

To: Councillor McElligott (Chair);
Councillors Eden, Gavin, Hoskin, Jones,
Khan, Maskell, McKenna, O'Connell,
Pearce, Robinson, Stanford-Beale, Vickers
and J Williams.

Our Ref: ace/agenda

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4 July 2017

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NOTICE OF MEETING - ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE - 12 JULY 2017

A meeting of the Adult Social Care, Children's Services and Education Committee will be held on **Wednesday 12 July 2017 at 6.30pm** in the **Council Chamber**, Civic Offices, Reading.

AGENDA

	WARDS AFFECTED	PAGE NO
1. DECLARATIONS OF INTEREST Councillors to declare any disclosable pecuniary interests they may have in relation to the items for consideration.		
2. MINUTES OF THE MEETING OF THE ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE HELD ON 6 JUNE 2017		1
3. PETITIONS Petitions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers & Duties which have been received by Head of Legal & Democratic Services no later than four clear working days before the meeting.		-
4. QUESTIONS FROM MEMBERS OF THE PUBLIC AND COUNCILLORS Questions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers & Duties which have been submitted in writing and received by the Head of Legal & Democratic Services no		-

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later than four clear working days before the meeting.

5.	DECISION BOOK REFERENCES		-
	To consider any requests received by the Monitoring Officer pursuant to Standing Order 42, for consideration of matters falling within the Committee's Powers & Duties which have been the subject of Decision Book reports.		
6.	FOCUS HOUSE: OPTIONS APPRAISAL	BOROUGHWIDE	10
	A report setting out the options for the future of the Focus House Service which currently provided accommodation with support for adults with mental health needs.		
7.	SCRUTINY REVIEW - CONTINUING HEALTHCARE FUNDING	BOROUGHWIDE	38
	To consider a report by the Task and Finish group on its review of Continuing Healthcare Funding.		
8.	OFSTED UPDATE REPORT	BOROUGHWIDE	69
	A report providing the Committee with an update on the most recent Ofsted Monitoring visit that was carried out on 31 May and 1 June 2017 with the resultant monitoring letter published on the Ofsted website on 29 June 2017.		
9.	CAPITAL PROGRAMME - SCHOOL PLACES PLANNING	BOROUGHWIDE	Report to Follow
10.	QUALITY AND STANDARDS IN READING SCHOOLS	BOROUGHWIDE	73
	A report providing the Committee with a summary update on the progress and attainment of pupils in Reading's schools, with an outline on of their current Ofsted status and their prospects of improvement.		
11.	SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) STRATEGY	BOROUGHWIDE	88
	A report setting out the context for change in relation to provision and support for Special Education Needs and Disability (SEND) in Reading.		
12.	HOME TO SCHOOL TRANSPORT	BOROUGHWIDE	109
	A report presenting the Home to School Transport Policy and Appeals process for children and young people aged 5 to 16.		

13.	CONSULTATION REPORT ON CHANGES TO TERM DATES	BOROUGHWIDE	152
	A report on a consultation on whether to change published school term and holiday dates for the academic years 2017-18 and 2018-19 which are not in alignment with those of the Council's neighbouring local authorities at certain points in the year.		
14.	UPDATE ON SHORT BREAKS - OUTCOME-BASED CONTRACTS	BOROUGHWIDE	163
	A report providing the Committee with an update of the Council's current position on Short Breaks.		
15.	YOUTH JUSTICE ANNUAL PLAN	BOROUGHWIDE	182
	A report presenting the Committee with the Annual Youth Justice Plan relating to the authority's provision of youth justice services.		

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ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
6 JUNE 2017

Present: Councillor McElligott (Chair)
Councillors Eden, Gavin, Hoskin, Jones, Maskell, McKenna, O'Connell, Pearce, Robinson, Stanford-Beale, Vickers and J Williams.

Apologies: Councillor Khan.

The meeting commenced with a statement from Councillor Jones on the latest position with regard to Chiltern Edge School.

1. MINUTES AND MATTERS ARISING

The Minutes of the meeting held on 20 March 2017 were confirmed as a correct record and signed by the Chair.

2. MINUTES OF OTHER BODIES

The Minutes of the following meeting were submitted:

- Children's Trust Partnership Board - 5 April 2017

Resolved - That the Minutes be noted.

3. QUESTIONS FROM MEMBERS OF THE PUBLIC AND COUNCILLORS

A question on the following matter was submitted, and answered by the Lead Councillor for Health:

Questioner	Subject
Councillor McKenna	Dying Matters Awareness Week 2017

(The full text of the question and reply was made available on the Reading Borough Council website).

4. CHILDREN'S SERVICES LEARNING AND IMPROVEMENT PLAN PROGRESS UPDATE

Further to Minute 45 of the meeting held on 13 December 2016, the Director of Children, Education and Early Help Services submitted a report providing the Committee with an update on the progress being made in implementing the Council's Improvement Plan, approved at Council on 18 October 2016.

The report explained that the Improvement Plan was structured around three key pillars of reform with 18 cascading outcomes, consisting of 60 actions. A baseline had been established in the initial stages of developing the Plan and was reviewed on a monthly basis by the Children's Directorate Management Team and the Corporate Management Team. Progress and any proposed changes to the RAG status was scrutinised and approved by the Independently Chaired Children's Services Improvement Board (CSIB).

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
6 JUNE 2017

The report stated that progress continued to be made against the actions set out in the Plan, with the overall direction of travel presenting some improvement since September 2016 and in April 2017 12 actions had been completed. These remained within the Plan for six months and continued to be monitored by the CSIB to ensure that improvement was sustained. The original timescales for some actions had been exceeded, this was due to initial delay in securing some of the resources required to deliver the key activities and had been further impacted by a number of changes in personnel to deliver the required improvement activity.

A summary of progress report providing an overview of the key achievements that had been made by the Council, up until April 2017, in delivering the improvement required across the three key priority areas was attached to the report at Appendix 1.

The initial actions that had been set out in the October 2016 Learning and Improvement Plan were being reviewed in line with the progress that had been made to date and outcomes of the last three Ofsted Monitoring Visits and an updated Plan would be completed by the end of June 2017.

Resolved -

- (1) That the progress being made be scrutinised and the strategic approach being taken by the Director of Children, Education and Early Help Services endorsed;
- (2) That a progress update report be submitted to the meeting on 5 October 2017.

5. CHILDREN'S CENTRE OFFER CONSULTATION RESPONSE AND FINAL PROPOSAL

Further to Minute 47 of the meeting held on 13 December 2016, the Director of Children, Education and Early Help Services submitted a report providing the Committee with an outline of the consultation response from service users, partners, voluntary sector and the general public to the Children's Centre Offer proposal as set out in the report submitted to the Committee on 13 December 2016 and detailing the Children's Centre Offer going forward. A detailed outline of the consultation responses was attached to the report at Appendix A.

The report stated that the Directorate had organised a public consultation which had run from 4 January 2017 to 29 March 2017. The main issues that had been raised had related to:

- The number and location of proposed hubs;
- The loss of universal services/focus on targeted support;
- Realigning the Children's Centre Offer to focus on pre-birth to three years;
- The negative impact of the proposal.

The report detailed the responses to these issues and stated that officers had searched for alternative ways of saving money but no viable alternatives in the consultation process had been identified and therefore to save £400k from the

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
6 JUNE 2017

Children's Centre offer continued to be the proposal. As a result there would be significant service and staffing implications, 33 family activity groups run by the Children's Centres would cease from September 2017 and there would be a reduction in Children's Centre posts of 33%.

The Council would prioritise the retained Children's Centre Offer resource on meeting the needs and specific outcomes for vulnerable young children pre-birth to under three years old and their families. The Children's Centre Service would be remodelled under the proposal as follows:

- Four fully integrated Children and Family Centre hubs would be established in the areas of highest need that would deliver the core Children's Centre Offer and provide space for additional family services;
- Satellite buildings would be situated at Caversham Children's Centre, Battle Library and Coley Children's Centre;
- The Offer would include a universal provision for supporting babies and new parents and a review of Health Clinics would be carried out with Health partners in order to continue to provide universal new parent provision;
- To meet the need for a robust digital plan to provide families with up to date and easy to navigate on-line signposting support. The Children's Centres would ensure that information was made available on the wide range of services on offer through the Family Information Service;
- The Offer would focus on three tiers of support tailored to the needs of families and a specialist service for children with additional needs.

Finally, the report set out the next steps to implement the changes.

Resolved -

- (1) That the proposed changes to the Children's Centre Service Offer, as outlined in Section 5 of the report, be agreed;
- (2) That four fully integrated Children and Family Centre hubs and satellite delivery points be established;
- (3) That the Health Visiting Service be fully integrated into the Children's Centre Offer to maintain universal contacts with young children;
- (4) That the partnership with RBH Maternity Community Services be strengthened to support vulnerable pregnant women and unborn children;
- (5) That a targeted support offer to young children and their families in the town be provided that would ensure key outcomes for young children and their families were met, as detailed in Section 5 of the report;

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
6 JUNE 2017

- (6) That the partnerships with Reading's Voluntary Sector be built on to provide a wide range of universal activities and support for young children with undiagnosed/emerging needs;
- (7) That a progress report be submitted to the meeting in Summer 2018 on the establishment of an integrated Children's Centre and Health Visiting Offer.

6. SUFFICIENCY AND COMMISSIONING STRATEGY FOR LOOKED AFTER CHILDREN AND YOUNG PEOPLE IN READING, APRIL 2017 TO MARCH 2020

The Director of Children, Education and Early Help Services submitted a report asking the Committee to approve the Sufficiency and Commissioning Strategy for Looked after Children (LAC) and Young People in Reading 2017-20. A copy of the Strategy was appended to the report, a copy of the Access to Resources Team (ART) Project Plan was attached to the report at Appendix A and a copy of the LAC Sufficiency Needs Analysis October 2016 was attached at Appendix B.

The report explained that it was essential that all accommodation, support and services provided to LAC were effectively secured and monitored for quality, effectiveness, risk and value for money. In order for the Council to ensure that it had carried out these duties effectively a Sufficiency and Commissioning Strategy informed by an analysis of the needs of LAC with a clearly set out plan of achieving the outcomes required had to be in place. The Sufficiency and Commissioning Strategy was applicable to all external services secured for the benefit of the children and young people looked after by the Council and to all accommodation whether provided externally or by Council Foster Carers. In addition to setting out the mechanism by which the Council would effectively secure and monitor services for LAC the Strategy set out what the Council wanted to achieve, where it was and how it would build on strengths and close gaps.

The report stated that one of the most significant impacts on service delivery since the last Strategy had been the Improvement Plan that had been created as a result of the full Ofsted Inspection which had taken place in May 2016. The Strategy was aligned with priorities that had been set out in the Council's Improvement Plan which had been based on the recommendations by Ofsted.

Children's Commissioning/ART had made significant progress since the delivery of the Children and Young People's Interim Commissioning Strategy 2016-17 and was in line with the Improvement Plan. Some notable progress towards the strategic aims had been made as follows:

- Sufficiency - The Children's Commissioning Team had successfully advertised and set up an open Approved Provider List for care and accommodation for Reading's LAC population age 16 and over;
- Quality Monitoring - A process had been developed to capture relevant information and views as part of the 'big picture' rather than in isolation. This process involved collecting information from a range of sources such as school attendance, missing episodes, CSE risk and the provider's self-assessment of the placements stability and putting it into a risk matrix which

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
6 JUNE 2017

then flagged up whether a placement or a provider was high, medium or low risk, based on decided thresholds;

- Data and Analysis - In order to better inform the commissioning and sufficiency work carried out by the ART a bespoke database had been created to capture all placements and to ensure that the correct best practice procedure was followed in order to make that placement;
- Team Structure - A significant change since the last Commissioning Strategy had been the introduction of the ART from April 2017. The team was currently an amalgamation of the Children's Commissioning Team, some Business Support and Fostering duty. The ART would operate both strategically and on individual basis.

The report stated that the purpose of the ART and the Strategy was to ensure compliance with regulations, scrutinised by a single line of management and clear governance arrangements. However, the ART would also be in a unique position to be able to drive up the quality of work carried out by the Directorate such as auditing all referral forms that were sent via the team to the market looking for placements and services.

Resolved - That the Sufficiency and Commissioning Strategy for Looked After Children and Young People in Reading 2017 be approved.

7. SCRUTINY REVIEW UPDATE - CONTINUING HEALTHCARE FUNDING - UPDATE

Further to Minute 29 of the meeting held on 3 October 2016, the Head of Legal and Democratic Services submitted a report providing the Committee with an update on the progress of the scrutiny review of Continuing Health Care (CHC).

The report explained that the Task and Finish Group had held four question and answer sessions, the first with Lindy Jones, former Service Manager Care Governance, Contracts and Continuing Health Care, Wokingham Borough Council, two sessions with Cathy Winfield, Chief Officer, Gabrielle Alford Director of Joint Commissioning and Elizabeth Rushton Head of CHC, for North West Reading, South Reading, Newbury and District and Wokingham CCGs and finally a meeting with Paula Johnston, Locality Manager, Older and Physically Disabled People, Reading Borough Council.

Following a jointly commissioned external review an Action Plan had been jointly agreed between the CCG and Reading and Wokingham Local Authorities to address issues that had been raised by the local authorities about the CCG's implementation of the CHC National Framework. The majority of actions had been completed, relationships and communication had developed and successes so far were as follows:

- The implementation of a new Best Interests form to evidence the individual's consent to the process. This had not been evidenced consistently and checklists were being returned by the CCG. Where there were any minor technical issues with the recording of consent the CHC process would

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
6 JUNE 2017

continue while this was rectified. The effectiveness of this was due to be reviewed in July 2017;

- Joint mechanisms were now in place between the CCG and the local authorities for aspects of the process such as deciding whether a checklist should be returned due to a lack of information, and whether a significant change in need had occurred triggering further assessment. Regular meetings were being held to identify shared learning and training needs;
- The CCG and local authorities had begun to work jointly on cases where process issues appeared to have influenced the outcome, on a planned and phased basis. 12 cases had initially been identified with more added recently. Meetings were scheduled to discuss and progress these, to share learning and to identify training needs;
- The CCG was now accepting referrals which had been completed by professionals who had not completed CHC training if they had been countersigned by a professional who had. These referrals had previously been rejected, but the completion of training was not a requirement of the CHC National Framework;
- A process was in place for resolving differences in professional opinion about the evidence in a CHC checklist, which it had not yet been necessary to implement;
- The CCG had already stopped closing down a referral after 28 days if insufficient evidence had been submitted, but a process was now in place for the CCG or the local authority to actively pursue this evidence;
- The CCG and local authorities had agreed that the intention of the CHC National Framework was that a meaningful and joint discussion should be held in relation to eligibility. The CCG included the views of all relevant parties giving them equal weight;
- The CCG and local authorities had reviewed the dispute process, adjusted the timescale and confirmed that it was consistent with other CCG dispute processes in the South.

Ongoing actions working towards completion included the following:

- An agreed process to ensure that the Multi-disciplinary team meeting robustly collected both verbal and written evidence when completing assessments. There had been disagreement between the CCG and local authorities about whether this had happened in all cases;
- The CCG and the local authorities would produce a leaflet for staff and guidance for members of the public to inform their participation in CHC assessment meetings;
- The CCG and the local authorities would review the documentation for individuals in relation to appeals to ensure that it was accessible, in plain English and included signposting to advocacy;
- E-learning and jointly delivered training for staff would be made available;
- Quarterly benchmarking data would be provided by the CCG to the local authorities;
- The CCG and the local authorities would jointly agree to draft a form of words for communication to staff regarding appropriate use of fast track process and relevance of CHC at end of life;

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
6 JUNE 2017

- Joint transition (from child to adult) protocols would be agreed between the CCG and the local authorities.

Resolved -

- (1) That the progress of the Continuing Health Care Funding Scrutiny Review be noted;
- (2) That the progress of an Action Plan, jointly devised and implemented by the Clinical Commissioning Group and the Local Authorities be noted;
- (3) That the quarterly benchmarking data levels of Continuing Health Care funding be agreed and monitored to determine if levels of funding appeared equitable;
- (4) That the final report of the Task and Finish Group be submitted to the next meeting on 12 July 2017.

8. WEST OF BERKSHIRE SAFEGUARDING ADULTS BOARD ANNUAL REPORT - 2015 - 16

The Director of Adult Care and Health Services submitted for information a copy of the West of Berkshire Safeguarding Adults Partnership Board (SAPB) Annual Report 2015-16. The following appendices were attached to the report:

Appendix A	Membership of the Board
Appendix B	Achievements by Partner Agencies
Appendix C	Business Plan 2015-16
Appendix D	Business Plan 2016-17
Appendix E	Safeguarding Performance Annual Reports for: <ul style="list-style-type: none">• Berkshire Healthcare Foundation Trust• Reading Borough Council• Royal Berkshire Foundation Trust• West Berkshire Council• Wokingham Borough Council
Appendix F	Safeguarding Adults Training Activity - 1 April 2015 to 31 March 2016

The report included information on trends across the area, how a difference had been made by working together and key priorities for the coming year.

Resolved - That the West of Berkshire Safeguarding Adults Partnership Board (SAPB) Annual Report 2015-16 be noted.

9. BUCKINGHAMSHIRE, OXFORDSHIRE AND BERKSHIRE WEST (BOB) NHS SUSTAINABILITY AND TRANSFORMATION PLAN (STP) - UPDATE

The Director of Adult Care and Health Services submitted a report providing the Committee with an update on the NHS Buckinghamshire, Oxfordshire and Berkshire West Sustainability and Transformation Plan (BOB STP). A copy of a presentation

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
6 JUNE 2017

highlighting the background, footprint, STP finances, priorities, programme management, progress to date and next steps.

The report explained that the BOB five year STP set out the challenges and opportunities that the NHS and care services across the area faced. It showed how the NHS would work together to improve health and wellbeing within the funds available. The plan was one of 44 STPs in the country. The BOB STP area included six NHS Trusts and 14 local authorities. Although the STP covered a large area the emphasis of the majority of proposals was on what could be achieved locally. However, the BOB STP was one of the largest 'non metropolitan' footprints in England.

The BOB STP approach was to develop STP plans in local systems where it made sense with key partners and to have a BOB side focus to include the following:

- Shift the focus of care from treatment to prevention;
- Access to the highest quality primary, community and urgent care;
- Collaboration of the three acute trusts to deliver quality and efficiency;
- Maximise value and patient outcomes from specialised commissioning;
- Mental Health development to improve the overall value of care provided;
- Establish a flexible and collaborative approach to workforce;
- Digital interoperability to improve information flow and efficiency.

Recent action and next steps included the following:

- In March 2017 NHS England and NHS Improvement had published a national Five Year Forward View delivery plan;
- The first quarter 2017 STP delivery plan was in development and incorporated the 2017/18 and 2018/19 CCGs and Trust two year operational plans;
- Formal consultations on significant variation in the range and location of services had commenced/continued;
- From April 2017 onward implementation of NHS Five Year Forward View had continued;
- In May 2017 expressions of interest by both Buckinghamshire and Berkshire West had been submitted to become first wave Accountable Care Systems.

The report explained that the STP had an Executive Board which included Chief Executive Health and care system leaders. This was a STP Operational Group which included lead Directors/Senior Responsible Officers who would oversee and align the delivery of the three health and care system plans and BOB wide programmes and align resources, reduce duplication and give clear programme leadership and programme management. There was also a Stakeholder Engagement Forum which included local authorities, Healthwatch, NHS, Oxford Academic Health Science Network and third sector partners. Individual organisations remained accountable but the approach supported planning and state of readiness to position the footprint for transformation resources. Currently the Council were not involved in these groups but were keen to be included to support the developments of the STP programme locally.

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE
6 JUNE 2017

The Committee discussed the report and acknowledged that the proposals would result in fundamental changes to the provision of healthcare so scrutiny was vital. They also expressed their concern over the lack of engagement with the Council, lack of communication and agreed that any decisions should be discussed in public. It was also agreed that a request be made that the BOB STP address the Committee's concerns about the lack of public involvement and lack of recognition of the important role local authorities needed to play in health integration and that a request be made that urgent discussions be arranged with partners in the CCGs to discuss Accountable Care Systems and to explore how the Council should be involved. It was agreed that a report should be submitted to a future meeting on Accountable Care Systems and the Council's involvement.

Resolved -

- (1) That the report be noted;
- (2) That a request be made that the BOB STP address the Committee's strong concerns about the lack of public involvement and lack of recognition of the important role local authorities needed to play in health integration;
- (3) That urgent discussions be arranged with partners in the CCGs to discuss Accountable Care Systems and to explore how the Council should be involved and a report submitted to a future meeting.

(The meeting commenced at 6.30 pm and closed at 8.55 pm).

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF ADULT CARE & HEALTH SERVICES

TO:	ADULT SOCIAL CARE, CHILDRENS SERVICES AND EDUCATION COMMITTEE		
DATE:	12 JULY 2017	AGENDA ITEM:	6
TITLE:	FOCUS HOUSE: OPTIONS APPRAISAL		
LEAD COUNCILLOR SERVICE:	COUNCILLOR EDEN ADULT SOCIAL CARE	PORTFOLIO:	ADULT SOCIAL CARE
LEAD OFFICER:	SUE MACKAY	WARDS:	ALL
JOB TITLE:	TRANSFORMATION PROJECT MANAGER: MENTAL HEALTH	TEL:	Ext73657
		E-MAIL:	Sue.mackay@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 This report sets out options for the future of the Focus House service, which currently provides accommodation with support for adults with mental health needs.
- 1.2 The recommended option is to develop the service as a Supported Living model in line with best practice (the 'recovery approach') and so retaining a service in local authority control and maximising opportunities to retain the expertise of staff currently employed within the service.
- 1.3 If the recommendation is accepted the current service users, in line with their Care Plan needs, will be offered the opportunity to remain living in their current accommodation with individual tenancy agreements. Care will be provided through a high needs Supported Living Recovery Model - in most, if not all, cases by familiar staff.
- 1.4 The following documents are appended:
Appendix 1: Consultation report
Appendix 2: Equality Impact Assessment

2. RECOMMENDED ACTION

- (a) That the recommendation that members have selected Option 3 as set out in this report - '*further develop the Focus House service and change the CQC status from 'Residential' to 'Supported Living'*' be endorsed.

This option provides the most beneficial solution for service users in line with current best practice. It maximises opportunities for retaining experienced staff. It also provides a more cost effective solution compared to the current service

and gives the Council strong influence over the wider market which will have an impact on future prices.

3. POLICY CONTEXT

- 3.1 In recent years, 'recovery' has come to be recognised as a guiding principle - nationally and internationally - in good quality mental health support. The Centre for Mental Health defines recovery as: "building a meaningful and satisfying life, whether or not there are recurring or ongoing symptoms or mental health problems." In practice, this means building greater resilience in people with mental health problems, not just treating or managing their symptoms. Moving towards a recovery based approach involves the transformation of mental health services alongside recognition of the value of supportive communities. There is a strong link between a recovery-based approach to mental health support and social inclusion. Under a recovery model, mental health services support people to be and to feel part of the community where they live, and to make better use of community resources.
- 3.2 Recovery in this context is about seeing beyond mental health problems, identifying a person's skills, interests and hopes for the future. Research has found that the right living environment is an important feature of the road to recovery, and also that empowerment is an important component of the recovery process. There are various service models which offer accommodation and support for people with care needs. A Residential Care service provides 24 hour care as part of the service for all users. Under a Supported Living model, the accommodation and care components are separated. Secure and stable accommodation is provided via individual tenancy agreements, giving individuals rights over their home environment and the ability to exercise choice about, for example deciding who enters their accommodation. Care is more bespoke under a Supported Living model so that individuals receive as many hours care as they require according to their individual needs, which may fluctuate from time to time.
- 3.3 The recovery approach in this context requires a shift from staff acting from a position of expertise and authority, to behaving more like a personal coach or trainer. For example the service user may require support with the process of agreeing and signing a tenancy agreement however, this ultimately gives the service user responsibility and ownership of their own space within the property. This aids the process towards regaining increasing independence.
- 3.4 The Council's approach to commissioning for all mental health support is based on recovery principles, driven by a commitment to delivering high quality support in line with best practice and the need to keep services cost effective and sustainable.

4. BACKGROUND

- 4.1 No.14 Castle Crescent provides Care Quality Commission (CQC) registered Residential Care for up to seven residents in single bedrooms. There is an additional bedroom for the member of support staff covering the 'sleep-in' cover. All Focus House support staff are employed to support the residents of no.14 Castle Crescent.
- 4.2 In addition to supporting the service users in the Residential Care setting of no.14 Castle Crescent the Focus House staff also continue to provide support to mental

health service users who have been resident in no.14 and have now moved to step-down accommodation in one of three properties. These are:

- a. No.16 Castle Crescent: a shared Group Home for 'step-down supported living'. It is located next to no.14 with a maximum occupancy of seven clients. These clients have immediate access to the 24/7 support staff at no.14 through an informal arrangement.
- b. 2 x Shared Group Homes: Focus House support staff provide outreach support to 2 shared group homes with maximum client occupancy of five.

In addition, the 'Focus House' service, with 24/7 cover provided for the Residential Care of service users in no.14 Castle Crescent, promotes itself on an informal basis as a crisis/crisis prevention 'care hub' for previous service users.

- 4.3 On 19/04/2017 CQC inspected the Residential Care service at no.14 Castle Crescent. The service was rated 'Good' for the criteria: 'Safe; Effective; Caring; Well-led' and rated 'Outstanding' for the criteria 'Responsive'.
- 4.4 Focus House is the one remaining Council owned and provided Working Age Mental Health Care accommodation provision in Reading.

5. THE FUTURE OF FOCUS HOUSE - OPTIONS

- 5.1 The Adult Social Care Transformation Programme is aimed at delivering Adult Social Care in the most cost efficient way. The Transformation Programme includes a review of the Focus House service, which is currently providing mental health support on a residential care model that combines accommodation with 24/7 care. This model does not offer flexibility to vary levels of care as people progress along the road to recovery, which is recognised as an important way of empowering service users to achieve and maximise their independence. Four alternative options have been considered.

Option 1

- 5.2 The first option would be to close the Residential Care Home at no.14 Castle Crescent.
- 5.3 Under this option, the seven current service users / residents would need to move to suitable alternative accommodation with packages of care to meet their eligible needs. See section 6.3 for indicative financial modelling
- 5.4 Individual packages of care would also need to be sourced and provided for the seven residents continuing to live in no.16 Castle Crescent and the five residents living in the two, smaller, shared group homes. These service users are currently supported by the Focus House staff based at no.14 Castle Crescent. See section 6.3 for indicative financial modelling
- 5.5 If a decision is taken to close no.14 Castle Crescent, the staff currently employed as Focus House staff would be invited to participate in a formal 45 day consultation process which could result in redeployment or redundancy. If all of the Focus House

staff are to be made redundant, the cost to the Council - not including the value of pensions - is estimated to be in the region of £235k. This would be a one-off cost.

- 5.6 The building at no.14 Castle Crescent could then be offered for re-use as a corporate asset and due process would define the best usage of this property. If it were to be sold, there would be estimated capital return to the Council of c. £800k. This would be a one-off gain.
- 5.7 There are currently no vacancies within Working Age Mental Health Care provision in Reading. This means that pursuing option 1 would necessitate procuring additional accommodation for the service users being moved out of no.14 Castle Crescent. Sourcing alternative property has a lead-in time and would prove to be more costly than the current provision. See section 6.3 for indicative financial modelling

Option 2

- 5.8 The second option is to outsource (sell/lease) the properties/service at no.14 and no.16 Castle Crescent as a going concern to a Mental Health Care Provider.

There are variations within this option, as outlined below.

- a) Outsourcing of the buildings no.14 & no.16 Castle Crescent with the stipulation that they are to be used as a service supporting working age adults with mental health issues. Current residents may need to be re-located. Staff may need to be redeployed or made redundant.
 - b) Outsourcing of the buildings no.14 & no.16 Castle Crescent to be used as a service supporting working age adults with mental health issues with current cohort of residents in situ. All current staff would have the option of transferring to the new provider.
- 5.9 If no.14 and/or no.16 Castle Crescent are to be outsourced, the current staff will need to be redeployed within Reading Borough Council, made redundant or offered employment on their current terms by the new provider under the Transfer of Undertakings Protection of Employment (TUPE) rules. Each alternative would involve a formal 45 day consultation process. If all of the Focus House staff were to be made redundant, the cost to the Council - not including the value of pensions - is estimated to be in the region of £235k. This would be a one-off cost.
 - 5.10 Outsourcing and/or commissioning all or any part of the Focus House service will need to be in line with procurement regulations. If the lifetime value of the proposed contract exceeds £589k an Office Journal of European Union (OJEU) advertised process will be required by the Public Contract Regulations 2015.
 - 5.11 This option could provide a capital gain from the sale/lease of the 2 buildings no.14 & no.16 Castle Crescent. However, outsourcing of all Working Age Mental Health accommodation provision would decrease the Council's negotiating power in any future negotiations about prices, including requests for uplift payments from currently commissioned private providers.
 - 5.12 The financial benefits and potential cost of a contract to outsource the Focus House service no.14 and no.16 Castle Crescent as a going concern to a Mental Health Care Provider is unknown at this stage as it would depend on the model chosen. However,

the indications are that outsourcing would ultimately prove to be more costly for the Council.

