Once a universal risk assessment tool was in place across the six authorities focus would turn to training, development and a communication strategy to raise the public's awareness of the issues and identifying behaviours.

Since July 2018, 44 people had completed the sexual exploitation training and 57 taxi drivers had completed their required training; refresher training for taxi drivers had been reviewed and a refresher test was required to be undertaken by all drivers when they applied to renew their licence which would only be renewed if they passed the test.

In response to questions it was confirmed that data collection was now being undertaken as part of the new case management system, Liquid Logic, which would eventually lead to performance data being available. In addition, live case management was now possible and was used by the MSET meetings to be able to monitor the individuals referred to the meetings.

Agreed to note the updated information on the work being undertaken to raise awareness of, and protect children from, sexual exploitation and the implementation of the recommendations from the sub-committee's Child Sexual Exploitation Sub Group.

CES24/11/18 Domestic Abuse

In January 2018 Ofsted had introduced 'ILACS' (Inspection of Local Authority Children's Services) to replace the 'SIF' (Single Inspection Framework) inspection process by which services for children in need of help and protection, children in care and care leavers would be inspected. As part of the framework Joint Targeted Area Inspections (JTAI) would continue initially focusing on two key areas, CSE and Domestic Abuse, followed by a focus on familial sexual abuse. In light of this the sub-committee had requested information on the subject of domestic abuse and the support available in the Borough for children, young people and their families.

The sub-committee was informed that raising awareness of domestic abuse was a large part of the work of the service and that prevention was also a key part of that. The North Tyneside Domestic Abuse Partnership refreshed its needs assessment in 2018 and created a North Tyneside Domestic Abuse Partnership Plan which set out the agreed priorities for the coming year. The key areas for action included: preventative work in schools; awareness raising and training; Operation Encompass; increased frequency of Multi Agency Risk Assessment Conferences (MARACs); and the delivery of the Perpetrator Programmes to address offending behaviour.

The integrated domestic abuse service provision in North Tyneside was delivered by Harbour which included refuge based accommodation (14 units, including crèche facilities and office space), 3 dispersed properties, and a range of support services such as outreach and an Independent Domestic Violence Advisory Service (IDVA) to support those victims who were assessed as high risk. There was also a specialist therapeutic service (Acorns) for children and young people (aged 14-18) who had witnessed domestic abuse. This commissioning arrangement would end in March 2019.

In addition, North Tyneside was one of seven pilot local authorities chosen to work with SafeLives, a national charity dedicated to ending domestic abuse, to develop and improve the response to victims and perpetrators of Domestic Abuse and Violence. As part of the pilot a SafeLives Senior Knowledge Hub advisor has been working with the Authority since November 2017 and would be on site with follow up off site support for up to 2 years.

The importance of a whole family approach for all workers was reiterated and the importance of sharing information to ensure there were no missed opportunities to help and prevent lives being put unnecessarily at risk. When officers worked together and built a picture of each family that reflected how they actually lived their lives, the family could be helped earlier and more effectively. The North Tyneside pilot had and would further explore:

- a) integrated referral pathway, combining the process for child safeguarding with responses to domestic abuse;
- b) collaborative multi-agency working, simultaneously assessing risk and need for all individuals in a family; and
- c) timely and effective information sharing across agencies for all individuals in a family at the earliest opportunity.

This included the testing of a new approach in the Multi Agency Safeguarding Hub (MASH) of a daily multi-agency triage meeting which had been launched on 18 September 2018 and allowed the MARAC to be more responsive.

Until recently, the children and adult safeguarding boards offered separate courses on Domestic Abuse but a new course had now been developed, 'Impact of Domestic Abuse', and addressed issues for the whole family including the impact on children and adults at risk. There was also a proposed Domestic Abuse Practitioner Standard (DAPS) for Northumbria, funded through the Home Office Violence against Women and Girls Transformation Fund, to standardise, accredit and expand the DVA training available in each of the six local authority areas within Northumbria.

The impact of adolescent to parent violence and abuse (APVA) also formed part of the strategy and a steering group has been set up to consider APVA, including a pathway for referral and training strategy. Six practitioners from North Tyneside had been trained in the Respect Young People's Programme (RYPP), a structured programme of work directed at working with families in relation to APVA. These workers would be expected to work with two families each up until April 2019, the end of the initial funding period. A training strategy has been developed with Northumberland Council to provide training from awareness raising to working directly with families where this was an issue.

The sub-committee was informed that the workforce development team were currently focussed on working with colleagues in Facilities and Fair Access (catering staff) to provide training and to identify Domestic Abuse champions for their service area of approximately 400 staff.

Members sought clarification on what financial support was available for people leaving a home due to domestic abuse; the impact of universal credit; and what support was available for pregnant women. An explanation of what initial assessments were undertaken and what options were available was provided. Members were reassured that finance was never a barrier to safety and that any concerns about an unborn child due to a vulnerable mother would be taken up by children's services.

It was **Agreed** to note the information on the work being undertaken to prevent domestic abuse and the support available to families.

CES25/11/18 Regional Adoption Agency – Adopt North East

The sub-committee received a report detailing the progress of the implementation of the Regional Adoption Agency (RAA), Adopt North East, as a hosted service within North Tyneside Children's Services.

The development of Regional Adoption Agencies were part of the national adoption agenda set out in the Department for Education (DfE) paper 'Regionalising Adoption' in June 2015 which was further developed by Government in 'Adoption: A Vision for Change' in March 2016 which signalled a clear intention that by 2020 all local authorities would be part of regional agencies. The move towards the proposed Regional Adoption Agency did not remove the statutory responsibilities placed on local authorities but would have a material impact on how those functions were organised and managed.

Newcastle City Council had received funding from the DfE to develop a regional Adoption Agency on behalf of the Constituent Councils (namely Northumberland County Council, North Tyneside Council, Gateshead MBC, South Tyneside Council and Newcastle City Council) and four voluntary adoption agencies (After Adoption, Barnardos, ARC NE and Durham Family Welfare (DFW)). While all the Constituent Councils provided high performing adoption services, the Government anticipated that Regional Adoption Agencies would be better able to target the recruitment of prospective adopters, speed up the matching and placement of children, improve adoption support services and might create efficiency savings.

Adopt North East was funded by contributions from each Local Authority based on their net spend average over the preceding three years. The on-going budget would be agreed prior to budget setting within each Local Authority in order to ensure the service was sufficiently resourced to meet the statutory requirements and provide the highest quality of service.

Work was continuing with partner authorities to ensure that they had sufficient influence over the service to meet their requirements to Ofsted and their respective children requiring adoption. It was anticipated that this would be in the form of a steering group that would meet monthly for the first 12 months and quarterly thereafter. This group would monitor performance and budget and provide challenge and support developments within the service. On an annual basis this group would invite the lead members from children's services across the five participating authorities to attend a meeting. The purpose of this was to ensure transparency of reporting and monitoring, including of the budget.

Adopt North East would be formed from the staff groups currently working across the local authority adoption services. Staff would TUPE into North Tyneside and work to develop the service to meet the needs of the children across the area who required permanence by adoption. It was anticipated that Adopt North East would be formed from a staff group of approximately 50 people; including social workers who worked directly with prospective adopters, staff who engaged in recruitment of people interested in adoption and social work and other staff who provided post adoption support to children and families.

It was anticipated that Adopt North East would become a service from the 1 December 2018 and steps were being taken to ensure the continuation of service however it was acknowledged that, as with any service development, there would continue to be adjustment and learning as it matured. An interim manager of the service for the first six months had been appointed and the process for the permanent manager was already underway.

The sub-committee was assured that there was nothing about the individual adoption services which had required the creation of a regional adoption agency, it was based on a very clear direction of travel from Government. That North Tyneside had been chosen as the host authority illustrated how well regarded the service was in the region.

Agreed to (1) note the report and wish the entire service good luck for the launch of Adopt North East on 1 December 2018; and
(2) that a report on its first year be submitted to the Children, Young People and Learning Sub-committee in a year's time.

CES26/11/18 Cabinet Member for Children, Young People and Learning

Councillor P Earley, as Cabinet Member for Children, Education and Skills had accepted an invitation from the Chair to address the sub-committee on the administration's plans for the year ahead.

Councillor Earley began his presentation by reminding the sub-committee that the Children, Young People and Learning teams covered a wide spectrum of responsibilities but all worked to the following three pledges:

Pledge 1: We intervene early with evidence based, family focussed services

Pledge 2: We work in partnership to keep children in school

Pledge 3: We keep children and young people safe at home and connected to their local communities

As the new Cabinet Member for the service, Councillor Earley began by stating how impressed he was with how proactive the service was by always looking to innovate where it could and its high level of achievement in a time of increasing demand. The award of Partners in Practice; that the Authority was to be the host authority for the Regional Adoption Agency; and the North of Tyne Collaboration all demonstrated how well thought of the service was outside the Borough.

The introduction of the Signs of Safety Practice Model had been a significant undertaking and work was now being done to embed the practice across the service and with the Authority's partners. The Authority had also signed up for the MOMO (mind of my own) App which allowed young people to self-advocate by giving them access to their social worker at a time and in a manner more suited to them; efforts were also being made to improve the offer to special educational needs and disabled (SEND) children and a peer review had been undertaken.

The retention and recruitment of staff to the service had improved and not by increasing the salary on offer to post holders. The support and training provided to newly qualified social workers and the variety of work had helped the service appear more attractive and its flexible approach and open mind to new ideas all helped with recruitment. The next challenge was to retain the staff recruited.

The quality of the education provided to the children of the borough was still to be envied across the North East with results in key stages one and two and in English and maths in Key Stage 4 above the national average; the best ever A-level results; 88% of children in the borough attending a good or outstanding school; and 93% of parents getting their first choice of school. However, there were financial challenges facing schools and the Authority was working with those with budget deficits to support them moving forward. In some areas children were not ready for school and needed intense service support for their first year but the early years help offer was a major achievement of the service. The

Authority also had a low exclusion rate and this was to be welcomed and maintained as children needed to be kept in school.

The North of Tyne devolution deal and the Combined Authority's ambitions for education reflected the Authority's priorities of ready for school; narrowing the gap; and recruitment and retention. The Employment and Skills Strategy was being refreshed and would be presented to the sub-committee in March with adult learning courses focussed on the priority groups of the long-term unemployed and those with learning needs to ensure they had all the necessary basic skills for employment. There would also be a re-focus on increasing the number of apprenticeships recruited by employers across the Borough. A three year programme partnership with the NHS for people with SEND aged between 16-25 had begun. The purpose of this programme was to provide life skills, a vocational study programme and then an internal traineeship to hopefully lead to an apprenticeship, further education or employment for the young person. Last year 12 young people had participated in the scheme and 11 were now in employment, for next year they were looking to work with 26 learners.

Councillor Earley concluded by stating that he personally wanted to raise the profile of the work of children's services. It was a minority of the Borough's children who interacted with the service and so a lot of the public were unaware of the good work undertaken by the service; increasing its profile would help the public understand why it was an expensive service but one which needed to be protected and developed. He also wanted to raise the profile of corporate parenting, a responsibility of all Authority officers and Members, and would welcome suggestions on how this might be done. Something he wanted to examine was reconstituting the Corporate Parenting Committee by looking at its membership and refreshing its terms of reference to ensure it was focusing on what it needed to do and was effective. Volunteers to serve on the Committee would be welcomed.

Members sought clarification on the changes to the adult learning courses which attracted funding for people with special educational needs, with an example of the cancellation of a horticultural course. Councillor Earley asked for the specific details to be provided to him outside of the meeting but did acknowledge that over 100 courses had been cut in the last academic year with a focus on providing courses which enabled people to access the job market. The impact the removal of these courses would have had on those who enjoyed them was acknowledged.

The Chair of the meeting thanked Councillor Earley for his attendance at the meeting and his presentation.

Meeting: Children, Education and Skills Sub-committee

Date: 21 January 2019

Title: North Tyneside Youth Offending Team (YOT)

Author: Pete Xeros, YOT Manager Tel: 643 8638

Service: Health, Education, Care and Safeguarding

Wards affected: All

1. Purpose of Report

The purpose of this report is to provide information on North Tyneside Youth Offending Team, identify any current trends/issues present in North Tyneside and make reference to the use of resources to reduce antisocial behaviour.

2. Recommendations

The sub-committee is recommended to

- a) Note the information provided;
- b) Request further information if appropriate;
- c) Make such recommendations as the sub-committee consider appropriate.

3. Purpose of the Youth Offending Team

- 3.1 Youth Offending Teams were established and operate under the statutory provisions of the Crime and Disorder Act (1998). The Act laid down the requirement for a local area to have a Youth Offending Team comprising the four statutory agencies of: the Local Authority (including Children's Services Social Care and Education), Police, Probation and Health.
- 3.2 North Tyneside Youth Offending Team (YOT) works with all young people aged 10-17 involved in the Youth Justice System. The principal aim of the YOT is to:

"Prevent offending and re-offending by children and young people"

- 3.3 The YOT is overseen nationally by the Youth Justice Board (YJB) for England and Wales and locally via a Management Board and made up of its statutory partners:
 - Health
 - Police
 - Education
 - Probation

The North Tyneside YOT Management Board is chaired by the Assistant Director for Children's Services.

