



Buckinghamshire County Council
Select Committee
Children's Select Committee

Date: Wednesday 27 November 2019

Time: 10.30 am

Venue: Mezzanine Room 1, County Hall, Aylesbury

AGENDA

10.00 am Pre-meeting Discussion

This session is for members of the Committee only. It is to allow the members time to discuss lines of questioning, areas for discussion and what needs to be achieved during the meeting.

10.30 am Formal Meeting Begins

Agenda Item	Time	Page No
1 APOLOGIES FOR ABSENCE	10:30	
2 DECLARATIONS OF INTEREST To declare any Personal or Disclosable Pecuniary Interests.		
3 MINUTES For the Committee to agree the minutes of the meeting held on 3 rd October		7 - 20
4 PUBLIC QUESTIONS		



Public Questions is an opportunity for people who live, work or study in the county to put a question to a Scrutiny Committee about any issue that has an impact on their local community or the county as a whole.

Members of the public, who have given prior notice, will be invited to put their question in person.

The Cabinet Member and responsible officers will then be invited to respond.

Further information and details on how to register can be found through the following link and by then clicking on 'Public Questions'.

<http://democracy.buckscc.gov.uk/mgCommitteeDetails.aspx?ID=788>

- | | | | |
|----------|--|--------------|----------------|
| 5 | CHAIRMAN'S REPORT
For the chairman of the Committee to provide an update to the Committee on recent scrutiny related activity. | 10:35 | |
| 6 | CABINET MEMBER'S QUESTION TIME
For the Committee to ask Cabinet Members questions on current key issues for their portfolios.

I. Mrs A Cranmer, Cabinet Member for Education and Skills

II. Mr W Whyte, Cabinet Member for Children's Services | 10:36 | |
| 7 | INFORMATION UPDATE ON H2S TRANSPORT
For the Committee to receive an update from the Cabinet Member for Education & Skills about H2S transport actions | 10:50 | |
| 8 | EDUCATIONAL PSYCHOLOGY UPDATE
For the Committee to receive a quarterly update from Educational Psychology Services

Contributors:
Paulette Thompson-Omenka – Service Director Education
Anita Cranmer – Cabinet Member for Education & Skills | 11:05 | 21 - 24 |
| 9 | SIDE BY SIDE PROJECT UPDATE
For the Committee to receive an update on the Side-by-Side project.

Contributors:
Paulette Thompson-Omenka – Service Director Education | 11:15 | 25 - 28 |

- 10 CHILDREN'S MENTAL HEALTH SERVICES** **11:35** **29 - 66**
For the Committee to receive information about Children's Mental Health Services within Buckinghamshire

- Introductory presentation
- Partnership working with Looked After Children
- Participation from children and young people
- Mental Health Support Teams – to follow item
- Kooth online counselling (slide plus video)

Contributors:

Lead Officers -

Jack Workman - Specialist Commissioning Manager – All Age Mental Health

Matilda Moss - Head of Service – Integrated Commissioning

Partner agencies in attendance -

Oxford Health NHS Trust

Barnardos

Kooth

- 11 COMMITTEE WORK PROGRAMME**

The next meeting will have updates on:

- Ofsted monitoring visit
- Early Help - 6 months from implementation
- Bucks Safeguarding Children's Board (BSCB)
- Ofsted Improvement Plan Update
- Retrospective of work completed by the Children's Select Committee

- 12 DATE OF NEXT MEETING**

12:00

To note that the next meeting of the Children's Select Committee will be held on 24th January 2020 in Mezz 1, County Hall, Aylesbury.

Purpose of the committee

The role of the Children's Select Committee is to hold decision-makers to account for improving outcomes and services for Buckinghamshire.

The Children's Select Committee shall have the power to scrutinise all issues in relation to the remit of the Children's Services Business Unit. This will include, but not exclusively, responsibility for scrutinising issues in relation to:

- Nurseries and early years education
- Schools and further education
- Quality standards and performance in education

- Special Educational Needs (SEN)
- Learning and skills
- Adult learning
- Children and family services
- Early intervention
- Child protection, safeguarding and prevention
- Children in care (looked after children)
- Children's psychology
- Children's partnerships
- Youth provision
- The Youth Offending Service

** In accordance with the BCC Constitution, this Committee shall act as the designated Committee responsible for the scrutiny of Education matters.*

Webcasting notice

Please note: this meeting may be filmed for subsequent broadcast via the Council's internet site - at the start of the meeting the Chairman will confirm if all or part of the meeting is being filmed.

You should be aware that the Council is a Data Controller under the Data Protection Act. Data collected during this webcast will be retained in accordance with the Council's published policy.

Therefore by entering the meeting room, you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes. If members of the public do not wish to have their image captured they should ask the committee clerk, who will advise where to sit.

If you have any queries regarding this, please contact Democratic Services on 01296 382343.

If you would like to attend a meeting, but need extra help to do so, for example because of a disability, please contact us as early as possible, so that we can try to put the right support in place.

For further information please contact: Katie-Louise Collier on 01296 387006, email: klcollier@buckscc.gov.uk

Members

Mrs P Birchley
Mr N Brown
Mr A Collingwood
Mrs I Darby
Mr D Dhillon (C)
Mr M Hussain

Mr N Hussain
Mrs W Mallen
Mr B Roberts
Ms J Ward (VC)
Ms K Wood

Co-opted Members

Mrs C Pease
Mr M Skoyles





Buckinghamshire County Council
Select Committee
Children's Social Care and Learning

Minutes

CHILDREN'S SELECT COMMITTEE

Minutes from the meeting held on Thursday 3 October 2019, in Mezzanine Room 1, County Hall, Aylesbury, commencing at 1.01 pm and concluding at 2.30 pm.

This meeting was webcast. To review the detailed discussions that took place, please see the webcast which can be found at <http://www.buckscc.public-i.tv/>. The webcasts are retained on this website for 6 months. Recordings of any previous meetings beyond this can be requested (contact: democracy@buckscc.gov.uk)

MEMBERS PRESENT

Mrs P Birchley, Mr N Brown, Mrs I Darby, Mr D Dhillon (Chairman), Mr M Hussain, Mrs W Mallen and Ms K Wood

CO-OPTED MEMBERS PRESENT

Mr M Skoyles

GUESTS PRESENT

Mrs A Cranmer and Mr W Whyte

OFFICERS PRESENT

Mrs K Collier, Mr R Nash, Ms P Thompson-Omenka, Ms V Trundell and Mr T Vouyioukas

1 APOLOGIES FOR ABSENCE

Apologies had been received from Mrs Ward, Mr Hussain, Mr Roberts, Mrs Pease and Mr Collingwood.

2 DECLARATIONS OF INTEREST

There were none.



3 MINUTES

The minutes of the last meeting held on 6th September 2019, were agreed and signed.

4 PUBLIC QUESTIONS

In response to public questions which had been put forward by Lionel Barber, Foster Carer, Mr Whitley Head of Children's Care Service told the Committee:

- There hadn't been any children or young people referred under the National Referral Mechanism (NRM) Scheme. Any future referrals would be well vetted prior to being considered by Buckinghamshire County Council. They would all require an age assessment and would be likely to be placed in semi-independent accommodation, based on the results of their independent skills and risk assessment. Social workers had been specially trained to carry out these assessments.
- The wellbeing and care of the council's foster carers was the concern of several different agencies. Initially a family would be assigned a qualified and experienced Social Worker to work with them. Foster Carers could then access specialist support and advice from Education and Health Services, through Social Workers. Child and Adult Mental Health Services (CAMHS) support had been embedded within the service, which had not only given Carers insight into the children they were working with but also skills to protect their own health. Additionally there were extensive support structures in place, including countywide carer support groups and an online portal for those who couldn't physically attend. Training had been utilised well over the last year, so the service had increased the offer and tailored it to requirements.
- Foster Carers were not employed by Buckinghamshire County Council in legal terms; they had a unique status. Carers received other rewards and support, such as complimentary clubs and discount shopping.