- 5.13 Any variation on the outsourcing option reduces the Council's negotiating power when commissioned external providers request an uplift to their payments. A recent request from a provider who is commissioned to provide 7 mental health support beds is for a 50% uplift from a weekly cost of £777 to £1165.50. This uplift is currently under negotiation but if actioned would give an annual total cost of just over £425K for just 7 residents compared to the current £362.6k revenue cost of the Focus House service.

Option 3

- 5.14 The third option would be to further develop and remodel the Focus House service in line with a Recovery Model.
- 5.15 This option would support the residents to regain independence by changing the service criteria and CQC status from Residential Care Home to high needs Supported Living accommodation. Current service take up and recent consultation feedback both demonstrate a need for specialist support to re-able and empower adults with a high level of mental health need. The staff team within the current Focus House service have the necessary skills and experience to be able to deliver this specialist service.
- 5.16 This approach would align care more closely to the needs identified within individual Care Plans. 24/7 care from a specialist Supported Living team employed by Reading Borough Council would be available for people with high needs. This team would also be able to provide smaller care packages proportionate to needs. However, service users would have the opportunity to select their own provider to meet lower level or more general support needs as they progress along their recovery journey. That support could be from the specialist team employed by Reading Borough Council or from another Supported Living provider.
- 5.17 If a specialist mental health recovery Supported Living service was established in this way, positions could be offered to the current Focus House team, and so staff expertise could be retained whilst the service is remodelled to strengthen the recovery approach. As a specialist Supported Living service, the team would have increased flexibility to provide appropriate and proportionate support to residents across the various properties which currently make up the Focus House service.
- 5.18 A Reading Borough Council specialist team could - subject to capacity - also provide support to other service users who are coming into the system or those currently receiving support from external commissioned providers. This could have the potential to reduce future spend on additional commissioned, external providers.
- 5.19 Whilst some staff may choose not to take up a position in the new service, this option would offer the Focus House team opportunities to use and develop their skills. It is therefore likely to result in a high degree of continuity of support workers for a vulnerable group of service users.
- 5.20 De-registering 14 Castle Crescent as a Residential Care Home and registering both no.14 & no.16 Castle Crescent as Supported Living accommodation would provide a more flexible service for the future.

- 5.21 By retaining a Working Age Mental Health accommodation provision the Council would retain a place in the market therefore increasing its negotiating power.
- 5.22 The 2016/17 Gross expenditure through a devolved budget to support Focus House (including costs incurred to run the building) was just under £363K with potential for an income in the region of £44K for rents and out of area placements. If a future service continues to be run from no.14 & no.16 Castle Crescent and the current staff are retained to provide a service this cost should not increase apart for standard annual inflation increases.

The preferred model would be that indicated at 6.3.3. with the Council staff providing background care 24/7 for those residents who currently need this, and providing additional 1:1 hours to residents in step-down or other properties.

- 5.23 As a Residential Care service the residents in no.14 Castle Crescent have been provided with care and accommodation within an Adult Social Care package. However, as a Supported Living facility residents in no.14 Castle Crescent will be required to sign a tenancy agreement and pay rent.
- 5.24 Within the current charging model (August 2017), if the seven residents of no.14 Castle Crescent became tenants, this would generate an annual rental income of £43,798 to the Council. Residents who meet the eligibility criteria will have the charge paid by Housing Benefit.

NB: residents at no.16 Castle Crescent and the two smaller Group Homes are currently charged rent.

Option 4

- 5.25 The fourth option is to continue to run the service as it is with no.14 Castle Crescent retaining the Residential Care home status.
- 5.26 The service would continue without making any changes to accommodation or the services provided across all 4 houses and the 19 residents. The residents in no.14 Castle Crescent would receive 24/7 care as standard without a built-in expectation of care levels being varied to reflect current need and a structured approach to developing personal resilience and promoting independence in line with a Recovery Model.
- 5.27 The skilled and experienced staff employed by the Council for Focus House would be limited to providing a service for a cohort of 19 residents without any flexibility to offer their expertise to support to additional service users.
- 5.28 The 2016/17 Gross expenditure through a devolved budget to support Focus House (including costs incurred to run the building) was just under £363K with potential for an income in the region of £44K for rents at no.16 Castle Crescent and out of area placements. With Residential Care status rental costs will not be payable by the residents in no.14 Castle Crescent (If this rent were payable it could equate to just under £44K annual revenue).
- 5.29 If the current service continues to be run from no.14 & no.16 Castle Crescent and the current staff are retained the cost will increase in line with annual inflation.

6. FINANCIAL IMPLICATIONS

- 6.1 The current Gross expenditure through a devolved budget to support Focus House (including additional costs incurred to run the building) was £362,600.
- 6.2 If no.14 Castle Crescent changes status to Supported Living accommodation it will provide an additional rental income of £43,798.
- 6.3 As future costs are not known 3 different hypothetical financial models have been used to identify indicative costs of providing care for the cohort of 19 residents currently supported by the Focus House service:

6.3.1 Option 1 (close the Focus House service): £700,000 per annum.

This is an indicative hypothetical total annual value if each individual hour of care for all 19 users of the Focus House service is charged at a notional rate of £15 /hour. This is the maximum possible annual value to provide care for the current cohort of 19 service users.

6.3.2 Option 2 (outsource the Focus House service): £490,000 per annum (minimum)

This is an indicative hypothetical total annual value based on the 7 service users with the highest level of need (14 Castle Crescent residents) being placed in a Residential Care setting with a weekly set cost of £777 (a current market rate which is likely to rise). For this cost they would receive 24/7 shared care and a limited amount of 1:1 care. Some of these high needs service users require additional 1:1 care for which there is an additional cost. For all other Focus House service users (those currently residing at 16 Castle Crescent or in the group homes) who require less than this level of care, Supported Living care would be provided. Based on the current cohort of service users, this would be a minimum of 52 hours per week at £15/hour, i.e. an additional £40.5k p.a.

6.3.3 Option 3 (re-configure the Focus House service as specialist high needs Supported Living): £362,600 per annum

This is an indicative total annual value based on a high needs Supported Living financial model. The Council will have a fixed salary cost based on the number of staff required for the team. This team then provides 24/7 background care plus a limited number of 1:1 hours per resident for those that need it. These costs could change in line with any market developments. Opportunities are available as additional available hours from this staff team can be used to meet the needs as identified for residents of other properties. This provides the potential to save the Council from needing to commission additional high needs / specialist Supported Living from more expensive external providers.

This option would generate an annual rental income of £43,798 to the Council. Residents who meet the eligibility criteria will have the charge paid by Housing Benefit.

6.4.4 Option 4 (retain the Focus House service as is): £362,600 p.a.

If the service is retained in its current form, it would continue cost £362,600 but without the option of rental income (per option 3) of £44k p.a.

7 MENTAL HEALTH ACCOMMODATION - LOCAL MARKET

- 7.1 In Reading there are currently two Residential Care homes for people of working age who have a Mental Health diagnosis. Reading Borough Council owns no.14 Castle

Crescent (Focus House) with seven Residential Care beds and the one external, privately operated home - Yew Tree Lodge - has a total of 16 beds.

- 7.2 Reading Borough Council currently commissions 7 of the 16 (43.75%) beds in Yew Tree Lodge. These are used as long term support or as respite beds. Health (CCGs) also commission beds at Yew Tree Lodge. The CCGs commission three Crisis beds for a maximum stay of five days and Respite/Long term Care beds.
- 7.3 A meeting held with the provider in November 2016 revealed that Yew Tree Lodge has minimal vacancies. The home was recently bought by Partnership in Care 1 Limited who as a large organisation primarily run private mental health hospitals. Their financial performance is monitored by the Care Quality Commission. The average cost per placement in this property is £777.00. At the first financial review since change of owner, coincidentally during the consultation on the future of Focus House, the provider has requested a 50% uplift (£1165.50 average cost). The outcome is still to be negotiated but this does indicate a level of risk if the Council does not retain a foothold in the market.
- 7.4 The mental health residential market is small and if a decision is made to close No 14 Castle Crescent then Yew Tree Lodge will be the one remaining, commissioned, private provider in Reading supporting working age adults with a mental health diagnosis.
- 7.5 Outside of Reading a total of 11 beds across 8 organisations are commissioned for Reading service users currently with a mental health diagnosis.

8 COMMUNITY & STAKEHOLDER ENGAGEMENT

- 8.1 The Council ran a public consultation between 20 March and 16 June 2017 on the future of the Focus House service, in particular the Residential Care Home element. This demonstrated that the current service in its entirety - residential care support alongside lower level support for individuals who do not reside at 14 Castle Crescent - is highly valued.
 - 8.2 Feedback indicated that removal of the service could increase pressure on other parts of the health and care system. Stakeholders were supportive of the Council's proposals to ensure that all mental health support promotes independence, recovery and social inclusion. However, there were understandable concerns about service disruption. The recommended option aligns with the Council's strategic direction whilst retaining valued aspects of the current service.
- 8.3 A full consultation report appears at Appendix 1.

9 LEGAL IMPLICATIONS

- 9.1 Of the current residents supported by the Focus House staff 14 of the 19 residents across all four accommodation sites are legally entitled to *Mental Health Act 1983 (revised 2007)* Section 117 aftercare.
- 9.2 For service users with S117 aftercare status the Council, in conjunction with the NHS, is legally required to provide ongoing services such as healthcare, social care, medication and/or supported accommodation. This provision will be identified within the individual service users' up to date Care Plans. Any changes to the

accommodation and/or packages of care will be required to meet the Care identified within the Plan to ensure that the Council continues to discharge its legal duties.

- 9.3 If No 14 Castle Crescent closes or changes status CQC will need to be informed and no.14 Castle Crescent will need to be de-registered by the Council as per Regulation 15 of the Care Quality Commission (Registration) Regulations 2001. (appendix 3). This is a formal documentation process.
- 9.4 If No 14 Castle Crescent is to close or have a change of use a 45 day formal staff consultation will be required.
- 9.5 If No 14 Castle Crescent is sold as a going concern TUPE and/or Redundancy and/or Redeployment rules will apply to the current staff.
- 9.6 The Council is under a legal duty to comply with the public sector equality duties set out in Section 149 of the Equality Act (2010). In order to comply with this duty, members must positively seek to prevent discrimination, and protect and promote the interests of vulnerable groups. Those who are likely to use the services described in this report will most probably be in possession of at least one of the 'protected characteristics' as set out in the Equality Act, and members must therefore consider the likely equality impacts of the decisions they make on the recommendations presented to them.

10 EQUALITY IMPACT ASSESSMENT

- 10.1 Remodelling the Focus House service (across all affected sites) would inevitably disrupt the service and this carries the risk that people will be more likely to require crisis support and/or develop greater care and support needs. However, the proposal is to remodel the service in a way which will promote mental health recovery and so have a beneficial impact on service users in the longer term. A full equality impact assessment [Appendix 2] identifies both short term risks and ways of mitigating against these.
- 10.2 All users of the Focus House service have mental health problems and are likely to fit the definition of 'disability' within the terms of the Equality Act 2010. Family / informal carers of service users have been identified as additional beneficiaries of the current service, and these carers are likely to qualify for Equality Act protection by virtue of association.

11 Appendices

Appendix 1 Transforming Mental Health: Focus House Consultation final report.

Appendix 2: Focus House Equality Impact Assessment



Transforming Mental Health Services: Focus House

Consultation Final Report June 2017

1. Executive Summary

- 1.1 The Council ran a public consultation from 20th March to 16th June 2017 on ‘the Transformation of Mental Health services – Focus House’. The consultation sought views on the proposed closure of a residential care facility for people with mental health needs.
- 1.2 ‘Focus House’ is a description commonly used in two ways. It is the name of a residential care home for people with mental health needs which is at 14 Castle Crescent in Reading. ‘Focus House’ is also the name of a broader mental health support service delivered by this residential care team to residents of 14 Castle Crescent and of three other properties in Reading. Outside of 14 Castle Crescent, the support which service users receive is at a lower level and along the lines of a specialist Supported Living service, although not formally registered as such. Closure of the residential care home would have an impact on the support received across what is the current Focus House service, and many of the consultation responses referred to the wider service rather than just the residential care home.
- 1.3 People had the option of taking part in the consultation by returning a consultation document, either online or in paper copy. In addition, the Council welcomed feedback in other formats which people found more comfortable. This report summarises all responses received in the form of consultation questionnaires, letters, emails and the content of a video made by service users and family carers with the support of Healthwatch Reading. Alongside this, an online petition was started under the title ‘Save Focus House - a residential re-enablement service for people with mental health needs’. Like the formal consultation responses, many of the reasons for signing

given by petitioners referred to the wider service and not just the form of support currently provided at 14 Castle Crescent.

- 1.4 Feedback within the 54 written consultation responses, the individual letters, emails and video testimonials stressed the local need for a range of services bridging the gap between institutionalism and independent living. Respondents also described the expertise and commitment of the Focus House team. This feedback has informed the development of an alternative option for the future of Focus House, i.e. to *'further develop the Focus House service and change the CQC status from 'Residential' to 'Supported Living'*. This would be a specialist mental health Supported Living service with a focus on re-abling people leaving in-patient care.

2. Context

- 2.1 Because of unprecedented cuts in funding, the Council is facing extreme financial pressures. This means that the local authority needs to review its services, including adult social care services, transforming them where necessary to ensure that they are appropriate, effective and cost efficient.
- 2.2 There are various service models which offer accommodation and support for people with care needs. A Residential Care service provides 24 hour care as part of the service for all users. Under a Supported Living model, the accommodation and care components are separated. Secure and stable accommodation is provided via individual tenancy agreements, giving individuals rights over their home environment and the ability to exercise choice about, for example, deciding who enters their accommodation. Care is more bespoke under a Supported Living model so that individuals receive as many hours care as they require according to their individual needs, which may fluctuate from time to time.

3. What we consulted on

- 3.1 We asked people to tell us:
- If they agreed with focusing limited resources on services that promote recovery;
 - If they had any concerns about the closure of the residential care element of the Focus House service;
 - If they agreed with encouraging and supporting people to make better use of community services and support that promotes recovery and independence; and
 - What other comments they wished to make on the Council's proposals

4. How we consulted

4.1 The web based consultation ran from 20th March to 16th June 2017. It was an open public consultation but was particularly aimed at:

- All residents currently supported by the Focus House Service – residents of the residential care home and those receiving more arm's length support (19 people);
- Next of Kin/carer for each of the Focus House service users;
- Focus House staff (13 people).

Each of the above was handed/posted a named paper copy of the consultation document and a pre-paid reply envelope.

4.2 Health services e.g., CCGs and Berkshire Healthcare Trust, were also informed of the consultation as were Reading carers.

4.3 Information sessions took place prior to the start of the formal consultation with a session for the Focus House staff on 16th March 2017 and two identical sessions for the Focus House service users on 17th March 2017.

4.4 The Council issued a press release announcing the start of the consultation on 20th March 2017. The release contained details of how to obtain the consultation document including an electronic version on the Council website.

4.5 A telephone line and email address were provided as contact points for any queries and to request additional, paper copies of the consultation document. This contact detail was also available in the press release.

4.6 Healthwatch Reading offered its assistance to service users who wanted independent support in order to formulate a consultation response. Healthwatch representatives were invited to attend the Focus House service users' sessions on 17th June 2017. Healthwatch subsequently arranged a series of meetings with service users to identify the key points they wished to make about the Council's proposals.

4.7 As well as supporting several service users to complete and return consultation questionnaires, Healthwatch also compiled a video containing service users' comments under the following headings:

- Tell us how you came to be a resident at Focus House

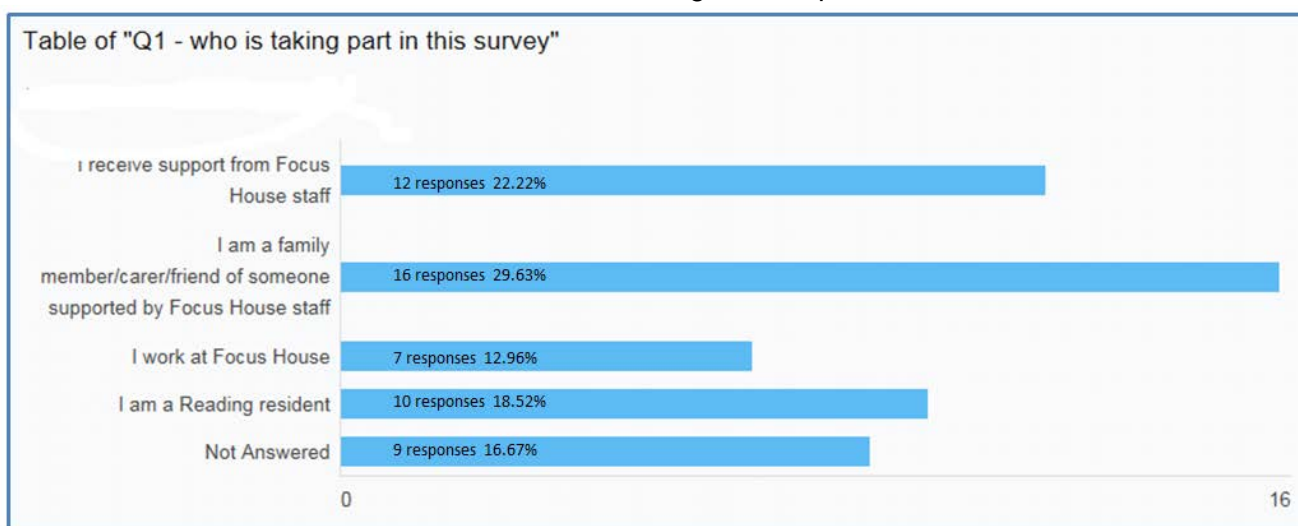
- Tell us about what you do together as residents of Focus House
- How do staff support you?
- What difference has Focus House made to your health?
- Where will you get help and support from if we are not here?
- How important is it that you are allowed to keep pets here?
- What should Council do about Focus House

These headings were generated from service users' group conversations and then used as prompts to structure the video. The people who appear in the Healthwatch video represent those currently receiving residential care, those who live at other addresses but call on the Focus House team for support, and family carers of Focus House service users.

5. Who Responded

5.1 A total of 54 consultation responses were received: 22 were received as paper copy and 32 were entered directly online. These were from a mix of Focus House service users (12 responded), their friend/carer/family member (16 responded), staff of Focus House (7 responded) and other Reading residents (10 responded). Nine people who responded did not identify if or how they are connected with the Focus House service.

Table 1: Who is taking part in this survey



5.2 Of those who responded to the consultation 19 (35.19%) identified as male and 24 (44.44%) identified as female. 11 people did not identify their gender.

5.3 The age group completing the consultation document ranged from 18 up to 75+.

- 5.4 Of the 44 people who responded to the question *‘Do you have a disability, long term illness or health problem (12 months or more) which limits your daily activities or the work you can do?’* 14 people (29.93%) identified as being limited within their daily activities however, of the 30 (55.56 %) who identified as not being limited within their daily activities at least 2 are known to be residents of 14/16 Castle Crescent so although supported 24/7 some of the residents are not acknowledging their current limitations.
- 5.5 The majority of those who responded to the question *‘Which ethnic group do you belong to’* 59.26% identified as White British (slightly lower than the Reading Census 2011 percentage of 66.90%) with the remainder coming from a range of ethnic groups at percentages similar to that of the Reading population at the 2011 census.

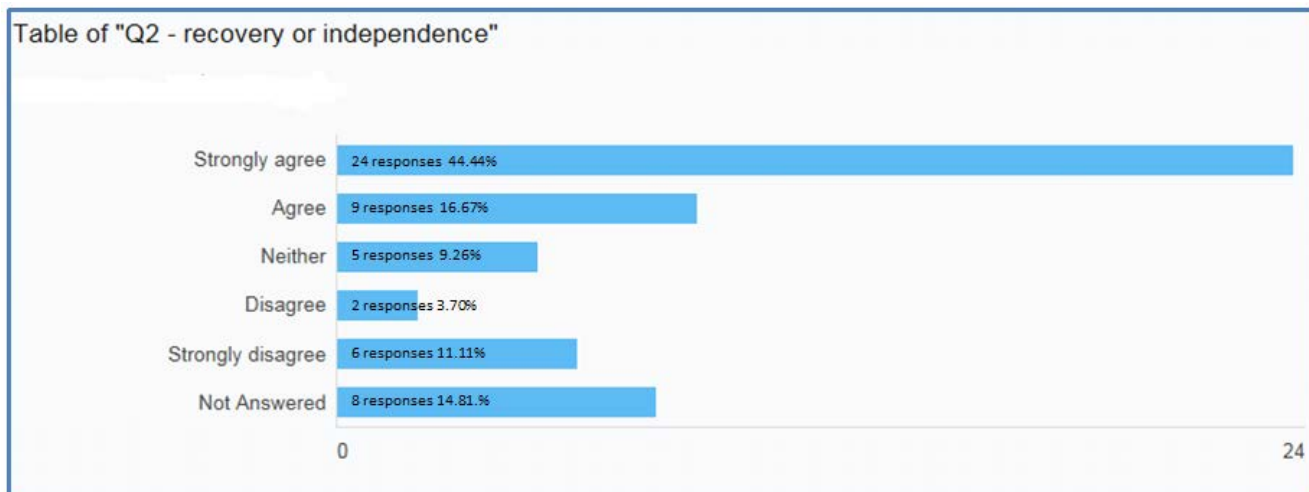
Ethnicity

Ethnicity	Total Responses	Percent Responses
White – British	32	59.26%
White - Any other White background	2	3.70%
Mixed - White and Black Caribbean	1	1.85%
Mixed - White & Black African	2	3.70%
Asian or Asian British – Indian	1	1.85%
Asian or Asian British – Pakistani	1	1.85%
Black or Black British – African	2	3.70%
Black or Black British – Caribbean	1	1.85%
Other ethnic group - (Slav)	1	1.85%
Prefer not to say	5	9.26%
Not Answered	6	11.11%

6. Consultation Feedback

Do you agree that we should focus our limited resources on services that promote and support recovery and independence

6.1 When asked 'Do you agree that we should focus our limited resources on services that promote and support recovery and independence?' All 54 people responded.



The majority - 44.44% - responded with 'Strongly Agree' and most people added a comment to expand their response.

6.2 Several people described negative experiences of in-patient psychiatric care to explain why they were so supportive of promoting recovery, i.e. as a way of avoiding admission / re-admission to hospital where possible. Independence in the form of managing with just low level or general support was generally a shared aspiration, but some family carers had doubts about how realistic this was for their relative.

6.3 A number of people described the need for a gradual progression down from hospital care to managing with a general Supported Living or Floating Support type service. Some talked of this as needing to pace recovery so as not to provoke a relapse. Others had specific concerns about needing to develop individuals' ability to deal with challenges such as avoiding exploitation whilst maintaining a healthy level of social contact.

6.4 There were numerous examples given of how the Focus House service already promotes recovery and independence.. People talked of how the service improves self esteem and self respect, and drew attention to the comment made in a recent CQC inspection report:

'Staff placed emphasis on the need to help people grow and develop towards independence.'

6.5 Others commented:

'Focus House has excellent ethos... has a powerful influence on improving self-esteem and self-respect which are so important on the road to recovery'

'Recovery stories begin at Focus House'

'Focus House is needed to continue progressing individuals through the system towards recovery and independence, as a vital transition service'

'Focus House has been successfully rehabilitating people with mental health problems for nearly 30 years'.

Do you have any concerns about the proposal to close the residential care element of Focus House?

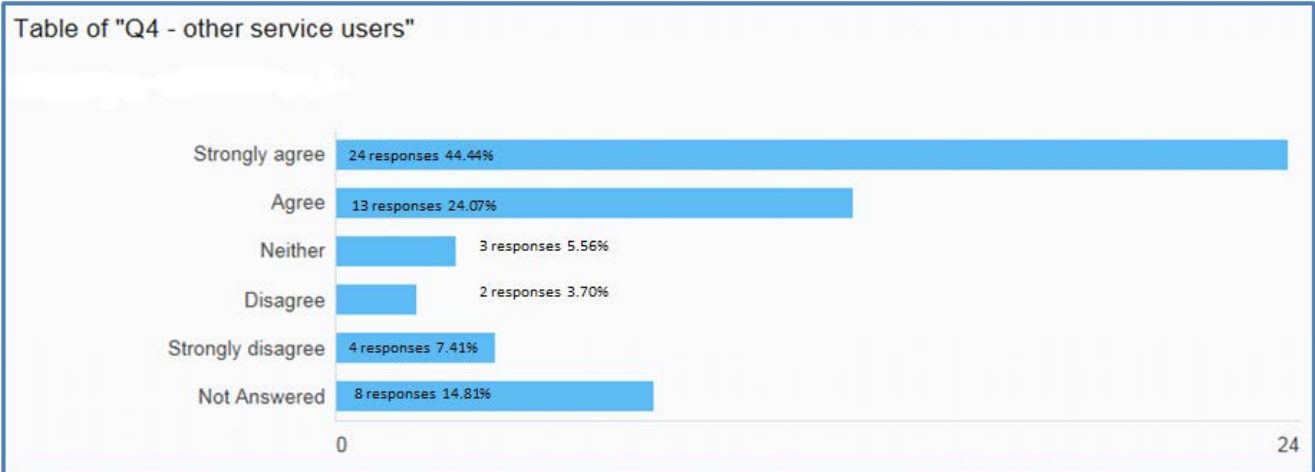
6.6 Only a minority of respondents had no concerns about the proposal to close the residential care element of the Focus House service. Some of the concerns expressed were clearly related to the residential care element of the service, but a large number were concerned with the impact on the wider service – to people already receiving a Supported Living type service despite the Focus House team's CQC registration status, e.g.

'... difficult to quantify is the added value provided to tenants in the satellite houses, who formally have very few hours dedicated to them in their care plans. However, the fact that Focus House is available 24/7 to offer support when needed over and above the official hours of support provides a safety net which would be hard to replicate should the service close.

6.7 Several people raised specific concerns about how those currently receiving residential care would receive personal care under a Supported Living model. Some also had misgivings about the upheaval of a change from residential care to Supported Living even if this has clear medium to long term benefits. Some of the concerns people had, came out of an (incorrect) assumption that Supported Living tenants always live alone rather than having the option of a group home, so there were worries that peer support would no longer be available.

Do you agree with encouraging and supporting people to make better use of community services and support that promote recovery and independence

6.8 When responding to the question 'Do you agree with encouraging and supporting people to make better use of community services and support that promote recovery and independence', 68.51 % strongly agreed/agreed.



The majority of the people who responded were aware of the majority of the support services listed.



6.9 The comments added to these responses generally related to people's perceptions of how the Focus House service currently supports people to link into community activities. People who receive support outside of the residential care element of the Focus House service offered the richest examples of community connection, including physical activity sessions, hobby sessions,

regular volunteering, faith groups and preparing for paid work. However, those resident at 14 Castle Crescent also described how Focus House staff have supported them to access a wide range of community groups.

- 6.10 A number of comments related to how some people need a significant level of support and encouragement in order to link into community services and benefit from these. Focus House staff are generally recognised for having a strong ethos of linking people with their local community. In addition, they are trusted to develop realistic plans with the people they support, moving at a sustainable pace.

‘Support groups sound like a good idea but somebody has to work on people’s motivation to attend these groups. It is not difficult to get groups and activities running. The most difficult task is to get mental health sufferers to join and attend on a regular basis, developing motivation, supporting residents to gain confidence and increase self-esteem.’

‘The residents at Focus House need much more support than that given in the community because they won’t attend without a lot of encouragement.’

- 6.11 On a practical level, some people observed that 14 Castle Crescent is well located for access to buses, a library, churches and other activity centres.
- 6.12 Some of the people who live away from 14 Castle Crescent but are still supported by Focus House staff talked about how being able to call of those staff helps them to live independently. There are situations which people worry about handling which don’t require regular support hours – just the reassurance that help is available if needed. This includes minor household repairs, problems with electricity supply, support at times of disorientation, and managing medical appointments.
- 6.13 There were some concerns that this question indicated a Council policy which could lead to over reliance on community services, particularly in the context of reduced funding for voluntary and community organisations.