- 3.4 The North Tyneside YOT is funded through a grant from the Youth Justice Board, non-recurrent funding streams for specific projects and a Local Authority contribution. Like other services, there are significant budget pressures on the YOT and the service is required to make savings.
- 3.5 The YOT manages all aspects of work with young offenders and their families from the onset of offending through to post-custodial licence.
- 3.6 The activity of the YOT is directed by both legislation and YJB National Standards, which outline what services are to be delivered and outcomes that should be achieved.
- 3.7 The YOT works to the YJB vision of "child first offender second".
- 3.8 The YOT is subject to independent inspection via HMI Probation. These Inspections include:
 - Thematic (5 days)
 - Single Agency (5 Days)
 - Joint Agency (10 days)

4. Funding

The YOT is funded via a "pooled budget" made up of contributions from statutory partners that are either financial or in kind or ideally a combination of both. The Youth Justice Board provide an annual grant that is designed to aid innovation and development as opposed to funding "core" work. Below indicates the financial contributions for the period 2018 to 2019.

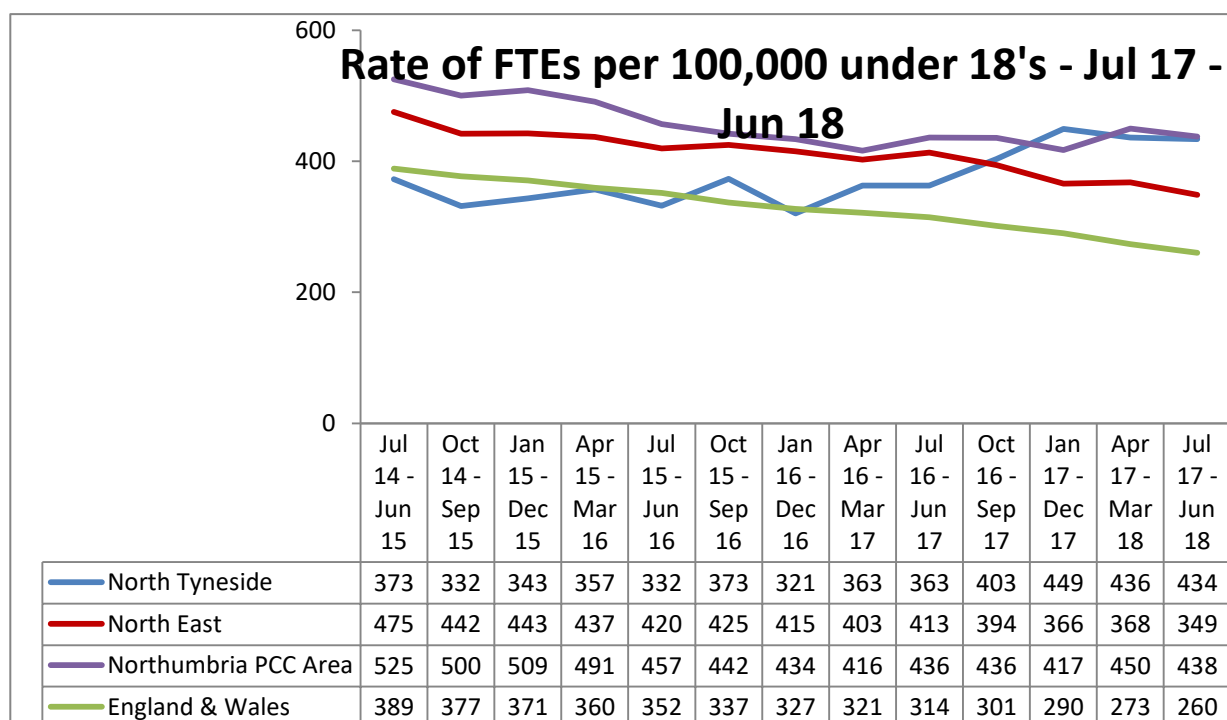
The YOT Pooled budget for 2018 to 2019

Agency	Staffing Costs	Payments in kind	Other delegated funds	Total
Police	0	104,476	0	104,476
Police and Crime Commissioner	0	0	0	0
Probation	5,000	44,224	0	49,224
Health	0	0	0	0
Local Authority	61,034	0	150,452	211,486
YJB	379,078	0	0	379,078
Other (NHS – Liaison and Diversion)	160,000	0	0	160,000
Total	605,112	148,700	150,452	904,264

5. Performance Management

The Youth Justice system has 3 performance indicators:

1 The number of first time entrants into the youth justice system



North Tyneside's First Time Entrant performance is:

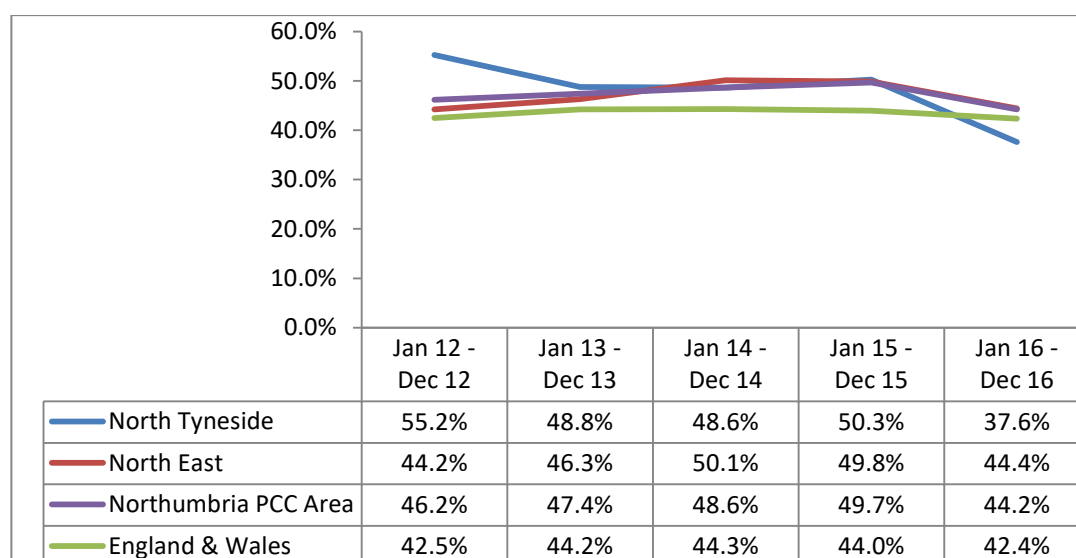
Better than Northumbria Police and Crime Commissioner area average-

Northumbria

Worse than North East average

Worse than National average

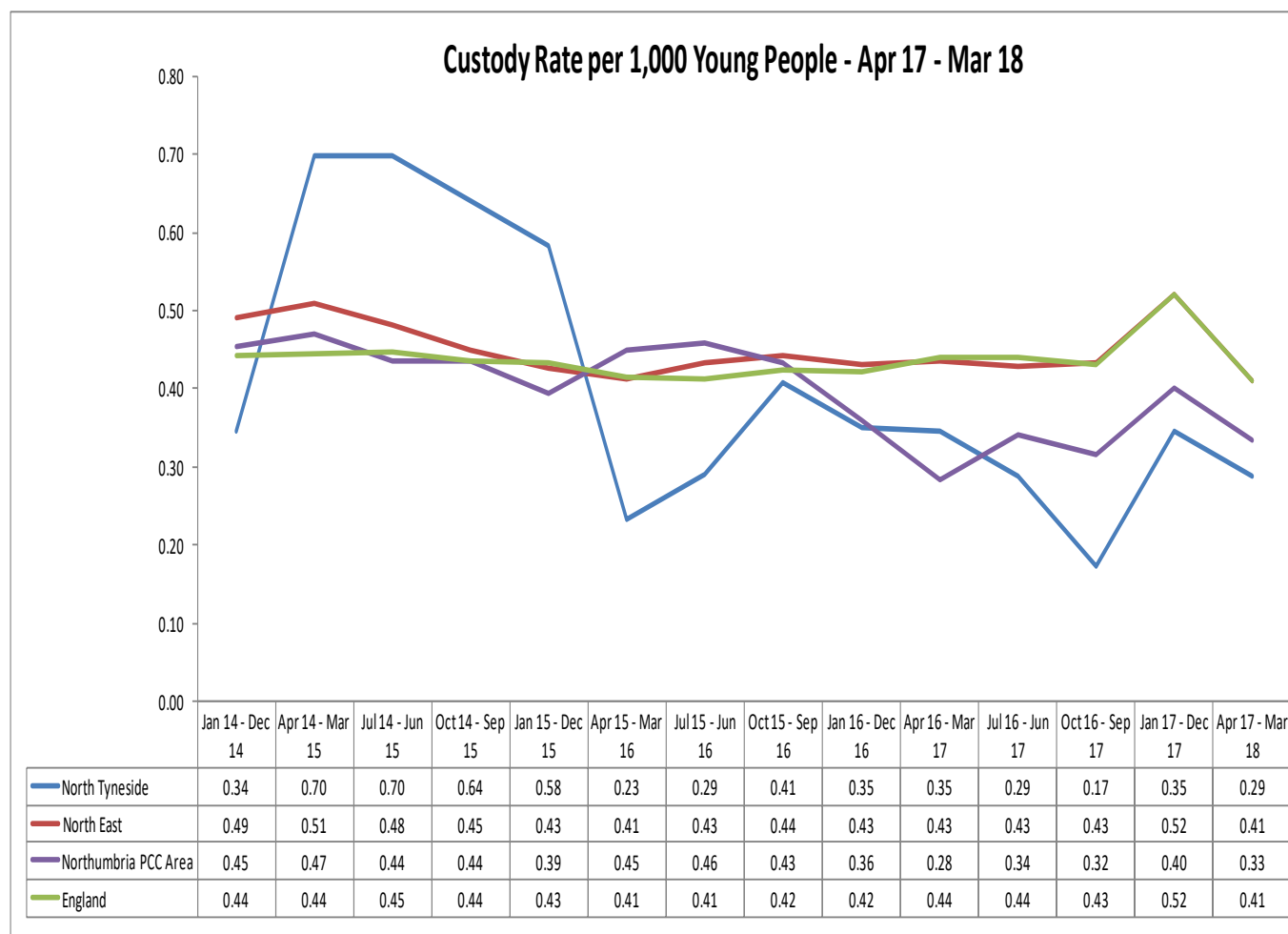
2 The rate of reoffending



North Tyneside's Re-offending performance is:

Better than Northumbria Police and Crime Commissioner area average-
Northumbria
Better than North East average
Better than National average

3 The number of young people subject to custody



North Tyneside's Use of Custody performance is:

Better than Northumbria Police and Crime Commissioner area average-
Northumbria
Better than North East average
Better than National average

The YOT is required to provide case level data on a quarterly basis to the YJB. This data not only supports the 3 key indicators but additional information regarding young people, such as:

- Age, Gender, Ethnicity
- ETE
- Accommodation
- Types of offending
- Court Outcomes

5. The YOT delivers the following services:

- PACE duty (day time & out of hours)
- Liaison & Diversion (health screening of all young people)
- Delivery of Pre-Court and Out Of Court disposals including Triage, Youth Cautions and Youth Conditional Cautions
- Parenting Support
- Victim Consultation
- Restorative Justice
- Bail and Remand (365 days per year)
- Court Work (including any weekend court sittings)
- Assessment and delivery of programmes
- Pre-Sentence Reports
- Supervision of Community and Custodial Sentences
- Enforcement of Court Orders

See Appendix 2 for more information.

The YOT is composed of the following

YOT Manager
2 Team leaders
8 Case managers
2 seconded Police Officers
1 seconded Probation office
1 Victim/Restorative Justice worker
2 Admin staff
.5 Performance manager
.5 Speech and Language therapist
.2 Connexions Advisor
10 Volunteer Referral Order Panel Members
12 casual Appropriate Adults

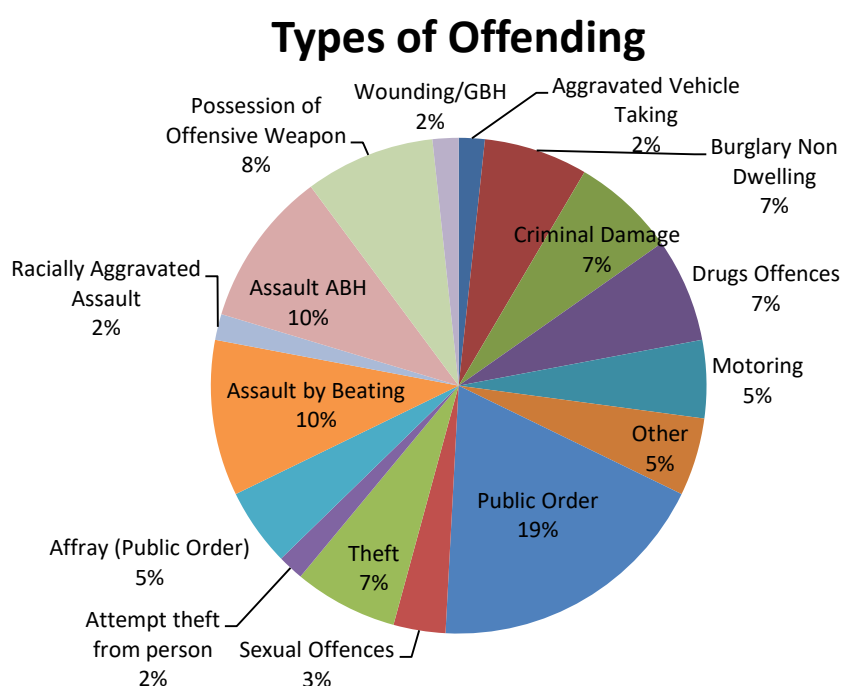
6. Activity of the YOT to reduce the risk of offending and re-offending.