In response to further questioning from Members, Mr Whitley, Mr Vouyioukas Executive Director Children's services, Mr Nash Service Director for Children's Social care and Mr Whyte Cabinet Member for Children's Services stated:

- Foster Carers received an allowance as remuneration for their services. Foster Carer's employment status was similar to that of Buckinghamshire County Council's Members.
- When Unaccompanied Asylum-Seeking Children (UASC) made themselves known to Buckinghamshire County Council, they would usually not have any documentation and would need to self-report their status, age and needs. It had been the council's duty to assess them over a number of days or weeks to look at their needs and risks to the child, or risks to potential carers. Decisions about the type of care which they required would then be made on a case-by-case basis. The most frequent outcome had been that these children's needs could be met through semi-independent accommodation.
- At various points during the year, Buckinghamshire County Council would receive invitations to take on children under the NRM Scheme.
- It was not possible to say whether young adults were being trained to present themselves as underage so that they would get a better deal, but the council had been trained to assess this situation.

- Carers could access CAMHS support through self-referral and through the single point of access route through the council. The support through the Council would include support for the Carer as well as the child, which would not be the case if self-referred.
- Positive feedback about Carer's access to support had been received through the Corporate Parenting Panel in recent months.

The Chairman thanked everyone for their contributions.

5 CHAIRMAN'S REPORT

There was no update as the space between meetings had been short. The Chairman requested an update about the Committee's potential to visit Social Workers within the Wycombe area office.

6 CABINET MEMBER'S QUESTION TIME

Mrs Cranmer, Cabinet Member for Education and Skills, delivered her update. She reminded the Committee that there had been Home to School transport issues and assured them that the Service Area had been completing a rigorous piece of work to improve the situation. Officers had reduced enquiries from 2000, down to just 160 outstanding enquiries. In response to Member's questions, the following points were noted:

- Officers had identified vacant seats on some home to school transport services, due to procurement issues. These would be offered to children who didn't get their expected travel arrangements.
- Outstanding bus passes were already in the process of being printed and sent out, as the replacement printing machines had already arrived. Children should expect to receive them by 11th October.
- Parents had been working together to assist each other in getting all children to School.
- If Members were aware of any families who hadn't received a response from the Service Area, they were encouraged to report back to Mrs Cranmer.
- The planned route optimisation, which had been due around 4th November, and the new routes which this would create had not been confirmed. Daily meetings were being held to ensure that transport issues were fixed and that communications were clear.
- A total of 5 major issues had resulted in the significant level of dissatisfaction and Mrs Cranmer assured the Committee that this wouldn't happen again.

A Member questioned the proposed solution for the recent 11+ testing incident and wanted to understand how the testing anomalies would be remedied. Mrs Cranmer advised that the council had no influence over 11+ testing and that it remained the responsibility of GL Assessment. Schools would all receive an update by the end of September 2019; however there would be no retesting and statisticians were working on a solution. Mrs Cranmer reminded parents of their right to appeal and said she was confident that the situation would be resolved fairly.

The Chairman thanked Mrs Cranmer for meeting with parents about Home to school transport issues and thanked staff within the Service Area for dealing with the situation.

Mr Whyte, Cabinet Member for Children's Services, gave an update about adoption and fostering events under Items 7&8.

7 ADOPTION ANNUAL REPORT

Mr Whyte gave his thanks to everyone who had come forward to be considered as adoptive parents and also thanked Social Workers for their part in the process. He stressed the importance and the transformational change that a good adoption placement had on children within the system.

Two information evening events for potential adoptive parents were being held on:

- 6th November in Aston Clinton
- 5th December in Chesham Town Hall

The public were encouraged to check the Council website for updates.

Mr Whitley highlighted the main points of the report including:

- A new website was being developed in collaboration with the digital board. The website would be fully functional from 7th October and could be found at www.adoption.bucksc.gov.uk
- Children who were older or who had more significant needs, such as where they were poorly, had been difficult to place with families for adoption.
- There had been 29 children placed for adoption between April 2018-19
- Mr Whitley commended the work of the Post Order team who had helped the Service Area to access £500,000 through the adoption support fund. This had been used to improve the service, particularly through the provision of therapeutic support for adoptive and special guardianship families. The Post Order Team had also managed contact between children and their birth families.
- Over the next year the focus would be on improving recruitment, creating more homes which could lead to adoptive placements and strengthening the collaboration with other local authorities and regional adoption agencies

Questioning from Members was invited and in response Mr Whitley, Mr Vouyioukas and Mr Whyte made the following main points:

- It was not easy to compare the Council with other authorities due to differing circumstances or demographics. The number of adoption breakdowns had been a good indication of the quality of the council's decision-making.
- Adoption services had been judged as good at the last inspection.
- Although the speed of placing a child had been slow, the quality and success of placements had been high. Adoption teams could not rush a decision which would potentially affect a child for 18 years of their life.
- All children were well-cared for and would remain in a good quality care placement until a suitable adoptive match could be made. No child would be left without support.

- The service had tried to ensure that all under 5 year olds were living with and adopted by in-house carers to encourage permanence.
- Fostering and adoption placements were decided using a trained panel. The decision making process was very complex and taken very seriously.
- There had been a small number of children who had been hard to place for a variety of reasons, however the Service Area were liaising with voluntary adoptive agencies who provided specialist placements. They were also intending to perform additional recruitment drives. The availability of specialist placements had been a national issue.
- Members felt that graphical data and comparative data within the adoption report could have been displayed in a more accessible format.
- The Service Area had a focus on permanence for children which could also be achieved through family and friends adoptions and special guardianship orders (SGO)
- Life story work referred to an essential therapeutic tool which trained social workers had used to help children to understand their past, their journey into adoption and why particular decisions had been made on their behalf.

The Chairman thanked all contributors.

8 FOSTERING ANNUAL REPORT

Mr Whyte began the item by thanking the staff who had worked hard to recruit new foster carers. He thanked everyone who had shown an interest in becoming a foster carer and thanked all the new carers who had been recruited over the last year. He publicised a number of fostering information events, there would be one held on 18th December in Buckingham and they would continue across various locations in the New Year.

Mr Whyte complimented the fostering service, saying he had been impressed by the level of care, guidance and attention which carers had given to the children. There were many events which celebrated the achievements of foster carers and children who had been in care. The annual report which was being presented went from April 2018-2019, but he informed the Committee that figures for children in care had remained stable over the last 6 months. All of the hard work which the service had put in last year was being realised this year.

In response to questioning, Mr Whitley, Mr Whyte and Mr Nash made the following points:

- The staying put arrangement had meant that children were able to access support post -18 years old, with the families they knew and trusted when they had been going through key transitional phases.
- There had been an increase in children in care last year but this had now stabilised.
- Over the last year, the offer for foster carers had been improved, reducing the Council's reliance on independent fostering agencies
- Children were now more likely to be placed locally which meant they would benefit from being closer to their social worker, health appointments and their educational placement. This also meant improved collaboration between all of these agencies.
- The fostering service had moved to a more efficient business model, which was likened to that of independent fostering agencies.