‘Community service should be used where appropriate. They cannot and must not replace vital, more intensive forms of support’

7. Additional comments

- 7.1 Several people challenged the economic rationale for changing the Focus House service as they believe the support people receive there avoids higher costs within the local health and care system, e.g. keeping people out of hospital.
- 7.2 There were a large number of comments praising the commitment and expertise of the Focus House staff, and the impact they have had.

'They have changed x's outlook on life'

"Without Focus House I would have been lost."

A number of family carers were particularly supportive of the Focus House team, describing them as more responsive to carers than are many other services.

- 7.3 Several people queried whether the Council's proposed shift from residential care to Supported Living would leave Reading with sufficient support places for people at each stage of a mental health recovery journey. The high staffing ratio in the Focus House team means the service is well placed to spot early signs of difficulty and so respond at an early stage to people who are vulnerable to relapse.
- 7.4 Some people were confused about the impact of the Council's proposals. Concerns were expressed about the possibility of Focus House service users being re-housed outside of Reading or being re-housed without any care package at all.
- 7.5 The very low rate of staff turnover within the Focus House team was highlighted, as was the team's reputation.

'People have trust and confidence in Focus House. Trust and confidence are feelings that cannot be generated overnight: they only develop over time.'

'The secret of why I'm here at all is because of the tireless efforts of the staff at Focus house, their never ending patience with me. And good humour in the face of adversity.'

- 7.6 Several people commented that they thought there was room for some modernisation within the Focus House service, but that there were many positive features of the service which the Council ought to try to preserve.

8. Conclusion

- 8.1 A consultation on removing the residential care element of the Focus House service shows that people feel this would leave a gap in local provision because there is a need for a service which acts as an intermediary between hospital care and general Supported Living then Floating Support.
- 8.2 The Focus House team is already providing 'step down' care at 3 properties and doing so very successfully. This care would be disrupted if the residential care facility was closed.
- 8.3 The service at 14 Castle Crescent is registered in a way which does not promote bespoke care or preparation for independently managing a tenancy, and there is scope to remodel the service to formalise and build on the good practice developed within the Focus House team.
- 8.3 Many of the comments made during the consultation highlight and are in support of the expertise of the Focus House staff who have the skills to support residents towards independence at a pace that is appropriate for higher level mental health service users. Most respondents felt this could not readily be replicated.

Proposal: To reconfigure the 'Focus House service' as a specialist Supported Living service for adults with high level mental health needs.

Directorate: Adult Care and Health Services

Service: Transformation Team

Name: Sue Mackay

Job Title: Transformation Project Manager (Mental Health)

Date of assessment: 19/06/2017

Scope your proposal

What is the aim of your policy or new service/ what changes are you proposing?

The Council's approach to commissioning for all mental health support is based on recovery principles, driven by a commitment to delivering high quality support in line with best practice and the need to keep service cost effective and sustainable.

The Council's in-house 'Focus House service' provides residential care for up to 7 adults with mental health needs at 14 Castle Crescent Reading RG1 6AG in addition to lower level support to former residents of 14 Castle Crescent who have now moved into 'step down' accommodation. The current Residential Care Home model does not offer the flexibility to vary levels of care as people progress along the road to recovery. This variation in the level of care is recognised as an important way of empowering service users to achieve and maximise their independence.

Care is more bespoke under a Supported Living model so that individuals receive as many hours of care as they require according to their individual needs, which may fluctuate over time.

The proposal is to transform the CQC registered Residential Care Home no.14 Castle Crescent and re-provision the service as a specialist Supported Living service in line with best practice - the Recovery Approach.

Who will benefit from this proposal and how?

- The proposal to change the service criteria and CQC status from Residential Care home to Supported Living accommodation will support the service to provide the proportionate amount of care for each individual. This will benefit service users by promoting recovery and greater independence. The new service would also offer existing Focus House staff opportunities to develop their skills.
- Reconfiguring the service in this way would make it more cost effective in the longer term and so able to contribute to the Transformation and Sustainability agenda within Reading Borough Council.

What outcomes does the change aim to achieve and for whom

- This change will support the residents to regain independence by changing the service criteria and CQC status from Residential Care to Supported Living accommodation. Current service take-up and recent consultation feedback both demonstrate a need for specialist support to re-able and empower adults with a high level of mental health need. The staff team within the current Focus house service have the necessary skills and experience to be able to deliver this specialist service.
- This approach would align more closely to the needs identified within individual Care Plans. 24/7 care for people with high needs would be available from a specialist Supported Living team employed by Reading Borough Council. This team would also be able to provide smaller care packages proportionate to needs. However, service users would have the opportunity to select their own provider to meet lower level or more general support needs as they progress along their recovery journey. That support could be from the specialist team employed by Reading Borough Council or from another Supported Living provider.
- With a change from Residential Care to Supported Living the residents will become tenants. The process of agreeing and signing a tenancy agreement gives the service user responsibility and ownership of their own space within the property. This aids the process towards regaining increasing independence.

Who are the main stakeholders and what do they want?

- Key stakeholders are the seven current residents of 14 Castle Crescent and their families.
- The staff group known as Focus House also provide mental health support to an additional 12 service users in 3 properties located within the Reading area. As recipients of this support these 12 service users, together with their families, are also identified as main stakeholders.
- The 13 members of staff currently employed in the service known as Focus House are additional key stakeholders.

Those currently supported by or employed within the Focus House service are keen to preserve the most valued aspects of the current service.

- Other key stakeholders are partner agencies across sectors who provide mental health care and support in the Reading area.

Partner agencies wish to ensure that there is a sufficient supply of accommodation with specialist mental health support in Reading so that adults with mental health needs can be supported in the most appropriate way for their needs from time to time, e.g. not detained in hospital beyond the point of being medically fit for discharge and not accommodated in services with inadequate support.

- Other Reading adults with mental health needs and their carers are additional stakeholders as potential users of the Focus House service or its replacement.

The priority of the wider stakeholder group is for the right mental health support to be available at the right time for all who need support.

Assess whether an EqIA is relevant

How does your proposal relate to eliminating discrimination; promoting equality of opportunity; promoting good community relations?

Do you have evidence or reason to believe that some (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity) groups may be affected differently than others? (Think about your monitoring information, research, national data/reports etc)

Yes

The residents of no.14 Castle Crescent are identified as having severe and enduring mental health problems, which would be recognised as a 'disability' within the terms of the Equality Act 2010.

The current residents have been assessed and placed in no.14 Castle Crescent, usually after being in a secure institution, as the first step on the road to recovery from a mental health problem. Residents in no.16 Castle Crescent, the step-down accommodation, need less support but still need the reassurance of knowing that the staff are available 24/7. The 5 residents in the 2 small Group Homes have geographically moved further away from the 24/7 support however, they have the reassurance that the staff are immediately available 24/7 in times of crisis.

Any changes to the provision offered by the Focus House staff will immediately affect the 12 residents in no.14 & no.16 Castle Crescent and the 5 residents in the 2 small Group Homes.

Is there already public concern about potentially discriminatory practices/impact or could there be? Think about our complaints, consultation and feedback.

Yes. Council proposals to review the Focus House service have attracted public and media attention highlighting concerns about the impact were the service to be closed. Formal consultation feedback shows that the service is valued and relied on by some very vulnerable adults and their families.

If the answer is YES to any of the above you need to do an Equality Impact Assessment.

If NO you must complete this statement.

An Equality Impact Assessment is not relevant because:

Signed (completing Officer)

Date:

Signed (Lead Officer)

Date:

Assess the Impact of the Proposal

Consultation

Have you consulted with or do you plan to consult with relevant groups and experts. If you haven't already completed a Consultation form do it now. The checklist helps you make sure you follow good consultation practice.

[My Home > Info Pods > Community Involvement Pod - Inside Reading Borough Council](#)

Relevant Groups/ Experts	How were/will the views of these groups be obtained	Date when contacted
	Public Consultation online or request paper copy via designated phone number or email address	Consultation launch date 20/03/2017, end date 16/06/2017
All Focus House service users including residents of no.14 and no.16 Castle Crescent, and the 2 small group homes	Q and A information sessions for all 19 Focus House residents: no.14, no.16 Castle Crescent, and the 2 small group homes The session took place in the lounge of no.14 Castle Crescent where the Focus House service users hold their general groups and meetings. Healthwatch advocacy staff attended. Links were made with the residents who were to be supported by an advocate to complete the consultation questionnaire and allowing their voice to be heard.	Two identical consultation process information sessions were held for residents on 17/03/2017
All Focus House staff	Q and A Information session to Focus House staff prior to consultation launch. The session was held in the lounge of no.14 Castle Crescent. All staff except one were able to attend, she was talked through the consultation process prior to the other staff attending the meeting.	Information session for staff held 16/03/2017

Families of Focus House service users	A next of kin of each of the 19 service users were sent a paper copy of the consultation with an explanatory letter and a prepaid reply envelope.	Mail-out to next of kin sent on 17/03/2017
Advisory letter sent via email to CCG and BHFT	Formal letters sent by email	Sent 20/03/2017
Consultation access detail forwarded by email to CMHT	Email sent to admin for circulation by CMHT Review and Reablement team lead	Sent 20/03/2017
Consultation access detail forwarded by email to Carers group	Email sent to group by Preventative Services Development Manager	Sent 20/03/2017
HealthWatch provided with consultation link	Healthwatch link: Rebecca Norris	Sent 17/03/2017
Consultation link published in press release in 'Reading Chronicle'		17/03/2017
<p>During the consultation to review the provision of services based in the Residential Care Home, 54 completed consultation documents were received. 8 individuals wrote personal letters and emails in support of the services that are currently provided. All communication requested that a Focus House service continues to run.</p> <p>There is also an ongoing online petition to 'Save Focus House'. This petition was set up by one of the Focus House residents and at the time of writing has 290 signatures. (21/06/2017) This petition has not yet been presented to the Council.</p>		

Collect and Assess your Data

Describe how this proposal could impact on Racial Groups		
The changes will be equally applicable to all regardless of race		
Ethnicity	staff	residents
White - British	9	11
White - Any other White background	2 (White European)	
Mixed - White and Black Caribbean	1	1
Mixed - White & Asian		1
Asian or Asian British - Pakistani		1
Black or Black British - African		1
Black or Black British - Caribbean	1	4
People from BME backgrounds are slightly over-represented in the service user group. The		

proposed change to the service therefore has the potential to impact disproportionately on BME groups. Ultimately this effect should be a positive one, however, as the service is remodelled in line with best practice. There could still be a negative but short term impact as a result of the process of transition which can in itself provoke anxiety.

Is there a negative impact	Not sure
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Describe how this proposal could impact on Gender/transgender (cover pregnancy, maternity, marriage)

The changes will be equally applicable to all regardless of Gender. Of the current service users 15 (78.95%) are male and 4 (21.05%) are female. As men are over-represented in the current service user group by comparison to the local population profile, any changes to the service could disproportionately affect males, however each service user has their own individual care plan.. Any service provision will be based on their needs within the care plan irrespective of their gender. Current staff members are 5 male and 8 female. Not all staff are full time. Proportionately the staff full time equivalent is male 54.55%, female 45.45%, therefore any changes to the service could disproportionately affect males. Care will be taken to ensure ongoing employment opportunities are offered to all members of staff in line with the Council's HR and Equal Opportunities policies.

Is there a negative impact	Not sure
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Describe how this proposal could impact on Disability

The client group affected by the potential transformation of the Focus House service and re-provision of services have severe and enduring health problems and can be categorised as disabled by their current condition. The proposed changes to services are specifically targeted at this group of service users. The proposal is therefore likely to have a disproportionate effect on disabled adults. Ultimately this effect should be a positive one, however, as the service is remodelled in line with best practice.

All of the affected service users are having their needs reviewed by their Care Plan Coordinator so they can be supported to choose an updated support package which best meets their needs.

During any transformation of services there may be a negative impact on the emotional wellbeing of the service users. This may also have a negative impact on carers. However care will be taken to ensure that service users are supported to remain in or move to their preferred accommodation and service appropriate to their eligible needs. Carers will be kept informed of any possible changes to the service as soon as possible.

Is there a negative impact	Not sure
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Describe how this proposal could impact on Sexual Orientation (cover civil partnership)

No negative or disproportionate impact has been identified, but person centred reviews will consider individuals' sexual orientation and how this may impact on finding the most appropriate (alternative) service for each person if Focus House is de-registered as a

Residential Care Home..	
Is there a negative impact	No

Describe how this proposal could impact on Age																						
The changes will be equally applicable to all regardless of age																						
<table border="1"> <thead> <tr> <th>Age</th> <th>Staff</th> <th>Residents</th> </tr> </thead> <tbody> <tr> <td>18-24</td> <td></td> <td></td> </tr> <tr> <td>25-34</td> <td></td> <td>1</td> </tr> <tr> <td>35-44</td> <td>1</td> <td>4</td> </tr> <tr> <td>45-54</td> <td>5</td> <td>4</td> </tr> <tr> <td>55-64</td> <td>4</td> <td>9</td> </tr> <tr> <td>65-74</td> <td>3</td> <td>1</td> </tr> </tbody> </table>		Age	Staff	Residents	18-24			25-34		1	35-44	1	4	45-54	5	4	55-64	4	9	65-74	3	1
Age	Staff	Residents																				
18-24																						
25-34		1																				
35-44	1	4																				
45-54	5	4																				
55-64	4	9																				
65-74	3	1																				
Older working age adults are over-represented in the service user group and so changes to the service have the potential for a disproportionate effect on this age cohort. Ultimately this effect should be a positive one, however, as the service is remodelled in line with best practice. There could be a negative impact as a direct result of the transformation process as this can in itself provoke anxiety.																						
Is there a negative impact	Not sure																					

Describe how this proposal could impact on Religion or Belief	
No negative or disproportionate impact has been identified, but person centred reviews will consider individuals' religion or belief and how this may impact on finding the most appropriate (alternative) service for each person if Focus House is de-registered as a Residential Care Home..	
Is there a negative impact	No

Make a decision

If the impact is negative then you must consider whether you can legally justify it. If not you must set out how you will reduce or eliminate the impact. If you are not sure what the impact will be you MUST assume that there could be a negative impact. You may have to do further consultation or test out your proposal and monitor the impact before full implementation.

Tick which applies (Please delete relevant ticks)

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1. Negative impact identified or uncertain

What actions will you take to eliminate or reduce the impact? Set out your actions and timescale?

The residents in no.14 and no.16 Castle Crescent are having their care plans reviewed. If a transformed Focus House service can provide for their needs and they meet any eligibility criteria they will be offered the choice to stay with the Focus House service or to move to alternative accommodation and/or provider of care services. Care Plan coordinators, as part of their normal responsibilities, will work with their named service user(s) to ensure that the most appropriate type of accommodation and support will be sourced. These discussions have been ongoing during the consultation timescale and will become more focused with a publically announced outcome on 12th July 2017. With the service users informed consent they will be supported to remain in a transformed Focus House service or to move to new accommodation and/or service provider.

For each of the five residents in the small Group Homes any additional, newly documented, Care Plan needs that are currently being provided by the Focus House staff will continue to be provided, this may be through continued support from the Focus House staff or by a third party provider as per their informed consent and the services available. The accommodation for these 5 service users is not affected by the consultation. As part of their ongoing care these service users will offered any available choices as they arise.

During informal conversations at the consultation information sessions some of the residents expressed concern at being moved while others viewed it as an opportunity to state their preference to move to a different type of accommodation with care. Service user choice that is supported by eligible need will be respected with first choice preferences actioned where possible.

How will you monitor for adverse impact in the future?

Each service user has an individual care plan that is reviewed minimum once a year, some are reviewed every three to six months. Level of care and support is allocated directly as a result of the care plan. Care Plan Coordinators are aware of the emotional impact the consultation is having on their named service users and are already providing additional contact. Any immediate and/or excessive changes to the care required may indicate potential impact that will need to be monitored.

Signed (completing Officer)	Date:

Signed (Lead Officer)	Date:

READING BOROUGH COUNCIL

REPORT BY HEAD OF LEGAL AND DEMOCRATIC SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	12 JULY 2017	AGENDA ITEM:	7
TITLE:	SCRUTINY REVIEW - CONTINUING HEALTHCARE FUNDING		
LEAD COUNCILLOR:	COUNCILLOR EDEN	PORTFOLIO:	ADULT SOCIAL CARE
SERVICE:	LEGAL & DEMOCRATIC SERVICES	WARDS:	BOROUGHWIDE
LEAD OFFICERS:	RICHARD WOODFORD SIMON HILL	TEL:	0118 9372332 / 9372303
JOB TITLE:	PRINCIPAL COMMITTEE ADMINISTRATORS (SCRUTINY)	E-MAIL:	Richard.woodford@reading.gov.uk Simon.Hill@reading.gov.uk

1. EXECUTIVE SUMMARY

- 1.1 The task and finish group appointed at the 3 February 2016 ACE Committee meeting have completed their review of Continuing Healthcare Funding. Their report is attached at Appendix 1 and includes a number of recommendations.

2. RECOMMENDED ACTION

- 2.1 That the Committee receive the report of the Continuing Healthcare Funding scrutiny review task and finish group.

3. BACKGROUND

- 3.1 At the ACE Committee meeting that took place on 3 February 2016 it was agreed that Councillors Hoskin, Gavin and Stanford-Beale be appointed to a task and finish group to conduct a review of Continuing Healthcare Funding.

4. THE REVIEW

- 4.1 To carry out the review a series of four evidence gathering sessions were held as follows:
- 27 July 2016 - meeting to consider the report by Wokingham Borough Council detailing concerns about CHC

- 13 September and 15 December 2016 - meetings with Cathy Winfield, Chief Officer North West Reading, South Reading, Newbury and District and Wokingham Clinical Commissioning Groups (CCGs)
- 23 March 2017 - meeting with Paula Johnston, Acting Service Manager, Older and Physically Disabled People, Reading Borough Council.

5. REPORT AND RECOMMENDATIONS

5.1 The group have drawn up a number of conclusions based on their evidence gathering sessions and have made a number of recommendations which have been grouped together under the following headings in Section 5 of the report:

- Benchmarking
- Joint Action Plan
- Future Reporting
- Provision of CHC for Children and Young People

6. CONTRIBUTION TO STRATEGIC AIMS

6.1 The review of Continuing Health Care contributes to the strategic aim to promote equality, social inclusion and a safe and healthy environment for all.

6.2 The Council is committed to:

- Ensuring that all vulnerable residents are protected and cared for;
- Enabling people to live independently, and also providing support when needed to families;
- Changing the Council's service offer to ensure core services are delivered within a reduced budget so that the Council is financially sustainable and can continue to deliver services across the town.

7. COMMUNITY ENGAGEMENT AND INFORMATION

7.1 Any community engagement as part of the scrutiny review was considered.

8. EQUALITY IMPACT ASSESSMENT

8.1 Implementation of the policy impacts on those with long term health needs and those at the end of their life. the very low level of funding of CHC from CCG would seem to indicate that there may be some patients who may not be getting specialist healthcare that they need or are being charged for care services when in another post code they would be seen to be eligible for free care

9. LEGAL IMPLICATIONS

9.1 National Framework for NHS Continuing Health Care and NHS Funded Nursing Care November 2012 (revised) provides the legislative framework for the provision on Continuing Health Care and NHS Funded Nursing Care.

10. FINANCIAL IMPLICATIONS

- 10.1 From a revenue point of view Reading has the lowest level of eligible recipients of CHC in England. This potentially highlights that the Council may be providing funding for clients that actually should be receiving CHC and therefore having a detrimental impact on the current financial position.

11. BACKGROUND PAPERS

- 11.1 National Framework for NHS Continuing Health Care and NHS Funded Nursing Care November 2012 (revised):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213137/National-Framework-for-NHS-CHC-NHS-FNC-Nov-2012.pdf

- 11.2 ACE Committee 3 February 2016 - Minutes and report.

Adult Social Care, Children's Services and Education Committee

Scrutiny Review - Continuing Health Care Funding

Report by Task and Finish Group

Membership:

Councillor Graeme Hoskin (Chair)
Councillors Gavin and Stanford-Beale

Terms of Reference:

To investigate the reasons for the significantly lower than average level of Continuing Health Care (CHC) and NHS-funded Nursing Care funding in Reading, and the impact this has on individuals and the local authority.

1. Introduction

The Task and Finish group were commissioned as a Councillor Task and Finish Group to carry out this scrutiny review at a meeting of the Adult Social Care, Children's Services and Education Committee (ACE) on 2 February 2016. The Committee received a report on Continuing Health Care Funding which stated that in 2012 a review had been carried out by the Department of Health that had noted that Berkshire had the lowest level of eligible recipients of CHC in England, with the East ranking 148 out of the then 150 Primary Care Trusts, and the West, the Clinical Commissioning Group (CCG) for Reading, ranking 150 out of 150. As a result, and in light of the concerns noted at the time, actions were set to ensure that this data was collated on activity and scrutinised by the CCG (regionally) and together with each local authority in order to identify the factors affecting performance. Data for quarter one of 2015/16 had been analysed and had shown that the West of Berkshire and the East of Berkshire had the lowest number of CHC packages of care, with South Reading CCG area being the lowest.

2. Background

NHS CHC is the name given to a package of care that is arranged and funded solely by the NHS for individuals who are not in hospital and have been assessed as having a 'primary health need'. It is aimed at meeting needs that have arisen as a result of disability, accident or illness and includes those at the End of Life. Eligibility for NHS CHC places no limits on the type of service delivery or on the settings in which the package of support can be offered, for example:

- In the home - The NHS will pay for healthcare such as services from a community nurse or specialist therapist, and personal care, such as help with bathing, dressing and laundry;
- In a Care Home - As well as healthcare and personal care, the NHS will pay for care home fees, including board and accommodation.

NHS CHC and NHS Funded Nursing Care (FNC) is free for residents who meet the criteria, in the same way as access to all other health care support via the NHS.

NHS FNC is the funding provided by the NHS to Care Homes providing nursing to support the provision of nursing care by a registered nurse.

To be eligible a person must be over 18 and have substantial and ongoing care needs, they must also have been assessed as having a ‘primary health need’, this means that their main or primary need for care has to relate to their health. Eligibility does not depend on:

- A specific health condition, illness or diagnosis;
- Who provides the care;
- Where the care is provided.

CHC is not means tested and therefore an individual who is in receipt does not have to pay a contribution towards their care, unlike local authority funded care, which is means tested, via the national guidance on contributions towards the cost of Care Home placements; Care and Support Charging and Financial Assessment Framework.

In Reading, along with its two neighbouring authorities, the level of provision for NHS funded CHC is significantly lower than average. This has an adverse impact on the Council’s ability to ensure the financial sustainability of the Council as the Council is paying a larger proportion of high care placements than other local authorities.

In 2012 a review carried out by the Department of Health noted that Berkshire had the lowest level of eligible recipients of CHC in England, with the East ranking 148 out of the then 150 Primary Care Trusts and the West ranking 150 out of 150. As a result, and in light of the concerns noted at the time, actions were set to ensure that this data was collated on activity and that it be scrutinised regularly by the CCG (regionally) and together with each local authority in order to identify the factors affecting performance. Data for the first quarter of 2015/16 had been analysed and showed the following for Berkshire:

Organisation	Patients Newly Eligible per 50k GP patient size list aged 18+	Patients Currently Eligible per 50k GP patient size list, 18+
NHS England Average	27.50	68.42
NHS England South Central	18.24	40.89
NHS Bracknell & Ascot (East Berks)	11.40	35.28
NHS Windsor & Maidenhead (East Berks)	7.69	39.65
NHS Slough (East Berks)	5.83	26.46

NHS Newbury & District (West Berks)	11.60	22.09
NHS South Reading (West Berks)	2.74	11.41
NHS North & West Reading (West Berks)	8.26	21.24
NHS Wokingham (West Berks)	4.06	15.82

In order to address the issue since 2010 the Council had funded a post to actively pursue the application of CHC. However, take up of CHC continued to remain low and officers had been in contact with neighbouring authorities in the West of Berkshire to compare uptake and found that Wokingham Borough Council in particular had had a greater success rate achieving £2m of CHC funding as at the end of December 2015. The Council therefore entered an agreement for Wokingham to oversee a team of CHC workers as part of an ‘invest to save’ proposal, with the plan that the Council would be able to support individuals to achieve CHC. This was put in place from January 2016.

Continuing Healthcare - Process

The process to obtain CHC funding has a number of stages which are as follows:

1. Initial Assessment - The process starts with the ‘Checklist’ Assessment that looks at 11 aspects of health. The Checklist can be carried out by one person, such as a social worker, GP or Care Home Manager, but they must understand the process and be familiar with the individual’s needs. The Checklist does not determine eligibility it simply indicates whether or not there should be a full assessment.
2. Full Assessment - At this point a form called the ‘Decision Support Tool’ (DST) is completed by a Multidisciplinary Team (MDT), not just one person. A social worker or other local authority representative must be involved at this stage. The team’s assessment will consider needs under the following headings:
 - Behaviour;
 - Cognition (understanding);
 - Communication;
 - Psychological/emotional needs;
 - Mobility;
 - Nutrition;
 - Continence;
 - Skin (including wounds and ulcers);
 - Breathing;
 - Symptom control through drug therapies and medication;

- Altered stated of consciousness;
- Other significant needs.

These needs are then given a weighting marked “priority”, “severe”, “high”, “moderate” or “no needs”. The MDT will consider:

- What help is needed;
- How complex the needs are;
- How intense of severe the needs can be;
- How unpredictable the needs are, including any risks to the person’s health if the right care isn’t provided at the right time.

If the person has at least one priority need, or severe needs in at least two areas they should be eligible for CHC. They may also be eligible if they have a severe need in one area plus a number of other needs or a number of high or moderate needs, depending on their nature, intensity, complexity or unpredictability. In all cases the overall need and interactions between needs will be taken into account, together with evidence from risk assessments. The assessment should also take into account the individual’s views and the views of any carers.

3. Award of Funding - If the person is found to be eligible for CHC after the Full Assessment they are said to have a Primary Health Need. Funding will be awarded by the NHS to cover care costs including social care costs, such as accommodation in a care home. Funding is backdated to day 29 after the original Checklist was received by the NHS and a further funding review will then take place in three months and after that on an annual basis.

A decision about eligibility for funding should normally be made by the CCG within 28 days of them receiving a completed Checklist or request for a Full Assessment. If the decision is made that the person is eligible but it takes longer than 28 days to reach the decision and the delay is unjustifiable any care costs from the 29th day until the date of the decision should be refunded.

4. Appeal Process - If the individual was found to be ineligible at the DST stage a Continuing Care appeal can be submitted via the local NHS. A Local Dispute Resolution Meeting may be offered first and if the decision of ineligible is upheld an Independent Review Panel can be requested and will take place at regional level. If the person is then found to be eligible funding will be awarded and backdated to shortly after the Checklist. Alternatively, if the person is confirmed to be ineligible for funding at the Review they can approach the Health Ombudsman.

3. Scope

The review began with a scoping meeting on 27 July 2016 where it was decided that the focus of the review would be to seek to:

- Analyse the differences between the level of CHC funding in Reading and other local authorities, in particular the Council's comparator group;
- Consider the extent to which the national guidance for CHC and NHS Funded Nursing Care funding decisions is being applied in Reading, by comparing local policies and procedures against the national guidance and practice in similar areas;
- Examine and summarise the impact of current local policies and procedures on individuals and the local authority;
- Make recommendations to ACE Committee for any actions which should be taken to ensure that the national CHC guidance is applied in an effective and equitable way.

It was decided that the review would consider the process for making decisions on CHC funding and would not look at CHC within the wider Health & Social Care integration agenda or in relation to transition to/from other services and care plans.

4. Findings

4.1 Evidence Gathering Session 1 - Report by Wokingham Borough Council: Concerns about CHC

At the scoping meeting on 27 July 2016 a report that had been produced by WBC officers was considered. The report outlined the issues and concerns that WBC officers involved in CHC work had about the CCGs implementation of the CHC National Framework. The report was later developed into an action plan jointly with the CCG to address the issues. The issues raised in the report have now mostly been addressed (see 4.1).

4.2 Evidence Gathering Sessions 2 and 3 - Meeting with Cathy Winfield, Chief Officer North West Reading, South Reading, Newbury and District and Wokingham CCGs

The Task and Finish Group met next with Cathy Winfield, Chief Officer North West Reading, South Reading, Newbury and District and Wokingham CCGs, on two occasions on 13 September and 15 December 2016.