- 6.1 The YOT case workers hold a generic case load, from those coming into contact with the Police for the first time to those complex young people whom are committing crime on a regular basis. There is no “typical” young person that the YOT works with but it is well documented that young people that come into contact with the youth justice system are more likely to have experienced early childhood trauma and adverse childhood developmental which then impacts upon their health, education and subsequent behaviours including offending and antisocial behaviour.
- 6.2 The YOT assess every young person using the required Youth Justice Board assessment tool known as “AssetPlus” The assessment aids the identification of the key areas for intervention whilst identifying the level of risk the young person poses in respect of:
- Risk of re-offending.
 - Risk of harm to others.
 - Risk of harm to self.

- 6.3 The assessment informs the frequency of contact with the young person and the actions undertaken to reduce the identified risks.
- 6.4 The YOT also screens the health of all young people that come into contact with the Police. An offer is made to all to be screened and have a brief assessment undertaken to identify unmet or previously unidentified needs.
- 6.5 The YOT has a duty to manage young people who pose a risk to others and to manage those that pose a risk to themselves.

7. Trends / types of offending

- 7.1 During 2018 to 2019 the primary offences committed by young people in North Tyneside were:



- 7.2 The changing shape of how young people use technology has impacted on the increasing number of young people arrested for 'cyber-enabled' sexually harmful behaviour. This in the main reflects the taking of/sharing and distribution of indecent images. This is called "sexting". This often is within the contact of young people sharing images of themselves. However there are also young people who commit direct contact serious sexually harmful behaviour offences.
- 7.3 The possession of bladed articles and knives in the Borough has not, to date, increased which is positive against the national picture of significant increases.
- 7.4 In North Tyneside there are a small cohort of young people entrenched in offending. These young people are the most chaotic and have experienced significant trauma and bereavement and for many periods of being a looked after child. This cohort commits the majority of all offences committed in North Tyneside and by definition are the most risky and difficult to effect sustained change.

8. Partnership working / Anti Social Behaviour

- 8.1 The YOT works closely with a wide range of agencies.
- 8.2 The majority of young people open to the YOT have had some form of previous contact from services, be that Early Help or Children's Social Care. Of the current case load of the service there is a high proportion that have an active Social Worker or Family Partner. This again reflects the higher level of emotional/social and behavioural needs of young people that become involved in offending/anti social behaviour.
- 8.3 Where there are clear patterns of antisocial/offending behaviour, the YOT has the means of recommending to Magistrates and Judges via Pre Sentence Reports restrictions that can be used to reduce and mitigate further behaviours occurring. These restrictions can include exclusion zones for areas where offending is occurring, electronically monitored tags, where the young person is required to be at the home address between certain times (often 7pm to 7am). The YOT can also request an Educational requirement which requires the young person to attend a designated training provider/school. These restrictions are monitored and the YOT has the means to enforce these if not adhered to by means of returning the young person to court for non compliance.
- 8.4 The Police have the means of applying via the court for a Criminal Behaviour Order. This is used rarely and only for those where the behaviours are significant and a very clear pattern has emerged. In the last 3 years only 3 have been applied for and granted.
- 8.5 The Police and Local Authority also have the powers to apply for an Anti Social Behaviour Injunction (ASBI). These are not often considered as they have to be explicit in what additional restrictions it would bring to what is already in place via the YOT to reduce risk. The process of applying for an ASBI is via consultation with the YOT, Police and Community Protection team. This consultation ensures that any progression to an application is agreed by all, realistic and reflective of the presenting concerns.

9. Challenges

- 9.1 A significant challenge for the YOT is in respect of those complex young people that are entrenched in offending behaviour. These complexities impact upon the ability to effect any meaningful and long term change within behaviours.
- 9.2 The YOT tracks all young people who have committed an offence as part of the re-offending performance indicator.
- 9.3 There are 135 young people in the current cohort of which there are 13 prolific offenders, meaning they have committed 5 or more re-offences.
- 9.4 The 13 prolific offenders in the cohort have committed 72% of the total number of re-offences – 132 between them.

Experience	Prolific offenders	Experience	Prolific offenders
Children in need or looked after	91%	Experience bereavement or loss	45%
Experience of abuse, neglect or exposed to domestic violence	73%	Mental health needs	45%
Not in education, training or employment	91%	Substance Misuse needs	91%
parental mental health or substance misuse	73%		

- 9.5 A response to this challenge is the introduction of a Trauma based approach to working with the most complex young people. All YOT staff have been trained and this approach called the “Trauma based model” which is a pyramid model that focuses upon the need to meet the needs within each tier before progressing to the next. It requires workers to understand and address early childhood trauma and loss.

10. Appendices

Appendix 1 – YOT case study

Appendix 2 – YOT Duties

11. Background documents

Crime and Disorder act 1998

<https://www.legislation.gov.uk/ukpga/1998/37/section/37>

Legal Aid and sentencing of offenders act 2012

<http://www.legislation.gov.uk/ukpga/2012/10/contents/enacted>

Anti Social behaviour, crime and policing act 2014

<http://www.legislation.gov.uk/ukdsi/2018/9780111174029/contents>

Youth Justice Board for England and Wales

<https://www.gov.uk/government/organisations/youth-justice-board-for-england-and-wales>

NORTH TYNESIDE YOUTH OFFENDING TEAM

Case study – Child X - 17yr old male

Background Information

X was born heroin dependent due to his mother's substance use and he was removed at birth. His parents were not together at the time and his father also had issues with substance and alcohol use. X went into foster care until the age of 2 when he was adopted by his paternal grandparents and has resided with them since. X has had no contact with his biological mother; however his father has maintained sporadic contact with him.

X has an SEN and his cognitive levels are below average for his age. He has a diagnosis of ADHD for which he receives medication. It was thought that X displayed traits of Autism; however an ASD assessment proved negative for a diagnosis. It is also suspected that X possibly has a personality disorder for which an assessment is imminent.

X left mainstream school at the age of 11 due to concerns around his disruptive behaviour. He attended Moorbridge and later Silverdale however he was targeted by other pupils and considerably bullied. School reported that X was easily influenced by others and would display certain behaviours as an attempt to fit in.

X left school in July 2018 and is currently NEET after losing his apprenticeship due to theft from the workplace.

Presenting issues/needs/concerns/risks.

X first became known YOT in 2014 at the age of 13 for the offence of malicious communication with intent to cause fear. He successfully completed his intervention and remained offence free until 2016. He has been consistently open to YOT since then for various offences. He is currently on a 12 month YRO (Youth Rehabilitation Order) with 6 month ISS (Intensive Supervision Support) and 6 month Electronic Monitoring.

X's grandparents report that they are finding it difficult to manage his behaviour. He presents as aggressive towards them in the house and does not adhere to boundaries and rules within the home. X will often consume large amounts of alcohol which exacerbates his aggressive and offending behaviour.

In April 2018 X spent 10 days in youth custody due to breaching his previous YRO and it is concerning that since his release X's offending behaviour pattern has altered significantly. His previous offending tended to be in large groups with peers, whereas now all his offences are committed when he is alone, often under the influence of alcohol and the seriousness of the offences is increasing.

It is also concerning that the older X is getting it is becoming more apparent that his presenting behaviour could be viewed as unusual in that it is centred on gaining direct responses from adults. X enjoys spending time at YOT and openly admits he likes the attention he receives especially whilst on ISS (meaning he has to be supervised 20 hours per week).

X demonstrates a significant lack of empathy for the victims of his offences and exhibits a lack of understanding for the impact his behaviour is having on others, including his grandparents.

Children's services have recently become involved due to the concerns regarding X's contact with his father and the risk around the lifestyle X is exposed to whilst in the company of father.

What we have done/ Intervention

X has received a wide range of intervention with YOT from programmes such as the drive awareness course, knife crime programme and healthy relationship programs, reparation, to more CBT focused programs such as victim awareness sessions and the thinking skills programme. This appears to have little impact on X's offending behaviour and has not deterred him from further offending. We have provided intensive support for X in education and training and through times of crisis including family breakdowns.

We are currently approaching the case using the application of the trauma recovery model which states that the focus should be on relational therapy to mediate the impact of trauma before cognitive interventions can be fully effective. It aims to address underlying causes for offending behaviour, supporting them to make a positive contribution to society.

Challenges

X is a complex young man with additional needs. His lack of a diagnosis makes it difficult to understand what best way to work with X would be. As mentioned he enjoys the time spent at YOT which makes this an ineffective deterrent.

Furthermore, X's biological father is playing a role in his life at the moment and is not a positive role model. He uses drugs in front of him, offers little boundary setting and an acceptance that criminal charges are acceptable. X looks up to his father as a role model, therefore impacts upon his desire to remain offence free.

Impact

Although X has not refrained from re-offending it must be noted that there has been positive impact for X through his involvement at YOT.

X and his family have received intensive support around family issues resulting in X being able to remain living in the family home.

YOT have arranged invaluable volunteering and extra-curricular opportunities which has provided him with extensive experience for his CV and promoted his self-esteem. He has also been supported to complete school and supported intensively to find training opportunities.

YOT has also provided X with support around his emotional well-being and mental health. X has good relationships with staff members from YOT and will utilise the support system that he has there.

NORTH TYNESIDE YOUTH OFFENDING TEAM

Overview of Statutory services delivered

1. Appropriate Adult
2. Remand Court Officer
3. Court Officer
4. Triage 1 & 2
5. Youth 1 Caution
6. Youth 2 Caution
7. Referral Order
8. Youth Rehabilitation Order
9. Detention and Training Order
10. Section 90 orders
11. Section 91 orders
12. Bail Support (BSS) / Bail Intensive surveillance and Support (BISS)
13. AssetPlus
14. Liaison & Diversion
15. Pre Sentence Reports
16. Victim Liaison
17. Restorative Justice
18. National Standards
19. Childview

North Tyneside Youth Offending Team (YOT) is a statutory service that works with all young people aged 10-17 involved in the Youth Justice System.

The principal aim of the YOT is to:

“Prevent offending and re-offending by children and young people”

The YOT is overseen nationally by the Youth Justice Board (YJB) for England and Wales and locally via a Management Board and made up of its statutory partners:

- Health
- Police
- Education
- Probation

As well as the core membership, additional partners include the courts, Department of Work and Pensions, and the voluntary and Community Sector.

The activity of the YOT is directed by Legislation and YJB National Standards, which outline what services are to be delivered and outcomes that should be achieved. Additionally the YJB requires the service to report on a quarterly basis upon three key performance indicators:

- First Time Entrants (FTE)
- Reoffending
- Use of Custody.

Core Duties of the YOT

1 Appropriate Adult (AA)

The YOT has a duty under National Standards 2 to provide an AA for all young people aged 10-17 who are to be formally interviewed by the Police at the Police station. This is when a parent / carer is not available. This service is required 365 days a year 8.30am – 11.30pm

2 Remand Court Officer

All young people who are charged and denied bail by the Police are held and placed before the next available court. It is the Magistrates responsibility to decide if the young person is bailed back into the community or remanded into custody pending sentence. The YOT provides a Remand Officer to assist and advise at all remand court sittings. (Monday – Saturday and all bank holidays bar Christmas day) If a remand to Youth Detention Accommodation occurs, the remand officer is responsible along with the manager on call to complete all of the necessary assessments and placement forms to assist the Youth Justice Board in deciding the best establishment for the young person to go to.

3 Court Officer

The YOT provides a Court officer at every Youth Court Sitting. This is to assist the magistrates, present pre sentence reports and advise young people and

parents as to the outcome / process. Youth Court Sitings are now every Wednesday and trials every Friday.

4 Triage 1 & 2

Triage is means of dealing with first time low level offenders. It requires the young person and parent to be seen by a YOT worker within 48 hours of the offence being committed and for an assessment to be undertaken. It also requires a Restorative element (usually a letter of apology to the victim) If the young person completes the required intervention, the Police will "take no further action" the case. Triage 2 is exactly the same but is designed for young people arrested for Drunk and Disorderly. The assessment is done in conjunction with the YOT substance misuse worker.

5 Youth (1) Caution (Y1)

This is the first formal disposal available for low level offending. The young person is assessed and an intervention plan delivered. The young person now becomes a "*First Time Entrant to the Youth Justice System*"

6 Youth 2 Caution (Y2)

For all subsequent offences if low level and not frequent (3 in a year) the young person is referred to the YOT for a formal assessment. The outcome is a joint Police / YOT decision to issue a Youth Caution (voluntary intervention) or Youth Conditional Caution (mandatory and can be summons to court if they do not comply)

7 Referral Order (R/O)

First formal court disposal and can last between 3 and 12 months. Requires the young person to attend a "panel meeting" at the YOT that is run by two trained volunteer Community Panel members. Regular reviews are undertaken throughout the order by the same Panel Members. Failure to comply with the order will result in a return to court.