- At the time of the meeting an additional 21 applications had been received from people who were interested in becoming new foster carers.
- For each child who entered the system, the service would always prioritise permanence by exploring whether there would be an option of a family and friends connected carer placement. 20% of children within the fostering service had been placed with family and friends.
- The service now offered more training opportunities for Foster Carers and had increased the location, frequency and varied the times when training was delivered, to try to be as inclusive as possible.

The Chairman thanked Mr Whitley for the quality of the report presented. He commended staff within the service for their hard work, for increasing fostering enquiries and for delivering the recent award ceremony for children in care and their Foster Carers.

In response to questioning, Mr Whitley, Mr Whyte and Mr Nash informed the Committee that:

- Foster Carers played a very important role in informing the care requirements of a child and reviewing how their needs changed due to the amount of time they spent with them. They would attend all education appointments and have close positive working relationships with Social Workers at regular intervals.
- Connected Carers received the same allowance as unconnected Foster Carers in Buckinghamshire. This differed across local authorities. The website contained a chart which broke down the allowances paid to all Foster Carers.
- There were not many supported lodgings in Buckinghamshire, they tended to be in more urban areas, however the service would be looking to increase these so that children who didn't need much care could access this facility. There had been trials with other providers to test whether delivery of the service would be achievable.
- Within year 1 and 2 of the recruitment strategy, the service had focussed on in-house recruitment and setting up a new team. Within year 3, there would be a focus on recruiting specialist placements which had been hard to recruit for, such as parent and child placements. The service had commissioned specialist placements out effectively, to ensure they met the needs of the children within the service.
- Fostering and adoption information events could be found on the updated website and on social media. Mr Whyte requested that Members promoted local events through their Local Area Forum (LAF) and sent the following links after the meeting:

Fostering events - <https://www.buckscc.gov.uk/services/care-for-children-andfamilies/fostering/fostering-information-event/>

Adoption events - <https://www.buckscc.gov.uk/services/care-for-children-andfamilies/adoption/becoming-an-adoptive-parent/>

- 16-18 year old children within the fostering service had received a lot of guidance and information about their options post-16, which had included choices to go to University, to access apprenticeships or to go into other non-academic routes. This had been supported by celebration events, through the use of inspirational care leaver speeches,

and through the Virtual School to help children overcome any barriers to their success. The Fostering Service had a very low number of children who were Not in Education, Employment or Training (NEET) compared to statistical neighbours.

- Buckinghamshire had been affected by County Lines; however the Multi-Agency Safeguarding Hub (MASH) and all partner agencies had worked hard to encourage children and young people to keep themselves safe, particularly those who had been identified as being at risk or within scenarios which could result in exploitation.
- Central Government had designated another £20 million of funding nationally for disrupting County Lines activity and for protecting young people at risk of being drawn into these activities.

Committee Members commended the Fostering Service and their achievements over the last year and the Chairman thanked all contributors.

9 12 MONTH RECOMMENDATION MONITORING OF PERMANENT EXCLUSIONS INQUIRY

Mrs Cranmer introduced the item saying that this inquiry had been commissioned before her time in post. At the time, Primary School exclusions had been 25% higher than national average and Secondary School exclusions had been 20% higher than national average. This had now been remedied as the Primary School exclusion rate was 33% lower and Secondary School exclusion rate was 30% lower than national average.

Mrs Trundell, Education Entitlement Manager, Ms Thompson-Omenka, Service Director Education, and Mr Vouyioukas made these points in response to questioning:

- At the time of the meeting a Special Educational Needs (SEN) audit had been taking place within Primary Schools. A particular Head teacher had been instrumental in completing this work for the side by side project. Secondary and Primary Schools had very different support needs for SEN children.
- Earlier identification of problematic behaviour achieved better outcomes and this work began within preschool groups, continuing through all educational phases.
- Improvements and strengthening of web content had been carried out almost immediately and had been reviewed regularly in comparison to other authorities.
- Some of the recommendations and actions from the inquiry would have been clearer if they had been timetabled or if the service area had given a clearer indication of the frequency in which they were reviewed. Ms Trundell assured the Committee that recommendations had been monitored on a regular basis.
- There had initially been a poor take-up of the workshops offered to Primary Schools, however the team had called Schools directly to ask for their engagement and there were now 30 Primary Schools who had been fully engaged.
- The team were always available to answer questions and offer advice to Schools on the topic of permanent exclusions. As these permanent exclusion figures had been low, the team had also monitored fixed term exclusions.
- As a variety of issues often fed into the problem of permanent exclusions, families were also signposted to family support services and external agencies who could support them.

- One of the side by side projects objectives had been to provide peer challenge and alternative strategies to deal with challenging behaviour and avoiding permanent exclusions.
- There hadn't been any challenges in providing placements for permanently excluded children and the team strived to reintegrate children quickly back into a school setting.
- There had not been an identified need for a new SEN School at the Penn site as the placement uptake hadn't justified the cost of the site.
- Schools had been approached by a liaison group and discussed the option of collectively commissioning Educational Psychologist Services, but had chosen not to explore that option. Reasons had varied from having an existing arrangement within the Multi-Academy Trust (MAT) which they had been part of, to having differing requirements which would make the arrangement unfit for purpose
- Workshops were not being run until 9th December, as the side by side project had put such a large amount of pressure on School's time and resulted in an additional workload for the team. They would continue to be offered to meet demand.

The Committee agreed for the RAG rating to be delegated to the Chairman after the meeting. A copy of the document containing the RAG rating would be attached to the minutes of this meeting.

The Chairman thanked all contributors.

10 WORK PROGRAMME

Members were asked to note that an update about Buckinghamshire's mental health services and an update about the side by side project would come to the next Committee. The Ofsted Monitoring Visit update would not be ready by the time of the next meeting.

11 DATE OF NEXT MEETING

The next meeting will be held on 27th November 2019 at 10.30am, in Mezz 1, County Offices, Aylesbury.



CHAIRMAN

Response to Select Committee Scrutiny Inquiry


Inquiry Title	Working Together to Reduce Permanent Exclusions in Schools
Select Committee Owner	Chairman, Children's Select Committee
Date agreed by Cabinet	10 th September 2018
Lead Cabinet Member	Mike Appleyard
Lead Senior Officer (Director)	Tolis Vouyioukas



VERSION CONTROL



Version No.	Changes	Name of response author	Date
Draft Final	Agreed by Cabinet Members	Chairman, Children's Select Committee	Sept 2019





Recommendation	Agreed Yes/No	BCC Cabinet / Partner Agency Response including proposed action	Responsible Cabinet Member (for BCC recs)	Senior Responsible Officer Owner	Twelve month progress update	RAG status
1. It is recommended that: Early Help representation should be part of the Bucks Inclusion Hub to ensure families and pupils experiencing difficulties or needing access to additional services get the early help they need	Yes	Cabinet accepts this recommendation and view it as a positive step. The Head of Early Help, Gareth Morgan, will identify a representative to become part of the work being undertaken by Buckinghamshire Inclusion Hub.	Cllr Mike Appleyard	Gareth Morgan Head of Early Help	Gareth Morgan has been added to the attendee list but we are currently reviewing the most effective way of managing this workload	
2: It is recommended that: a. A series of workshops 'Towards Better Behaviour, Sharing Best Practice' should be offered on selected INSET days during the academic year 2018/19,	Yes	a. Cabinet accepts this recommendation. Officers will pilot a workshop on 'Towards Better Behaviour, Sharing Best Practice' in December. A decision will be taken on future events once	Cllr Mike Appleyard	Viv Trundell Education Entitlement Manager	a. A work shop to disseminate good practice will be scheduled towards the end of the year.	