At the meeting on 13 September 2016 Cathy Winfield gave a presentation on CHC funding and why it was lower in Reading than elsewhere. The presentation made a number of points including the following:

- Areas with a high elderly population had a high level of CHC spend whereas relatively healthy and prosperous areas with low numbers of elderly people had a lower spend. Low numbers of nursing home beds would also be a factor;
- A local Operational and Dispute Policy had been agreed by the CCGs and local authorities, this had followed a legal review;
- A jointly commissioned review of seven cases had taken place and the eligibility decisions had been upheld in every case;
- The CHC function would be reviewed as part of the national CCG Assurance Framework;
- The CCG had requested Eileen Roberts, Head of NHSE South, to review their operational policy and to check that it was compliant with the national framework;
- Reading CHC expenditure had increased by 2.6% from £6.08m in 2015/16 to a forecast of £6.24m for 2016/17;
- The CCG would report to the Council on CHC activity and spend on a monthly basis for transparency;
- The CHC team would be strengthened by seconding a social worker into the team to speed up joint assessment and to ensure the social care perspective was taken into account.

The Task and Finish Group met again with Cathy Winfield on 15 December 2016 who gave a presentation providing the Group with an update on CHC and presented a Joint Action Plan (attached to this report). The main points raised at this presentation were as follows:

- Good progress had been made and joint working had been strengthened at operational level;
- It was clear that the process had needed strengthening, was not user friendly and some ‘myth busting’ about current practice was required as well as some misunderstandings about eligibility that needed to be addressed;
- An Action Plan had been put together and was waiting to be signed off, although some of the actions were already being implemented;
- A reporting format had been developed in order to be more transparent and an oversight group would be set up to provide assurance to senior leadership and Councillors;
- Work needed to be done on benchmarking to agree a reasonable cohort of other authorities to benchmark against;

- CCG expenditure was increasing with a proposed overspend in north and west Reading of £651k and £335k for south Reading;
- Nationally there was concern in NHS England about the wide variation spend from one area to another and national strategic improvement programme had been set up designed to address variations in processes and expenditure;
- Work had started on producing CHC Activity Reports for both south Reading and north and west Reading;
- An Action Plan had been produced and the Task and Finish Group were presented with the highlights.

4.3 Evidence Gathering Session 4 - Meeting with Acting Service Manager, Older and Physically Disabled People, Reading Borough Council

The Task and Finish Group met with Paula Johnston, Acting Service Manager, Older and Physically Disabled People, on 23 March 2017 and discussed the issues that had been raised in the report by Wokingham Borough Council that had been considered by the Task and Finish Group at their first meeting in July 2016.

Paula told the Group that some of the issues in the WBC report were outstanding and gave an update on some of these issues. The process for applying for CHC funding could still be lengthy and the number of people who had successfully obtained CHC funding remained low. There had been some internal process issues in Adult Social Care which meant that while progress in developing expertise in this area had been made it had been slower than hoped.

Action Plan Outcomes

- The implementation of a new Best Interests form to evidence the individual's consent to the process. This had not been evidenced consistently and checklists were being returned by the CCG. Where there were any minor technical issues with the recording of consent the CHC process would continue while this was rectified. The effectiveness of this was due to be reviewed in July 2017.
- Joint mechanisms were now in place between the CCG and the LA for aspects of the process such as deciding whether a checklist should be returned due to a lack of information, and whether a significant change in need had occurred triggering further assessment. Regular meetings had been held to identify shared learning and training needs.
- The CCG and LAs had begun to work jointly on cases where process issues appear to have influenced the outcome, on a planned and phased basis. 12 cases were initially identified with more added recently. Meetings were scheduled to discuss and progress these, to share learning and to identify training needs.

- The CCG was now accepting referrals which had been completed by professionals who had not completed the CCG CHC training if they had been countersigned by a professional who had. These referrals were previously being rejected, but the completion of the CCG training was not a requirement of the CHC National Framework.
- A process was in place for resolving differences in professional opinion about the evidence in a CHC checklist, which it had not yet been necessary to implement.
- The CCG no longer closed down a referral after 28 days if insufficient evidence had been submitted, and a process was in place for the CCG or the LA to actively pursue this evidence.
- The CCG and LA had agreed that the intention of the CHC National Framework was that a meaningful and joint discussion should be held in relation to eligibility. The CCG included the views of all relevant parties giving them equal weight.
- The CCG and LA had reviewed the dispute process, adjusted the timescale and confirmed that it was consistent with other CCG dispute processes in the South. Ongoing actions working towards completion included the following:
 - An agreed process to ensure that the Multi-disciplinary team meeting robustly collected both verbal and written evidence when completing assessments. There had been disagreement between the CCG and LA about whether this had happened in all cases.
 - The CCG and the LA would produce a leaflet for staff and guidance for members of the public to inform their participation in CHC assessment meetings.
 - The CCG and the LA would review the documentation for individuals in relation to appeals to ensure that it was accessible, in plain English and included signposting to advocacy.
 - E-learning and jointly delivered training for staff would be made available.
 - The local authorities would be provided with quarterly benchmarking data provided by the CCG.
 - The CCG and the LA would jointly agree to draft a form of words for communication to staff regarding appropriate use of fast track process and relevance of CHC at end of life.

- Joint transition (from child to adult) protocols would be agreed between the CCG and the LAs.

5. Conclusions and Recommendations

Benchmarking

The Benchmarking data had yet to be obtained so that comparison and analysis of the differences between the level of CHC funding in Reading and comparator Local Authorities could be carried out.

Recommendation:

- (1) That benchmarking data is obtained on a three monthly basis from the CCG as agreed;

Joint Action Plan

Issues were identified by WBC in relation to the application of the national guidance for CHC, an action plan had been implemented and local practice and procedures had been developed.

Recommendation:

- (2) That the joint Action Plan be implemented as agreed and reviewed by the CCG and local authority on a monthly basis;

Future Reporting

In order to continue to monitor the position it is also recommended that progress reports be submitted to future meetings of the Adult, Social Care and Children's Services Committee.

Recommendation

- (3) That the Adult Social Care, Children's Services and Education Committee receive a report at its meeting of 12 December 2017 detailing progress in delivering the Action Plan with an explanation if any actions have not been achieved or only partially achieved;
- (4) That as part of the report for 12 December 2017 the most recent data on the provision of CHC is included to allow comparison with the data in section 2 of this report;

Provision of CHC for Children and Young People

Following this review of CHC funding for adults the Task and Finish Group would like a review to be carried out on the process of allocation of CHC for children and young people.

Recommendation

- (5) That a review of the provision of CHC for children and young people is commissioned in consultation with the Lead councillors for Children's Services and for Health, to report back to a future meeting of the Adult Social Care, Children's Services and Education Committee.

Jointly Agreed Action Plan

Ref.	Issue:	Action taken:	Assigned to:	Date to be completed:
1	CHECKLISTS AND CONSENT			
1a	Agree to accept Social Services consent forms provided these sufficiently cover CHC	<p>CHC Service and L.A. have agreed:</p> <p>SS consent not suitable.</p> <p>ER & JG agreed new simplified BI consent - start 1st Jan 2017</p>	ER/JG	<p>START 1ST Jan 2017 then on-going.</p> <p>Review effectiveness – 6 months – July 2017</p>
1b	Look at how it might be possible to move the CHC process forward whilst written consent is finalised.	<p>CHC Service and L.A. have agreed:</p> <ul style="list-style-type: none"> to begin process whilst consent is resolved – admin staff in place. Liaise with L.A. team where appropriate Full compliant consent must be in place before the MDT takes place 	ER/JG	<p>START November 2016 then on-going.</p> <p>Review – 6 months</p>

Ref	Issue:	Action taken:	Assigned to:	Date to be completed:
1c	Have mechanism between CCG and LA to agree whether checklist should be returned and any learning from this	<p><u>CHC Service and L.A. have agreed:</u></p> <ul style="list-style-type: none"> • Checklist over banded but screens in – checklist accepted – letter to referrer to highlight over banding. • Checklist over banded but does not screen in or outcome unclear - T/C to referrer – follow up with letter. • Learning to be collated at regular CHC and L.A. meetings – addressed via training 	ER/JG	<p>START NOVEMBER 2016 then on-going.</p> <p>Review – 6 months</p> <p>Training to be addressed later in action plan.</p>

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
2	RE-REFERRALS AT CHECKLIST STAGE			
2a	Agree that if someone has had a DST they should only have another full assessment where there is a relevant and evidenced change in need – agree mechanism between health and social care to discuss these cases before a decision is made to either reject or agree to a new full assessment.	<p>CHC Service and L.A. have agreed as per the slide and:</p> <ul style="list-style-type: none"> Cases to be discussed at fortnightly meetings (or by phone if urgent) between CHC and L.A. (Senior level) Discussion with CHC, outlining the changes, before checklist. If progressing complete checklist jointly. Learning to be collated at regular CHC and L.A. meetings – addressed via training 	ER/JG	<p>START – as required.</p> <p>Review – 6 months</p> <p>Training to be addressed later in action plan.</p>
2b	Wherever possible agree to jointly complete the Checklist in such situations.	AGREED AS ABOVE		
2c	Agree also to work jointly on cases where process issues clearly seem to have influenced the outcome – on a planned and phased basis.	<p>CHC Service and L.A. have commenced this work:</p> <ul style="list-style-type: none"> 12 cases identified to date – 5 RBC, 7 WBC: Query – whether there are any more cases Learning to be collated at regular CHC and L.A. meetings – addressed via training 	ER/JG	<p>START October 2016 – then ongoing</p> <p>Training to be addressed later in action plan.</p>

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
3	REFERRALS FROM LA WHEN INDIVIDUAL IS IN AN ACUTE HOSPITAL SETTING			
3a	It has already been agreed that referrals from social care staff in hospital will be accepted			COMPLETED – October 16
3b	Cathy will check that the IG issues around LA accessing records in hospital are being addressed.	RBH have confirmed that L.A. staff can access the relevant records to enable them to checklist where appropriate.	CW	COMPLETED – October 16
3c	If checklists are disputed between hospital staff and LA these will be escalated to CHC team	<p><u>CHC Service and L.A. have agreed:</u></p> <ul style="list-style-type: none"> • Tri-partite (L.A.CHC and Acute) completion of these checklists. • Learning to be collated at regular CHC and L.A. meetings – addressed via training 	ER/JG	<p>START – as required – then on-going</p> <p>Training to be addressed later in action plan.</p>

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
4	CO-ORDINATION OF CASES AFTER 28 DAYS			
4a	The CCG no longer operates a 28 day close down but we agree the need for a mechanism between health and social care to address situations where there are difficulties obtaining necessary information between positive checklist and DST	<p><u>CHC Service and L.A. have agreed:</u></p> <ul style="list-style-type: none"> • CHC evidence letter offers assistance in evidence provision • Each letter followed up with T/C • CHC Service to consider arranging to collect records • Where LA funded, LA can chase for records 	ER/JG	START – November 2016 – then on-going
4	CO-ORDINATION OF CASES AFTER 28 DAYS			
4a	The CCG no longer operates a 28 day close down but we agree the need for a mechanism between health and social care to address situations where there are difficulties obtaining necessary information between positive checklist and DST	<p><u>CHC Service and L.A. have agreed:</u></p> <ul style="list-style-type: none"> • CHC evidence letter offers assistance in evidence provision • Each letter followed up with T/C • CHC Service to consider arranging to collect records • Where LA funded, LA can chase for records 	ER/JG	START – November 2016 – then on-going

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
5	ELIGIBILITY DECISION MAKING BEFORE MDT			
5a	CCG agree that prior work should not include prejudging domain weightings and recommendation	<p><u>CHC Service to address this:</u></p> <ul style="list-style-type: none"> • QA process before draft DST is circulated • Draft evidence summaries to be clear they are based on written evidence received to date. • It is possible these will change following MDT discussion – to be monitored if issues arise 	ER/JG	START – November 2016 then ongoing
5c	Intent of Framework is for a meaningful discussion at MDT about correct weightings and recommendation	<u>CHC Service and L.A. both agree this principle to be addressed through nos 6 – 9 in this action plan</u>		

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
6	CORRECT INVOLVEMENT OF MDT MEMBERS			
6a	Accept Framework doesn't envisage a hierarchy of professionals within the MDT but also recognise need to develop trust between organisations – MDT members should be involved in 4 key indicator discussion and recommendations	<p><u>CHC Service and L.A. agree:</u></p> <ul style="list-style-type: none"> • Current practise records, in each domain, the views of Individuals and/or their representative <p>And</p> <ul style="list-style-type: none"> • All appropriate and relevant professionals are invited to the MDT. – This practice to continue. • In addition the CHC Service will ensure all professionals are present at and are in involved in the in 4 key indicator discussion and recommendations. 	ER/JG	Current practice to continue.
6b	Can have useful learning from IRPs			
6c	Social Care reps for IRPs would be welcome	<ul style="list-style-type: none"> • Both JG and GG have put themselves forward to become IRP Panel members. • JG confirmed training session on 4/1 and they put forward dates they can be IRP members. 	JG/GG	November 2016

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
6	CORRECT INVOLVEMENT OF MDT MEMBERS			
6a	Accept Framework doesn't envisage a hierarchy of professionals within the MDT but also recognise need to develop trust between organisations – MDT members should be involved in 4 key indicator discussion and recommendations	<p><u>CHC Service and L.A. agree:</u></p> <ul style="list-style-type: none"> • Current practise records, in each domain, the views of Individuals and/or their representative <p>And</p> <ul style="list-style-type: none"> • All appropriate and relevant professionals are invited to the MDT. – This practice to continue. • In addition the CHC Service will ensure all professionals are present at and are in involved in the in 4 key indicator discussion and recommendations. 	ER/JG	Current practice to continue.
6b	Can have useful learning from IRPs			
6c	Social Care reps for IRPs would be welcome	<ul style="list-style-type: none"> • Both JG and GG have put themselves forward to become IRP Panel members. • JG confirmed training session on 4/1 and they put forward dates they can be IRP members. 	JG/GG	November 2016

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
7	EVIDENCE AT MDT STAGE			
7a	Agree that the MDT does and should collect both verbal and written evidence through MDT process	<p>AGREED and this is current practise in the CHC Service.</p> <p>CHC Service and L.A. agree:</p> <p>Both written and verbal evidence to be recorded accurately in the DST.</p> <p>Where verbal evidence is not supported by written evidence consider whether a behaviour or 72hrs intervention chart would support the proper assessment of the Individual's needs.</p> <p>Address where Professionals have not recognised or taken action where there is no recording of verbally reported needs.</p> <p>Where possible identify at checklist stage and ask for care interventions to be recorded prior to MDT.</p> <p>MDT to be clear what evidence the banding is based on.</p>	ER/JG	Current practise to continue

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
7b	Agree importance of using professional skills to weigh up evidence in order to gain accurate picture of needs – including eliciting and weighing up evidence from family etc	AGREED as per 7a above		
7c	Agree need for clarity with providers (in contract and quality assurance) about need for good quality recording in order to substantiate statements about need	<p><u>CHC Service and L.A. agree:</u></p> <ul style="list-style-type: none"> This issue to be raised formally with Providers by the relevant Commissioner. 	ER/JG	On-going
7d	The issue of recorded evidence may relate to the need to improve professional practice – absence of written evidence is not necessarily evidence of absence of need	<p><u>CHC Service and L.A. agree:</u></p> <ul style="list-style-type: none"> Both written and verbal evidence to be recorded accurately in the DST. Where verbal evidence is not supported by written evidence consider whether a behaviour or 72hrs intervention chart would support the proper assessment of the Individual’s needs. Address where Professionals have not recognised or taken action where there is no recording of verbally reported needs. 	ER/JG	On-going

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
8	RECORDING INFORMATION ON DST			
8a	Agree useful to pre-populate DST with information so long as this is shared with MDT members and is open to discussion and appropriate amendment at the MDT stage	<p>AGREED and this is current practice in the CHC Service.</p> <ul style="list-style-type: none"> • Current practise means pre -drafted information can be removed if inaccurate. • Discussion on all aspects of the DST and other information to be recorded. 	ER	Current practise to continue
8b	Agree that record of MDT discussion needs to reflect where there are material disagreements	<p>AGREED and this is current practice in the CHC Service</p> <ul style="list-style-type: none"> • This applies to all aspects of the assessment, evidence, domain bandings, rationale and eligibility recommendation. • The L.A. to provide their notes of the meeting and if disagreement re content is subsequently raised, these can be reviewed. • Where there continues to be disagreement this will be discussed at the L.A./CHC meeting. 	ER/JG	Current practise to continue
8c	Agree all MDT members should have opportunity to correct the record of what they said	AGREED and this is current practice in the CHC Service.		Current practise to continue

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
9	ACCEPTING MDT RECOMMENDATIONS			
9a	Agree that where there is a disagreement over eligibility or where there are substantial concerns over an MDT recommendation the principles in the Framework will be followed in referring cases back to MDTs where required	<p>AGREED and current practise</p> <ul style="list-style-type: none"> Where there is an agreed MDT recommendation – the case is ratified, by the CCG, without the need for Panel process. These cases can be returned to the MDT for additional work if the evidence does not support the bandings or recommendation. CCG ratification process to identify where there are issues. Where the MDT are not agreed in their recommendation, the case can be returned to the MDT if the DST requires more work or if the evidence supports the domain bandings but the recommendation is not agreed, be presented to Panel for an eligibility recommendation. 	ER	Current practise to continue
9b	Agree to establish regular operational forum/group across health and social care to proactively discuss how to improve processes	Currently fortnightly meeting between ER/JG to take forward this plan and any other CHC issues arising.	ER/JG	Started October 2016 - ongoing

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
10	DISCRIMINATION AT PANEL STAGE			
10a	Agree that the Framework applies equally to adult client groups	AGREED		
11	DELAYS IN RESPONDING TO LA DISPUTES			
11a	View that this has been addressed, but interagency dispute policy to be revisited			
12	INTERAGENCY DISPUTE POLICY			
12a	Agree Jan and Liz to revisit interagency dispute arrangements, particularly in terms of timescales. Maybe consider independent chair arrangements.	<ul style="list-style-type: none"> Interim discussion that timescales need to change particularly around timescale to first and second stages after the dispute is received. Currently 28 days to lodge the dispute and 10 days to first stage meeting. Change to 28 and 28. Current process already allows for Independent Chair or Panel. Agreed a shorter dispute notice with detail in the subsequent position statement 	ER/JG	Discussion started – ongoing.
12b	Agree to look for any useful learning elsewhere	ER to contact other CHC Leads	ER	October 2016

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
13	APPEALS BY INDIVIDUALS			
13a	Agree that documentation for individual 'appeals' will be reviewed jointly to ensure they are user friendly, including appropriate language and signposting to advocacy	<ul style="list-style-type: none"> Berkshire CHC Appeal leaflet already in use – to be reviewed with the L.A. Advocacy Services in leaflets – Healthwatch and SEAP 	ER/JG	2017
14	TRAINING			
14a	Agree that all relevant health and social care staff should undertake the E-learning	<p><u>CHC Service and L.A. agree:</u></p> <ul style="list-style-type: none"> Currently being reviewed - To discuss with Jim Ledwidge when this may be available for use. Consider developing on-line training ourselves 	ER/JG ER to contact JL	2017
14b	Agree to jointly develop and jointly deliver a training programme	<p><u>CHC Service and L.A. agree:</u></p> <ul style="list-style-type: none"> To explore the development of jointly delivered training in 2017 for date. JG like LA to jointly deliver the training. ER to explore the possibility of an L.D. training event for the CHC and L.A Team. 	ER/JG ER	2017 2017

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
15	TENSIONS BETWEEN STAFF			
15a	It is hoped that the other actions agreed will address this issue			
16	BENCHMARKING DATA			
16a	CCG happy to be open over benchmarking data	Template being developed for agreement	CW/GA/ER	December 2016
16b	Equally ASC happy to share their data	Template to be agreed	WF/SW/GW	December 2016
16c	Agree need to understand benchmarking position relative to other statistical neighbours – this to be monitored through the Joint CHC Oversight Group	Joint CHC Oversight Group to be established	GA/WF	START – January 2017

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
17	END OF LIFE CARE			
17a	Where a clinician is not using the Fast Track tool appropriately this will be escalated to the CCG	L.A. staff to be made aware through jointly agreed end of life letter	SW/WF/GA/CW/ER	December 2016
17b	Agree to jointly draft a form of words for communication to staff about appropriate use of fast track process and relevance of CHC at end of life	RBC recent end of life letter to be reviewed and agreed	SW/WF/GA/CW/ER	December 2016
17c	Vehicle for Implementation and Partnership Development	Joint CHC Oversight Group to be established	GA/WF	START – January 2017
17d	Agree need for joint transition (children to adults) planning protocols across whole system – Wendy to pick up with Judith		WF/JR	
17e	Gabrielle and Wendy to lead on joint plan going forward for CHC – co-opt others as required		GA/WF	

Ref.	Issue:	Action Taken:	Assigned to:	Date to be completed:
18	AOB AND NEXT STEPS			
18a	Agree to use GM and also recent EoL case as case studies for learning between organisations			

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION & EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	12 JULY 2017	AGENDA ITEM:	8
TITLE:	OFSTED UPDATE REPORT		
LEAD COUNCILLOR:	CLLR GAVIN	PORTFOLIO:	CHILDREN AND FAMILIES
SERVICE:	CHILDREN'S SERVICES	WARDS:	BOROUGHWIDE
LEAD OFFICER:	ANN MARIE DODDS	TEL:	01189 372421
JOB TITLE:	DIRECTOR	E-MAIL:	Annmarie.dodds@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to update ACE on the most recent Ofsted Monitoring Visit that was carried out on 31st May and 1st June 2017 with the resultant monitoring letter published on the Ofsted website on 29th June 2017 (see link).
- 1.2 The Service accepts that there are 'limited strengths' and that there remain significant weaknesses across Children's Services.

2. RECOMMENDED ACTION

- 2.1 That Committee recognise that some improvements have been made as documented by Ofsted though there is much improvement activity still to be undertaken.
- 2.2 That the Committee accepts the proposal for management oversight of a single improvement plan through the Children's Services Improvement Board (CSIB).
- 2.3 That the Committee receive updates on Ofsted's findings post publication of subsequent monitoring letters.

3. POLICY CONTEXT

- 3.1 Ofsted's Inspection findings (report dated 5 August 2016) identified that safeguarding needs of children were not addressed through consistent and prompt enquiry. The impact being, on children left in situations of unknown

risk. Inspectors found children in situations where they had not been seen by social workers and those in situations where their risks were not understood and acted upon with sufficient urgency.

- 3.2 As a result of the 'inadequate' judgement Ofsted undertakes quarterly monitoring visits to Reading Borough Council. The first Monitoring Visit was undertaken by Ofsted on 31 October and 1 November 2016; a second on 21 and 22 February 2017 and a third on 31 May and 1 June 2017. The next monitoring visit will take place during October 2017.

4. THE PROPOSAL

Current Position

- 4.1. In addition to the work undertaken by the Directorate Management Team, Lead Member briefings, Corporate Parenting Board and ACE, service improvement activity is overseen by the Children Services Improvement Board (CSIB). Existing service improvement and development plans have been integrated into a single learning and improvement plan which incorporates the 18 recommendations for improvement set out in the Ofsted report as well as corporate saving delivery targets.
- 4.2 The original learning and improvement plan is in the process of being refreshed to ensure an outcome focus on all improvement activity. This will move away from the process orientated approach identified by Ofsted. The revised plan will be presented to the July meeting of the CSIB.
- 4.3 Ofsted recognises the 'slow' progress made by Children's Services, their judgements documented in previous monitoring letters. Slow progress has resulted from two key delays, those being lack of focused and targeted improvement activity in the period immediately post inspection (summer 2016) and the delay in securing financial resource to deliver improvement until the commencement of the financial year 2017/18.
- 4.4 Work to stabilise the workforce was judged as ineffective based upon high vacancy rates and 'churn' within the workforce. A revised national recruitment campaign commenced in June which is showing early signs of progress in the recruitment of permanent staff.
- 4.5 Senior management positions are scheduled for recruitment through the late summer and autumn of 2017.
- 4.6 There are a number of cases across the whole children's services caseload that have a legacy of historic, weak practice, resulting in drift and delay. These cases are being addressed with improved current practice though historic and some current weaknesses continue to be visible in case files. Positively social work with children in some permanent teams is stronger and social workers work hard to build relationships.
- 4.7 The audit function of the Local Authority has seen an increase in capacity with a new focus on coaching and mentoring in order to develop a learning culture and further expedite pace to the social work practice improvements required.

- 4.8 Caseloads have been stabilised, transition arrangements are improved, accommodation is mostly suitable and there are examples of regular management supervision.

Options Proposed

- 4.9 It is proposed that the role of the CSIB is continued and strengthened in order to provide ongoing challenge and scrutiny to the service improvement work of Reading Borough Council in collaboration with its partners.
- 4.10 It is proposed that improvement activity is reported to the board on a quarterly basis through update reports from the independent chair of CSIB.
- 4.11 It is proposed that Ofsted update reports are brought to committee following all subsequent Ofsted monitoring visits.

5 CONTRIBUTION TO STRATEGIC AIMS

- 5.1 This report is in line with the overall direction of the Council by meeting the following Corporate Plan priorities:
- Safeguarding and protecting those that are most vulnerable;
 - Providing the best start in life through education, early help and healthy living.

6 COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 The Ofsted Inspection Report is a public document and is widely available to provide the community with the monitoring judgement of Reading's Children's Services.
- 6.2 Previous and subsequent quarterly Ofsted Monitoring Visits have been and will be published by and as such are public documents that are available to provide the community with an update on the progress.
- 6.3 The community were not been engaged in the preparation of the immediate improvement response to the Ofsted report publication nor are they engaged in the refresh of the learning and improvement plan. The improvement plan has been implemented in conjunction with partners, particularly Thames Valley Police, the Clinical Commissioning Group, Berkshire Health Care Foundation Trust, Royal Berkshire Hospital and Public Health, Schools and The Foster Care network.

7 EQUALITY IMPACT ASSESSMENT

- 7.1 An Impact Assessment is not relevant to the preparation of this report.

8 LEGAL IMPLICATIONS

- 8.1 Whilst there are no legal implications in relation to this report, it is important to note that under Children's Services Legislation, we are required under a general duty of the Children's Act 2004 to address the quality of services and to safeguard and promote the welfare of children.

9 FINANCIAL IMPLICATIONS

- 9.1 All of the resource requirements associated with the actions identified in the initial Ofsted report and related plan, are met. The Council is currently working under significant financial constraints (as have been outlined to Policy Committee), so as far as practical the action plan is being resourced and sequenced within the approved budget for 2017/18.

10 BACKGROUND PAPERS

Monitoring visit of Reading Borough Council children's services

https://reports.ofsted.gov.uk/sites/default/files/documents/local_authority_reports/reading/055_Monitoring%20visit%20of%20LA%20children%27s%20services%20as%20pdf..pdf

Inspection of services for children in need of help and protection, children looked after and care leavers review of the effectiveness of the local safeguarding board.
<https://reports.ofsted.gov.uk/local-authorities/reading>

Monitoring local authority children's services judged inadequate.

<https://www.gov.uk/government/publications/monitoring-local-authority-childrens-services-judged-inadequate-guidance-for-inspectors>

Putting Children First: Delivering Our Vision for Excellent Children's Social Care

<https://www.gov.uk/government/publications/putting-children-first-our-vision-for-childrens-social-care>

Report of the Independent Improvement Board Chair, Diane Smith, to ACE

<http://www.reading.gov.uk/media/6964/Item10/pdf/Item10.pdf>

Third monitoring letter to Local Authority

https://reports.ofsted.gov.uk/sites/default/files/documents/local_authority_reports/reading/055_Monitoring%20visit%20of%20LA%20children%27s%20services%20as%20pdf..pdf

READING BOROUGH COUNCIL
REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	12 JULY 2017	AGENDA ITEM:	10
TITLE:	QUALITY AND STANDARDS IN READING SCHOOLS		
LEAD COUNCILLOR	TONY JONES	PORTFOLIO:	EDUCATION
SERVICE:	DCEEHS	WARDS:	BOROUGHWIDE
LEAD OFFICER:	CHRIS KIERNAN	TEL:	01185 9374465
JOB TITLE:	INTERIM HEAD OF EDUCATION	E-MAIL:	chris.kiernan@reading.gov.uk

1. Purpose of Report and Executive Summary

- 1.1 The purpose of this report is to provide a summary update to the ACE Committee on the progress and attainment of pupils in Reading's schools, with an outline on of their current Ofsted status and their prospects of improvement.

2. RECOMMENDED ACTION

- 2.1 That this report be noted;
- 2.2 That a further report be submitted to the ACE Committee in the autumn term, setting out the provisional outcomes and progress of pupils at the end of their 2017 key stage assessments and examinations, and any changes in Ofsted gradings of schools.

3. Policy Context

- 3.1 The local authority (LA) has a legal duty under the section 13a of the Education Act, 1996, as amended by section 5 of the School Standards and Framework Act, 1998, to:

“ensure that their functions relating to the provision of education to which this section applies are (so far as they are capable of being so exercised) exercised by the authority with a view to promoting high standards.”