8 Youth Rehabilitation Order (YRO)

Court disposal deigned for the most serious and persistent offenders. Issued following a pre sentence report. The young person can now be formally tagged (electronic curfew) Can last between 3 months to 3 years.

9 Detention and Training Order (DTO)

Custodial sentence. In the Youth Court it can last between 4 months to 2 years. The first half of the sentence is in custody, the second within the community on Licence. All community DTO's will be seen a minimum of 25 hours per week by the YOT over 7 days and will be electronically tagged. Failure to comply will result in a return to prison to serve the remained of the sentence.

10 Section 90 Order (Custody)

If the conviction is for murder, the young, sec 90 is deemed as "Detention at Her Majesty's Pleasure" and a mandatory life sentence will apply.

11 Sec 91 Order (Custody)

Whereby a DTO is not sufficient and the offence committed would receive 14 years or more as an adult, the young person will be sentenced to a sec 91 order.

- 12 Bail Support (BSS) / Bail Intensive surveillance and Support (BISS)**
Offered to the court as an alternative to being remanded into custody. This follows an assessment of the young person's suitability and a report which is provided to the court. This is undertaken by the Remand worker. Bail ISS is the top end alternative, 25 hours contact over 7 days and electronically tagged and monitored.
- 13 AssetPlus**
This is the formal assessment tool that is required by the Youth Justice Board to identify all factors for and against desistance. It is completed at the beginning of every intervention and reviewed every 3 months or when a significant change in circumstance occurs.
- 14 Liaison & Diversion (L&D)**
Liaison and Diversion is a process whereby people of all ages passing through the criminal justice system are assessed and those with mental health, learning disability, substance misuse and other vulnerabilities are identified as soon as possible in the justice pathway and supported in accessing appropriate services.
- 15 Pre Sentence Reports (PSR)**
PSR's are required by Magistrates to assist in identifying the most appropriate disposal. The court adjourns for 10-15 working days so the YOT can prepare the report. This is the same requirement for the Magistrate and Crown court.
- 16 Victim Liaison**
All identified victims of youth crime must be consulted by the YOT as required by Youth Justice Board National Standards and the Victims Code of Practice. The purpose is to offer the victim a voice and become involved in Restorative Justice (see below). This is a mandatory reporting requirement to the Youth Justice Board.
- 17 Restorative Justice (R/J)**
RJ enables the victim to have a say in how the young offender is dealt with and for the young person to face up to the consequences of their actions. The victim can request the young person undertake community reparation that benefits the community (jobs), receive direct reparation (fixing/painting their fence that may have been damaged) or meet the young person face to face.
- 18 Youth Justice Board National Standards**
These standards set out how every aspect of the YOT is to be delivered. National Standard compliance audits take place every year and form a big part of the formal inspection process.

YOUTH OFFENDING TEAM CONTACT DETAILS
(643 then extension)

Pete Xeros	YOT Manager	8638
Denise Moreton	Team Leader	8613
Mary Thirlaway	Team Leader	8634
Michelle Smith	Performance Coordinator	8636
Jade Gora	Service worker	8608
Justin Laidler	Service Worker	8624
Tom McKelvie	Service Worker	8642
Stacey Fielding	Service Worker	8640
Louise Austin	Service Worker	8627
Angela Sheppard	Service Worker	8897
Paul Gallagher	(Probation Officer)	8622
Ray Ashbey	Police Officer	8635
Phil Jack	Police Officer	8635
Clair McIntosh	Reparation Officer	8901
Sharon Pearson	Admin	8605
Maureen Gradwell	Admin	8620
Sandra McDonald	Admin	8671
Main Reception		8605

yopsadmin@northtyneside.gov.uk

grp.northtyneside-yot@northtyneside.gov.uk.cjism.net

Meeting: Children, Education and Skills Sub-committee

Date: 21 January 2019

Title: Provision of Education in North Tyneside

Author: Angela James Assistant Director Education, Learning and Skills Tel: 0191 6438575
Claire Emmerson Senior Manager Financial Planning and Strategy Tel: 0191 6438109
Chris West Policy intelligence and Research Adviser Tel: 0191 6438135

Service: Children, Young People and Learning

Wards affected: All

1. Purpose of Report

The purpose of this report is to provide members with information on the provision of Education in North Tyneside.

2. Recommendations

The sub-committee is recommended to note the contents of this report.

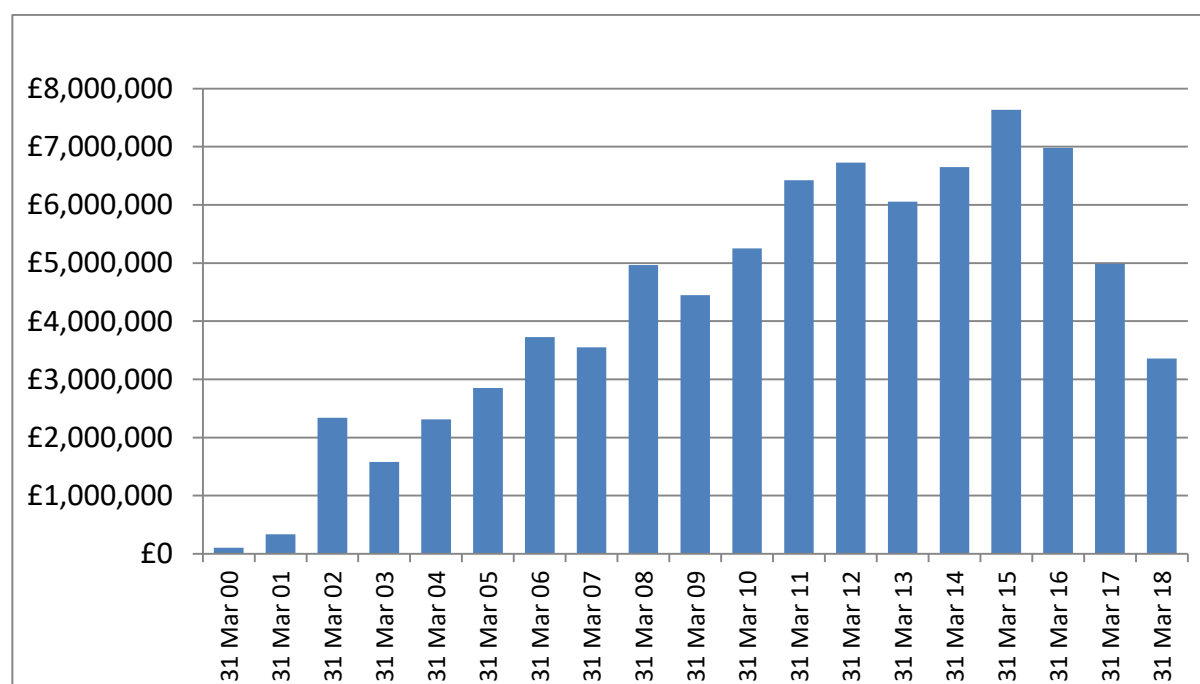
3. Information

Education continues to be subject to change in government policy and priorities. This report will update members on a range of areas that they have specifically requested in further detail.

4. Education Funding

- 4.1 The Overall level of School Balances at the end of March 2018 was £3.356m compared to £5.470m as at March 2017. This represents a reduction of £2.114m. This position is significantly better than forecast at the start of the 2017/18 financial year.
- 4.2 As expected, the end of 2017/18 saw the third year of balances decreasing following a long term trend of rising balances in North Tyneside, and the table below sets out the long term trend of the position of North Tyneside Schools. In 2016/17, North Tyneside school balances at March 2017 represented 3.3% of total school income in that year. This is significantly lower than the national figure of 6.4%.

Table 3: The trend of total North Tyneside school balances.



- 4.3 The total reduction in balances since March 2015 is £4.259m. As shown in the table below balances are reducing at an increasingly higher rate than in 2015/16 with a 23.7% reduction in 2016/17 rising to 38.7% reduction in 2017/18. The figures below exclude schools committed balances.

Table 4 – Reduction in balances from 2015/16 to 2017/18

Phase	15/16 Reduction in Balances £m	16/17 Reduction in Balances £m	17/18 Reduction in Balances £m	Total Reduction in Balances £m
Nursery / Primary	0.240	(0.299)	(0.668)	(0.727)
Middle / Secondary	(0.701)	(1.428)	(1.714)	(3.843)
Special / PRU	0.011	0.032	0.268	0.311
Total	(0.450)	(1.695)	(2.114)	(4.259)
Opening Balance	7.616	7.166	5.470	
Reduction %	(5.9%)	(23.7%)	(38.7%)	

- 4.4 An analysis of the balances at March 2018 by phase is shown below.

Table 5: Analysis of school balances at March 2018 by phase

Phase	2017/18 Budget £m	2017/18 Outturn balances £m	2017/18 Outturn Variance £m
Nursery / Primary	2.150	4.317	2.167
Middle / Secondary	(4.811)	(2.062)	2.749
Special / PRU	0.432	1.101	0.668
Total	(2.229)	3.356	5.584

- 4.5 It is important to note that included within the outturn surplus balance of £3.356m schools have identified £4.231m of committed balances. Therefore as at March 2018 school balances were in overall deficit by £0.875m.

Table 6 – Outturn Excluding Committed Balances as at 31 March 2018

Phase	17/18 Outturn Balances £m	17/18 Committed Balances £m	17/18 Outturn Excluding Committed Balances £m
Nursery / Primary	4.317	1.560	2.757
Middle / Secondary	(2.062)	2.283	(4.345)
Special / PRU	1.101	0.388	0.713
Total	3.356	4.231	(0.875)

5. Schools Requesting Deficit Approval

- 5.1 Deficit meetings with schools took place in April and June. These meetings involved officers from School Improvement, Human Resources and Finance so that a holistic conclusion could be reached, with schools needing to demonstrate their medium term plan to address the pressures. However, despite the robust challenge process, the value of deficit approvals has increased significantly from last year.
- 5.2 There were ten schools projecting a deficit for 2017/18. Of these, seven continue to project a deficit in 2018/19 with Seaton Burn College becoming an Academy in January 2018 and Marden Bridge Middle and Fordley Primary school coming out of deficit in 2017/18. There are two additional schools who have requested deficit approval in 2018/19.
- 5.3 The deficit position is significantly driven by surplus capacity. A programme of work is in progress with schools to consider further actions required to address the longer term approach to financial planning for schools in North Tyneside. The programme is focussing on three new work streams and is also consolidating work on two existing projects. The workstreams are:-
- Financial review and analysis;
 - Planning and modelling;
 - Tools for Schools;
 - Keeping Children and Young People in School
 - Closing the Gap.

6. Academy Status

- 6.1 North Tyneside has 4 academies:
Grasmere Academy (Primary)
St Thomas More Secondary School
North Gosforth academy (Secondary)
Kings Priory (All age)

Norham High School is subject to an academy order but due to the fragility of the financial position and the low pupil numbers an academy sponsor has not been identified.

7. The closure of the Discovery School

7 students have moved into the authority following the closure of the Discovery School. They have gained school places at:

Longbenton	2 pupils
Marden	4 pupils
St Thomas More	1 pupil

The schools have received additional funding to meet the needs of these students.

8. The work of the Early Years and School Improvement Service

The North Tyneside protocol for supporting schools causing concern is founded on a clear, specified, formal statement of interventions that are differentiated according to the degree of concern that the LA has for a school. This in turn is based upon a categorisation process using a comprehensive set of quantitative and qualitative indicators that result in a school being rated as RAG (red, amber, green). Where there are concerns, the school's RAG rating will be explicitly shared with the school and the governing body. A red rating would indicate that the LA has serious concerns about the school, amber some concerns and green no concerns. These indicators encompass the key national indicators that are used to underpin inspection and other external judgements along with a number that are locally determined.

The Early Years and School Improvement Service is currently providing intensive support to 11 schools. They are:

Backworth Park Primary School
Beacon Hill School
Burnside Business and Enterprise College
Forest Hall Primary School
George Stephenson High School
Longbenton High School
Monkseaton Middle School
Norham High School
Percy Main Primary School
St Joseph's RC Primary
Wallsend St Peter's CE Primary School

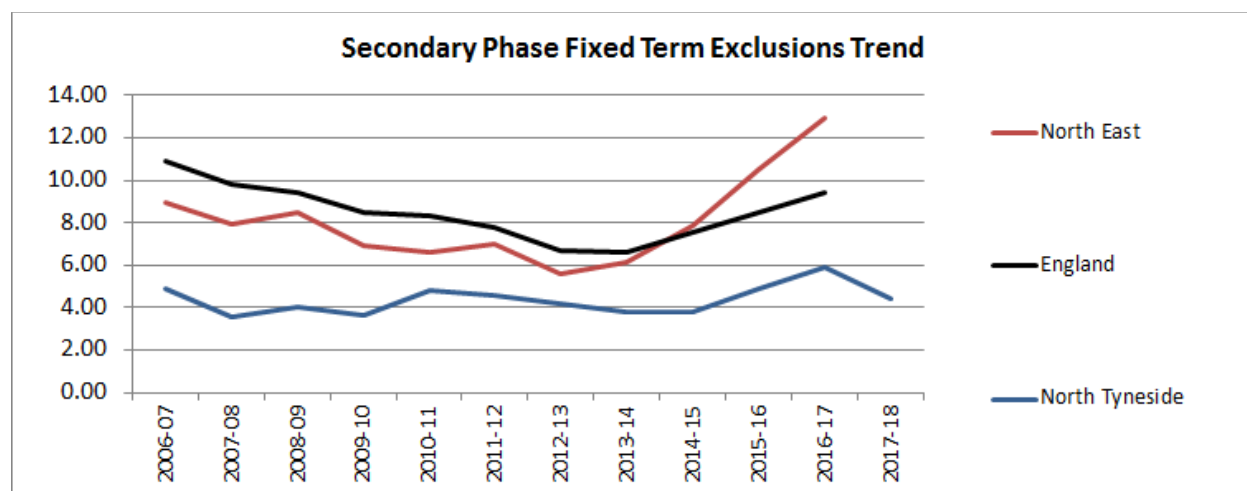
Please see the Early Years and School Improvement Service Strategy for Support and Challenge to Schools, attached as appendix 1.