Minute Item 3

<p>to be attended by all head teachers, their INCOs/SENCOs and chairs of governors with the possibility of rolling out the programme on a wider basis; and</p> <p>b. Senior leadership teams across all schools in Buckinghamshire should be strongly encouraged to attend BCC-commissioned behaviour training (for example, Behaviour Network Meetings) and to include low-level disruptive behaviour training as a standard element in their school.</p>	<p>Yes</p>	<p>this has been evaluated.</p> <p>b. Behaviour training workshops were initiated and financed by BCC as an exception for this academic year due to the importance of promoting a school led model for the future (an approach that is supported and driven by the DfE). Attendance at the Behaviour Network meetings has been inconsistent and therefore a comprehensive Communications Plan is being developed to ensure good attendance at the meetings in the next academic year (Primary Schools).</p> <p>The secondary sector will receive training as part of the 'Towards Better Behaviour, Sharing Best Practice' workshops, which will also be promoted in the Communications Plan.</p> <p>We will continue to work with schools directly and as part of the Inclusion Hub work to prevent exclusions and encourage inclusive practice. The development of an Inclusion Charter will assist this culture change.</p>			<p>b. These workshops took place and received positive feedback.</p> <p>The primary PRU are targeting individual schools to offer whole school behaviour management training.</p>	
--	------------	--	--	--	---	---

<p>a. Education Service officers more effectively promote and signpost guidance to schools to help them to identify, within statutory requirements, how much information and evidence to include on Education Health and Care Plan forms ; and</p> <p>b. Education Service officers review communications to head teachers concerning alternative provision opportunities through the SEND Local Offer to ensure all avenues are being explored when pupils are in imminent danger of being permanently excluded</p>		<p>Offer is hosted on the Buckinghamshire Family Information Service Website. It has a wealth of information on EHC processes and 'the SEN support' offer. EHC plans should be specific to a child's needs and therefore it would not be appropriate to publish a 'good example' generic document. BCC officers will review the published Local Offer to ensure it offers leading edge advice.</p> <p>b. BCC officers will work with Buckinghamshire Family Information Service to ensure that the current menu of alternative provision accurately reflects the alternative provision on offer to schools.</p>	Appleyard	Education Entitlement Manager and SEN Manager	<p>a. and b.</p> <p>The Local offer continues to be hosted on Bucks Family Information website and includes alternative provision. Education Services officers continue to advise schools on alternatives to permanent exclusion.</p>	
<p>6: It is recommended that: As part of the review of the outcomes of SENDIAN pilot, the Education Service should also review the impact and value of a 'named' Educational Psychologist for schools and explore ways in which mixed primary and secondary school clusters could be set up to achieve this objective where budgets allow</p>	No	<p>Cabinet is unable to support this recommendation. There is a national shortage of Education Psychologists and recruitment in Buckinghamshire is difficult. Existing BCC Educational Psychology resource is focused on meeting our statutory duties. When there is capacity preventative work will be delivered and this approach will be included in our review</p>	Cllr Mike Appleyard	Katherine Wells Education Officer	<p>The primary PRU were provided with support from the EPS.</p> <p>Schools are familiar with and well practised in privately commissioning EP advice and support</p>	

		and restructure of SEND. As an interim action the School Liaison Officers will discuss with schools the possibility of collectively commissioning a private Education Psychologist to support the schools in the Liaison Group area				
7: It is recommended that: As part of its work on the Inclusion Hub, officers should facilitate formal locally-based networks of head teachers to support each other on permanent exclusion issues	Yes	Cabinet accepts this recommendation and officers will use the established School Liaison Groups to facilitate this. The School Liaison Officers will include on September meeting agendas.	Cllr Mike Appleyard	Katherine Wells Education Officer	We continue to support this peer to peer approach. In addition put Headteachers in touch with colleagues on a case by case basis	
8: It is recommended that: The BCC website is further strengthened to make it more user-friendly for parents. This should include: a link to a permanent exclusion Q&A format or leaflet for parents whose child has been permanently excluded; and signposting to a range of advocacy services to help parents negotiate the permanent exclusion process, an approach which is favoured by other local authorities	Yes	Cabinet accepts this recommendation and will ensure that the public website is updated and improved.	Cllr Mike Appleyard	Viv Trundell Education Entitlement Manager	This is reviewed on a regular basis	

	<i>Recommendation implemented to the satisfaction of the committee.</i>		<i>Committee have concerns the recommendation may not be fully delivered to its satisfaction</i>
	<i>Recommendation on track to be completed to the satisfaction of the committee.</i>		<i>Committee consider the recommendation to have not been delivered/implemented</i>

EHC Plans – Statutory Timescales Update

November 2019

Progress Highlights

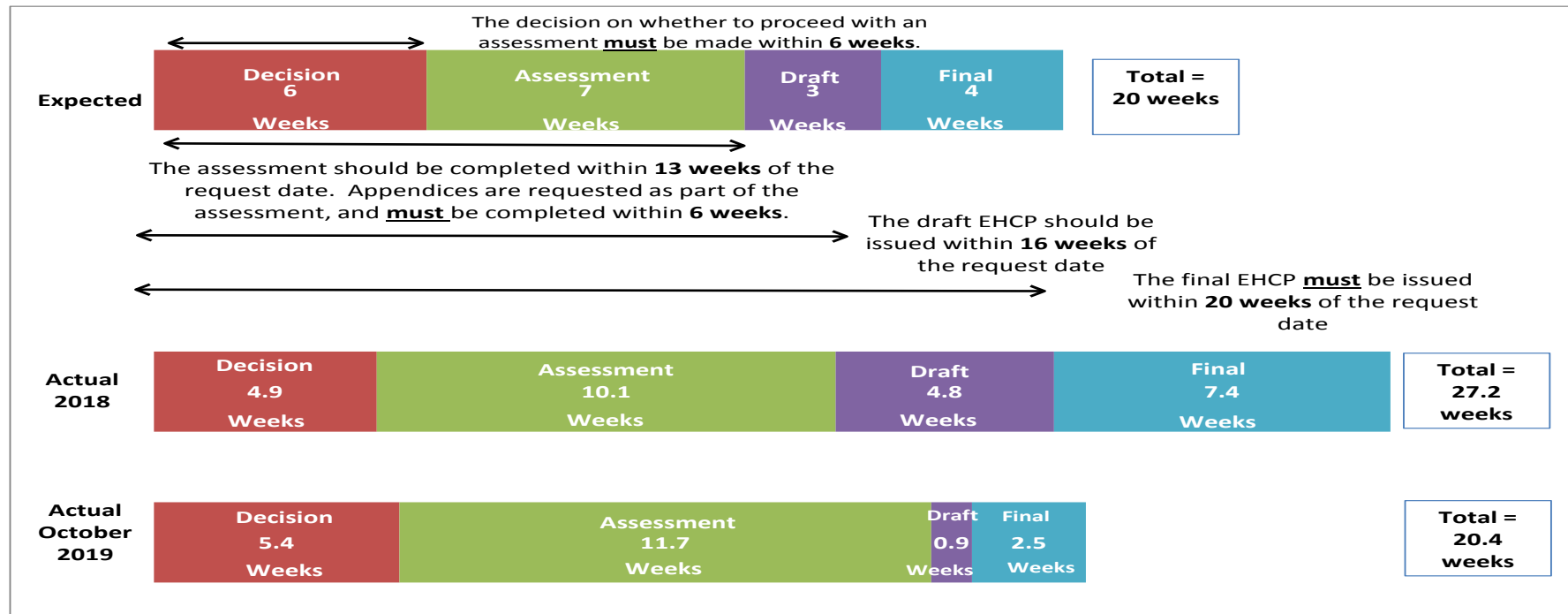
The table below outlines progress so far during this calendar year for Education and Health Care Plans (EHCP) issued within the 20 week statutory deadline.