- 3.2 The LA has further duties under the Education and Inspections Act, 2006, to “intervene where a school is ‘of concern’”, though this does not apply to academies or free schools where the responsibility lies with the Regional Schools Commissioner.

3.3 Such intervention includes issuing warning notices, appoint additional governors, withdraw a governing body’s financial and HR powers, and dismiss a governing body, replacing it with an interim executive board (IEB).

4 Pupil Attainment: 2015 to 2016

4.1 The first group of tables shows the percentage of pupils attaining at the expected level in all the ‘assessed’ key stages - the foundation stage (year R, five years old); key stage one (seven years old); key stage 2 (10 years old); key stage four (15 years old); and key stage five (18 years old).

4.2 The tables are formatted in the same way - each row shows the assessment year - from 2015 to 2016, in ascending order. The columns show, respectively, Reading’s results, those of the ten ‘statistical neighbour’ authorities (see the list in attachment one to this report); Reading schools’ ‘ranking’ out of the 11 neighbours; the ‘quartile’, based on the ranking, and then the same for all 152 English top-tier LAs. The SN and SE LAs are listed in attachment one of the spreadsheet file SQ and S report attachments.

4.3 The most usual way of measuring how well an authority is doing relative to all other English LAs is to check the index of multiple deprivation (IMD), which is a UK government qualitative study of deprived areas in English local councils. Deprivation is inversely related to pupil achievement - the higher the deprivation levels, the lower pupil attainment is likely to be. Reading is about 40th out of the 152 top tier councils (where 1 is the least and 152 most deprived). Therefore Reading is at the top of the second quartile (39 to 76), and on this basis might expect good second quartile performance in key stage outcomes.

EARLY YEARS FOUNDATION STAGE

4.4 Table one shows the percentage of pupils who are assessed as being ‘ready for school’ at the end of the reception year (year R), before they start the national curriculum in year 1. The table shows that Reading pupils have improved their ‘school readiness’ between 2015 and 2016 and performed well compared to pupils in statistical neighbour (SN) and all English LAs. They were second best of the 11 SNs and in the top half when benchmarked against other local authorities. The improvement in assessment outcomes is likely to be an indicator of improving teaching and / or an increasing appreciation of the new EYFS curriculum and assessment focus.

Table 1: early years foundation stage - percentage of pupils who are 'school ready'

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	71	68	2	1	66	45	2
2015	67	65	2	1	66	63	2
Difference						Up 18 places	0

KEY STAGE 1

4.5 Pupil performance has improved relative to SNs and all English LAs, and is now at the average level against both comparator groups. Given the relative affluence of the area, better performance might be expected, and should improve given the 2015 and 2016 EYFS results.

Table 2: key stage 1 - percentage of pupils attaining at the expected standard in Reading

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	74	74	7	3	74	77	3
2015	90	90	7	3	90	80	3
Difference						Up 3 places	3

KEY STAGE 2

4.6 As the testing system was revised in 2016 the only measure over the period is ranking, and the story is of remarkable improvement. In 2014, Reading pupils' performance was bottom quartile in both groups. In 2016, Reading was second quartile - 5th out of 11 SNs, and 49th out of 152 English areas. Given its IMD, these positions are to be expected: but this should not detract from a remarkable improvement, and in particular good adaptation by Reading primary schools to tougher tests.

Table 3: key stage 2 - percentage of pupils attaining at the expected standard in RWM

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	55.7	55.0	5	2	53.0	50	2
2015	79.2	80.0	9	3	80.0	103	3
2014	75.1	79.0	10	4	79.0	130	4
Difference						Up 80 places	2

KEY STAGE 4

4.7 There are many measures of key stage four (GCSE) performance - the baccalaureate, progress and performance 8, and 5 A*-C - for example. For an explanation of all the performance measures, see [here](#). Below, two of the key measures that can be compared in 2015/16 are presented.

4.8 Table four shows the performance of Reading 15 years olds between 2015 and 2016 in the 'standard' measure. It has improved significantly when measured against all English LAs, and was above the average for SNs and English LAs in 2016. Outcomes are sound, but not outstanding.

Table 4: key stage 4 - percentage of pupils attaining 5 A*-C inc English and

mathematics

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	59.3	56.7	4	2	57.7	52	2
2015	57.5	57.0	4	2	57.3	72	2
Difference						Up 20 places	0

4.9 Looking at the Baccalaureate, (which is not a qualification, but a way for the government, and parents looking at school league tables, to measure and compare how many pupils in a school are getting grade C or above in certain academically-focused GCSEs), Reading pupils' performance is good - much better than that of pupils in all English LAs, and improving at a faster rate. Reading pupils are first quartile performers measured against those in SN and English LAs.

Table 5: key stage 4 - percentage of pupils achieving the English Baccalaureate

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	29.5	27.3	2	1	23.1	26	1
2015	29.1	26.2	3	2	24.3	31	1
Difference						Up 5 places	0

KEY STAGE 5

4.10 Table 5 shows outstanding key stage 5 performance as measured by level 3 points scores (level 3 is A level and equivalents) by students attending Reading post-16 education institutions. Outcomes are first rate. The caution here is that student movement between LA areas is significant - this means that the results might reflect high attainment in previous key stages in local LA areas.

Table 6: key stage 5 - Level 3 point scores of 16-18 year old candidates

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016	38.6	31.5	1	1	31.4	1	1
2015	238.2	213.3	1	1	213.0	1	1
Difference						No change	0

4.11 The percentage of students achieving 3 very good A levels is also extremely high, and far out-performs students in SN and all English LAs - first in both cases. However, the caveat set out above in paragraph 4.10 applies.

Table 7: key stage 5 - percentage of students achieving 3 A*-A grades or better at A level

	Reading	SN	Reading rank (/11)	Reading quartile	England	Reading rank (/152)	Reading quartile
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2016	43.5	31.5	1	1	31.4	1	1
2015	34.4	10.0	1	1	9.2	1	1
Difference						No change	0

GAPS IN ATTAINMENT

4.12 The attainment gaps - between boys and girls, term of birth, and then ‘at risk’ groups (pupil premium, EAL and SEN, for example) - are set out for the EYFS and key stages one, two and four. All tables are in attachment two of the spreadsheet file SQ and S report attachments.

4.13 For the EYFS, in all areas where there are data, the performance of advantaged / non advantaged groups are higher and the gaps lower. While in Reading it is true that gaps have not been closed, they are low in all the areas measured.

4.14 At key stage 1, the picture is nearly as strong. Where the gap is greater - as is the gap between boys and girls, free school meals and SEN in 2016 - it is only marginally so.

4.15 In key stage two, the picture is one of improvement. The table shows that in 2014, the performance and gaps between advantaged / non-advantaged groups were poorer / wider. By 2016, the gap was wider in only three areas - middle attainers, FSM and LACs.

4.16 At GCSE, the main features of the 2016 cohort’s attainment are:

- the gap between boys and girls was much smaller than nationally;
- the attainment of pupils entitled to the premium and free school meals was lower than the national average, and the gap wider; and
- underperforming ethnic groups achieved marginally less well than nationally.

KEY STAGE 1 TO KEY STAGE 2 PROGRESS

4.17 Table 8 shows excellent improvement in reading and mathematics between 2014 and 2016 - fourth to second quartile in reading and fourth to (high) third mathematics. Writing improved when compared to 2014, but declined from high to low second quartile between 2015 and 2016.

Table 8: key stage one to key stage two progress

	Local Authority			National Rankings			National		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Progress reading	88.4%	90.5%	0.22	140	111	57	91.0%	91.0%	
Progress writing	92.2%	95.0%	0.09	115	44	74	93.0%	94.0%	
Progress maths	87.5%	87.1%	-0.27	133	130	83	90.0%	90.0%	

KEY STAGE 2 TO KEY STAGE 4 PROGRESS

4.18 Reading pupils made better progress in English in both years for which subject level data is available. Over four out of five pupils in 2014 and three out of four in 2015 achieved expected progress or better - significantly over-performing against pupils from all English LAs.

4.19 In mathematics, Reading pupils made better progress in 2014, and similar progress in 2015.

4.20 In 2016 a new measure, progress 8, was introduced which measures the progress made by pupils across 8 subjects. Reading pupils made less progress than national and is ranked 10th out of 152 local authorities.

Table 9: key stage two to key stage four progress

	Local Authority			National Rankings			National		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English KS2-4	80.5%	74.8%	-	21	44	-	72.9%	71.3%	-
Maths KS2-4	68.1%	66.5%	-	58	87	-	66.6%	66.9%	-
Progress 8			-0.11			100			-0.03

5 Ofsted outcomes 2015 to present

5.1 In this section, Ofsted outcomes by phase - pre-school, primary, secondary and special - are set out, comparing the percentage of settings and schools rated good or better in April 2017, compared with the end of the school year 2015. The latest Ofsted rating of each school is included as attachment four of the spreadsheet file SQ and S report attachments.

5.2 The tables do not separate maintained from academy schools. It is important to do so, as, while academy schools in the area educate primarily or wholly Reading pupils, the local authority has no powers of intervention. These lie with the DfE and its regional schools commissioner. Therefore at the end of the section (see paragraphs 5.7 to 5.11), the Ofsted ratings of maintained and academy schools are compared.

PRE-SCHOOL SETTINGS

5.3 Ofsted ratings of early years setting in Reading are strong, as is expected given the good performance of children in the early years foundation stage. However, settings elsewhere, in the south east and nationally, have improved at a more rapid rate, hence the fall in ranking.

Table 10: percentage of early years settings rated as good or better

	Reading	south east	Reading rank (/19)	Reading quartile	England	Reading rank (/152)	Reading quartile
2016 (December)	93.7%	94.3%	15	4	92.8%	85	3
2015 (August)	87.9%	87.3%	8	2	85.0%	32	1
2015 - 2016 difference	5.8%	7.0%	-7	-2	7.8%	-53	-2

PRIMARY SCHOOLS

5.4 The performance of Reading schools in their latest Ofsted inspections has improved strongly between 2015 and 2017. However, the percentage of school rated good or better is still only third quartile compared with all south east LAs, and still in the bottom quarter nationally. However, there needs to be an assessment of the performance of primary schools for which Reading LA is accountable, and this is set out under paragraphs 5.7 to 5.11 below.

Table 11: percentage of primary schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (April)	85.7%	88.7%	15	3	89.6%	132	4
2015 (August)	73.0%	82.2%	21	4	84.6%	141	4
2015 - 2017 difference	12.7%	6.5%	6	1	5.0%	9	0

SECONDARY SCHOOLS

5.5 Far fewer secondary schools are now rated ‘good’ or better than was the case two years ago.

Table 12: percentage of secondary schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (April)	62.5%	81.1%	20	4	78.9%	133	4
2015 (August)	75.0%	79.0%	10	2	73.9%	72	2
2015 - 2017 difference	-12.5%	2.1%	-10	-2	5.0%	-61	-2

SPECIAL SCHOOLS

5.6 Special schools have all been rated at least good though the period, and are first ranked.

Table 13: percentage of special schools rated as good or better

	Reading	south east	Reading rank (/21)	Reading quartile	England	Reading rank (/152)	Reading quartile
2017 (April)	100.0%	96.6%	1	1	94.1%	1	1
2015 (August)	100.0%	90.2%	1	1	91.6%	1	1
2015 - 2017 difference	0.0%	6.4%	0	0	2.5%	0	0

5.7 Of the 29 maintained primary schools: four are outstanding, 23 are good with one requiring improvement and one being judged as inadequate by Ofsted. The local authority has categorised seven as system leaders, 14 as strengthening good, seven as raising achievement schools and one as a school in an Ofsted category. (See the spreadsheet file SQ and S report attachments, attachment 3).

5.8 There are 10 primary academy schools (which include free schools): two have been judged by Ofsted as outstanding and four as requiring improvement. There

are four schools that have not yet received an inspection. The local authority has identified two of these schools as system leaders, four as strengthening good and four as raising achievement schools.

- 5.9 Attachment three to this report shows that 93 per cent of maintained primary schools are good or better, but that only 33 per cent of academy schools are similarly rated. Reading would be 25th (equal with Ealing) and therefore top quartile if it were rated on its maintained schools. With academies included, Reading is 113th - fourth quartile.
- 5.10 There are two maintained secondary schools. One has been judged as good by Ofsted and the other as inadequate (being in special measures). This is reflected by the local authority categorisation, with one school being categorised as strengthening good and the other as in an Ofsted category.
- 5.11 Within the eight secondary academies three are outstanding, one is good, one is requires improvement and one is Inadequate (requiring special measures). Two academies are yet to receive a visit by Ofsted. The local authority has categorised four as system leaders, two as strengthening good, one as a raising achievement school and one in an Ofsted category.
- 5.12 Secondary schools overall are 143th nationally measured by the percentage of schools that are good or better - again, fourth quartile performance. However, the performance of three of the four schools that are RI or worse is a matter for the regional commissioner, and the fourth school is planned to become a sponsored academy in the new school year (2017/18).
- 5.13 The local authority has identified 16 schools as system leaders, 23 as Strengthening Good, 12 as raising achievement schools and three are in (or at risk) of an Ofsted categorisation.

6 Contribution to Strategic Aims

- 6.1 This report describes progress towards achieving Reading Borough Council's strategic objectives: 'to establish Reading as a Learning city'; to be 'a stimulating and rewarding place to live' and to 'provide the best start in life through education, early help and healthy living'.

7 Community Engagement and Information

This report does not impact on community engagement and information.

8 Equality Impact Assessment

None required in relation to this report.

9 Legal Implications

There are no legal implications contained within this report.

10 Financial Implications

There are no financial implications based on this report.

11 Background Papers

Previous reports to the ACE Committee in 2015/2016, 2016/17

School quality and standards report attachment 2 - narrowing the gap

Good Level of Development

		Local Authority			National		
		2014	2015	2016	2014	2015	2016
Gender	Male	55.7%	60.0%	64.9%	52.0%	58.6%	62.1%
	Female	72.2%	74.4%	77.3%	69.0%	74.3%	76.8%
	Gap	16.5%	14.4%	12.3%	17.0%	15.7%	14.7%
Pupil Premium	FSM	49.8%	53.8%	57.0%	45.0%	51.0%	54.0%
	Not FSM	66.3%	69.7%	73.3%	64.0%	69.0%	72.0%
	Gap	16.5%	15.9%	16.2%	19.0%	18.0%	18.0%
SEN	SEN	24.6%	23.4%	23.9%	19.0%	21.0%	23.0%
	No SEN	69.8%	71.7%	76.2%	66.0%	71.0%	75.0%
	Gap	45.2%	48.3%	52.3%	47.0%	50.0%	52.0%
Ethnicity	Underperforming EG	55.5%	65.1%	66.3%	53.3%	60.0%	63.9%
	Gap	55.5%	65.1%	66.3%	53.3%	60.0%	63.9%
Looked After children	12 Months Continuous	16.7%	0.0%			-	-
	Gap	50.7%	67.9%	49.0%	66.3%	-	-

KS1 expected level (reading, writing, mathematics)

		Local Authority			National		
		Avg Point Score		%	Avg Point Score		%
		2014	2015	2016	2014	2015	2016
Gender	Male	15.5	15.9	56%	15.3	15.5	55%
	Female	16.3	16.6	67%	16.2	16.4	66%
	Gap	0.8	0.7	12%	0.9	0.9	11%
Term of birth	Autumn	16.5	17.1	70%	16.5	16.7	-
	Spring	16.0	16.0	63%	15.8	16.0	-
	Summer	15.2	15.5	54%	15.0	15.2	-
Pupil premium	FSM	14.2	14.8	45%	14.3	14.6	44%
	Not FSM	16.5	16.7	64%	16.3	16.4	62%
	Gap	2.3	1.8	19%	2.0	1.8	18%
English as an additional language	EAL	15.8	15.9	62%	15.2	15.5	59%
	Not EAL	16.0	16.4	61%	15.9	16.1	61%
	Gap	0.2	0.5	-1%	0.7	0.6	2%
SEN	SEN	12.7	12.5	16%	12.3	12.5	16%
	No SEN	16.7	16.9	69%	16.7	16.8	68%
	Gap	4.0	4.4	53%	4.4	4.3	52%
Ethnicity	Underperforming EGs	15.2	15.3	50%	15.2	15.4	57%
	Gap	-	-	#REF!	-	-	-
	White British	16.1	16.5	61%	15.9	16.1	61%
Looked after children	12 Months Continuous	8.7	10.5	33%	13.1	13.3	33%
	Gap	#REF!	#REF!	#REF!			-

KS2 Expected level (reading, writing, mathematics)

		Local Authority			National		
		2014	2015	2016	2014	2015	2016
Gender	Male	72%	75%	53%	76%	77%	50%

School quality and standards report attachment 2 - narrowing the gap

Gender	Female	79%	83%	59%	82%	83%	57%
	Gap	7%	8%	6%	6.0%	6.0%	7.0%
Prior Attainment	High	100%	100%	92%	99.0%	99.0%	91.0%
	Middle	84%	84%	45%	86.0%	88.0%	47.0%
	Low	27%	27%	9%	30.0%	33.0%	6.0%
Pupil premium	FSM6	65%	66%	41%	67.0%	70.0%	39.0%
	Not FSM	81%	86%	63%	84.0%	85.0%	60.0%
	Gap	16%	20%	23%	17.0%	15.0%	21.0%
SEN	SEN	33%	32%	17%	38.0%	39.0%	14.0%
	No SEN	89%	90%	64%	90.0%	90.0%	62.0%
	Gap	56%	57%	47%	52.0%	51.0%	48.0%
Ethnicity	Underperforming EG	66%	70%	47%	67.0%	77.0%	46.5%
	Gap	13%	10%	0%	12.9%	3.0%	-1.5%
	White British	77%	80%	55%	79.0%	81.0%	54.0%
LAC	12 Months Continuous	33%	33%	18%	48.0%	52.0%	18.0%
	Gap	44%	47%	37%	48.0%	52.0%	18.0%

KS4 attainment level 2 (5+A*-C) inc English and mathematics / attainment 8

		Local Authority			National		
		2014	2015	2016	2014	2015	2016
Gender	Male	58.6%	56.8%	51.0	48%	53%	47.7
	Female	59.9%	58.2%	52.4	59%	62%	52.3
	Gap	7%	1%	1.4	7.2%	9.3%	4.6
Prior Attainment	High						
	Middle						
	Low						
Pupil premium	PP	32.2%	30.5%	37.3	36.5%	36.8%	41.1
	Not PP	69.7%	68.0%	56.6	64.0%	64.7%	53.3
	Gap	37.5%	37.5%	19.3	27.5%	27.9%	12.2
FSM Eligible	FSM	30.7%	23.8%	37.9	33.7%	33.3%	39.0
	Not FSM	65.9%	63.9%	56.6	60.7%	61.2%	51.6
	Gap	35.2%	40.1%	18.6	27.0%	27.9%	12.6
SEN	SEN	23.2%	25%	31.2	20.5%	20.0%	31.2
	No SEN	74.0%	68%	54.2	65.3%	64.2%	53.2
	Gap	50.9%	42.9%	23.0	44.8%	44.2%	22.0
Ethnicity	Underperforming EGs	43.5%	58.8%	44.5	49.9%	49.8%	47.4
	Gap	14.0%	-1.3%	-44.5	7.2%	7.3%	-47.4
	White British	58.9%	56.1%	49.7%	56.4%	57.1%	49.7
Looked after children	12 Months Continuous	19%	22.0%	22.4%	12.0%	22.0%	22.8
	Gap	39.9%	34.1%	27.3%	45.1%	35.1%	-22.8

School quality and standards report attachment 1 - SN and SE LA lists

Statistical neighbour LAs			South east LAs
Rank (1=Closest)	Name	"Closeness"	Alphabetical list
1	Sutton	Close	Bracknell Forest
2	Bristol, City of	Close	Brighton and Hove
3	Milton Keynes	Close	Buckinghamshire
4	Bedford Borough	Close	East Sussex
5	Brighton and Hove	Close	Hampshire
6	Sheffield	Close	Isle of Wight
7	Barnet	Close	Kent
8	Southampton	Close	Medway
9	Derby	Close	Milton Keynes
10	Hillingdon	Close	Oxfordshire
			Portsmouth
			Reading
			Slough
			Southampton
			Surrey
			West Berkshire
			West Sussex
			Windsor and Maidenhead
			Wokingham

The distance between any two local authorities is defined as the weighted Euclidean distance between the authorities using each of the background variables. "Closeness" as displayed in the above table is defined as follows:

Extremely Close:	Weighted Euclidean distance between local authorities is equivalent to less than 0.25 per standardised variable
Very Close:	Weighted Euclidean distance between local authorities is equivalent to less than 0.55 per standardised variable
Close:	Weighted Euclidean distance between local authorities is equivalent to less than 0.85 per standardised variable
Somewhat Close:	Weighted Euclidean distance between local authorities is equivalent to less than 1.15 per standardised variable

School quality and standards report attachment 1 - SN and SE LA lists

Not Close:

Weighted Euclidean distance between local authorities is equivalent to 1.15 per standardised variable or more

School quality and standards report attachment 3 - Ofsted outcomes for maintained / academy schools

Primary

	maintained schools		academy schools		Reading total		Nat
	number	percent	number	percent	number	percent	per cent
outstanding	4	14%	2	33%	6	17%	11%
good	23	79%	0	0%	23	66%	76%
requires improvement	1	3%	4	67%	5	14%	11%
special measures	1	3%	0	0%	1	3%	3%
totals	29	100%	6	100%	35	100%	100%
good or better percentage		93%		33%		83%	87%

Secondary

	maintained schools		academy schools		Reading total		Nat
	number	percent	number	percent	number	percent	per cent
outstanding	0	0%	3	50%	3	38%	15%
good	1	50%	1	17%	2	25%	59%
requires improvement	0	0%	1	17%	1	13%	19%
special measures	1	50%	1	17%	2	25%	7%
totals	2	100%	6	100%	8	100%	100%
good or better percentage		50%		67%		63%	74%

School quality and standards report attachment 4 - Ofsted inspection outcomes

School	Type	inspection date	grade
NURSERY PHASE			
Blagdon Nursery & Childrens' Centre	Nursery School and childcare	11/11/2014	1
Blaggrave Nursery School	Nursery School	11/03/2013	1
Caversham Children's Centre	Nursery School and childcare	10/07/2014	2
Newbridge Nursery School	Nursery School and childcare	17/11/2014	1
Norcot Early Years Centre	Nursery School and childcare	08/09/2014	1
PRIMARY PHASE			
Alfred Sutton Primary School	Community School	09/11/2012	2
All Saints CE (VA) Infant School	VA School	12/07/2012	2
All Saints Junior	Free School	26/07/2013	1
Caversham Park Primary School	Community School	13/05/2013	2
Caversham Primary School	Community School	18/03/2009	1
Christ the King RC Primary School	VA School	11/10/2013	2
Coley Primary School	Community School	12/11/2014	2
E P Collier Primary School	Community School	29/11/2012	2
Emmer Green Primary School	Community School	14/12/2012	1
English Martyrs RC Aided Primary School	VA School	19/12/2013	2
Geoffrey Field Infant School	Community School	10/07/2013	1
Geoffrey Field Junior School	Community School	09/01/2014	2
The Hill Primary School	Community School	05/12/2013	2
Katesgrove Primary School	Community School	19/12/2012	2
Manor Primary School	Community School	14/01/2013	2
Micklands Primary School	Community School	11/11/2015	2
Moorlands Primary School	Community School	17/06/2016	2
New Christ Church CE VA Primary School	VA School	06/02/2015	2
Oxford Road Community School	Community School	10/11/2014	2
Park Lane Primary School	Community School	24/10/2013	2
Redlands Primary School	Community School	30/11/2012	2
The Ridgeway Primary School	Community School	30/03/2017	3
St Anne's RC Aided Primary School	VA School	08/12/2015	2
St Martin's RC Aided Primary School	VA School	30/03/2012	2
St Mary's & All Saints CE Aided Primary School	VA School	23/12/2014	4
St Michael's Primary School	Community School	25/10/2012	2
Southcote Primary School	Community School	19/11/2012	2
Thameside Primary School	Community School	22/03/2016	2
Whitley Park Primary School	Community School	24/06/2015	2
Wilson Primary School	Community School	07/11/2014	2
Battle Primary School	Academy Sponsor Led	11/01/2017	3
Churchend Primary Academy	Academy Sponsor Led	06/10/2008	1
Civitas Academy	Academy Sponsor Led	no inspection	
The Heights	Free School	no inspection	
Meadowpark Academy	Academy Sponsor Led	09/02/2016	3
New Town Primary School	Academy Converter	no inspection	
The Palmer Academy	Academy Sponsor Led	25/06/2015	3
Ranikhet Academy	Academy Sponsor Led	no inspection	

School quality and standards report attachment 4 - Ofsted inspection outcomes

St John's CE Aided Primary School	Academy Converter	14/10/2008	1
SECONDARY PHASE			
Blessed Hugh Faringdon (VA) Catholic School	VA School	13/12/2012	2
Reading Girls' School	Foundation School	08/04/2016	4
Highdown School and Sixth Form	Academy Converter	02/06/2015	2
John Madejski Academy	Academy Sponsor Led	11/01/2016	4
Kendrick	Academy Converter	05/11/2008	1
Maiden Erleigh School in Reading	Free School	no inspection	
Prospect	Academy Converter	23/11/2016	3
Reading School	Academy Converter	18/06/2010	1
UTC Reading	Free School	22/06/2015	1
The Wren School	Free School	no inspection	
SPECIAL SCHOOLS			
The Holy Brook School	Community School	21/11/2014	2
Phoenix College	Community School	10/11/2014	2
The Avenue Special School	Academy Converter	01/04/2011	1
Thames Valley School	Free School	26/05/2016	2
PUPIL REFERRAL UNIT			
Cranbury College	PRU	12/04/2016	3

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	12 JULY 2017	AGENDA ITEM:	11
TITLE:	SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) STRATEGY		
LEAD COUNCILLOR:	COUNCILLOR JONES	PORTFOLIO:	EDUCATION
SERVICE:	CHILDREN, EDUCATION AND EARLY HELP SERVICES	WARDS: ALL	BOROUGHWIDE
LEAD OFFICER:	HELEN REDDING	TEL:	74109
JOB TITLE:	SEND IMPROVEMENT ADVISER	E-MAIL:	helen.redding@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 This report and its appendices set out the context for change in relation to provision and support for Special Educational Needs and Disability (SEND) in Reading Borough. It proposes a strategy for addressing the key areas for improvement and development that will support universal and specialist provision across a range of agencies in meeting the needs of children and young people with SEND and their families into the future. The proposed strategy is attached as Appendix 1.
- 1.2 A Strategy is required to provide an agreed framework that enables provision and support to be planned across key agencies that deliver the SEND Code of Practice (2014) in a coordinated way, ensuring that children and young people's needs are met at the right time, making best use of the resources available.
- 1.3 Appendix 1: SEND Strategy 2017 - 2022
Appendix 2: Data
Appendix 3a and 3b: High Needs Block
Appendix 4: Progress to date
Appendix 5: Duties as set out in legislation and guidance

2. RECOMMENDED ACTION

- 2.1 *To approve the SEND Strategy 2017 - 2022.*

3. POLICY CONTEXT

- 3.1 This report and its appendices support Reading Borough Council's implementation of the SEND Reforms set out in the Children and Families Act 2014

4. THE PROPOSAL

- 4.1 Currently there is no SEND Strategy which has resulted in a position whereby the historical range of provision and services in Reading Borough does not meet the changed profile of needs of children and young people with SEND locally.
- 4.2 In order to plan for the future, a deeper analysis of the profile and complexity of children and young people's needs is required to support strategic planning of provision. In line with national trends, there has been an increase the numbers of children with additional needs, and in a change in the profile of needs, in particular those diagnosed with an Autistic Spectrum Condition (ASC) and those with social, emotional and mental health difficulties (SEMH). Contextual data is provided in Appendix 2.
- 4.3 The range of services and provision, including support for universal services to identify and meet the needs of children at the earliest stage, needs to be reviewed to ensure that the current and future profile of needs across Reading Borough can be met within the local area.
- 4.4 There is currently a significant overspend in the High Needs Block (HNB) of the Dedicated Schools Grant (DSG). The High Needs Block spend requires review to ensure that it is based on evidenced need and is targeted where it needs to be, supporting improving outcomes for children and young people. Further information is set out in Appendix 3a and 3b.
- 4.5 Progress has been made with converting the previous statements of SEND to Education Health and Care Plans (EHCPs), and the timescales met compare well to other Local Authorities. Co-production with young people with SEND and their families is key to the delivery of the SEND Reforms 2014. Reading Borough Council has been working closely with other partners including parent carers and Reading's Parent Carer Forum. More detail is set out in Appendix 4.
- 4.6 The involvement of parents/carers from the start in developing and then implementing plans and strategies that may impact on children and young people with additional needs is essential and at the heart of the SEND Reforms. The impact of working with Reading's Parent Carer Forum has been very positive to date, and has fed through into a number of different elements of work. The Parent Carer Forum will be involved in the delivery of all elements of the strategy.
- 4.7 The involvement of young people in the development and implementation of the strategy is key to its success. This engagement is currently less developed than that with parents / carers but will be further developed as part of the strategy.