9. Exclusions

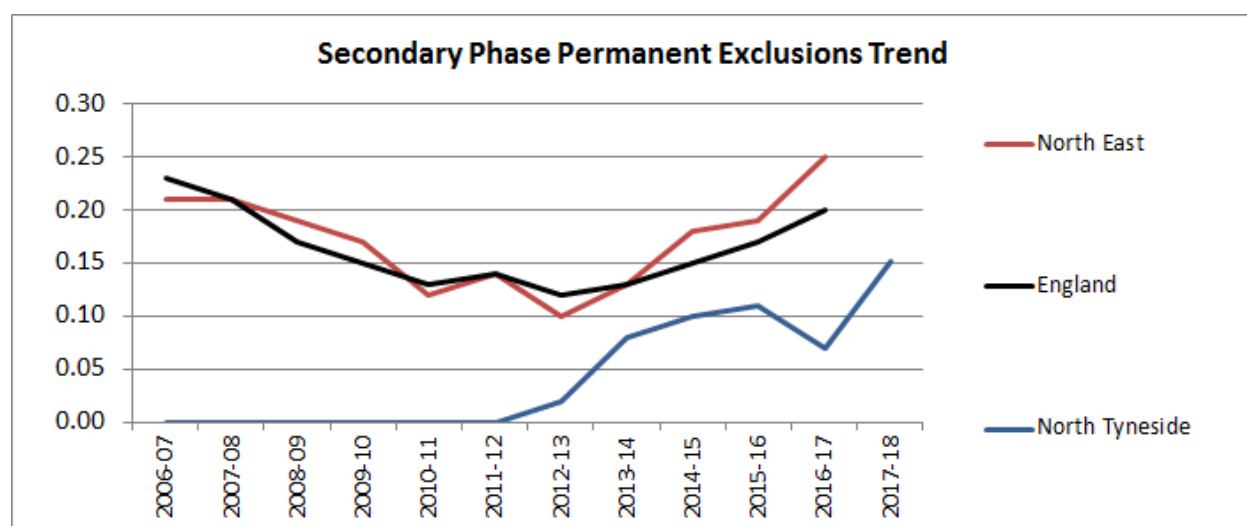
Exclusions – rates of Fixed Term Exclusions (2016-17 – latest national comparators)

Characteristic	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
FSM6 Eligible	4.98	3.95	3.8	5.02	6.66	9.28
SEN EHCP	5.47	5.8	5.35	2.94	4.37	5.78
SEN K	6.48	4.59	5.08	3.81	6.57	7.49
All Pupils	2.26	1.96	1.85	1.82	2.37	2.7
Top 10% of LAs		Top 20% of LAs		2nd quintile		

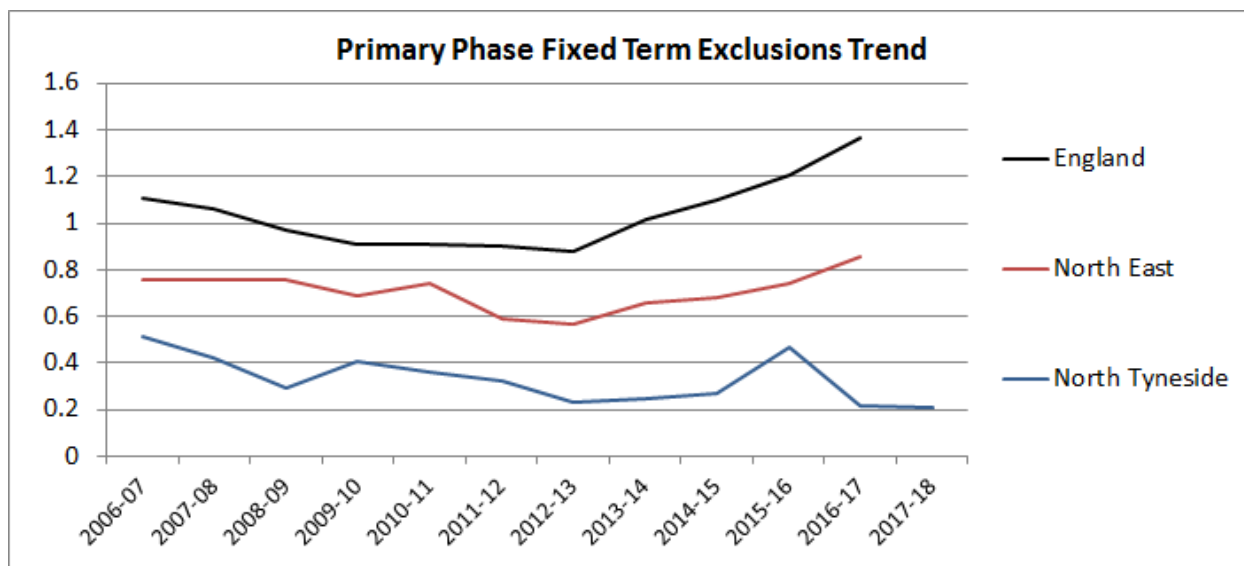
The rate of fixed term exclusions in North Tyneside is far lower than the national rate, in general, and this includes children and young people with special educational needs and disabilities.



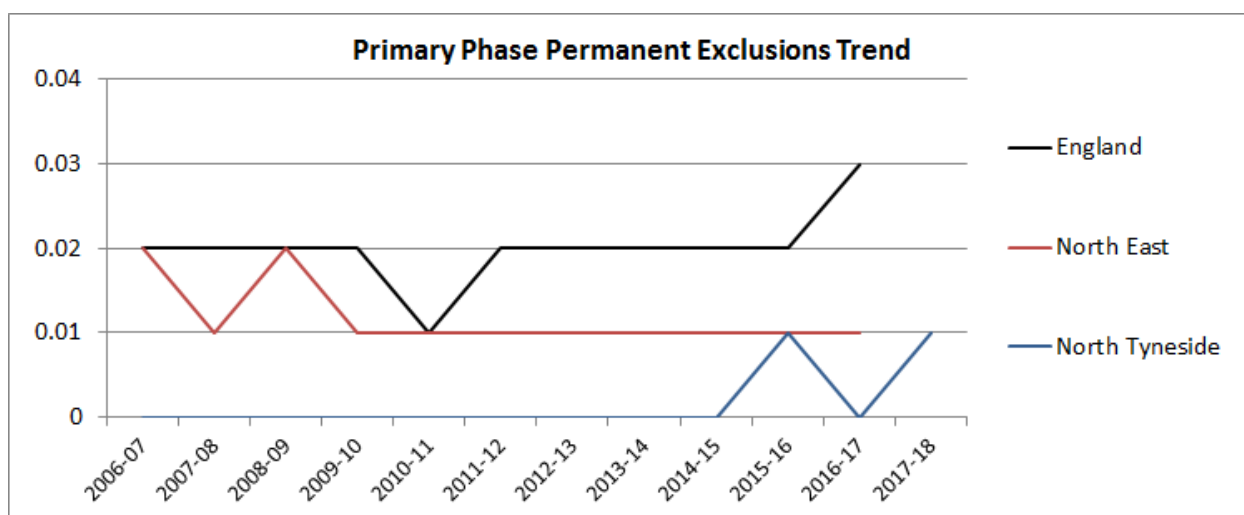
- North Tyneside's rate of fixed term exclusions in the secondary phase has consistently remained in the top 20% (lowest rate) of LAs in the country.
- The upward trend seen in 2015-16 and 2016-17 was not sustained in 2017-18.
- National and NE Regional rates of fixed term exclusions appear to show a steady upward trend from 2013-14.



- North Tyneside's rate of permanent exclusions is generally increasing at a similar rate to the national increase.
- North Tyneside's rate is now generally at the border between top and second quartile of LAs nationally.



- North Tyneside's rate of fixed term exclusions in the primary phase remains steady and much lower than the national and regional rates.
- Both the national and regional rates have been increasing from 2012-13.



- Rates of primary phase permanent exclusions are so low that any exclusion can drastically alter apparent performance position.
- Each of the peaks in North Tyneside's performance represents 2 or 3 exclusions in that academic year.
- North Tyneside's rate of primary permanent exclusions is less than national and regional benchmarks.

10. Home Educated Children

The numbers of children educated at home is rising across the country. In North Tyneside we currently have 67 children not on roll as they are home educated. On October census day in 2017 there were 57 pupils home educated. North Tyneside has relatively low numbers of children home educated compared to other parts of the country and at the point of the last comparative data we were the 5th lowest in the country. The

main reasons parents indicate that they have chosen this route is that they have always planned to home educate, they can't get the school of their choice or the child has experienced problems at school. We have very clear systems to assure ourselves that these children are safeguarded.

Please see the elective home educated process flowchart attached as appendix 2.

11. Appendices

Appendix 1 - Early Years and School Improvement Service Strategy for Support and Challenge to Schools

Appendix 2 - Elective Home Educated Process flowchart

Strategy for support and challenge to schools

Date: September 2018

Version: 3

Author: Early Years and School Improvement Service



Introduction

Local authorities have a duty, to promote high standards of education, to monitor the performance of schools and to support and challenge them in their efforts to improve.

This document outlines the strategic approach that North Tyneside local authority (LA) takes to support school improvement, target setting and school self-evaluation. A key principle underpinning this publication is to ensure that all schools and stakeholders are clear about the strategy and procedures the LA follows for supporting and challenging school improvement and monitoring self-evaluation.

Support and challenge

Context

North Tyneside LA has a high proportion of good and outstanding schools, comparing favourably to the national picture.

Partnership and collaboration are key factors in the authority's strategy for support and challenge. There is a very high level of collaboration amongst the nursery, first, primary, middle, secondary and special school headteachers. The local authority works closely with four teaching schools, North Tyneside Learning Trust, National and Specialist Leaders of Education, National Leaders of Governance, and the diocesan authorities.

The Early Years and School Improvement Service seek to support schools in becoming more autonomous and successful. To achieve this, and for the purposes of monitoring the performance of schools, great emphasis is placed upon the accuracy and effectiveness of schools' own self-evaluation processes, school improvement planning and its impact upon achievement.

The School Development Partner (SDP) is crucial to this process. The SDP conducts the single conversation about the school's standards, the process and outcomes of self-evaluation and its priorities for development and support. The SDP contributes to the local authority's categorisation of each school, on an annual basis with judgements that are based upon Ofsted's current inspection framework.

Schools, with the help of the local authority, define the support that they need to improve.

Visits from the school development partner

In order to establish a shared understanding and consistency around what is expected of schools, SDPs make use of the Ofsted framework to evaluate; outcomes for pupils, the quality of teaching, learning and assessment, the personal development, behaviour and welfare of pupils, and the effectiveness of leadership and management of the school. In addition, specific criteria about provision in the early years and post-16 are used where appropriate. Published Ofsted criteria are used in discussion with the headteacher alongside a range of local evidence to form judgements about the school's performance. In addition, the SDP reports on the quality of the school's self-evaluation processes, inspection readiness and its capacity to sustain further improvement.

Supporting schools to set challenging targets

The SDP's role in this is to support schools in setting accurate improvement targets based on the analysis of pupil performance and the school's current self-evaluation. The SDP will particularly focus on the progress of all pupils, including the progress of the disadvantaged and other vulnerable groups.

Advice to the governing body on the headteacher's objectives

The SDP advises the governing body on the headteacher's performance management objectives in the autumn term. The SDP will participate in the review meeting and support the governors in setting new objectives for the headteacher.

The process of headteacher performance management is confidential to the governing body and outcomes are not conveyed to the LA.

Categorisation of schools and the protocol for intensive support and challenge

The purpose of categorisation and this protocol is to help schools and the LA work together to address identified areas of concern promptly and effectively. The overriding priority is the support of the school to ensure children and young people maximise their potential and make the progress they are capable of.

This protocol is based upon the DFE document 'Schools Causing Concern' guidance for local authorities and Regional Schools Commissioners (January 2018)

The North Tyneside protocol for schools causing concern is founded on a clear, specified, formal statement of interventions that are differentiated according to the degree of concern that the LA has for a school. This in turn is based upon a categorisation process using a comprehensive set of quantitative and qualitative indicators that result in a school being rated as RAG (red, amber, green). Where there are concerns, the school's RAG rating will be explicitly shared with the school and the governing body. A red rating would indicate that the LA has serious concerns about the school, amber some concerns and green no concerns. These indicators encompass the key national indicators that are used to underpin inspection and other external judgements along with a number that are locally determined.