	Jan	Feb	March	April	May	June	July	Aug	Sept	October
Number of final EHCPs	34	36	26	70	137	53	51	59	40	71
Number of final EHCPs in 20 weeks	5	6	2	8	17	22	27	31	19	52
% in 20 weeks	14.7%	16.7%	7.7%	11.4%	12.5%	41.5%	52.9%	52.5%	47.5%	73.2%
2019 cumulative % in 20 weeks	14.7%	15.7%	13.5%	12.7%	12.6%	16.9%	21.4%	25.4%	27.1%	32.8%
Average length to complete (weeks) for month	27.3	26.4	29.5	31.3	28.1	22.2	20.5	21.2	21.1	20.4
2019 cumulative average length to complete (weeks)	27.3	26.8	27.6	29.1	28.6	27.6	26.7	26	25.6	25

The table clearly demonstrates significant improvements in the issuing of final EHC Plans, with 73.2% of EHC plans being issued within statutory timescales during the month of October. This has moved our cumulative total to 32.8% and we are working hard to achieve our end of year target of 40%. The national average for 2018 was 60%; our target is 40% due to the low performance at the start of the year and the clearing of the backlog during the months of April and May, when over 200 EHC Plans were issued.

Context

The statutory deadlines that we must adhere to as a Local Authority are in relation to the decision to assess (6 weeks) and the final EHC Plan being issued (20 weeks). The 'shoulds' that we have included in our 'expected' diagram below reflect the targets we have set ourselves to ensure all assessments are collated in time and that we issue a draft EHC Plan by week 16 of the process at the latest. This then allows enough time to make any amendments and secure an appropriate educational placement, which must be named on the final EHCP.



From the 'Actual' outlined above for 2018 and where we are to date, it can be seen that we have improved our overall timescales with plans now taking on average 20.4 weeks to issue within timescale, a significant improvement on previous performance. Further work is still required as we are taking longer to conduct the assessment than we should be. This is in part to gaps in the Educational Psychologists establishment within the service and is something we are actively tackling with a rigorous recruitment campaign.

Next steps:

- Caseloads are high and stand between 300 and 350 per officer. Shortly, we will be starting a campaign to recruit up to 12 additional officers which will help reduce caseloads to between 180 and 200, more in line with our statistical neighbours.

- We will be launching our Communication strategy this month which outlines the roles and responsibilities of the service to enable children, young people and their families to get the right support at the right time; this includes EHC Co-ordinators, Specialist Teachers and Educational Psychologists.
- Shortly, we will be introducing a multi-agency Quality Assurance process, alongside a training programme to ensure all officers understand what 'good' looks like. This will help improve the quality of assessments and plans.
- Before the end of the year, our Annual Review Strategy will be launched. Smaller caseloads for officers will have a direct impact on updating EHC Plans to ensure they are current and contain the right provision to meet needs, avoiding further complaints and tribunals and ensuring children are placed in appropriate settings in a more timely manner.



Buckinghamshire County Council
Select Committee
 Children's Select Committee

Report to the Children's Select Committee

Title:	Side by Side Update
Committee date:	Wednesday 27 November 2019
Author:	Gareth Drawmer
Cabinet Member sign-off:	Cllr Anta Cranmer

Purpose of Agenda Item

The purpose of this report is to provide an update to the Select Committee with an update on the Side by Side Project and our 2019 academic results.

Background

Side by Side is the Buckinghamshire model for a local school improvement system. The strategy builds on the established, strong relationships across Buckinghamshire and enables all schools across the county, regardless of type, size or status, to work collaboratively to support county wide school improvement. It recognises that it is this wider system that will deliver improvements and as such harnesses and utilises the experience, strengths and knowledge within our schools, with school leaders and practitioners. The Local Authority's role is one of a facilitator; identifying areas of strength and those which require development, building expertise capacity, empowering system leaders and enabling support. The key aspects of Side by Side include:

- Working with the Local Authority, schools are encouraged to identify areas of development that would support them on their continuing improvement journeys.
- Schools work collaboratively to share experience and learning, through both formalised and bespoke relationships.
- Where particular vulnerabilities exist, the local authority brokers support by deploying 'champions' from within the Buckinghamshire family of schools to deliver significant improvements.
- Learning is shared for the benefit of all schools and settings across the county.
- The Side by Side Partnership team quality assure the work delivered and identify areas for further improvement.



Currently, Side by Side has several different strands of work:

Direct support

Schools are prioritised for support according to need and classified as an Intervention, Prevention and Enhancement school:

- Intervention Schools - Support from a Side by Side Leadership Champion and Side by Side Pupil Champion for up to 18 funded days per year.
- Prevention Schools - Support from a Side by Side Leadership Champion or a Side by Side Pupil Champion depending on the evaluation of need for up to 6 funded days per year.
- Enhancement Schools - For schools with low vulnerabilities, non funded Side by Side Champion support can be brokered through the Side by Side Partnership Team.

Key Project Work

For those areas that have been identified as needing targeted improvement, a number of distinct projects have been set up in order to address the emerging concerns. Examples include:

- Support for mainstream schools to ensure pupils with SEND achieve and thrive. Projects have been commissioned by Stony Dean Special School, Furze Down Special School and Chiltern Wood Special School
- The Aspire secondary pupil referral unit (PRU) and Chiltern Hills Academy have been commissioned to develop a 'toolkit' to support secondary schools with high exclusion rates.
- Funding has been supplied to our 19 liaison groups across the county for the commissioning of 'Action Research' projects to address weaknesses in locality data.
- A programme focused on identification of vulnerable children and delivery of prevention activities in the early years.
- Support for school leaders through work with the Buckinghamshire Academy of School Leadership (BASL) to deliver a support programme for new head teachers. There is also collaboration work between BASL and Side by Side to deliver a leadership conference and three seminars open to all school leaders.

Development Work

In order to further support schools to achieve at the highest levels for their pupils, the Side by Side project continues to develop strategies for school improvement:

- Creating networks of specialist teachers across the county to support schools directly with information and training in relation to a range of areas including SEN and behaviour support.
- Developing a structure of school improvement conferences targeted at those schools in the prevention category; however, also open to all school leaders.
- Hosting briefings for outside providers of school improvement support who work with Buckinghamshire schools. These briefings will outline our key priorities for so that they can be reflected in the work that outside agencies offer to schools in the county.



- Strengthening relationships and support for governance and development of the relationship with teaching schools across the county.