5. CONTRIBUTION TO STRATEGIC AIMS

5.1 The proposals contained in this report meet support the following Corporate Plan priorities:

1. Safeguarding and protecting those that are most vulnerable;
2. Providing the best start in life through education, early help and healthy living;
6. Remaining financially sustainable to deliver these service priorities.

5.2 The decision contributes to the following Council strategic aims:

- To establish Reading as a learning City and a stimulating and rewarding place to live and visit
- To promote equality, social inclusion and a safe and healthy environment for all

5.3 The SEND Strategy involves a range of partners including health partners, and its delivery will support improving health outcomes for children and young people.

5.4 Once the element of work on deeper interrogation and analysis of the range of data and information on the range and profile of needs and forecast future needs is complete, a plan will be developed that ensures sustainability of provision.

6. COMMUNITY ENGAGEMENT AND INFORMATION

6.1 Section 138 of the Local Government and Public Involvement in Health Act 2007 places a duty on local authorities to involve local representatives when carrying out "any of its functions" by providing information, consulting or "involving in another way".

6.2 Co-production with parents / carers is at the heart of the SEND Reforms. This report and its appendices set out how this has happened to date, and is a key element of the delivery of the strategy. Reading's Parent Carer / Forum bring a valuable perspective and constructive challenge to the future planning of services.

6.3 Co-production is not the same as consultation, although consultation can form a part of an overall co-production process. Co-production happens when service providers and service users recognise the benefits of working in true partnership with each other. This process is adopted 'from the start', when planning, developing, implementing or reviewing a service. It means that all the right people are around the table right from the beginning of an idea, and that they are involved equally to:

- shape, design, develop, implement, and review services
- make recommendations, plans, actions, and develop materials
- work together right from the start of the process, through to the end

6.3 Although not directly involved in its co-production, the feedback from Reading's Parent Carer Forum to date has been used to inform the strategy. The Chair has been sent a copy of the draft strategy and a meeting has been set up for 29 June 2017 to discuss it in more detail.

7. EQUALITY IMPACT ASSESSMENT

7.1 Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

7.2 An Equality Impact Assessment (EIA) is not relevant to the decision, however all elements of the work involved in delivery of the strategy will support improving outcomes for children and young people with SEND.

7.3 Involving children, young people and their families in the development of services and support is key to the delivery of our equalities duty.

8. LEGAL IMPLICATIONS

8.1 Duties under the Children and Families Act 2014, the Care Act 2014 and the Equalities Act are set out in Appendix 5

9. FINANCIAL IMPLICATIONS

9.1 This proposal will ensure that there is clear information on spend and forecast spend and that high needs budgets are targeted appropriately. It will also seek alternative forms of income where possible. Once detailed analysis of need has been completed, any statutory consultation required to change provision or any requirement to consider capital development would be subject to a further committee report.

9.2 The Council has received grant from the Department for Education (DfE) in 2017 to support review of SEND and an additional grant to support a small amount of capital development. The grants can support implementation of the strategy.

10. BACKGROUND PAPERS

10.1 All Acts listed in Appendix 5 and the SEND Code of Practice.

Reading Borough Council Special Educational Needs and Disability (SEND) Strategy 2017 – 2022



Safeguarding and protecting those that are most vulnerable
Providing the best life through education, early help and healthy
living

1 Introduction

- 1.1 Special educational needs and disability (SEND) is a complex area with a wide range of agencies and professionals involved. While there is evidence of some good practice in the local area, there is a need for a more co-ordinated approach to identifying and meeting needs.
- 1.2 It is expected that the vast majority of children and young people's needs will be able to be met locally, with most in the context of universal services that are able to identify needs early, and are inclusive and responsive to meeting needs within their context whenever possible.
- 1.3 Clear pathways are required that set out expectations of what should be provided by universal services and at what point more specialist services might be required to provide further assessment, advice and support, and/or more specialist provision.
- 1.4 This strategy draws on an overview of relevant and comparative data and information, and proposes a number of key strands which will provide a focus for its delivery. The strategy and action plans that prescribe its delivery will, at a minimum, set out:
 - the actions the authority and its partners are taking to ensure all duties under relevant legislation, statutory guidance and regulations are carried out (see attachment one to this document for a list of relevant legislation);
 - the numbers of pupils who have SEND and the specialist educational provision required in the planning period (see attachment two for pupil data);
 - the projected costs of the provision, and how this is to be contained within budget (see attachment three for tables setting out current dedicated schools grant (DSG) expenditure, including the high needs block (HNB)).

2 Aims

- 2.1 To provide a framework for a coordinated approach that will support all stakeholders and partners to:
 - understand the profile of children and young people's needs with special educational needs and / or disabilities (SEND) 0-25 within Reading borough and how that compares to other local authorities;
 - have clarity regarding their responsibilities and their role in identifying and meeting the needs of children and young people with SEND;
 - ensure that there is a continuum of provision to meet the range of needs of children and young people with SEND and their families which is flexible to the changing profile in Reading;
 - understand the pathways to accessing more specialist support when required;
 - have confidence that high needs spending and resources are targeted effectively and support improved outcomes for children and young people;
 - understand what needs to be commissioned, recommissioned and decommissioned to meet the changing profile of needs across Reading borough both now and into the future.

3 Anticipated Outcomes

- 3.1 We will know our key strengths, gaps and areas for improvement, and will ensure these are addressed strategically.
- 3.2 Children and young people's SEND will be identified and addressed early, preventing escalation to more specialist services where possible.
- 3.3 Children and young people, and their parents and carers will feel engaged in the process of assessing their needs and informing decisions about their support
- 3.4 Children and young people, and their parents or carers, will be clear about the identification and assessment processes and the criteria used to make decisions.
- 3.5 Children and young people and their parents and carers will feel confident in what is provided through being involved from the start in the strategic commissioning of services.
- 3.6 All agencies will work together to collectively improve outcomes for children, young people and their families.

4 Principles

- 4.1 The strategy will deliver the principles set out in the Children and Families Act, 2014 through delivering and ensuring systems and procedures for:

- the participation of children, their parents and young people in decision making;
- the early identification of children and young people's needs and joined up early intervention across education, health (universal and specialist) early help and social care services as appropriate to need to support them
- greater choice and control for young people and parents over support;
- collaboration between education, health and social care services to provide support, including development of jointly commissioned services;
- high quality provision to meet the needs of children and young people with SEN;
- a focus on inclusive practice and removing barriers to learning; and
- successful preparation for adulthood, including independent living and employment.

(SEND Code of Practice, 2015, sections 1.1 and 1.2)

- 4.2 In Reading these principles are further defined:

- co-production with families through the parent carer forum will be central to delivery of the strategy;
- the overall approach to decision making regarding SEND Provision will be linked to the overarching strategy and approved through the strategy Board and Governance Structure;
- there will be clear expectations of universal services, including early year's settings, health visitors and health services, schools and colleges, and clear pathways to early help and early intervention support across all relevant services;

- universal services will be equipped to provide the right support at the right time to prevent unnecessary escalation to more specialist services;
- the approach will support multi-agency working, breaking down barriers and ensuring a joined up approach for children, young people and families;
- changes to provision should be sustainable and based on detailed analysis of needs and evidence;
- provision will be made locally that can meet needs, and reduce out of area placements where appropriate and possible; and
- developments will take account of preparing for adulthood, working with adult services at the appropriate time to support transition and planning for adult skills and adult services.

5 Delivery

5.1 These principles will be delivered through the key strands set out in the strategic framework set out in Section 10, each of which will set out specific actions and intended outcomes in more detailed plans which will be kept under regular review.

- strand 1: analysis of data and information to inform future provision and joint commissioning;
- strand 2: early Identification of needs and early intervention;
- strand 3: using specialist services and identified best practice to increase local capacity; and
- strand 4: transition to adulthood.

5.2 Reading's transforming care programme (TCP) supports delivery of the strategy by developing and strengthening local service provision for children, young people and adults. It will have a significant impact on the planning and delivery of support services to children and young people with learning disabilities and /or autism, including those with mental health conditions. It includes:

- health care;
- preventative services;
- advocacy;
- carer support universal welfare; and
- education and training.

6 High needs block funding

6.1 Actions need to be taken to review high needs block spend alongside schools block, early years block and the new central services block, benchmarking with other local authorities and ensuring that it is targeted where it should be, that it is not being used to fund costs that should be funded from elsewhere, and that it supports positive outcomes for children and young people.

6.2 All commissioned projects and services should have a contract or service level agreement (SLA) in place that is regularly monitored. These will be reviewed to ensure that all high needs block spend can be accurately reported on how it is supporting children and their outcomes and providing value for money.

7 Progress to date

- 7.1 A brief summary of work undertaken to date to implement the SEND Reforms is summarised in attachment four to this document. This includes examples of work undertaken with the parent carer forum.

8 Governance

- 8.1 As Reading borough council is the lead agency for delivery of the Children and Families Act, 2014, the ACE committee is responsible for approving the final strategy.
- 8.2 In order to ensure clear governance and accountability a SEND strategy Group will be set up, chaired by the director of children services with membership from all key agencies including parent carer forum.
- 8.3 The SEND strategy group will secure engagement of all key partners and lead on the monitoring of the implementation of the strategy, providing a framework for reporting progress to key stakeholders and partners, and specifically the ACE committee and health and wellbeing board.
- 8.4 The SEND strategy group will monitor progress towards fully implementing the SEND reforms.
- 8.5 The recent commencement of a cross Berkshire directors of children services group and a service Manager for the joint implementation group in the west of Berkshire will support any required strategic regional commissioning.

9 A strategic framework for SEND

Strand 1: analysis of data and information to inform future provision and joint commissioning

- 9.1 A framework for regular analysis of needs will be developed to support the joint strategic needs assessment (JSNA) and ensure that capacity can be planned in special education provision and services, care provision (including short breaks), school nursing, including special school nursing, and therapy services to manage growing demand in terms of volume and complexity of need within a locality.
- 9.2 Analysis will be used to identify better ways of using resources early to meet needs and supporting improving outcomes for children and young people without the need for an EHC assessment and plan.
- 9.3 A framework will be agreed for production and analysis of data reports and how it will inform future planning and delivery of the strategy.
- 9.4 A review all high needs block spend alongside all other DSG blocks and other council and partner spend on high needs will be carried out to ensure compliance with regulations, efficient use of resources, further benchmark with other Local authorities and inform focus of future priorities for spend and future commissioning.
- 9.5 A methodology for planning special school and specialist provision places will be developed and included in the school organisation plan which will be updated annually. This will enable the local authority to forecast growth in high needs pupils and support place planning in schools and college provision, as well as the development of an accommodation strategy. This should take account of young people up to the age of 25.

- 9.6 A robust plan will be developed to interrogate the issues leading to low attendance and high exclusions of children and young people with SEND. These will be collectively addressed by all partners linking to early help / intervention.
- 9.7 A joint commissioning strategy will be developed with partners that will develop better services that support the earlier identification of need, remove barriers in providing the services needed, and ensure that we know the impact of the services we deliver and commission.
- 9.8 We will review all opportunities for arranging how services work together, across education, health and social care which will help to deliver more personalised and integrated support resulting in better outcomes for children, young people and their families.

Strand 2: Early Identification of needs and early intervention

- 9.9 Guidance and professional development opportunities will be reviewed to enable early identification of needs and joined up support by all agencies involved with children and young people.
- 9.10 Universal services will have clear information on expectations of what they can provide, as well as pathways to more specialist support when needs cannot be met through universal services.
- 9.11 Expertise in SEND in Reading will be further developed and drawn upon so that all providers have access to and have opportunities to share high quality practice.
- 9.12 School to school support for SEND will be further developed from identified best practice to build capacity and ensure that specialist skills and knowledge are available across the widest range of settings.
- 9.13 Outcomes will be carefully monitored and benchmarked against the best national standards whatever the setting with consistently high expectations.
- 9.14 Opportunities for extending Early Help Services will be explored, enabling better integration of more specialist services.
- 9.15 There will be earlier intervention in teenage years to enable sufficient time for the young person, and their parents/carers to be actively and meaningfully engaged in identifying the support and resources required to prepare for adulthood.

Strand 3: Using specialist services and identified best practice to increase local capacity

- 9.16 Specifications / service level agreements will be developed to provide a framework for specialist services, identified best practice, and schools with specialist provision to formally contribute to improved capacity for early intervention through the improvement in knowledge and skills of providers.
- 9.17 Referral pathways will be developed that provide clear information on what to expect from universal services prior to referral to specialist services and how to access specialist support services and the Early Help offer.
- 9.18 There will be a clear framework for the quality assurance of providers that gives confidence to families as well as commissioners that outcomes for children and young people will improve and there will be value for money.

- 9.19 Working with the clinical commissioning group (CCG) and local authority commissioners we will ensure that there is clear information on the role of health providers such as school nursing, including special school nursing, therapy and other services to support children and young people with medical needs/conditions.
- 9.20 Working with the CCG we will clarify the role of all partners in the education, health and care assessment and plans and annual review.

Strand 4: Transition to adulthood

- 9.21 We will work with families to develop a transition to adulthood plan (14-25) that outlines how young people with SEND will be supported into adulthood, recognising the extra help that may need to build their independence and clarifying pathways for accessing more specialist support and funding.
- 9.22 Everyone who is involved in supporting young people as they approach adulthood will work together to have positive aspirations for them and support them in a way that helps young people to be as independent as possible and achieve their goals.
- 9.23 Young people and their parents/carers will have clear and accessible information about what to expect in the future as they move along the pathway and prepare to become an adult living a healthy and fulfilling life in their community.
- 9.24 From the age of 14 young people will be supported to consider options for training, volunteering or opportunities for paid employment. They will be encouraged to aim for the maximum achievable independence and including, where possible, meaningful engagement in the world of work. The council will work with businesses and charities to provide better opportunities for paid work, training and volunteering.

Ace Committee Report Appendix 2

SEN strategy attachment two: data

1 Reading is a thriving and diverse town. There are 160,825 people comprising around 69,000 households with the population growing by 9% over the last 10 years and anticipated to continue grow. There are 59,504 children living in Reading and this is anticipated to increase by 3,047 in the next 10 years (+5.1%), with a significant increase in the number of 10-19 year olds as indicated within Table 1.

Table 1: Children and young people in Reading by age group, 2017 to 2027

Age	2017	2027	variance
Under 10	23,630	22,291	-1,339
Aged 10-19	18,431	22,627	4,196

2 Within state funded Reading Schools pupils categorised as SEND Support in the January 2017 Census (those children needing targeted intervention/support to meet their special educational needs in mainstream schools and settings) has reduced significantly since 2011 from 4,112 pupils (19.5%) to 2,585 pupils (10.5%) in 2016 and 2,295 pupils (10.4%) in 2017.

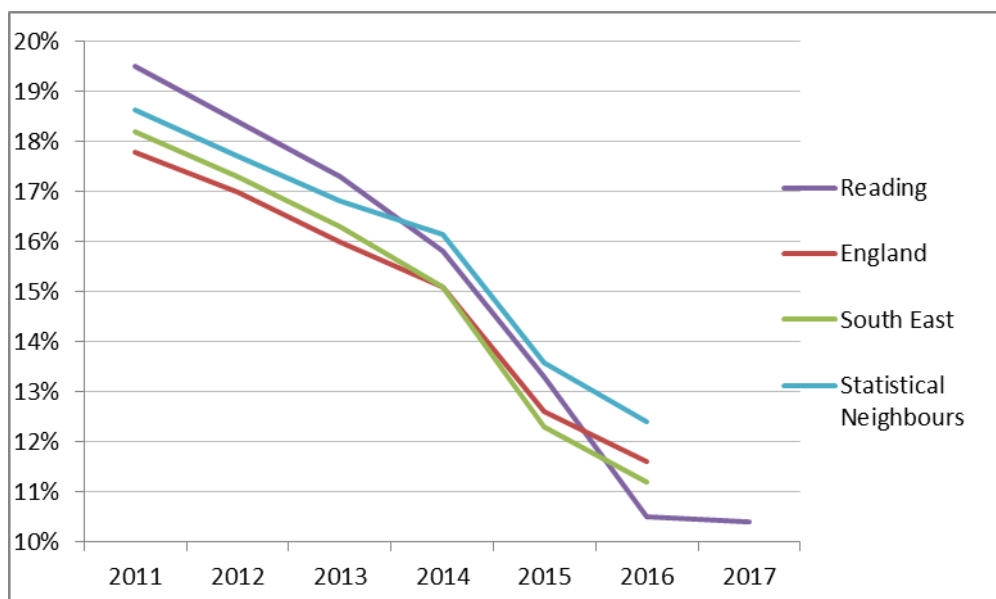
3 The percentage reduction of pupils categorised as requiring SEND support is particularly evident when comparing state funded primary and secondary schools as set out in table 2.

Table 2: Percentage of pupils on SEN support by school type

	2011	2016	variance
State funded primary schools	19.3%	11.1%	-8.2%
State funded secondary schools	24.8%	8.7%	-16.1%

4 This is lower than the national average (11.6%), regional average (11.2%) and Statistical Neighbour (SN) average (12.4%) in 2016.

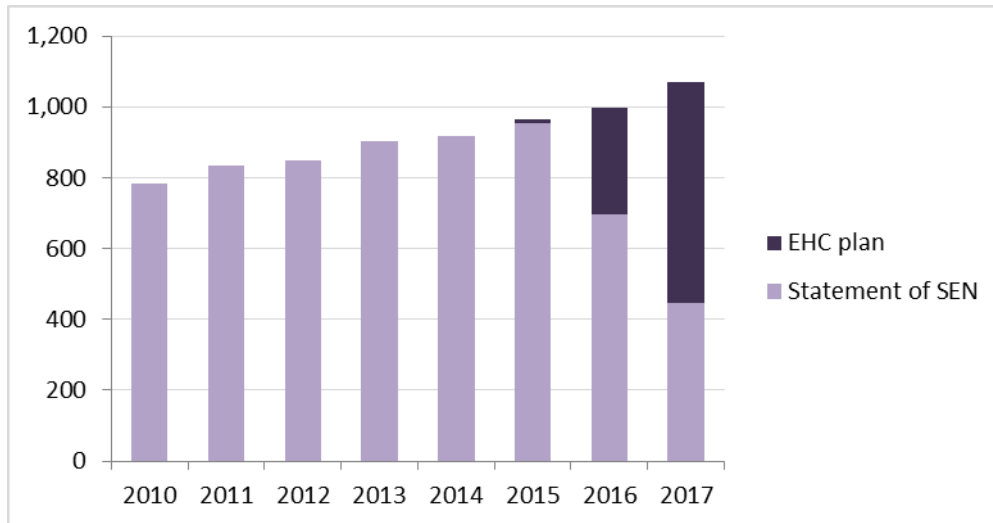
Chart 1: Percentage of pupils on SEN support (pupils in all schools)



5 The number of children and young people with statements of special educational needs or education, health and care plans (EHCPs) maintained by Reading has increased. This has increased comparatively consistently over the last 6 years, unlike most local authorities who have seen a significant spike since the

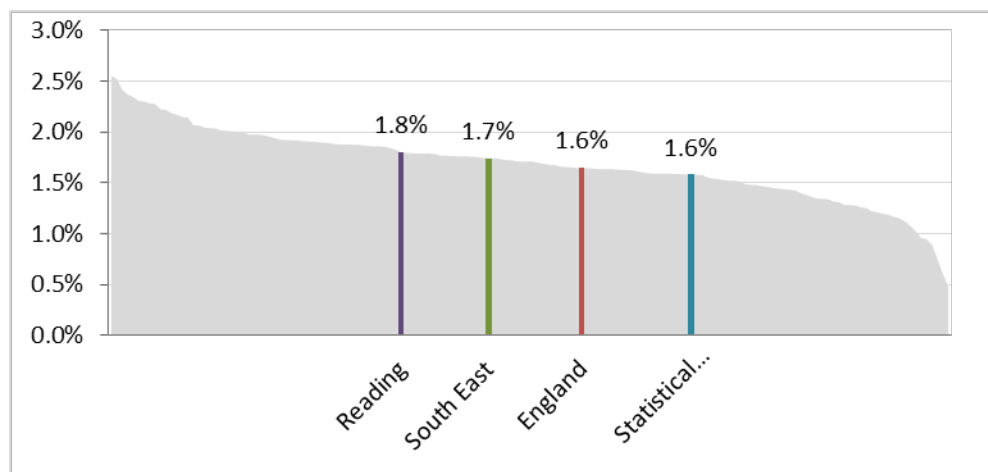
introduction of the SEND Reforms in 2014. Last year (2016) whilst Reading’s number of statements or EHCPs increased by 7.3% in comparison with a 12.1% national increase.

Chart 2: Number of pupils with a statement or EHCP maintained by Reading, at January each year



6 At present 1.8 per cent of children and young people (0-25) have a statement or EHC plan maintained by Reading Borough Council. This is higher than the England, statistical neighbour (SN) and the south east average, but the gap between Reading and these comparators has narrowed in recent years.

Chart 3 - percentage of 0-25 year olds with Statements or Education, Health and Care Plans



7 The primary need of pupils with EHCPs and statements as reported on the School Census has in recent years seen a significant increase in the number reported as being on the autistic spectrum. It should however be noted that many children and young people have a combination of conditions and disabilities, and so it is important to analyse the profile of children rather than rely just on primary need in order to appropriately plan provision for the future.

Table 3: percentage of pupils with a statement or EHC plan maintained by Reading by primary special educational need at January 2017

Autistic spectrum disorder	34.4%
Social, emotional and mental health	18.8%
Moderate learning difficulty	14.0%
Speech, language and communication...	11.4%
Profound and multiple learning difficulty	5.6%
Physical disability	5.5%
Severe learning difficulty	3.6%
Visual impairment	2.9%
Hearing impairment	2.5%
Specific learning difficulty	1.2%

8 As at January 2017, Reading maintained a total of 1,071 statements and EHCPs. Based on the percentage of the population this represents, if ratios remained the same as current, and the population increases as forecast, we would anticipate that there is likely to be in the region of 1,126 children and young people with EHC Plans by 2027.

9 The percentage of children and young people with a statement or EHCP maintained by Reading attending a state funded special school has remained relatively constant, whereas those attending a state funded mainstream school has declined (from 40.8% in 2015 to 33.2% in 2017). This compares to the England average of 36.2% and the SN Average of 34.2%. Along with the lower percentage of children and young people in mainstream schools being identified at SEND Support compared to national and SN, further analysis is required to identify specific actions needed to support and enable mainstream schools to meet needs.

10 At January 2017, there were 356 children and young people with statements or EHC Plans maintained by Reading attending mainstream schools. Two thirds of these pupils attend a mainstream school in Reading, mainly at the John Madejski Academy. There are 89 pupils with a statement or EHC Plans maintained by other Local Authorities attending Reading mainstream schools.

11 At January 2017, there were 112 young people with a statement or EHC Plans maintained by Reading in Further Education provision, with 86 at Reading College, and the rest attending colleges of further education provision outside of Reading.

12 248 pupils were in Reading Special Schools in January 2017, which includes 62 pupils from other Local Authorities.

13 There are 185 pupils attending special schools outside of Reading, with the majority (124) at Brookfields Special School in West Berkshire. At January 2017, there were 43 pre 16 pupils in independent or non-maintained placements, and 14 pupils 16 years of age or older.

14 Reading has a mixed demographic with many areas of affluence and business development but also identified as the 146th most deprived of all 326 Local Authorities. 9.3% of the overall Reading population and 13% of children live in the 20% most deprived Lower Super Output Areas (LSOAs) nationally with two LSOAs of approximately 1,000 - 3,000 residents in the 10% most deprived nationally. It is estimated that 17.8% of children (over 6,000) in Reading are living in poverty.

15 Some 15% of children in Reading schools are eligible for Free School Meals (FSM) and their school is allocated additional resource through Pupil Premium which they are accountable for to support improving outcomes for these children.

16 Some 3% of pupils in Reading schools and settings are identified as requiring SEND Support and eligible for FSM and attract Pupil Premium.

17 About 1% of pupils in Reading Schools have an EHC Plan or Statement of SEN and are eligible for FSM and attract Pupil Premium.

18 Children who are looked after also attract Pupil Premium, and the use and impact of this on improving their outcomes is recorded on their PEP. This is monitored by the Virtual School. At present 57 looked after children have a statement or EHC Plan.

19 Deeper analysis is required to ensure that both Pupil Premium and SEND funding is being used effectively to improve outcomes.

20 Reading is a changing and diverse community, with less children's ethnicity being identified as White British. English is not the first language of 12.2% of children and young people.

Table 4: Proportion of children and young people recorded as white British

	2001	2011	variance
England	83.6%	74.6%	-16.5%
Reading	77.3%	60.8%	-9.0%

21 Of those children and young people identified as having English as an additional language, 7.27% are identified as SEND Support and 1.98% have an EHCP or statement. Children and young people with English as an additional language require different support and intervention to a child or young person with special educational needs, and it is important that the correct support is provided.

22 Children and young people will only achieve good outcomes if they are receiving a good education. Analysis of school attendance and exclusions is critical to informing a strategy and actions.

23 Some children and young people are unable to attend school due to specific health conditions, but there are a significant number of children who are not in school for other reasons. Children and young people with SEND are overrepresented in data on absence from school due to exclusions and part time tables. Part time timetables should only be in place for a short time with plans in place that are regularly reviewed to move to full time as soon as possible in line with their entitlement to a full time education.

24 In the academic year 2015/16 in mainstream schools in Reading 69.9% of children with a statement or EHCP attended 90% or more of their entitlement and 80.4% with attendance of 85% or more. Attendance is generally better in Reading Special Schools, although there are some data recording issues at one school.

25 There were 1736 pupil days lost to fixed term exclusion by May in this academic year for children with statements or EHCPs, in comparison to 1471 pupil days lost last academic year.

26 The overall number of permanent exclusions has increased in 2016/2017. Whilst there have been 6 Primary School exclusions this academic year in comparison to 10 last year, Secondary School exclusion rates have almost doubled from 15 to 29 pupils at end of May 2017.

27 Exclusions of pupils with statements of Special Educational Needs or Education, Health and Care plans the number have remained constant with 4 pupils excluded. However with the ability of schools to call an early annual review it would not be expected that there would be any exclusions, as is the case for children looked after.

Ace Committee Report Appendix 3a

SEN strategy attachment three: the high needs block

1 The statutory position of the high needs block (HNB) of the dedicated schools grant

1.1 Information about the use of this block is reported to schools forum regularly. The local authority decides the central spend on children and young people with high needs, but must consult annually regarding changes and ask the Schools Forum for a view on financial issues relating to:

- arrangements for pupils with SEN, in particular the places to be commissioned by the local authority and schools and the arrangements for paying top-up funding;
- arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding.

1.2 The local authority can propose and the schools forum decides on central spend on special education needs transport costs. The DfE adjudicates where schools forum does not agree a local authority proposal.

1.3 Any DSG contribution to overspend must be approved by schools forum to be funded from the following year's DSG. The impact of this is a reduction in one of the other blocks of DSG (schools block and/or early years block).

1.4 The Department for Education (DfE) has recently completed a second stage of consultation on the future of school funding, including the High Needs Block which may impact on future budgets (consultation closed March 2017). The outcome of this will impact on 2018/2019 budgets.

1.5 The High Needs Block funds place funding for commissioned places in special schools and specialist provisions in Reading and top up funding for Reading children with Statements or EHCPs wherever they are placed. It also funds a range of other activity to support children and young people with SEND with and without an EHCP, all of which should form part of the review. Just under £3m of the High Needs Block funds independent and alternative high cost provision, mainly out of area. A placement in the independent sector can cost £300,000.

2 HNB challenges in the strategic planning period

2.1 The HNB allocation for Reading in 2017/2018 is £15,309,900. Place funding for academies and post 16 is currently top sliced by the Education Funding Agency and paid directly to the providers.

2.2 The block overspent by £2m in 2015/2016. This deficit was reduced by taking £800,000 from the 2016/17 schools block. This deficit has carried forward and there was a further 2.2m overspend in 2016/17. This was reduced by taking a further £1m from the schools block in 2017/18. The total current deficit allowing for the movement between blocks is £1.6m. This does not include the potential further overspend of £2.2m if no actions are taken through a strategic approach to high needs spend.

2.3 There are several factors underlying this overspend in particular the 32 per cent increase in EHCPs in the last seven years, an increase in the complexity of children and young people's needs, and the increase in placement of children in higher cost out of area placements.