Schools causing concern

A school may be identified as causing concern through SDP visits, local and national performance indicators, LA quality assurance arrangements or an Ofsted inspection. The triggers that will be used by the LA to place a school in a concern category are:

Outcomes

The school's pupil performance data indicates that the:

- educational performance of pupils at the school (both national data and the school's own information) is below expectations over time
- school met the nationally agreed coasting definition

- performance of the school is low in relation to other schools in similar circumstances and with pupils from similar starting points;
- performance of groups of pupils with particular characteristics – such as:
 - disadvantaged pupils;
 - pupils with special educational needs and/or disabilities (SEND); and
 - pupils of low, middle and high prior abilities.
- progress made at pupil level, pupil cohort size, attendance and mobility of pupils (i.e. the number of pupils who have joined and left the school), and the impact this may have had.

Other information about the school, and its plans and capacity to improve

As well as considering performance data, the LA will also consider the school's plans and capacity to bring about improvement, taking into account:

- the school's plan to improve its educational performance and pupil progress, and whether there is evidence that the plan is sufficient and has the rigour and credibility to bring about the necessary improvement of the school in a timely manner;
- whether it is a middle school where pupils have only attended the school for a short period when they take their tests; or there are large numbers of SEN pupils in the school but there is other evidence the school is effective;
- whether the school has the capacity to deliver against that plan, taking into account recent changes to leadership, and recent judgements or assessments that Ofsted has made of the school and its capacity to improve, particularly judgements about the effectiveness of leadership and management. The LA will consider Ofsted's views about a school's current areas for improvement to determine the most appropriate additional support and challenge;
- the effectiveness of the school's pupil premium strategy in improving outcomes for disadvantaged pupils. The LA may consider the school's response to the findings of any pupil premium review that it has commissioned.

Leadership and management

- Concern related to the rigour of safety or safeguarding in the school.
- Significantly declining school reputation reinforced by the SDP's leadership and management judgements and reflected in a range of indicators including high pupil absence rates; high staff turnover; high grievance rates from staff or significant/increasing numbers of parental complaints or whistle-blowing to an appropriate body.
- The governing body is failing to deliver one or more of its three core strategic objectives resulting in a serious breakdown in the way a school is managed or governed. This could include:
 - high governor turnover;
 - significant change to their constitution;
 - the governing body having excessive involvement in the running of the school;
 - lack of appropriate engagement with pupil performance data;
 - not sufficiently managing risks associated with key priorities; and/or
 - evidence of poor financial management and oversight such as through consistent overspending of the school's budget beyond agreed thresholds.
- In the case of a school with a religious designation the LA will raise concerns about governance with the appropriate body at the earliest opportunity.
- Not responding robustly or rapidly enough to the recommendations of an external review of governance

- Safety of pupils or staff is threatened (whether by breakdown of discipline or otherwise) with regard to 'Keeping Children Safe in Education 2018' and 'Working Together to Safeguard Children'.
- Organisational instability including unanticipated and serious building/ facility problems; staffing issues and financial concerns.

Support and challenge

SDPs meet with school leaders and report back on a termly basis. Through this process concerns are identified and swift action taken to address them. A cumulative, annual report is made to the governing body based on the quantitative and qualitative performance information for the school.

If the LA judges that the support and challenge strategy is required it will identify the reasons for, and the level of concern and notify the headteacher and the chair of governors. The LA will agree with the school the next steps to be taken in working with the LA's Early Years and School Improvement Service (EYSIS) to address the areas of concern.

The support and challenge continuum

Level of support and challenge	Level 1	Level 2	Level 3
Categorisation of school (RAG)	amber	This may apply to both amber and red schools	red
Descriptors	<p>Short-term organisational issues that require human resources, finance or facilities' support.</p> <p>Emerging / ongoing concerns about pupils' achievement, personal development, behaviour and welfare and / or the quality of teaching or school leadership and management.</p> <p>The school has capacity to improve.</p> <p>An improving school but overall effectiveness not yet sustained over time</p>	<p>Intensive intervention programme to address concerns.</p> <p>The school has limited capacity to improve.</p>	<p>Further intervention and challenge is required to bring about improvement.</p> <p>A formal warning notice may be issued by the director of children and adult services</p>

If a school is identified as causing concern it will enter the support and challenge continuum. The programme has three levels. Normally, schools would enter at level 1. However, in certain circumstances a school can be immediately categorised at level 2. These circumstances include:

- significant issues emerging in relation to the safety of pupils
- LA categorisation that identifies a school might be at risk of a requires improvement or inadequate Ofsted judgement
- An Ofsted inspection that results in an overall effectiveness judgement of requires improvement, serious weaknesses or special measures
- failure by the school to engage with the LA's quality assurance processes.

Support and challenge level 1

Level 1 support

It is envisaged that schools that trigger level 1 support will be those that are undergoing some, usually unanticipated, organisational challenge. This may include, for example:

- changes in the leadership team
- emerging concerns about pupils' achievement, personal development, behaviour or welfare, the quality of teaching and learning or school leadership (including governance)
- staff absence affecting key posts in the school
- significant facilities' issues such as fire or flood
- financial instability such as through consistent overspending of the school's budget beyond agreed thresholds.

Under these circumstances, additional support to address the quality of provision and organisational stability will be provided. This would not necessarily require the formality of a raising achievement group associated with a higher level of support and challenge. Support will be brokered through the senior school improvement officer and monitored directly through their respective school improvement officers.

Support and challenge level 2

Following consultation with the assistant director, the senior school improvement officer will meet with the headteacher to inform him/her of the category the school has been placed in and discuss the intensive support and challenge process. The assistant director will also inform the director of children and adult services.

Level 2 support

- The assistant director may arrange a one-or two-day monitoring review to evaluate the school's current performance. This would follow the published Protocol for Supportive Reviews.
- A raising achievement group (RAG) which includes the headteacher, the chair of governors and key officers will be convened and will meet formally every 4-6 weeks to manage the implementation of the agreed support programme with the school.
- An action plan will be created and agreed with clear, time-limited priorities and specific success criteria and milestones.
- Targeted support will be agreed from school improvement officers (SIOs), school improvement advisers (SIAs) and other officers, including staff employed by North Tyneside Learning Trust, to address the identified priorities. Consultation will take place with professional associations as deemed appropriate to ensure effective partnership working.
- School-to-school support may be provided, including working with local teaching schools.
- At each meeting of the RAG, progress against agreed actions will be monitored and evaluated.

- The appropriateness and effectiveness of the support will be reviewed at each raising achievement group meeting.
- It is expected that the governing body retain overall responsibility for monitoring and evaluating the impact of the school's action plan.

Decision-making

After a period of two terms, the LA will make a summative judgement on the progress the school is making. If the judgement is satisfactory the support will continue with the expectation that, following an improved set of outcomes, the school is likely to be re-categorised as no concerns. If the LA judges that the school has made insufficient progress as measured by the identified success criteria, the school will be moved to level 3.

Support and challenge level 3

The assistant director, director of children and adult services and SDP will meet with the Headteacher and Chair of Governors to inform them of the serious concerns they have about the insufficient progress the school is making and inform them that they are now at support and challenge level 3.

Level 3 intervention

Support will continue as level 2.

If the school continues to make insufficient progress the assistant director will inform the director of children and adult services who may consider issuing a formal warning notice to the school.

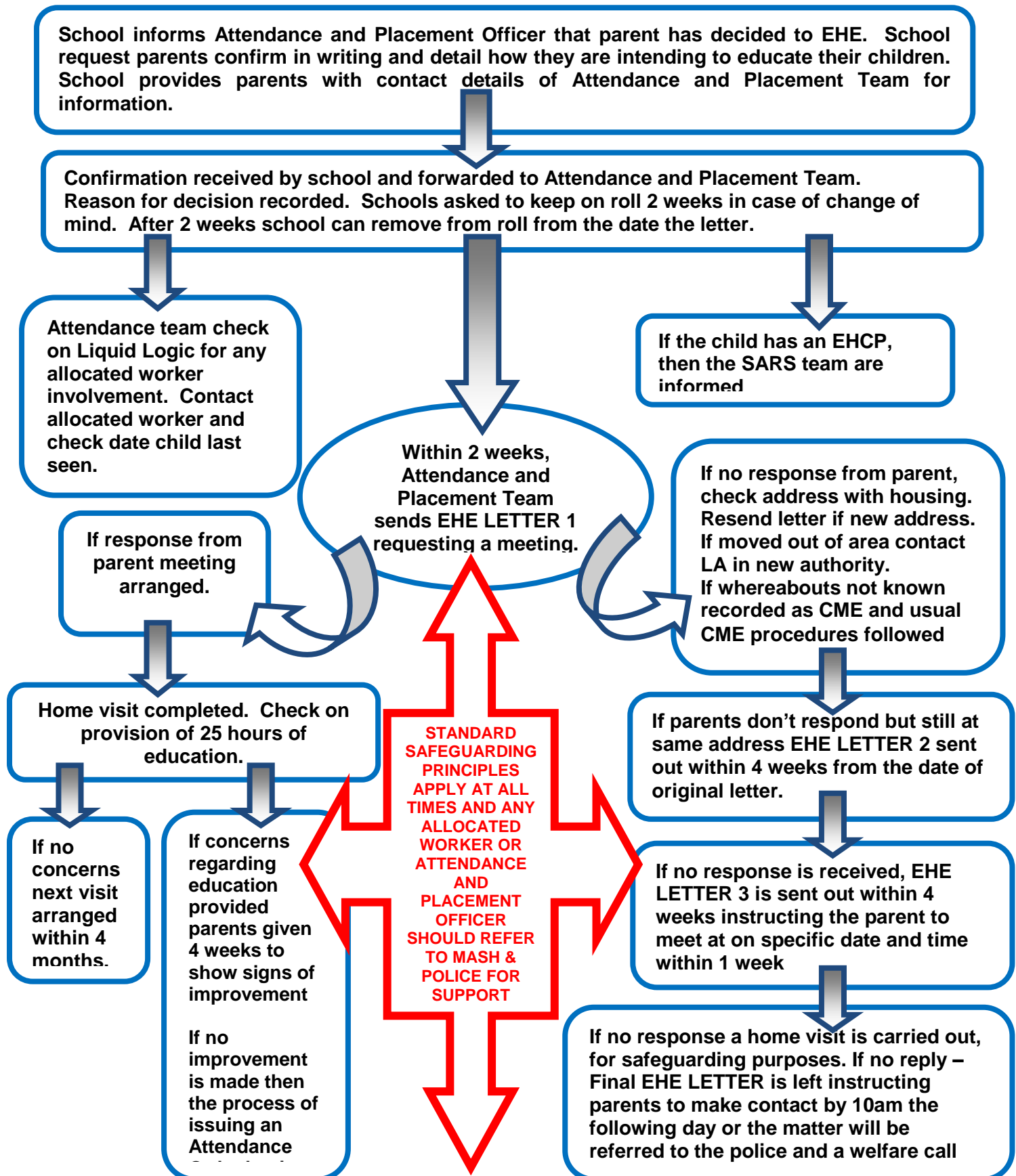
Formal warning notice

The director of children and adult services inform the chair of governors and the headteacher of the intention to issue a formal warning notice in line with published DFE guidance unless the school is able to demonstrate rapid progress within six weeks. Support will continue as at level 2.

If either during this period or at its completion it is clear that the school is not going to make, or has not made, sufficient progress the director of children and adult services will issue a formal warning notice and inform the regional schools commissioner. At this stage the LA may seek to invoke statutory powers as defined by current guidance.

ELECTIVE HOME EDUCATION PROCESS FLOW CHART

Appendix 2



Meeting: Children, Education and Skills Sub-committee

Date: 21 January 2019

Title: Education Achievement

Author: Angela James Assistant Director Education Tel: 0191 643 8575
Learning and Skills
Jane Pickthall Virtual Headteacher Tel: 0191 643 8366
Chris West Policy intelligence and Research Tel: 0191 643 8135
Adviser
Joanne Harries Policy intelligence and Tel: 0191 643 8142
Research Adviser

Service: Children, Young People and Learning

Wards affected: All

1. Purpose of Report

The purpose of this report is to enable the committee to monitor the educational achievement of pupils, including those eligible for pupil premium funding.

2. Recommendations

The sub-committee is recommended to note the contents of this report.

3. Information

- 3.1 North Tyneside schools have continued to perform well when compared to national measures especially across all phases of primary education. The data is provisional as this report has been produced before test remarking and checking exercise outcomes are available.

4 Early Years Foundation Stage

- 4.1 The table below compares North Tyneside with the national percentage of pupils reaching a Good Level of Development at Early Years Foundation Stage.

	2014	2015	2016	2017	2018
North Tyneside	58.9%	64.4%	69.7%	70.2%	72.8%
National	60.4%	66.3%	69.3%	70.7%	71.5%

Performance has continued to improve over the past five years and is currently in-line with national performance

- 4.2 The percentages of pupils exceeding in each of the Early Learning Goals (with the exception of Reading which is in-line) are significantly higher than the percentages nationally. A significantly higher percentage of non-Free School Meals (FSM) pupils are

exceeding in each of the Early Learning Goals compared to national, as is the percentage of FSM pupils exceeding in Self Confidence and Self Awareness, Managing Feeling and Behaviour, and The World.