Academic Results

Overall, our provisional results are very pleasing and we will strive to improve these further by supporting schools through other Side by Side initiatives. Full details of our results are shown below:

	Buckinghamshire		National	
	2018	2019	2018	2019
EYFSP - % of pupils achieving Good Level of Development	74%	74%	72%	72%
Year 1 Phonics - % of pupils achieving expected standard	84%	82%	82%	82%
Key Stage 1 Reading - % of pupils achieving expected standard	79%	78%	75%	75%
Key Stage 1 Writing - % of pupils achieving expected standard	72%	71%	70%	69%
Key Stage 1 Maths - % of pupils achieving expected standard	78%	76%	76%	76%
Key Stage 2 Reading, Writing & Maths - % of pupils achieving expected standard	66%	66%	64%	65%
Key Stage 4 - Attainment 8	55.0	55.0	46.6	46.7

Key metrics in attainment demonstrates that overall, the Local Authority continues to ensure that our pupils receive a good standard of education.

Next steps

The service is keen to ensure that the Side by Side project continues to develop and is responsive to the needs of all schools across Buckinghamshire. The impact and effectiveness of the project is reviewed annually when comparable results are published.



How Young People and Parents are shaping the service

Focus today on 2 main strands:

29

- Article 12 – Involvement of Young People in developing the service
- Acting on feedback from parents and carers to support their needs

SNC Garden Project









Feedback from Parent Representatives at PAG

It's great to be involved at the heart of the service and bring **the voice** of the families involved to thought processes and decision making

Our frustration is that while the focus is rightly on the young people, we're with them 24/7, so **how can we be better prepared** to support their journey

Setting up Walking With You

Objective of the group:

Provide a space for parents and carers to come together to share experiences and insight and gather clues for supporting our young people

35

Who runs it:

We are a group of parent volunteers, supported by Barnardo's and CAMHS

All Parent Volunteers who lead the group have completed **safer recruitment checks** (including DBS checks and references). They have all completed **Barnardo's volunteer induction training** including Safeguarding, Boundaries, Confidentiality, GDPR data protection, and Equality, Diversity and Inclusion.

Setting up Walking With You

Frequently asked questions:

What is the age limit for young people we are supporting?

We want to keep the sessions open to as many people as possible, so we think a guide of 25.

Can we bring children to the group?

It is important to have a space for parents to talk openly and honestly. The accommodation isn't suitable for children as well.

What range of mental health do you cover?

We have parents of children and young people who are across the range of the autistic spectrum, as well as suffering with different levels of anxiety and conditions.

Do we have to be involved with CAMHS or Barnardo's to be eligible to come along?

No. Our sessions are open to anyone supporting a child or young person.

Setting up Walking With You

Frequently asked questions:

What can I expect at a session?

We provide some **refreshments** and then open with a **introduction** to the house rules and what to expect from the session before giving you time to talk as a **whole group and then smaller groups** too

There is a **subject expert** from CAMHS who focuses on one key area identified at a previous group as being something most people want to hear about

You can also ask questions of the **Parents/Carer Leaders** who can share their experiences around the **day to day challenges of supporting their young people**

There will also be information and people available to give **advice and help**

This is a chance to spend time with other parents and carers who are walking a similar path and know the challenges you face. **It's a non-judgemental and non-critical group**

What did we learn from the Pilot

Feedback from Survey Monkey:

It's a well attended,
well received and
much needed group"

"A great group and
well worth going to, at
last I'm meeting
people in the same
boat and don't feel so
alone"

"Please can we
have more time
to talk to each
other?"

"It's great to hear from
professionals and to
have a topic per session,
can we have time to
think of questions over
maybe a quick break to
get the most from their
attendance?"

"Can we help people
attending to focus on the
topics being discussed in
group sessions, then we
can add in time for people
to connect around specific
issues afterwards?"

"There's a really good
balance of hearing from
professionals and learning
from each other"

"Could we split into age
groups for discussions, so
the conversations are
more relevant to us?"

38

What are the next steps for Walking With You?

- We're committed to being an established group- dates set monthly until Dec 2019
- Gather the parent/carers voice to help form future service developments
- Bigger space to meet and set up more local meetings (e.g. North and South Bucks)
- Get the word out to a wider potential audience – need ideas!
- Consider evening options for people who haven't been able to attend so far
- Continue to learn from each session about what's needed to support parents/carers
- Increase number of parent volunteers
- Measure impact of the group



Walking With You



Buckinghamshire Kooth data

October 2018- October 2019 (11 Months)

- Young People registering - 1,818 Young People in Chat - 498.
- Number of chat sessions - 910
- Young People messaging - 884. Number of messages exchanged - 4,414
- Articles read - 2,837 by 709 Young People
- Forum posts - 9,680 by 722 Young People
- 69% of activity takes place after 5pm and at weekends

41

Partnership Working with Looked After Children

Dr Nicola Connolly, Consultant Clinical Psychologist &
Clinical Lead for the Looked After and Adopted Children's Service

Looked After Children

1 in 2 Children who are
Looked After have mental
health problems

$\frac{1}{2}$

compared to.....

1 in 10 Children in the general
population



One Third of
looked After
Children in the
UK do not
receive a
statutory mental
health
assessment

“NOT SEEN. NOT HEARD:
A review of the
arrangements for child
safeguarding and health
care for looked after
children in England”.

Care Quality Commission
(2016)





CAMHS & the Local Authority

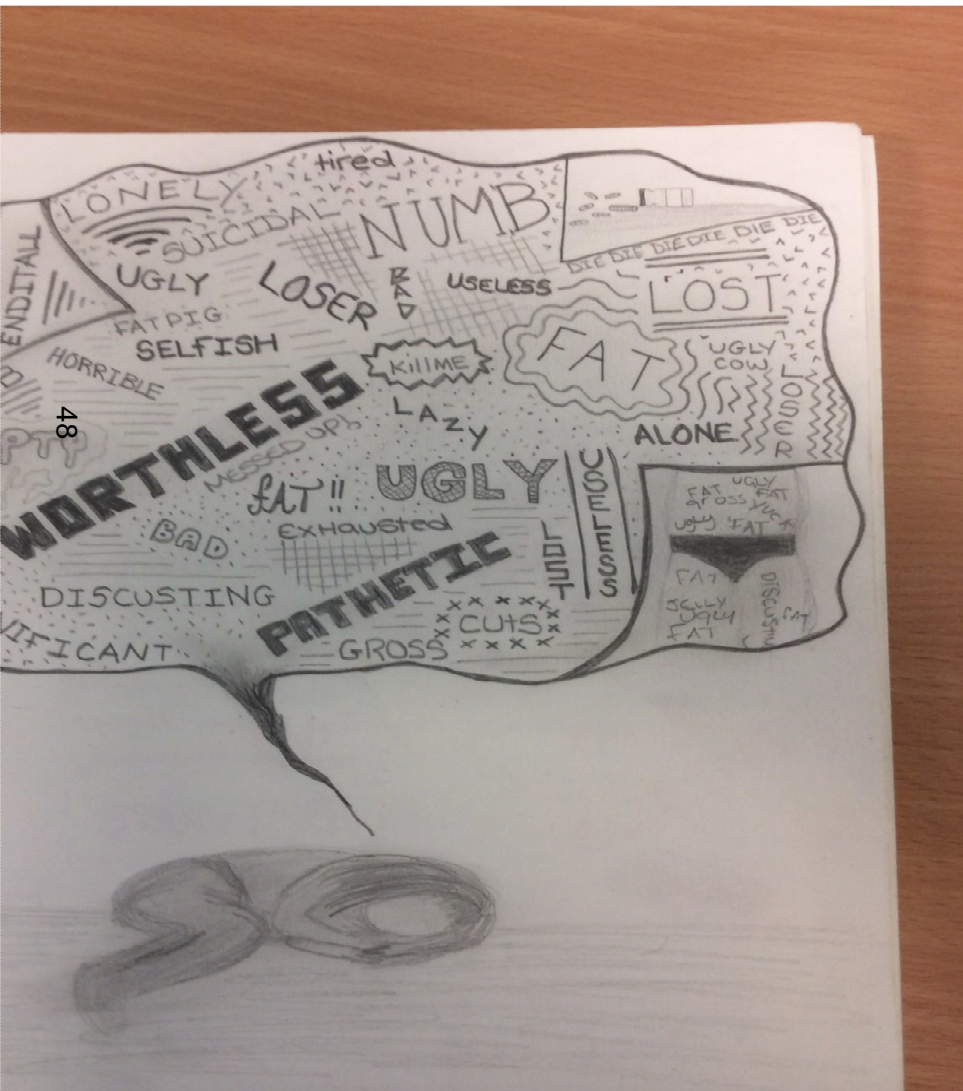
- Jointly developed a process for completing the Strengths and Difficulties Questionnaire for All Children who are Looked After
- Out of County LAC: Ensuring our children out of county receive mental health support
- Co-location
- CAMHS input at Resource Panel
- Training Foster-Carers - therapeutic parenting
- Residential Care Homes