2.4 The spreadsheet (attachment 3 Reading DSG HNB) shows the following:

- Reading's HNB is higher than the median and mean of comparator LAs;
- The allocation of 'top up' funding is far higher – 42 per cent against a median of 32.3 and 34.4 per cent in SN and south east LAs respectively;

2.5 Top up funding is the main 'outlier' when compared with the top eight HNB expenditure areas in comparator LAs. The apparent need for schools in Reading for higher levels of resource to support the needs of pupils with statements or EHCs is a key issue that needs to be addressed in the planning period.

High Needs Block Review (S251 Lines 16-17) (top 8 High Needs Block lines only)

Statistical Neighbours	High Needs Block (17-18)	HNB % of DSG	rank (high to low)	Top up funding - All Settings (excl independent)	% HNB	Top up funding - independent providers	% HNB	high needs targeted funding for schools and academies	% HNB	SEN Support Service	% HNB	Hospital education services	% HNB
Bedford (vc)	21,225,725	15.2%	7	£8,407,153	39.6%	£2,154,597	10.2%	£422,470	2.0%	£3,210,772	15.1%	£675,952	3.2%
Bristol (vc)	50,667,116	15.4%	5	£18,827,025	37.2%	£6,777,729	13.4%	£0	0.0%	£1,290,996	2.5%	£2,044,077	4.0%
Sutton (c)	34,801,222	18.1%	1	£9,940,532	28.6%	£9,940,532	28.6%	£101,434	0.3%	£1,622,944	4.7%	£253,585	0.7%
Brighton and Hove (c)	24,850,287	14.3%	8	£8,506,671	34.2%	£4,947,142	19.9%	£0	0.0%	£3,197,543	12.9%	£0	0.0%
Milton Keynes (c)	37,319,887	15.8%	4	£17,757,110	47.6%	£5,363,372	14.4%	£144,956	0.4%	£1,304,604	3.5%	£0	0.0%
Barnet	48,696,715	15.3%	6	£14,206,205	29.2%	£5,291,380	10.9%	£0	0.0%	£2,070,540	4.3%	£287,575	0.6%
Derby (c)	35,185,555	16.2%	2	£9,132,801	26.0%	£4,973,732	14.1%	£0	0.0%	£814,663	2.3%	£171,508	0.5%
Hillingdon	35,062,745	12.9%	11	£11,326,260	32.3%	£3,449,361	9.8%	£411,864	1.2%	£1,184,109	3.4%	£51,483	0.1%
Reading	18,194,886	15.9%	3	£7,615,911	41.9%	£2,580,254	14.2%	£291,319	1.6%	£957,191	5.3%	£166,468	0.9%
Sheffield (c)	52,510,614	13.1%	9	£11,118,246	21.2%	£1,530,773	2.9%	£0	0.0%	£2,900,412	5.5%	£563,969	1.1%
Southampton	22,619,942	13.0%	10	£4,444,480	19.6%	£2,418,320	10.7%	£0	0.0%	£751,640	3.3%	£0	0.0%
mean		15.0%			32.5%		13.5%		0.5%		5.7%		1.0%
median		15.3%			32.3%		13.4%		0.0%		4.3%		0.6%

South East LAs	High Needs Block (17-18)	HNB % of DSG	Top up funding - All Settings (excl independent)	% HNB	Top up funding - independent providers	% HNB	high needs targeted funding for schools and academies	% HNB	SEN Support Service	% HNB	Hospital education services	% HNB
Bracknell Forest	15,672,821	17.6%	5,251,300	33.5%	4,849,730	30.9%	92,670	0.6%	1,451,830	9.3%	30,890	0.2%
Brighton and Hove	24,850,287	14.3%	8,506,671	34.2%	4,947,142	19.9%	-	0.0%	3,197,543	12.9%	-	0.0%
Buckinghamshire	76,444,360	18.5%	31,221,432	40.8%	17,257,416	22.6%	263,472	0.3%	6,059,856	7.9%	263,472	0.3%
East Sussex	46,208,850	13.3%	13,899,692	30.1%	9,070,138	19.6%	-	0.0%	4,829,554	10.5%	-	0.0%
Hampshire	102,680,502	11.5%	35,281,538	34.4%	15,923,526	15.5%	312,226	0.3%	4,371,164	4.3%	312,226	0.3%
Isle of Wight	14,342,851	15.9%	5,607,621	39.1%	1,606,203	11.2%	-	0.0%	1,098,981	7.7%	-	0.0%
Kent	189,672,384	16.8%	68,203,765	36.0%	28,018,844	14.8%	2,949,352	1.6%	9,954,063	5.2%	-	0.0%
Medway	37,383,057	16.9%	28,185,200	75.4%	-	0.0%	-	0.0%	11,837,784	31.7%	-	0.0%
Milton Keynes	37,319,887	15.8%	17,757,110	47.6%	5,363,372	14.4%	144,956	0.4%	1,304,604	3.5%	-	0.0%
Oxfordshire	58,991,085	13.0%	19,082,134	32.3%	9,379,354	15.9%	-	0.0%	9,379,354	15.9%	-	0.0%
Portsmouth	18,495,849	13.1%	6,064,344	32.8%	2,228,776	12.1%	-	0.0%	1,295,800	7.0%	570,152	3.1%
Reading	18,194,886	15.9%	7,615,911	41.9%	2,580,254	14.2%	291,319	1.6%	957,191	5.3%	166,468	0.9%
Slough	22,133,483	13.7%	10,062,456	45.5%	842,232	3.8%	-	0.0%	2,526,696	11.4%	132,984	0.6%
Southampton	22,619,942	13.0%	8,166,528	36.1%	4,443,552	19.6%	-	0.0%	1,381,104	6.1%	-	0.0%
Surrey	142,347,130	17.7%	43,897,084	30.8%	42,186,808	29.6%	1,710,276	1.2%	12,542,024	8.8%	855,138	0.6%
West Berkshire	20,056,233	15.9%	6,917,436	34.5%	3,264,408	16.3%	116,586	0.6%	2,176,272	10.9%	38,862	0.2%
West Sussex	75,605,682	13.6%	22,053,798	29.2%	17,341,448	22.9%	-	0.0%	3,769,880	5.0%	-	0.0%
Windsor and Maiden	18,059,411	16.3%	5,634,090	31.2%	5,085,315	28.2%	146,340	0.8%	951,210	5.3%	36,585	0.2%
Wokingham	18,944,483	15.4%	2,483,280	13.1%	6,001,260	31.7%	165,552	0.9%	-	0.0%	-	0.0%
mean		7.4%		19.5%		7.8%		0.2%		4.9%		0.0%
median		15.8%		34.4%		16.3%		0.3%		7.7%		0.0%

Ace Committee Report Appendix 4

SEN strategy attachment four: progress to date.

1 Work to implement the requirements of the Children and Families Act, 2014

1.1 Co-production with young people with SEND and their families is key to the delivery of the Children and Families Act. Reading has been working closely with parent carers including Reading's Parent Carer Forum. Parent carers have been involved in the development of the following work:

- the development and monitoring of the local offer;
- the design of the new EHC Plan Templates and other EHC related documents including process
- The creation and implementation of the Children and Young People's Disabilities Register
- The Short Breaks Review and Consultation
- Working with Commissioning Team re – personalisation, employing PA's
- Attend the Berkshire SEND Joint Implementation Group and Local Offer group

1.2 In May 2017 a Workshop was held with young people co-ordinated by the Reading Parent Carer Forum. This created a Young People Forum named by the young people as "Special United". The young people will be reviewing the Local Offer to increase its accessibility and ease of use.

1.3 Progress has been made with the introduction in 2015 of the Ready, Steady, Go approach through the Royal Berkshire Hospital which supports transition to adult health services. Parent carers and young people with long term conditions and/ or complex health issues are supported to understand and manage their condition as they approach adulthood.

1.4 With regard to EHCPs:

- Timeliness of all Education, Health and Care Plans (including exceptions) being completed within 20 weeks Reading achieved 75.8% in 2016 in comparison to the national figure of 55.7%.
- The completion of transfers from Statements to EHCPs is ongoing, with 63.7% completed to date. However there remains 370 statements which require transferring to EHC Plans. This monitored monthly and there is a need for additional capacity to ensure completion by April 2018.
- Since the introduction of EHC Plans quality of plans has improved but work needs to be targeted at ensuring consistent quality of the plan, the outcomes and the provision being made

1.5 There is a well-developed Local Offer online which is reviewed by Parent Carers to further improve how information is provided

1.6 Early years within Reading is part of the early help service. This has enabled a co-ordinated approach between early years and early help linked to Reading's locality child action teams.

2 Outcomes

2.1 The four tables show the attainment at four educational stages – foundation, key stage one, key stage two and key stage four – over the three summer assessments between 2014 and 2016. In summary:

- at the early years foundation stage, a higher percentage of pupils with SEN were assessed as being 'school ready' in all of the three years, while the 'gap' was narrower in two of the three years;
- at key stage one, performance was similar but the gap slightly wider, due to the attainment of Reading pupils' without SEN being higher than nationally;
- at key stage two, the percentage of pupils with SEN reaching the 'expected' level improved sharply (note that the assessment level was re-based in 2016, which sharply reduced the number of pupils reaching the 'expected' level) and the gap between pupils with SEN and all others was smaller; and

- at key stage four, the percentage of pupils with SEN was much better than nationally for two of the three years, and was the same in 2016 due to a sharp increase in the attainment of pupils with SEN nationally.
- 2.2 Overall, the attainment of pupils in Reading who have SEN are good compared with such pupils in England generally. However, when the characteristics of the area are taken into account – principally, that Reading LA is in the top quartile of LA areas in terms of wealth (defined as a lack of deprivation – there is the need in the strategic planning period to focus on improving the progress and attainment of pupils with SEN.

The attainment of Reading pupils with SEN at four key stages compared with those in all English LAs

EYFS good level of development

		Local Authority			National		
		2014	2015	2016	2014	2015	2016
SEN	SEN	24.6%	23.4%	23.9%	19.0%	21.0%	23.0%
	No SEN	69.8%	71.7%	76.2%	66.0%	71.0%	75.0%
Gap		45.2%	48.3%	52.3%	47.0%	50.0%	52.0%

KS1 expected level (reading, writing, mathematics)

		Local Authority			National		
		Avg Point Score		%	Avg Point Score		%
		2014	2015	2016	2014	2015	2016
SEN	SEN	12.7	12.5	16%	12.3	12.5	16%
	No SEN	16.7	16.9	69%	16.7	16.8	68%
Gap		4.0	4.4	53%	4.4	4.3	52%

KS2 Expected level (reading, writing, mathematics)

		Local Authority			National		
		2014	2015	2016	2014	2015	2016
SEN	SEN	33%	32%	17%	38.0%	39.0%	14.0%
	No SEN	89%	90%	64%	90.0%	90.0%	62.0%
Gap		56%	57%	47%	52.0%	51.0%	48.0%

KS4 attainment level 2 (5+A*-C) inc English and mathematics / attainment 8

		Local Authority			National		
		2014	2015	2016	2014	2015	2016
SEN	SEN	23.2%	25%	31.2	20.5%	20.0%	31.2
	No SEN	74.0%	68%	54.2	65.3%	64.2%	53.2
Gap		50.9%	42.9%	23.0	44.8%	44.2%	22.0

Ace Committee Report Appendix 4

SEN strategy attachment one: duties as set out in legislation and guidance

1 The Children and Families Act, 2014

1.1 The Children and Families Act placed a duty on local authorities to ensure integration between education, training and health and social care provision.

1.2 Local authorities and clinical commissioning groups (CCGs) must make joint commissioning arrangements for education, health and care provision for children and young people with SEND, both with and without education, health and care plans.

1.3 In carrying out the functions in the Children and Families Act, all agencies must have regard to:

- the views, wishes and feelings of children, their parents and young people;
- the importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions; and
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child and young person and to help them achieve the best possible educational, health and broader outcomes, preparing them effectively for adulthood.

2 The Care Act, 2014

2.1 The act requires local authorities to ensure co-operation between children and adult services to plan for meeting the future needs of young people as they move into adulthood and become more independent, along with achieving continuity of support between services to enable young people to access timely and appropriate support.

3 The Equalities Act, 2010

3.1 This defines the equality duties and includes SEN and disability. These duties are the statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE	
DATE:	12 JULY 2017	AGENDA ITEM: 12
TITLE:	HOME TO SCHOOL TRANSPORT	
LEAD COUNCILLOR:	COUNCILLOR JONES	PORTFOLIO: EDUCATION
SERVICE:	CHILDREN, EDUCATION AND EARLY YEARS	WARDS: BOROUGHWIDE
LEAD OFFICER:	SIMON MCKENZIE	TEL: 0118 937 4930
JOB TITLE:	SERVICE MANAGER SPECIAL EDUCATION NEEDS & DISABILITY	E-MAIL: simon.mckenzie@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 In accordance with the statutory provisions of the Education Act 1996, as amended by subsequent enactment Reading Borough Council is required to have a policy with regards home to school transport. Any policy must have due regard to the Equality Act 2010.
- 1.2 The Home to School Transport Policy and Appeals Process is attached and relates to home to school transport for children and young people aged 5 to 16. It is good practice to publish home to school transport policies in advance of an academic year commencing.
- 1.3 The Home to School Transport Policy has not been refreshed for a number of years. This policy takes into account:
- new national guidance in arrangements for home to school transport in relation to denominational schools;
 - the changing landscape of schools and resultant changes in catchment areas has necessitated the need to change terminology from the nearest designated appropriate school to the nearest suitable school;
 - Member direction on a new appeals process
- 1.4 Appendices to this report are:
Appendix A: School Transport Policy
Appendix B: Appeals Process
Appendix C: Code of Practice

2. RECOMMENDED ACTION

- 2.1 That the new School Transport Policy, Appeals Process and Code of Practice be approved.

3. POLICY CONTEXT

- 3.1 Home to School Transport is based with Children, Education and Early Years department within the Council. The last Home to School Transport Policy was approved in 2010.
- 3.2 On 13th December 2016 ACE Committee approved the withdrawal of denominational transport and change to appeals procedure.

4. THE PROPOSAL

4.1 Current Position:

The existing Home to School Transport Policy is dated 2010 and does not reflect changes within statutory guidance, in particular in relation to provision of transport to denominational schools and changes in catchment areas for schools.

4.2 Options Proposed

A new School Transport Policy has been written to take into account the above changes and approval on 13th December 2016 of changes to the Policy and Appeals Process.

4.3 Other Options Considered

No change to the Policy.

5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1 The Policy is in line with the overall direction of the Council by meeting at the following Corporate Plan priorities:

1. Safeguarding and protecting those that are most vulnerable;
2. Providing the best start in life through education, early help and healthy living;
4. Keeping the town clean, safe, green and active;
6. Remaining financially sustainable to deliver these service priorities.

- 5.2 The Policy contributes to the Council's strategic aims are:

Through providing shared arrangements as part of the School Transport Policy this reduces the level of vehicles and road miles thus supporting Reading becoming a Green City with a sustainable environment.

The Policy also promotes equality, social inclusion and a safe and healthy environment for children and in particular children with special educational needs and disabilities.

- 5.3 *The Policy promotes the use of sustainable public transport.*

6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 Reading Parent Carers Forum have been consulted with the Parent Carer Forum and views have been incorporated within the Policy.

7. EQUALITY IMPACT ASSESSMENT

- 7.1 *The Policy, Appeals Process and Code of Practice have been developed in line with statutory guidance.*

- 7.2 *There is no need for an Equality Impact Assessment in relation to this Policy.*

8. LEGAL IMPLICATIONS

8.1 A Local Authority has a statutory duty to provide transport if the nearest suitable school is not within statutory walking distance of the child's home by the nearest available route (section 444(5) of the Education Act 1996 refers). Otherwise the provision of transport is at the Local Authority's discretion (section 509 of the Education Act 1996).

8.2 Reading Borough Council Legal Services have indicated there are no legal implications of this Policy

9. FINANCIAL IMPLICATIONS

9.1 There are no financial implications from this Policy.

10. BACKGROUND PAPERS

10.1 The Department for Education statutory guidance for *Home to School Transport* outlines Local Authority responsibilities and can be found at:
<https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance>

SCHOOL TRANSPORT
POLICY

AUGUST 2017



	Page
1. Introduction and Legislation	3
2. Definitions	4
2.1 Maintained School	4
2.2 Parent	4
2.3 Reasonable Journey	4
2.4 Residence	5
2.5 Suitable School	5
2.6 Compulsory School Age	5
2.7 Walking Distance	5
2.8 Entitlement for Low Income Families	6
3. Mainstream School Transport Policy	6
3.1 General Entitlement	6
3.2 Parental Preference	6
3.3 Pupils below Compulsory School Age	6
3.4 Safety of Route	7
4. Discretionary Provision	7
4.1 Medical Conditions and Disabilities	7
4.2 Denominational Transport	7
4.3 Post 16 Mainstream	7
4.4 Peripheral Activities	8
4.5 Other Exceptional Circumstances	8
4.6 Charging	8
5. Low Income Transport Policy	8
5.1 Primary	8
5.2 Secondary	9
6. Special Needs Transport Policy	9
6.1 General Entitlement	10
6.2 Criteria for Assessment	10
6.3 Special Education Applications	10
6.4 Escort Provision	11
6.5 Residential Placements	11
6.6 Pre-School and Post 16 Special Education Transport	11
6.7 Working towards Independent Travel	11
7. Transport Provision	12
7.1 SEN	12
7.2 Mainstream	12
7.3 Concessionary Fare payers	12

School Transport Policy – Draft 20th June 2017

7.4 General	12
8. Transport Responsibilities	13
8.1 RBC	13
8.2 Escort	13
8.3 Driver	14
8.4 Operator	16
8.5 School	16
8.6 Parent/Carers	16
9. Change of Circumstances, Loss, Errors, Fraud	16
10. Quality and Standards	17
10.1 Service Standards and Code of Practice	17
10.2 Parents and Children	17
10.3 Contracted Services	17
10.4 Emergency School Closures	17
10.5 Behaviour on Transport	18
11. Comments and Complaints	18
12. Appeals	19
Appendix 1 Safety of Route Guidelines	20

Introduction

- 1.1 The legal responsibility for ensuring a child's attendance at school rests with the child's parent. Generally, parents are expected to make their own arrangements for ensuring that their child travels to and from school.
- 1.2 A Local Authority is only under a statutory duty to provide transport if the nearest suitable school is not within statutory walking distance of the child's home by the nearest available route (section 444(5) of the Education Act 1996 refers). Otherwise the provision of transport is at the Local Authority's discretion (section 509 of the Education Act 1996)

The relevant legislation is as follows:-

Sections 508A, 508B, 508C, 508D, 508F, 508G and 509AD and Schedule 35B of the Education Act 1996 (The Act), which were inserted by Part 6 of the Education and Inspections Act 2006 (EIA 2006).

Regulation 5 and Part 2 of Schedule 2 to The School Information (England) Regulations 2002, as amended

The summary of these sections are as follows:

Section 508A of the Act places a duty on local authorities in England to assess the school travel needs of all children and persons of sixth form age in their area and to assess and promote the use of sustainable modes of travel.

Section 508B of the Act sets out the general duties placed on local authorities to make such school travel arrangements as they consider necessary for 'eligible children' within their area, to facilitate their attendance at the relevant educational establishment. Such arrangements must be provided free of charge.

Section 508C of the Act provides local authorities with discretionary powers to make school travel arrangements for other children not covered by Section 508B but the transport does not have to be free.

Section 509AD of the Act places a duty on the LA, when exercising its travel functions, to have regard, amongst other things, any wish of a parent for their child to be educated at a particular school on the grounds of the parents' religion or belief. Religion or belief in this instance means any religious or philosophical belief.

This duty is in addition to the duty on the LA to make travel arrangements for children from 'low income families' who attend the nearest school preferred on grounds of religion or belief, where they live between two and 15 miles from home.

This duty is complemented by Section 9 of the Education Act 1996, which provides that in exercising all duties and powers under the Education Acts, the Secretary of State and local authority shall have regard to the general principle that pupils are to be educated in accordance with their parents' wishes, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable expenditure. However, there is no general statutory duty requiring the local authority to provide free transport to a faith school.

Section 508F of the Act places a duty on local authorities to make any transport or other arrangements that they consider necessary, or that the Secretary of State

directs, for the purpose of facilitating the attendance of learners who are aged 19 or over at certain educational establishments. The transport must be provided free of charge.

- 1.3 School Transport is to assist “the attendance of persons of compulsory school age receiving education”, and in some cases, students in the Further Education Sector, by providing them with free transport to school or college.
- 1.4 Only where students meet the relevant criteria in this policy will they be entitled to transport between home and school free of charge.
- 1.5 In addition to the duty to provide free school transport, there are some other circumstances in which Reading Borough Council will consider whether free transport may be necessary to enable the student to attend school; these are detailed in Section 4.
- 1.6 Reading Borough Council aims to develop a best value School Transport Service that
 - is efficient, safe, reliable, and accessible;
 - meets the needs of those who are entitled to a service;
 - is co-ordinated with other Reading Borough Council strategies and policies, including the School Journeys Strategy.
- 1.7 In order to reduce journeys to school by car, Reading Borough Council is working with families, schools, local communities and transport planners to encourage students to walk or cycle to school or, where this is not feasible, to encourage greater use of public transport.

2 DEFINITIONS

In this document, the following definitions apply:

- 2.1 **Maintained School**
Maintained School refers to any Community, Voluntary, Special Agreement, Foundation, Free, Academy, Special, or Special Foundation School.
- 2.2 **Parent**
“Parent” has the meaning as defined in the Education Acts; it includes anyone with parental responsibility, and anyone with whom the child lives, such as a carer.
- 2.3 **Reasonable Journey**
Reading Borough Council considers a reasonable journey to be one that allows the child to reach school without undue stress, strain or difficulty such as would prevent him or her benefiting from the education.

To this end, Reading Borough Council operates the following maximum times/distances as being reasonable for School Transport journeys:

- **Primary school students:** in Reading, primary schools tend to have smaller designated areas, with shorter journeys. Reading Borough Council considers a public transport journey normally not exceeding 45 minutes or six miles to be reasonable.

School Transport Policy – Draft 20th June 2017

- Secondary school students: Secondary schools tend to have larger designated area and longer journeys, with more potential for public transport. Reading Borough Council considers a public transport journey normally not exceeding 75 minutes or twelve miles to be reasonable.
- Special school students: In some circumstances, travel to special schools may result in a need for longer travelling times especially when outside the Borough.

2.4 Residence

2.4.1 Any reference to a child's residence means the dwelling where the child normally resides with his or her parent. This includes a placement made where a child is in public care.

2.4.2 Where a child's parents are separated, the address of the parent with whom the child normally resides will be recognised as the child's place of residence.

2.4.3 Where a child is in public care, and it is considered desirable for the child to continue his or her education at a particular school, the School Transport Service will meet the costs of transport, provided that the new address is within the borough boundary. If the address is outside the Borough boundary the costs will be met from the Social Services budget.

2.4.4. When a child in Year 11 moves house, transport will be provided until he or she has completed his/her GCSE examinations provided that the distance criteria is met. This will normally take the form of a bus pass.

2.5 Suitable School

In determining whether a school is suitable for a student for school transport purposes, Reading Borough Council will consider:

- the age of the child;
- whether the school is the nearest appropriate school;
- the reasonable time and distance that child will have to travel to that school;
- whether the school meets the child's needs as identified in an Education, Health and Care Plan (EHCP) or Statement of Special Educational Need.

A school that selects pupils by ability, aptitude or gender will not be regarded as fulfilling this requirement unless the school is the nearest school to the child's residence - or one of the three nearest if the application is for a secondary school and is based on Low Income.

2.6 Compulsory school age

Education is compulsory for children between the ages of five and sixteen. A pupil becomes of compulsory school age on the first day of the term following their fifth birthday. A pupil ceases to be of compulsory school age at the end of the last Friday in June following the 16th birthday.

2.7 Walking Distance

As defined in the Education Acts, and means

- 2 miles for students under 8 years of age (or 16 for pupils from low income families)

School Transport Policy – Draft 20th June 2017

- 3 miles for students aged 8-16 years of age.

Walking distance is assessed by measuring the shortest available walking route between the front gate of the student's home to the nearest school/college entrance. RBC may make allowances for community safety or road safety reasons. The courts have defined a safe route as one "along which a child, accompanied as necessary can walk and walk with reasonable safety to school".

Routes are not unsafe because of dangers that might arise if the child were unaccompanied. Initial checks on the distance are made using a GIS mapping system. If the distance is close to the 2 or 3 mile limit, a physical check may be made using a calibrated measuring wheel.

2.8 Low Income Families

Children entitled to Free School Meals or whose parents receive the maximum level of Working Tax Credit.

3 SCHOOL TRANSPORT POLICY - MAINSTREAM

3.1 On application by the parent, free school transport will be provided by Reading Borough Council if the following conditions are met:

- The child lives in the Reading Borough and is of compulsory school age or a Rising Five; *and*
- The school at which the child is a registered student is beyond walking distance; *and*
- Reading Borough Council is unable to make arrangements for the child to become a registered student at a suitable school nearer to the student's home because:
 - the nearest suitable school has no space for the child; or
 - the school where the student is registered is the nearest suitable school to the child's home, albeit beyond walking distance; or
 - the child has been excluded from the nearest suitable school.

3.2 Parental Preference

If as a result of parental preference, a child attends a school other than the nearest available, free transport is not provided. Parents are responsible for making their own transport arrangements and for all transport costs, for the whole time the child attends the school.

Parents cannot rely on the argument that the Reading Borough Council should provide transport to their preferred school because the nearest school is oversubscribed where a place would have been available at the nearest school had an application been made at the appropriate time.

Where parents have exercised preference and later experience a change of circumstances, which prevent them from meeting their responsibility for transport, Reading Borough Council would expect the child to transfer to the nearest available school. Reading Borough Council will not assume responsibility for transport to the preferred school.

3.3 Pupils below the Compulsory School Age

Transport will be provided for Rising Five's where the child is attending the nearest appropriate school and the home address is over 2 miles from the school by the nearest available walking route, at the start and end of the school day only. There is no transport provision for pupils attending on a part-time basis.

3.4 Safety of Route

The courts have defined a safe route as one "along which a child, accompanied as necessary, can walk and walk with reasonable safety to school". Routes are not unsafe because of dangers that would arise if the child were unaccompanied. Whilst a parent may make a case that a route is believed to be unsafe, it is the Local Authority that determines if a route is safe. The assessment will be made based on the criteria set down in the guidelines in Appendix One.

It is the responsibility of the parent to decide whether to accompany their child to school or make alternative arrangements. They are also expected to provide protective clothing and footwear as necessary.

4 DISCRETIONARY PROVISION

In addition to the reasons outlined in section three, Reading Borough Council may or may not provide free transport on the application of a parent in the following circumstances.

4.1 Medical Conditions and Disabilities

Transport may be provided for a student of compulsory school age or a Rising Five, attending their nearest suitable school but is unable to attend school because of a medical condition or disability.

Application for transport on these grounds must be accompanied by written advice from the appropriate community paediatrician, the child's GP or hospital consultant. The advice must include information on the effect that the disability has on the child's ability to use public transport, and how long the condition could be expected to last, as well as evidence as to why the parent is unable to transport the child.

Discretion is not normally exercised to support pupils attending a school which is not the nearest as transport is a parental responsibility for the whole time a pupil attends a preferred school.

4.2 Denominational Transport

The Education Act does not require Reading Borough Council to provide free transport to faith schools.

Low income families should refer to Section 5.

4.3 Peripheral Activities

Transport assistance, where awarded, is only provided for pupils at the beginning and end of the school day. It will not normally be provided for additional activities, e.g. Induction/Open Days, Interview visits, Work Experience, Homework Clubs, Dental/Medical appointments, Respite Care, Breakfast Clubs or Parental/Carer attendance at school.

Where a pupil becomes ill during the day, it is the responsibility of the parent to collect their child or to agree with the school that they will provide adequate care until the end of the school day.

4.3 Other exceptional circumstances

Parents may make requests for free transport for their children on the grounds of exceptional educational or social need. As such cases are exceptional, it is not possible to specify general criteria which may be applied to judge eligibility and normally such cases will be heard by the School Transport Appeals Panel. Any request should be made in writing and supported by appropriate professional advice e.g. GP/Hospital letters, Social Worker/Educational Welfare Officers' reports, etc. Where the need arises as a result of a decision of a court, a copy of the relevant Court order must be submitted.

4.4 Charging

Where a pupil does not qualify for transport assistance, the Authority may be able to assist with provision for which a contribution may be required. This may include:

- Provision of a concessionary fare paying seat, where a seat is available on an existing contract vehicle for which a termly charge is made
- One off contributions for occasional transport to respite placements/After school clubs etc.
- 16-19 year olds with a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (see Appendix 2)
- Pre-school aged pupils with a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan

5.0 TRANSPORT ENTITLEMENT FOR LOW INCOME FAMILIES

Schedule 35B, added to the 1996 Education Act, includes free school travel for children from low income families. The Act defines low income pupils as those who are entitled to Free School Meals or whose parents are in receipt of the maximum level of Working Tax Credit.