- 4.3 The performance of non FSM pupils has improved more than that of FSM pupils resulting in a slightly increased gap, within borough, of 15%. This remains smaller than the gap nationally.
- 4.4 The gap between all children and the bottom 20% has increased to 34.2% which is higher than the equivalent gap nationally.
- 4.5 Out of the 6 looked after pupils in Reception only 2 had been in care for more than 12 months (OC2). This is quite common for this age group as many are only in care short term before either returning home to parents or achieving permanence with extended family or adopters. Reading, writing and numbers were the weakest areas of achievement for these pupils.

5. Key Stage 1

- 5.1 The percentage of Yr1 pupils reaching the phonics threshold has continued to increase and in 2018 was 84% compared to 82% nationally. 73% of Yr1 FSM pupils reached the threshold and 85% of other pupils, resulting in an in-borough gap of 12%. The equivalent gap nationally is 14%. 92% of pupils in 2018 reached the expected phonics threshold by the end of Yr2. This is the same as the percentage nationally and regionally. 100% of the looked after children who had been in care for over 12 months reached the expected phonics threshold, with one achieving full marks and two that had benefitted from Reading Recovery succeeding too.
- 5.2 The percentage of pupils reaching the expected level in each subject at KS1 compared to national can be seen in the table below.

	2016		2017		2018	
	NT	National	NT	National	NT	National
Reading	76%	74%	79%	76%	78%	75%
Writing	68%	65%	73%	68%	73%	70%
Maths	75%	73%	79%	75%	79%	76%
Science	83%	82%	84%	83%	85%	83%

In all subjects, at both the expected standard and at greater depth, North Tyneside's performance is significantly higher than national.

- 5.3 Comparing the performance of disadvantaged pupils and non-disadvantaged pupils at KS1 the in-borough gap is wider than the gap with other pupils nationally. Both disadvantaged and non-disadvantaged pupils in North Tyneside performed better than their peers nationally.
- 5.4 There were eight pupils who had been looked after for at least 12 months and were eligible for KS1 assessments in 2018.
 - 50% reached the expected level in Reading;
 - 38% reached the expected level in Writing;
 - 50% reached the expected level in Maths; and
 - 63% reached the expected level in Science.

Pupils achieved in line with looked after children nationally, with reading and writing slightly below and maths and science slightly above. This cohort was small and 40% were educated out of borough. Many children have complex trauma histories and have had instability during the year. Two pupils attend outstanding special schools but their special educational needs meant they didn't reach age related expectations.

6.0 Key Stage 2

- 6.1 The percentage of pupils who reach the expected level in reading, writing and maths combined in 2018 was significantly better than national.

	2016	2017	2018
North Tyneside	56%	65%	68%
National	53%	61%	65%

- 6.2 The 2018 results show the percentage of pupils who have reached the expected level in writing (82% compared to 79%) and maths (78% compared to 76%) to be significantly higher than the national figure.
- 6.3 11% reached the higher level in the combined reading, writing, maths measure. This is in-line with national (10%).
- 6.4 55% of disadvantaged pupils in North Tyneside reached the expected level in reading, writing and maths combined and 75% of non-disadvantaged pupils. The within local authority gap has reduced from 27% to 20%. Comparing the performance of disadvantaged pupils in North Tyneside with non-disadvantaged pupils nationally the gap has reduced from 19% to 16% between 2017 and 2018.
- 6.5 Progress from key stage 1 to key stage 2 in 2018 was significantly higher in writing and maths than it is nationally.
- 6.6 Positive progress was made by disadvantaged pupils in writing and maths, significantly better than their peers nationally, but not in reading (though this is in-line with pupils nationally). Reading recovery is being delivered in many schools and is proven to have a positive impact on outcomes.
- 6.7 There were 17 pupils who had been looked after for at least 12 months and were eligible for KS2 assessments in 2018.
- 59% reached the expected level in reading;
 - 59% reached the expected level in writing;
 - 65% reached the expected level in maths;
 - 47% reached the expected level in grammar, punctuation and spelling; and
 - 53% reached the expected standard in the combined reading, writing and maths measure.

Although the average progress scores are less than zero these figures are not significantly different from all pupils nationally. 3 of the cohort were disapplied due to their special educational needs (18%).

- 6.8 Based on the current data available, we have one school which would be deemed to be coasting, Monkseaton Middle School and three schools falling below the floor target Monkseaton Middle, Percy Main Primary and Forest Hall Primary.

7.0 Key Stage 4

- 7.1 North Tyneside's performance for the percentage of pupils who achieved a 9-4 pass in English and maths in 2018 is in-line with last year and in line with the current national rate at 65%. This places us 3rd in the region behind Stockton and Darlington.

% pupils at end of KS4	Basics (A*-C in English and maths)			L4+ E&m	
	2013-14	2014-15	2015-16	2016-17	2017-18
LA Average	58%	64%	68%	65%	65%
National Average (Maintained Schools)	59%	59%	63%	64%	65%

Quintile code	Top	2 nd	Median	4 th	Bottom
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- 7.2 Progress 8 in 2018 is -0.21. This is significantly lower than the national average, in-line with the regional average and significantly lower than last year. The early years and school improvement service is working intensively with leaders in a number of schools where the progress data is a significant concern. This includes leadership development, support for English, maths and science departments and support to improve the attendance of pupils.
- 7.3 44% of disadvantaged pupils in North Tyneside achieved a 9-4 pass in English and maths in 2018. This is in-line with the current national average (also 44%) and a significant improvement from last year. 72% of non-disadvantaged pupils in North Tyneside achieved a 9-4 pass in English and maths this year. This is in-line with the current national average (71%) and a slight decrease from last year. As a result of this improvement in disadvantaged pupils' attainment the attainment gap (for 9-4 English and maths) is in-line with national (-27%) and improved from last year's gap (-34%).
- 7.4 However the progress of disadvantaged pupils across the wider curriculum remains a concern and is significantly lower than the national disadvantaged Progress 8.
- 7.5 Looked After Children

	North Tyneside CLA (12+ months in care)	National CLA NCER (2018) (No PRU data)
Basics (English and Maths 5+)	22% (4/18)	10%
5+ 4-9 Maths/English	28% (5/18)	
5+ 5-9 Maths/English	22% (4/18)	
EBacc Entry	17%	12%
KS4 – Attainment 8	24.9	24.7
KS4 – Progress 8	-1.09	-0.94

This is our strongest performance for our looked after cohort at GCSE and is particularly pleasing given the new more challenging GCSE's. A number of students also achieved the grade 5 in both English and maths. The work that we have been doing to maintain educational stability through our 'Keeping Children in School' priority has been effective and 71% of the cohort attended a mainstream school.

- 7.6 Based on the current data available we anticipate one secondary school to be considered coasting, Burnside High School, and three schools to be considered below

the floor target, John Spence High School, Norham High School and North Gosforth Academy.

8.0 Key Stage 5

- 8.1 In academic subjects in 2018, North Tyneside achieved its highest points score value, although results are in-line with 2017. The average point score per academic entry is 32.3 which is in line the national value for state funded schools and above the national for all schools and colleges, including independent schools. When expressed as a grade this is C+.
- 8.2 The average point score per vocational entry is 28.5 (Merit+), again in line with all schools nationally.
- 8.3 Value Added for academic qualifications is below national average at -0.06 grades per subject. However value added for vocational qualifications and all value added measures for disadvantaged pupils are in line with national averages.

9.0 Narrowing gaps in educational achievement for students eligible for pupil premium

- 9.1 Through the work of the seconded headteacher the profile of these students is now much higher and we are beginning to see impact within outcomes data. She has worked with senior leaders in many schools especially those whose performance data indicates a concern.
- 9.2 Pupil Premium drop in sessions have been established to support school leaders in reviewing their strategy and developing new initiatives.
- 9.3 Training has been provided to secondary headteachers and pupil premium leads and all middle and high schools have committed to a pupil premium peer review. This programme is underway.
- 9.4 Raising standards for pupils eligible for pupil premium is a key priority for all staff within the early years and school improvement service. Professional development, network meetings and intervention strategies are all contributing to ensuring schools are focussed on the importance in narrowing gaps in educational achievement for these pupils.

Meeting: Children, Education and Skills Sub-committee

Date: 21 January 2019

Title: Transition Sub Group Recommendations update

Author: Sue Wood. Assistant Director Mental Health and Disability Tel: 0191 6437003

Service: Health, Education, Care and Safeguarding. Tel: 0191 6437317

Wards affected: All

1. Purpose of Report

The purpose of this report is to update the Children, Education and Skills Sub-Committee of the progress made against the Action Plan - Transition Process for Young People with Special Educational Needs and Disability, agreed by Cabinet in June 2018.

2. Recommendations

The sub-committee is recommended to note the updated action plan and endorse the oversight and responsibility for the Transition Process for Young People with Special Educational Needs and Disability being undertaken by the SEND Strategic Board, which will include the full delivery of the outstanding actions on the action plan (Appendix 1).

3. Information

- 3.1 In June 2018, Cabinet received a report seeking approval to the proposed response to the recommendations of the report of the Transitions Sub-group established to examine the process undertaken by both Adult Services and Children Services when a child with special education needs and/or a disability (SEND) transfers to Adult Services at age 18.
- 3.2 The recommendations from the Transitions Sub-Group were consistent with best practice, national guidance and local plans for improvement. The recommendations had been put in place with colleagues from different agencies as well as with parents and family carers.
- 3.3 The responses to the recommendations of the Transitions Sub-Group were approved to fulfil the statutory requirement for Cabinet to respond to recommendations put forward by the Overview, Scrutiny and Policy Development Committee.

4. Progress to Date and Governance

- 4.1 The key milestones agreed by Cabinet were subsequently presented to the SEND Strategic Board by the Assistant Director for Disability and were accepted by the Board to monitor and sign off subsequent decisions associated with the action plan. The SEND Strategic Board is a multi-agency Board that provides oversight of the activities required to embed the 2014 Children and Families Act and deliver the North Tyneside

commitment to children, young people and adults with SEND and their parents/carers. It will ensure that service users and their families/representatives are given the opportunity to shape services in accordance with national programmes and local priorities through engagement with, and involvement in, the SEND Strategic Board. This includes improvements and changes to the transition process so it is appropriate that this Board has lead responsibility for monitoring future progress and improvements.

- 4.2 Improving the transition from children's to adult services for young people and their parents and carer's has become a key focus of the SEND Improvement Plan. We have appointed a Transitions Manager to embed a Business Assurance Framework that complies with the SEND Code of Practice.
- 4.3 Strategic co-production has been a strength in delivering the action plan. Collaboration between those who provide services and young persons and their families has been clearly evidenced at Board meetings and Parent/Carer forums and their time and commitment cannot be overstated. This has supported strategic decision making.

5. Next Phase of Implementation

- 5.1 Within the framework of the 0 – 25 year agenda that surpasses a traditional model of the Children Services and Adult Services model, all have worked hard to put children and young people at the heart of delivering this action plan. Alongside the action plan there has been work to prepare for the forthcoming SEND Ofsted Inspection and there has been clear synergy between the Transition action plan and the SEND improvement plan.
- 5.2 We have combined learning from previous inspections and from the SEND Peer Review undertaken in January 2018 to reflect on outstanding actions for improvement. The attached action plan clearly identifies the areas that require further work to strengthen transition pathways. An example of this is the development of a predictor planning data set within a recognisable dashboard to enhance and further strengthen leaders understanding of performance and practice.
- 5.3 The introduction of LAS and LCS electronic recording systems in 2017 / 2018 has presented us with a number of challenges related to electronic recording across the 0 – 25 year agenda. Within this context recommendation four of the plan requires further work to agree and test out documentation and recording across SEND.

6. Appendices

Appendix 1 - Transition Process for Young People with Special Educational Needs and Disability.