Residential Care Homes

- Dedicated mental health team (senior clinical psychologist and mental health practitioner)
- Joint working with Residential Area Manager (review 47 referrals, matching process, step-down from residential care)
- Psychological assessments of every young person
- Psychological support for the young person
 - Direct work
 - Links with Specialist CAMHS pathway e.g. ASD/Eating Disorders
- Reflective Practice & Supervision for the staff



Why Mental Health Matters: Feedback from Young People in Care



- “We’re often the last person to know something”
- “Listen with the purpose of listening, not to respond”
- “Don’t invalidate their experiences because you can’t relate”
- “If we push you away or withdraw, be patient with us and keep trying....it is hard for us to open up to and trust people”

Children and Young People Mental Health November 2019



Matilda Moss – Head of Integrated Commissioning, Buckinghamshire County Council and Buckinghamshire CCG

Jack Workman – Specialist Commissioning Manager , All Age Mental Health, Buckinghamshire County Council and Buckinghamshire CCG



**Everyone working together so that the people of Buckinghamshire
have happy and healthy lives**



Prevalence

- Estimated 9,080 (10% of the 5 – 18 population) children and young people in Buckinghamshire with a diagnosable mental health disorder
- Primary School : One in ten (9.5%) will have a mental health disorder
- Secondary school : One in seven (14.4%) 11 to 16 yrs
- Transitioning to adulthood: One in six (16.9%) 17 to 19 yrs
- Upward trend in mental health disorders in 5 to 15 year olds; 9.7% in 1999, 10.1% in 2004 and 11.2% in 2017

Types of disorder

- Emotional disorders were the most prevalent type of disorder experienced by 5 to 19 year olds (8.1%). Rates were higher in girls (10.0%) than boys (6.2%). Anxiety disorders (7.2%) were more common than depressive disorders (2.1%).
- About one in twenty (4.6%) 5 to 19 year olds had a behavioural or conduct disorder, with rates higher in boys (5.8%) than girls (3.4%).
- About one in sixty (1.6%) 5 to 19 year olds had a hyperactivity disorder, with rates higher in boys (2.6%) than girls (0.6%).
- About one in fifty (2.1%) 5 to 19 year olds were identified with one or more of other type of less common disorder
- Types of disorders seen within CAMHS services include anxiety based disorders – Obsessive compulsive disorder (OCD)/ Post Traumatic Stress Disorder (PTSD) and Depression. Emotionally Unstable Personality Disorder (EUPD) and Eating Disorders.

Self – Harm

- Nationally, the rate of young people being admitted to hospital as a result of self-harm is increasing. This is also the case in Buckinghamshire, however, our admission rate remains lower than the national average
- CAMHS run therapy based group sessions via the getting help and getting more help pathways. The OSCA crisis team also offer DBT - specific treatment for young people who may be experiencing heightened suicidal urges and self-harming
- A self harm pathway and self injurious behaviour toolkit has been developed across partners
- Public Health led work on emotional wellbeing includes focus on supporting training opportunities for schools including around suicide prevention
- Psychological Perspectives in Primary care evidence based training is delivered by CAMHS to professionals across the county (including foster carers). One of the topics addresses self-harm.

Associations and Inequalities

According to mental health prevalence data and national research there are some groups of young people that are more likely to experience mental ill health



- People that identify as Lesbian, Gay, Bi-sexual, Transsexual (**LGBT**)
- **Ethnicity:** Acknowledged as an under-researched area nationally. However, people from Black and Minority Ethnic communities are considered more likely to have a mental health condition due to a number of external factors.
- **Socio economic circumstances:** Families on low income, young people that have a co-morbid physical health concern and Looked After Children