Appendix 2 – SEND Governance Structure

7. Background documents **SEND Code of Practice**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Overview, Scrutiny and Policy Development Committee - The transition process for young people with SEND from children to adult services in North Tyneside

<https://my.northtyneside.gov.uk/sites/default/files/meeting/related-documents/6a.%20Transition%20Sub%20Group%20report.pdf>

**Cabinet Response to Overview and Scrutiny Recommendations
Action Plan Update January 2019**

Transition Process for Young People with Special Educational Needs and Disability

Overview and Scrutiny Recommendation	Officer Commentary and Update for Scrutiny Committee – 21 January 2019	Cabinet Decision (Accept or reject)	Action to be taken (if any) and timescale for completion
<p>Recommendation 1: Create a fact sheet to accommodate the needs of the family and young person to inform all involved of the different processes which need to be undertaken for transition and their likely timeframe This should include which organisation is responsible for which aspect of the care and support. Ensure any delay is fully explained.</p>	<p>There will be a review of the Transition Policy and Procedure. This will include a process map for a parent that includes roles and responsibilities across education, health and social care.</p>	<p>Accept</p>	<p>Transitions policy has been revised and a one page summary of the policy has been produced. This has been undertaken with representatives from the Parent/Carer forum and a Transitions information leaflet has been produced. COMPLETE</p>
<p>Recommendation 2: Embed the 'Tell us once' principle to transition.</p>	<p>Explore service delivery models regionally. Gateshead, Darlington and Newcastle have already established contact. Learning regarding 'Tell it Once':</p> <ul style="list-style-type: none"> • All workers have access and training on Adults computer system (LAS) and Children's computer system (LCS) • 17 weeks of commissioned training provided to embed Whole Life Disability/Life Stages in principle and practice • Social Workers read all previous documentation prior to meeting child/parent/guardian, to avoid duplicate assessments. 	<p>Accept</p>	<p>Feedback from customers and carers is that the principle is being observed in practice.</p> <p>Discussion about the Tell Us Once principle is added to staff induction packs. COMPLETE</p>

Overview and Scrutiny Recommendation	Officer Commentary and Update for Scrutiny Committee – 21 January 2019	Cabinet Decision (Accept or reject)	Action to be taken (if any) and timescale for completion
	<ul style="list-style-type: none"> Review starts from previous review with emphasis on recent not historical information. Business Support Officer to co-ordinate all reviews including EHC reviews. Team Managers (0-25 and 26+) meet monthly to agree optimum time transition should occur 		
<p>Recommendation 3: Increase the promotion of and improve the format and content of the Local Offer website and Disabled Children's Register.</p>	<p>We will continue to work with children, young people and their parents/carers to co-produce the SEND Local Offer and ensure that services are commissioned to meet need. The North Tyneside Parent Carer Forum is actively involved in co-production as well as in supporting the wider flow of SEND information to and from other families in their network. We will publish procedures for accessing SEND services on the Local Offer website invite feedback from parents to improve both the service offer and how we work with them.</p> <p>Local Offer updates have been endorsed by the SEND strategic board. http://intra.northtyneside.gov.uk/news/4350/new-send-local-offer-web-pages</p>	Accept	<p>Significant work on the Local Offer has been undertaken since the Peer Review in January 2018</p> <p>Posted on the website - Monday, May 21, 2018 COMPLETE</p> <p>This work will be on-going and will be modified and updated in collaboration with Parents and Carers.</p>

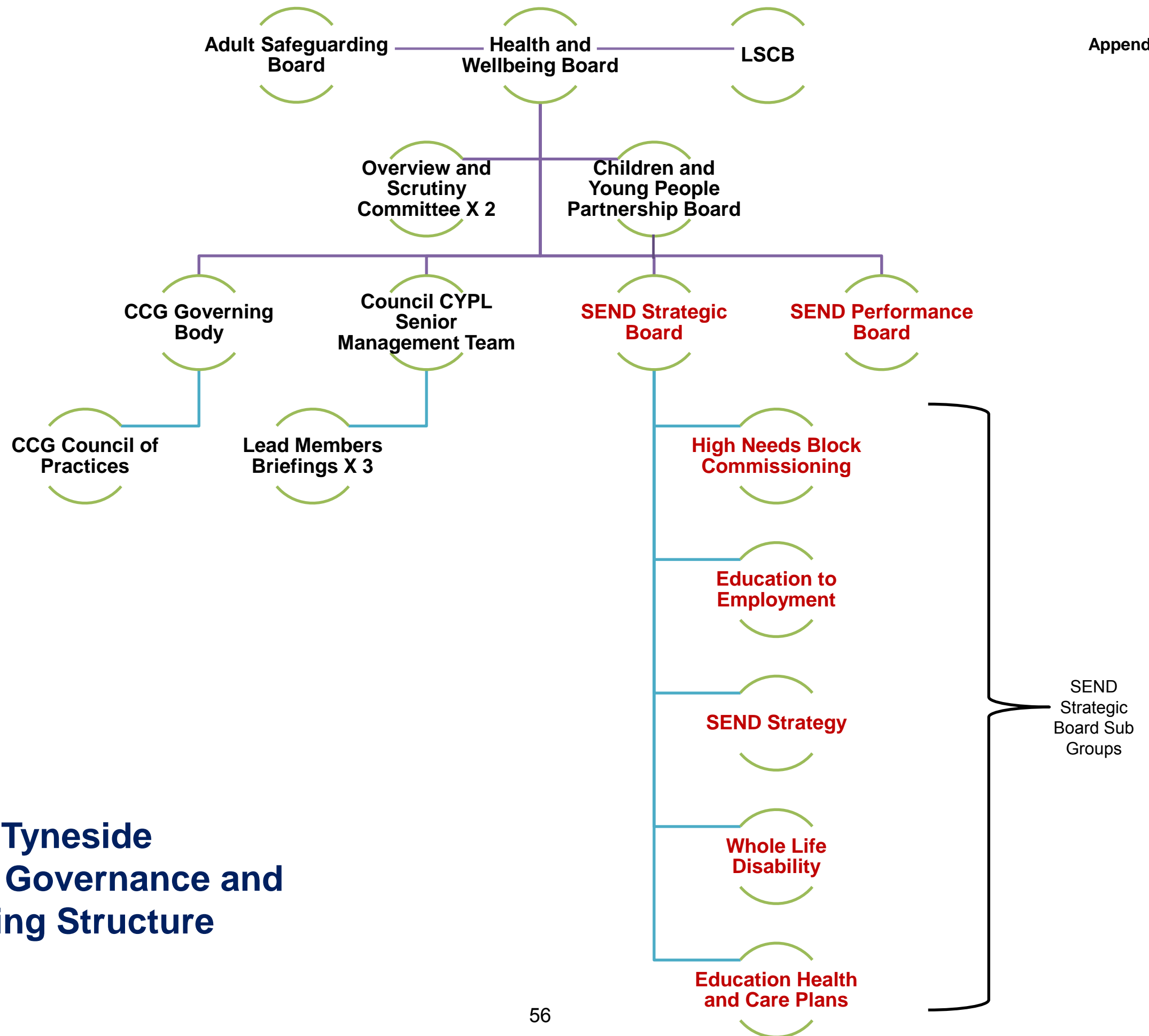
Overview and Scrutiny Recommendation	Officer Commentary and Update for Scrutiny Committee – 21 January 2019	Cabinet Decision (Accept or reject)	Action to be taken (if any) and timescale for completion
<p>Recommendation 4: Produce different assessment forms for young people transitioning to adult services to those used for adults entering adult services for example one form for young people with SEN, another for young people with disabilities and another for those with SEND.</p>	<p>Currently piloting new annual review paperwork. Launch event arranged with SENCO's in June 18, with the aim new paperwork will be in use from September 18. New documentation strengthens the theme of Preparation for Adulthood.</p> <p>There are four suggested areas of good practice that have been explored:</p> <p>Wolverhampton Clear employment pathway from year 9 developed from NDTi and BASE pilot in 2015. Recommended by BASE as good practice. http://www.wolverhampton.gov.uk/CHttpHandler.ashx?id=8268&p=0 Emphasis on person centred planning and use of one page plans in transition: http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=7_5</p> <p>Dudley Level of detail and comprehensive information in the PfA section of the local offer, e.g. clear information on funding and eligibility</p> <p>North Yorkshire Employment Pathways info https://www.northyorks.gov.uk/sites/default/fil</p>	Accept	<p>Pilot of paperwork in progress</p> <p>Timescale for completion September 18.</p> <p>Slippage due to the introduction of LAS/LCS electronic recording system. (See Transition Sub Group Recommendations update 5.3)</p> <p>Briefings to be arranged, once Launch of new paperwork for EHCP has taken place (REC4)</p>

Overview and Scrutiny Recommendation	Officer Commentary and Update for Scrutiny Committee – 21 January 2019	Cabinet Decision (Accept or reject)	Action to be taken (if any) and timescale for completion
	<p>es/fileroot/Children%20and%20families/SEN D%20-%20local%20offer/Supported_employment_service_-_employment_pathways.p and local offer aimed at young people.</p> <p>Nottingham Clear step-by-step information on the education, health and social care pathway: https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannelnew=9</p>		
<p>Recommendation 5: Ensure officers are prepared for meetings with the family/carers, being aware of the individual requirements and are pro-active in keeping parents up to date with progress of work on accommodation adaptations, applications and assessments,</p>	<p>Standards document to be developed for Chaining Meetings. Standard letters to be reviewed and co-produced.</p> <p>Include recommendations on cross-working social workers from 17 years old.</p>	Accept	<p>This has been addressed in the contract of expectations produced with Parents.</p> <p>The next meeting for this group is planned for 9/1/19 to agree how we quality assure this work.</p> <p>COMPLETE</p>
<p>Recommendation 6: Improve/ensure sufficient communication/co-ordination between adult social workers and children social workers to ensure needs of</p>	<p>Create a Fact Sheet to inform parents/carers of transition processes as outlined in recommendation 1 above.</p>	Accept	<p>Business Process Mapping has been undertaken and the procedure has been written.</p>

Overview and Scrutiny Recommendation	Officer Commentary and Update for Scrutiny Committee – 21 January 2019	Cabinet Decision (Accept or reject)	Action to be taken (if any) and timescale for completion
each young person and their family/carers are understood by those managing the transition process and ensure transition begins at the time appropriate for each young person and is seamless and personalised.	Include likely timeframes and which organisation is responsible for which aspect of the care and support.		COMPLETE
Recommendation 7: Establish procedures which ensure parent/carers are involved in the commissioning of services / accommodation to make certain that the young person's needs are understood/reflected in the specifications for the procurement exercise.	<p>We will work proactively with the provider market and with parents on new procurement exercises. This includes shaping the content of the specification, understanding what is important to young people and their parents and what questions will need to be asked as part of the procurement.</p> <p>Wherever possible we will include family carers in the evaluation process and as an integral part of the panel arrangements. In terms of agreeing individual packages of education, health and care we will ensure that young people and their parents are fully aware of their role in the process and how they can contribute fully. This will cover the processes for assessing need, planning the right support package, decision making, sourcing and reviewing packages of support.</p>	Accept	<p>This mirrors the work undertaken over the last 3 three years with parent carers in Adult Social Care where there is active engagement and involvement in the commissioning / procurement process.</p> <p>COMPLETE</p>
Recommendation 8: Establish procedures which ensure that when construction work is	Parents/Carers groups will be informed of proposed relevant housing developments in	Accept	Housing communication procedure inclusive of timescales in place

Overview and Scrutiny Recommendation	Officer Commentary and Update for Scrutiny Committee – 21 January 2019	Cabinet Decision (Accept or reject)	Action to be taken (if any) and timescale for completion
required and/or decisions on housing are being made, parents/carers and the young person are involved from the beginning. The procedures also require that parents and carers are regularly kept informed in writing to achieve a plan to ensure all have shared expectations.	<p>North Tyneside. A Housing Task & Finish Group has been set up to improve communication with the families of people who are on the ISL pathway.</p> <p>We will produce a communication standard that defines the point of contact with families from initial engagement, through to tenancies commencing, and beyond.</p>		COMPLETE
<p>Recommendation 9:</p> <p>Improve communication with ward councillors regarding the building of or conversion of existing housing to specialist housing and/or the re-location of young people to properties in their ward.</p>	<p>We will update Lead Members as part of standard established briefing sessions.</p> <p>We will also work with colleagues in Environment, Housing and Leisure to update ward members as appropriate on local developments or specialist housing in ward areas.</p>	Accept	<p>Lead Member briefing meetings already in place.</p> <p>Housing delivery team meeting in place, use this as a vehicle for considering ward member briefings.</p> <p>COMPLETE.</p>
<p>Recommendation 10:</p> <p>In light of the changes to the organisation and management structures across Children's Services and other service areas across the whole Authority, Cabinet requests the Senior Leadership Team to review the information and support provided to both internal and external newly appointed senior managers across the</p>	<p>Revise induction programme for new employees, to include overview of Whole Life Disability and SEND.</p> <p>Explore an on line training module on SEND.</p>	Accept	<p>An E learning training module has been developed and consulted on. This will be live at the end of January 2019.</p> <p>COMPLETE</p>

Overview and Scrutiny Recommendation	Officer Commentary and Update for Scrutiny Committee – 21 January 2019	Cabinet Decision (Accept or reject)	Action to be taken (if any) and timescale for completion
Authority to ensure that they are aware of the decision making processes and their implications.			
<p>Recommendation 11: Cabinet requests the Head of Health, Education, Care and Safeguarding and the Head of Finance to create a programme to promote and encourage borough employers to employ people with SEND; for example a networking session with the Business Forum to enable businesses to talk to each other about the implications and benefits to employers recruiting employees with SEND.</p>	<p>The SEND Strategic Board has set up a number of task groups, one of which is the SEND Education to Employment Pathways group. One of the strategic aims of the SEND Board is to:</p> <p><i>Ensure a smooth progression to adulthood for all young people with SEND.</i></p> <p>The SEND Education to Employment Pathways task group has set out to deliver a number of objectives to support in preparing young people with SEND for adulthood and the 'World of Work'. Key amongst those objectives is engagement with the Business Community of North Tyneside.</p>	Accept	<p>The SEND Education to Employment Pathways task group is operational and the work of the group will be on-going.</p> <p>(See SEND Governance and planning structure Appendix 2)</p> <p>COMPLETE</p>



North Tyneside SEND Governance and Planning Structure