CAMHS Service



Buckinghamshire CAMHS
Positive mental health for young people

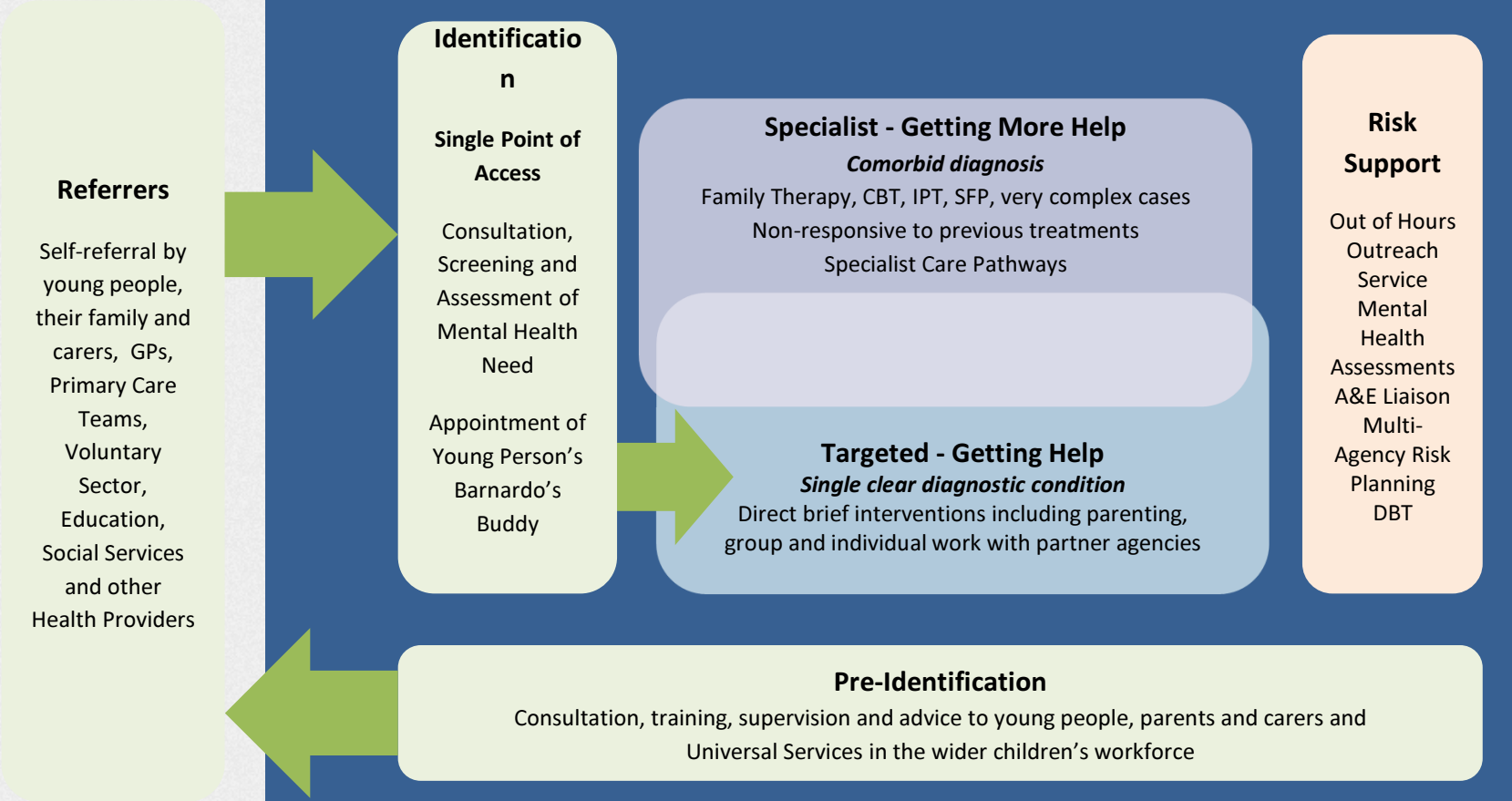
NHS
Oxford Health
NHS Foundation Trust

Believe in children
Barnardo's

54



CAMHS Service Model



55

CAMHS Referrals

	2014/15	2015/16	2016/17	2017/18	2018/19
Total number of referrals received – all services	3988	6091	5275	5943	6291
Number of referrals by source:					
Self	Not available	262	250	436	258
Carer	Not available	19	140	228	816
GP	Not available	1466	1799	1602	1553
Education	Not available	380	491	608	717
Number of referrals accepted - All pathways	2396	4468	4153	4821	5047
Average total caseload (as at 31st March)	2481	3089	3261	3793	3328
Number of LAC Caseload average	Data not available			61	74
Total Education Health and Care Plan (EHCP) completed	Data not available			52	65

56

CAMHS Wait Times

	2014/15	2015/16	2016/17	2017/18	2018/19
Waiting times (routine) Referral to Assessment - % seen within 4 weeks of referral Target 90%	57%	48%	50%	52%	86%
Waiting times (Tier 2 – targeted) Referral to Assessment - % seen within 8 weeks of referral	76%	69%	42%	54%	88%
Waiting times (Tier 3 – specialist) Referral to Assessment - % seen within 8 weeks of referral	88%	60%	90%	90%	84%
Waiting times Urgent (7days) OSCA	Not reported	100%	100%	100%	96%
Waiting times Emergency (24 hours) OSCA	Not reported	100%	100%	100%	100%

57



Eating Disorder Service

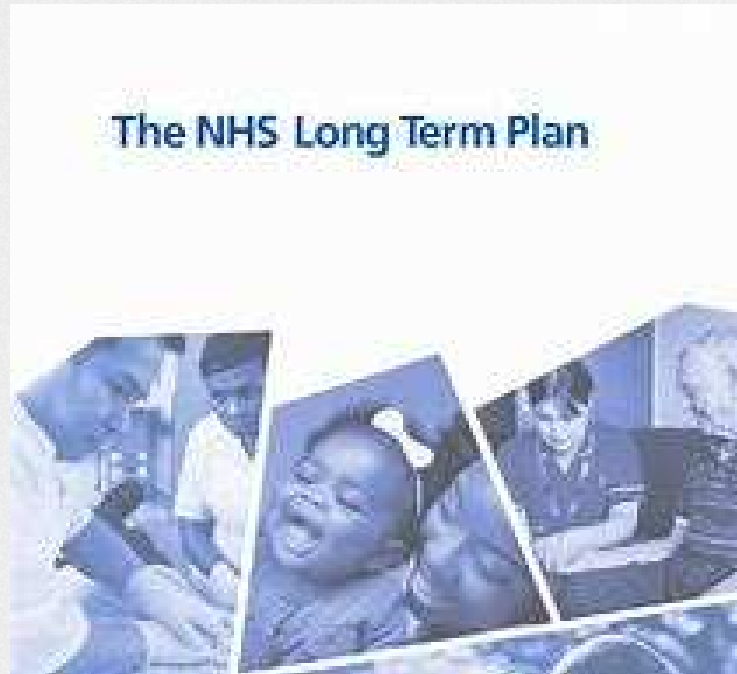
Eating Disorder Service Specific				
	2015/16	2016/17	2017/18	2018/19
Number of referrals received	42	77	109	100
Average waiting times urgent referrals (1 week target)	0 urgent referrals	60% seen within 1 week	100% seen within 1 week	100% seen within 1 week
Average waiting times non-urgent (4 week target)	67% seen within 4 weeks	95% seen within 4 weeks	84% see within 4 weeks	84% seen within 4 weeks

58

Local Transformation since 2015

- Single Point of Access
- On going development of CAMHS website
- Technological counselling solutions
- Enhanced collaboration and joint working with system partners
- Use of 3rd sector in the CAMHS pathway eg
 - >> link worker and Barnardo's buddy posts
 - >> Patient participation worker
- Increased access
- Psychological Perspectives in Education and Primary Care training
- Named CAMHS consultant link for GPs

NHS Long Term Plan



- 100% of CYP with mental health needs will be able to access specialist services
- 345,000 additional CYP aged 0-25 will have access to support by 2023/4
- 24/7 mental health crisis provision
- A comprehensive offer for 0-25 year olds improving access to targeted support, especially in transition
- The 95% CYP eating disorder referral to treatment standard to be maintained (Eating Disorders mental health plans will align from 2022/23)
- New service for children with complex needs, including up to 6,000 children and young people with complex trauma

Service Priorities 2019/20



- Improved baseline data and targeted interventions to address health inequalities
- Increase access to NHS commissioned services
- Continue to embed a whole system approach to meet the mental health needs of our young people
- Commissioned services to demonstrate improvements in our young people's mental wellbeing

Mental Health Support Team



Mental health support teams in schools

- Implementation of two mental health support teams
- 32 Buckinghamshire educational settings
- Teams based in Aylesbury and Wycombe
- Providing interventions to young people with low to moderate mental health needs
- Working alongside established provision such as counselling, educational psychologists and school nurses

Challenges



- Maintaining the 90% referral to assessment target
- Increase in demand
- Workforce pressures
- Attainment of National targets for all eating disorder services by 2020/21.
- Strengthening partnership response to meeting the needs of children with complex behavioural needs
- Identifying the right provision (including in-patient) for children with complex needs

CAMHS Budget 2015/16 – 2019/20

Year	Buckinghamshire CC		Buckinghamshire CCG				Total – Pooled budget
	££	%	££	Transformation ££	Total CCG	%	
19/20	1,599,903.00	22.33%	3,823,497.00	1,740,426	5,563,923	77.67%	7,163,836.00
18/19	1,612,731.29	22.52%	3,959,005.52	1,590,426	5,549,431	77.48%	7,162,162.81
17/18	1,634,467.29	24.55%	3,882,571.14	1,140,426	5,022,997	75.45%	6,657,464.43
16/17	1,617,540.07	25.77%	3,360,294.01	1,298,426	4,658,720	74.23%	6,276,260.08
15/16	1,618,249.53	29.5%	3,082,916.10	784,426	3,867,342	70.5%	5,485,591.63

65