Once eligibility has been confirmed, entitlement is until the end of the academic year. A new application must be made prior to the start of each academic year.

5.1 Primary school

The two mile walking limit is extended up to the end of primary education for pupils attending their nearest qualifying school.

5.2 Secondary School

Transport for secondary school pupils will be provided for pupils attending one of their three nearest qualifying schools, where they live more than two miles but less than 6 miles from that school.

Where a preference has been expressed for a school based on the parents' religion or beliefs, then a secondary school pupil from a low income family is entitled to travel assistance where they live more than two miles but not more than 15 miles from that school. A Denominational Certificate signed by the Parish Priest/Minister confirming that the parent is a practising member of their church/congregation will be required.

When considering whether a school is preferred on the grounds of religion or belief, the Authority will take into account the nature of other schools that may have been named as a higher preference on the application form. For an application for travel assistance to be agreed under this section, the expectation will be that the faith school that is preferred on the grounds of religion or belief will be named above any non-faith schools that have been named on the application form. The 6 and 15 mile limits are measured along road routes as they are not “walking routes”.

6.0 SPECIAL EDUCATIONAL NEEDS

6.1 General Entitlement

Pupils with special educational needs have the same entitlement to school transport provision as any other pupils within the education system. Reading Borough Council is generally only under a duty to provide free transport to a child's nearest suitable school, provided that it is beyond statutory walking distance of his or her home. The nearest suitable school for a pupil with special educational needs may well be different than for other pupils, and transport maybe provided within the statutory walking distance as a reasonable adjustment to the child's disability.

Whilst nothing in this policy should be construed as limiting the schools for which parents of children with statements may express a preference, if a child is attending a school of parental preference (i.e. not the one that Reading Borough Council considers being the nearest suitable) the child's parents must meet the transport costs. Home to school transport will not be provided.

In exceptional cases, as part of the Education, Health and Care Plan Assessment, or following an Annual Review, Reading Borough Council may identify a child who has particular travel needs requiring specialist transport assistance. Within Annual Reviews, a pupil's transport should be reviewed and may result in alternative arrangements on the advice of professionals or the school.

It is also necessary, where it is appropriate and safe to do so, to develop students' independence as they mature and approach adult life. Where safety permits, Reading Borough Council will promote travel options that encourage students with special educational needs to become responsible for making their own way to school, to increase their independence.

Wherever possible, a student with special educational needs will also be encouraged to travel on public transport or join the Independence Travel Training scheme, especially when this is considered to be a factor in developing their independence, life and social skills

6.2 SEN - Exceptions

6.2.1 Transport assistance will only be provided to students outside the entitlement when it is demonstrated and professionally evidenced that there is a need.

6.2.2 In all circumstances, the factors will demonstrate that the child cannot make the journey to school safely. Any transport provided will be based on the student's needs,

School Transport Policy – Draft 20th June 2017

not the parent's circumstances. Transport entitlement will not take into account parents' work or other commitments or attendance by siblings at other schools.

- 6.2.3 Reading Borough Council will consider several factors when determining the mode of transport to use. These include the nature of the child or young person's special educational needs; their age; their medical needs; the viability of using contracted services; public transport or (for a young adult) the person's own transport; the need for specialist transport and/or escorts and the efficient use of resources.

6.3 Special Education Needs (SEN) Application

In most cases for pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), consideration for assisted travel arrangements will form part of the initial assessment, annual review or transition planning process. An application form can be completed and submitted online or telephone the Special Education team on 0118 937 2674 to request a hard copy. The form is also available on the Reading Borough Council website. The eligibility of these applications will be assessed by the SEN Team via the SEN Panel, using the criteria above.

6.4 Escort Provision

Escorts are provided to ensure the safety of passengers travelling to and from school. The provision of escorts is generally restricted to:

- a) Special needs pupils under the age of five years
- b) Pupils with complex needs who would be at risk on school transport if travelling unaccompanied e.g. pupils with severe behavioural difficulties, life threatening conditions, mobility problems or pupils unable to communicate effectively.
- c) Vehicles where the number of pupils travelling together necessitates the provision of an escort

Escorts must have an enhanced DBS check and have attended either the Readibus training day or a PATS training day. Attendance at further training sessions maybe required. Unless specifically employed and trained to do so, escorts are not expected to administer medical treatments.

6.5 SEN - Residential Places

Where Reading Borough Council names a residential school or provision at some distance from the parents' home, Reading Borough Council will either provide transport or pay the costs of such students' transport at the beginning and end of each half term, plus any weekend when the school is closed. Payment can include reimbursement of public transport costs, petrol costs or provision of a travel pass. All other transport costs must be met by the child's parents.

The transport is provided for the pupil and does not include transport for the parents to attend Open Days, Annual Reviews etc.

6.6 SEN - pre-school and post 16 special education transport

For children who have a Statement of Educational Needs or an Education, Health and Care Plan (EHCP) and who:

- attend an early years setting, a nursery school, or a nursery class at a primary or infant school, or
- attend a school until they are nineteen, transport will be provided on the same basis as if they were of compulsory school age.

However, the Authority may make a charge for this provision.

6.7 SEN - Working towards independent travel

Independence is a key life skill. As students become older a move to more independent method of travel is an important contribution to developing this wherever possible. Although some will require some form of assisted transport throughout their school career, many others should be working towards more independent travel, i.e. no escort followed by a bus pass or walking.

Altering the method of assisted transport for a pupil may well cause concern for both the pupil and the parents. This demonstrates the need for both an appropriate expectation within the school about the importance of independence skills for adult life and careful preparation before the review. While reviews will always take account of the pupil's needs in reaching a decision to recommend a move to more independent travel, it may be wise to raise it as a possibility at least one review before the formal recommendation may be made. Reading Borough Council will take the final decision, with parents being able to appeal to an independent panel where they disagree.

7. APPLICATIONS FOR TRANSPORT PROVISION

7.1 Special Education

Applications are made to the Special Education Team and assessed by a Panel to make a decision. Approved requests for transport provision are passed on to the School Transport Service. These give the pupils details, school, start date and any additional information which may be necessary to provide the required level of service. This should include details of equipment required e.g. tail-lift, car seat, harness or medical conditions that staff may need to be aware of such as Epilepsy, Autism, visual or hearing impairment and physical disabilities.

The School Transport Service requires 5 days' notice to allocate provision and notify operators, parents/carers and schools of the arrangements. Occasionally a longer period maybe required if a new contract is required or a pupil has complex needs.

7.2 Mainstream Provision

Applications can be made online or direct to the School Transport Team. On receipt of an application form, checks will be made with school and other records to confirm eligibility for free transport. A Supplementary form needs to be completed if application is being made based on low income.

Season tickets are issued for the start of term or within two weeks of the receipt of application. Contract vehicles are only provided where there is no suitable public transport.

In special circumstances where this is not appropriate, an alternative form of transport will be provided e.g. for pupils with medical conditions.

7.3 Concessionary Fare payers

Where spare seats are available on school transport contract vehicles, pupils not entitled to free transport maybe allowed to travel on the pre-payment of a fee determined by Reading Borough Council.

This concession can be withdrawn at any time for the following reasons:

- a) the seat is required for a pupil entitled to assistance
- b) the vehicle ceases to operate
- c) non-payment of account
- d) operational requirements egg route re-organisation, provision of a smaller vehicle
- e) misbehaviour by the pupil

7.4 General

To monitor the use and effectiveness of its system, The School Transport Service will keep accurate student records, along with details of service providers, season ticket details, and other statistical information. All information about individuals and their particular requirements will be handled with sensitivity and confidentiality, and in accordance with the Data Protection Act.

8.0 TRANSPORT RESPONSIBILTIES

8.1 Reading Borough Council Responsibilities

Reading Borough Council's School Transport Service is responsible for;

- Determining service provision in accordance with pupil needs;
- Awarding contracts in accordance with the Council's tendering procedures;
- Providing escort training;
- Endeavouring to ensure that pupils travelling time is kept to a minimum;
- Monitoring service provision and taking action to rectify problems.

The Council reserves the right to withdraw transport for any pupil who presents a safety risk to other passengers.

Transport arrangements are subject to change when pupils leave or join a route. The transport provider may also change as the Authority reviews provision to ensure the most cost effective transport.

The Authority will not fund additional journeys or routes which are put in place by anyone other than officers within the SEN or School Transport sections, without prior approval of the relevant budget holder.

8.2 Escort Responsibilities

- Escorts should have undergone an enhanced DBS check attended a Readibus or PATS Training day, and be wearing an identity badge issued by a Local Authority during working hours.
- Escorts should be aware of the Code of Practice and any contingency plans laid down by the contractor regarding breakdowns, accidents or other emergencies.

School Transport Policy – Draft 20th June 2017

Staff should ensure they have emergency contact numbers for the parents of pupils travelling on their routes.

- Escorts should ensure that pupils board and alight safely by keeping doors closed while vehicle is moving, not allowing children to open or closing doors and ensuring that pupils are well clear of the vehicle before driver moves off. Parents are responsible for bringing pupils to the vehicle and collecting them in the afternoon - the escort should not leave pupils on the vehicle unsupervised at any time.
- The escort should ensure all luggage is stowed safely and that pupils have seat belts or other harnesses and seats secured.
- The escort should, as far as possible, sit where the pupils can be watched. Clear guidelines should be set as to what is acceptable behaviour. Severe or persistent misbehaviour should be notified to the school.
- The escort should exercise reasonable control and ensure pupils do not hinder the driver. Escorts should not engage in confrontational situations with parents but report the incident to the employer or the School Transport Team.
- Under no circumstances should an escort strike a pupil. Where pupils are involved in a fight or confrontation, minimum, appropriate, physical restraint may be used (Where there are concerns, training will be given).
- Escorts should never use foul language or abusive gestures but should maintain a courteous, professionally detached relationship with the pupils, parents, school staff and the driver. Inappropriate conversation topics will be avoided. Staff should not tease, play or 'fool around' with passengers and should not interfere with their belongings. All passengers should be treated with care, respect and dignity.
- Physical contact with pupils will be kept to a minimum. Staff are not permitted to lift children on/off vehicles.
- In the event of an accident or breakdown, the escort will remain with the children.
- The escort will co-operate with Authority staff, teachers and parents to resolve problems, reporting any issues felt to be relevant to the child's well being. Incidents, conversations or behaviour changes can indicate a pupil has a problem.
- Escorts should be aware that some of the information about the pupils is confidential. Any written notes should be kept in a safe place which cannot be accessed by others.
- If no-one is available to receive a pupil at the end of the day, escorts should be prepared to take the child for the remainder of the journey before returning to the pupil's house. It is helpful for staff to ensure they have contact numbers for the parents in case of an emergency.
- Escorts should ensure that pupils do not eat on the vehicles to reduce the risk of choking and to avoid medical conditions and allergies being aggravated.
- No smoking is permitted during working hours.
- Escorts should not be in possession of alcohol, drugs or offensive weapons.
- The Escort should be trained to use any equipment provided e.g., harnesses, car seats etc.

8.3 Driver Responsibilities

- Drivers should not drive a vehicle they consider to be unroadworthy. The vehicle should be plated and the driver should display his Identity Badge at all times.
- The schedule should be followed using only designated pick up points.
- The driver should be aware that the schedules contain information relating to pupils which is confidential and they should not be left in places where they can be accessed by others.
- Always park so that pupils alight on the pavement and not in the carriageway and make sure all pupils are clear of the vehicle before moving off.
- Drivers should not allow any unauthorised passengers to travel.
- A courteous, professionally detached relationship should be maintained with pupils, parents, school staff and escort.
- The driver should exercise reasonable control, assisting escorts when one has been provided. Drivers should not engage in confrontational situations with parents but report the incident to the employer or the School Transport Team
- Under no circumstances should a driver strike a pupil. Where pupils are involved in a fight or confrontation, minimum, appropriate, physical restraint may be used (Where there are concerns, training will be given).
- Drivers should never evict a pupil from the vehicle, but should report misbehaviour to staff.
- Drivers should never use foul language or abusive gestures. Inappropriate conversation topics will be avoided. Staff should not tease, play or 'fool around' with passengers and should not interfere with their belongings. All passengers should be treated with care, respect and dignity.
- Inappropriate conversation topics and language must be avoided. Physical contact with pupils should be kept to a minimum.
- The driver should ensure that school transport signs and route numbers are displayed correctly.
- Children should not open and close doors - childproof locks should be used where available. Before moving away, drivers should ensure that all passengers are seated and that appropriate seat belts/restraints are secured.
- The driver should never leave pupils unattended. When returning pupils home the driver should wait until the child is received by a responsible adult.
- The driver should be trained to use any equipment provided e.g. ramps, lifts, harnesses, fire extinguishers, strap cutters etc.
- Most schools have arrangements for parking, picking up and setting down within the grounds and drivers are expected to co-operate with their procedures-
Drivers should adhere to speed limits, not use mobile phones unless parked and are not permitted to smoke. Where practicable, drivers should switch off vehicle engines to reduce smoke emissions, noise and other pollutants. Vehicles should not be left unattended. If a driver leaves the vehicles it must be secured locked and parked in a safe and appropriate place.
- The driver should be aware of procedures in the event of a breakdown, accident or other hazard such as fire. All incidents should be reported as soon as is possible.
- The driver should not be in possession of alcohol, drugs or offensive weapons.
- The driver should be aware and compliant with regulations relating to Drivers' hours.

- The driver should advise their employer, and, if necessary, the DVLA, Swansea of any change in their medical condition which may affect their fitness to work.

8.4 Operator Responsibilities

- The operators should have read the Code of Practice for School Transport Operations which forms part of the contract between the Operator and the Authority. This covers reliability of operation, procedures for breakdowns and emergencies, customer care, vehicle provision and maintenance, contact details, and service monitoring.
- The operator should ensure that all legislation relating to the transport provision is adhered to including, licensing, badged staff, vehicle maintenance, provision and displaying of school transport signs, wheelchair floor tracking, harnessing and tail lift testing and maintenance, record keeping etc. All records should be available for inspection by the staff from the Council as required.
- The operator is responsible for ensuring that staff are aware of procedures for breakdowns, accidents or other incidents

8.5 School Responsibilities

- Staff should be available to transfer pupils between the vehicle and the classroom. Escorts and driver should not leave pupils unattended while accompanying other pupils from classrooms.
- The school should ensure that loading areas are as safe as possible, minimising the movement of pupils round moving vehicles.
- Changes which affect the transport provision e.g. early closures, school trips, pupils leaving etc should be notified as soon as possible. Minor changes can be notified direct to the operator. Changes which may affect the cost to the Authority should be notified to the School Transport Service.
- The Operators will present a Con 1 form at the end of each month. These should be signed by authorised signatories at the school to confirm the number of days transport has been provided.
- Monitoring forms are available for schools to survey the transport and advise of any concerns they may have.
- Advice maybe sought from school staff regarding problems that may arise with individual pupils.

9 CHANGE OF CIRCUMSTANCES, LOSS, ERRORS, FRAUD

9.1 If a child aged less than eight years receives free transport, but would lose this entitlement on turning eight due to the different walking distances involved, free transport will be maintained to the end of the term in which the child's eighth birthday falls.

9.2 If a child moves out of Reading Borough, the student must surrender any travel pass with immediate effect. Responsibility for travel will rest with the Local Authority in whose area the student then resides.

- 8.3 Where a child is awarded a season ticket for public transport, he or she must carry the ticket for all home to school journeys, and show them when asked. If a child is unable to attend school because the season ticket has been lost or stolen, the parent is responsible for transporting the child until a replacement ticket is issued.
- 9.4 Where a pupil has been assessed as eligible for transport assistance in error, or as a result of defective information or fraud investigation, the provision will be withdrawn at the end of the term in which the matter is brought to the attention of the parent. Any passes issued to the child must be returned at the end of that period. In the case of a fraudulent application, assistance will be withdrawn at the end of the week in which clear evidence of such fraud is presented.
- 9.5 Reading Borough Council reserves the right to take legal action against any parent who makes a fraudulent application for free school transport.

10 QUALITY AND STANDARDS

10.1 Service Standards and Codes of Practice

In addressing service quality, RBC will set service standards that promote journey quality and effectively address bullying or poor behaviour.

10.2 Parents and Children

Although Reading Borough Council may provide transport assistance, the parent is still responsible for ensuring that their child attends school.

10.3 Contracted Services

RBC issues a Code of Practice for Operators. Where transport is provided through contracted services, as part of the conditions of the contract, RBC requires its contractors, their employees and any sub contractors, to adhere to this Code.

If a contractor, its employees, or any sub-contractor, fails to comply with the Code of Practice for Contractors, RBC may deem the Operator to be in breach of contract.

10.4 Emergency Closures

10.4.1 Severe Weather Conditions

After consideration of the forecasts, Headteachers may decide that the health and safety of pupils necessitate closing the school. Announcements on school closures are made on local radio stations when weather is severe.

If the weather deteriorates once pupils have arrived at school, Headteachers will advise the Authority if they deem it necessary to close and arrangements will be made for vehicles to collect pupils as soon as is practicable. Parents will be contacted to ensure that care is available on their return.

10.4.2 Loss of Essential Services

In the event of heating breakdown or disruption of other essential services (such as water supply), especially during cold weather, the Headteacher may arrange for pupils to be returned home. Parents would be notified accordingly.

10.5 Behaviour on School Transport

For reasons of health and safety your child must always wear an appropriate seatbelt. In addition, pupils should not:

School Transport Policy – Draft 20th June 2017

Eat or drink on the vehicle
Stand up in the vehicle whilst it is moving
Distract the driver in any way
Play radios, personal music players (CDs, MP3s, ipods, mobile phones etc) unless using personal headphones
Drop litter inside the vehicle
Smoke on school transport
Parents will be responsible for any damage caused to the vehicle by their children and will have to pay the operator for any repairs that maybe necessary, including cleaning costs where appropriate.

If a child persistently misbehaves, RBC reserves the right to withdraw transport provision - either on a temporary or permanent basis. If it is necessary to take this course of action, the parent is then responsible for ensuring their child's continued attendance at school.

The Education Act 2006 makes it clear that head teachers have the right to address unacceptable behaviour, even when this takes place outside the school premises and this includes behaviour on school transport.

11 COMMENTS AND COMPLAINTS

- 11.1 Reading Borough Council welcomes feedback and constructive comments from its service users. The School Transport Service will pick up all comments about services, whether written or verbal, made face-to-face or over the telephone - including those which are not formal complaints.
- 11.2 If things go wrong, the School Transport Service will endeavour to rectify the situation swiftly, to the satisfaction of all parties, as long as the solution is not outside the boundaries of this policy.
- 11.3 However, the School Transport Service can only deal with complaints about the services that are contracted by the School Transport Service. Complaints about contracted services will be dealt with in accordance with Reading Borough Council's published complaints procedure. Complaints about services provided by train operating companies, or bus companies, must be directed to the company in question.

12 APPEALS

- 12.1 Stage One. If a parent has had an application for free school transport turned down by the School Transport Service, an appeal against this decision can be made. The Parent(s) will be asked to submit a challenge in writing, or complete an on-line form, within 20 working days from receipt of the Authority's written decision. The statement should include any personal circumstances you feel should be considered, accompanied by any additional supporting evidence from professionals.

The decision will then be reviewed by a Reviewing Officer within 20 working days of receipt of the request and parent(s) will be notified.

School Transport Policy – Draft 20th June 2017

If assistance is granted, it will normally take the form of a bus pass or the most economical option possible. If other provision is being sought, the request should form part of your submission.

12.2 **Stage Two.** If you wish to challenge the Stage One Reviewing Officer's decision you have 20 working days from receipt of the Stage One decision to submit your intention to progress your case to Stage Two where your case will be reviewed by an Officer Panel headed by a Manager. You will have the opportunity to submit additional information. Your appeal date will be within 40 working days of receipt of your request and supporting information. Prior to your case being heard, a full copy of all correspondence will be sent to you. The Panel will meet approximately once a month (dependent on demand) and consider each case on its individual merits. A letter will then be sent outlining the Panel's decision.

12.3 **Grounds for Appeal**

You can appeal on one of the following grounds:

- That the policy has not been properly applied
- That the policy has been properly applied but there are exceptional circumstances (Please note - A parent being unable to take their child to school due to work commitments will not be considered as exceptional circumstances)

12.4 Pending a review, it remains the parent/carers responsibility to ensure their child attends school.

12.5 If the appeal is unsuccessful, an appeal can be made to the Local Government Ombudsman. The Ombudsman can be contacted at:
PO Box 4771, Coventry, CV4 0EH (Tel 0845 602 1983)
or through the website: www.lgo.org.uk.

APPENDIX 1 - SAFETY OF ROUTE GUIDELINES

From the 2002 Guidelines: Identification of hazards and the assessment of risk of walked routes to school - Local Authority Road Safety Officers' Association (LARSOA)

1. In assessing the safety of a particular journey, consideration is given only to danger relevant to traffic/highway conditions.
2. It is essential that each case be considered on its merits.
3. The pupil may be assumed to be accompanied as deemed necessary by a normal caring parent or other responsible adult.
4. Judgements should be made fair in regard to both urban and rural routes. The task of a pedestrian in urban areas, even where there are footways, can be difficult when regard is had, for example, to the need to cross main traffic routes.
5. Consideration should be given to the overall nature of the route. It is not unreasonable to expect special care to be taken on short difficult sections.
6. Where difficult sections exist on a road, their locations within the overall journey is relevant since applications for free transport would not normally be entertained in respect of very short journeys.
7. Where a footway, public footpath or bridleway exists such can normally be assumed to provide a safe route for that part of the journey.
8. Where a verge exists along which it is possible for the child and accompanying person to walk, the verge can normally be assumed to provide a safe route for that part of the journey.
9. Where, on lightly trafficked roads, a verge exists which is not easy to walk on but which can be stepped onto by the child and accompanying adults when vehicles are passing, it can normally be assumed to provide a safe route for that part of the journey.
10. Many rural routes may lie along roads having neither footway nor verge. On such roads consideration should be given to the width of the carriageway, traffic flow and composition (such as frequent heavy goods vehicles) and to visibility (i.e. sharp bends with high hedgerows or banks).
11. Where there is evidence that a route is used by children (either accompanied or not) outside school hours this should be taken into account in judging whether it is available for journeys to school
12. Consideration should be given to the relevant accident record of the route with particular regard to the effect on pedestrian movements.
13. Where road crossings are necessary, the availability of justified crossing facilities (zebra, pelican, school crossing patrol) using the laid down criteria should be taken into consideration.

SCHOOL TRANSPORT APPEAL PROCESS

If an application is turned down, a challenge can be made either on-line at:
www.reading.gov.uk/schooltransportappeal

or by submitting a written challenge to:

School Transport Manager
Reading Borough Council, Bridge Street, Reading RG1 2LU

GROUNDINGS FOR CHALLENGE

You can challenge on one of the following grounds:

- That the policy has been incorrectly applied
- That the policy has been properly applied but there are exceptional circumstances

STAGE ONE

A challenge should be submitted within 20 working days from the receipt of the Authority's written decision. The Statement should include any personal circumstances you feel should be considered, accompanied by any additional supporting evidence from professionals.

The decision will be reviewed by a Reviewing Officer within 20 working days of receipt of the request and parents/carers will be notified in writing.

STAGE TWO

If you wish to challenge the Stage One decision by the Reviewing Officer, you have 20 working days from receipt of the Stage One decision to submit your intention to progress your case to Stage Two, where your case will be reviewed by an Officer Panel headed by a Manager and the Lead Member for Education.

You will get the opportunity to submit additional information.

The Stage Two review will take place within 40 working days of receipt of our request. Prior to the case being heard, a full copy of all correspondence will be sent to you.

A letter will then be sent outlining the Panel's decision. Transport assistance, if awarded, will normally take the form of a bus pass. If other provision is being sought, the request should form part of your submission.

LOCAL GOVERNMENT OMBUDSMAN

If the challenge is unsuccessful and you believe that there has been an administrative fault with the way Reading Borough Council has handled your appeal, you may contact the Local Government Ombudsman who investigates complaints about Councils. Contact details below:-

PO Box 4771, Coventry CV4 0EH (Tel 0845 602 1983) www.lgo.org.uk



Code of Practice
For
School Transport Operation

Revised August2016

CONTENTS

Section	Page
1. Introduction	3
2. General	3
3. Licensing and Insurance	4
4. Contract Revision, Conditions, Invoicing and Payments	5
5. Dealing with Information	5
6. Reliability of Service	7
7. Service Requirements	7
8. Breakdowns, Emergencies and Road Closures	8
9. School Closures	8
10. First Aid/Infection Control/Illness	9
11. Customer Complaints	10
12. Customer Care	10
13. Vehicles	14
14. Other Matters	15
15. Service Monitoring	15
16. Responsibilities	16
Appendix 1	17
Appendix 2	18
Appendix 3	19

1. INTRODUCTION

This Code of Practice is a requirement of the contract. Failure to comply can constitute a breach of contract and may result in the Contractor being penalised or the contract terminated.

The provisions of this Code of Practice do not replace any provisions contained in the Contract documents nor in Statute or Regulation.

The contractor is expected to bring the Code of Practice to the attention of local managers, and ensure that all drivers and escorts have seen or are supplied with copies of all relevant sections.

2. GENERAL

The Council shall be sole hirer of the vehicle during any period it is carrying out the contract.

Any change to the details of ownership of the Contractor's business must be notified to the Council, in writing, detailing the exact nature of the change.

The contractor undertakes to keep confidential and not to disclose, without the Council's written consent, any confidential information supplied by the Council save when ordered to do so by a court or Tribunal of competent jurisdiction.

The Contractor shall not, whether him/herself or by any person employed by him/her to provide the service, solicit any gratuity, tip or any other form of money/gifts/payment in kind, or charge for any part of the service other than bona fide charges approved by the Council.

The Contractor and employees shall not hold themselves as being an agent of the Council and are not authorised to enter into any contract on behalf of the Council. The Contractor has no power to make, vary or waive any bye-laws or regulation of any kind.

Any questions arising as to the right of any person to be conveyed by the contractor on an RBC Contract shall be referred to the STS whose decision shall be final.

The Council shall not be held responsible for any damage howsoever caused to the vehicle by the passenger carried therein or from any other cause. However, RBC shall give the Contractor reasonable assistance in obtaining restitution for damaged vehicle or equipment. The Contractor may, upon agreement with the STS, refuse to provide a pupil with transportation until vandalism damage caused by such pupil is paid in full.

The Contractor must meet all legislation relating to Environmental standards as enacted by Governing bodies at all operational bases and in the standard of vehicles operated.

3. LICENSING, INSURANCE AND INDEMNIFICATION

The Contractor shall for the duration of the Contract, keep in force the relevant Licence/Permit relevant to the vehicles being operated to fulfil the Contract and shall produce the relevant Licence at any time as requested by the Council for inspection by authorised officers.

In the event that the said Licence/Permit shall be suspended/revoked or have conditions attached which inhibit the operation of the Contract, the continuation of the Contract will be immediately determined. The Contractor shall pay to the Council the amount of any direct loss/damages caused to the Council by that determination.

The Contractor shall notify the Council within 7 days of any change to his PCV Operator's Licence or permit. The Contractor shall provide details (if requested) of the Certificate of Professional Competence held in respect of his/her undertaking and shall notify the Council in writing immediately, if requested, of any changes relating to the holder of the Certificate.

The Contractor shall at the commencement of the Contract period and thereafter, on request, produce to the Council a copy of the Insurance Policies together with documentary evidence that such insurances are properly maintained. Any and all changes to insurance cover should be conveyed to the School Transport Service within 7 days of the change taking place.

As well as the insurance cover for the vehicles, the Contractor should also have adequate Public Liability Insurance.

Cover in respect of personal injury or death of any person arising under a contract of service with the Contractor and arising out of an incident occurring during the person's employment shall be maintained by the Contractor and shall comply with any Statutory orders eg Employer's Liability (Compulsory Insurance) Act 1969.

The Contractor shall indemnify RBC, its Councillors, officers and employees from and against any claim or demand which maybe made by any person, firm or corporation, or other entity arising from or caused by any act of neglect, default or omission of the Contractor in the performance of this agreement, except to the extent that such a claim or demand arises from or is caused by the negligence or wilful misconduct of RBC, its agents or employees.

4. CONTRACT REVISION, CONDITIONS, INVOICING AND PAYMENT

- 4.1 The contractor shall submit invoices for the preceding month no later than the 10th of each month. The invoice should be emailed to Accounts.payable@reading.gov.uk (cc'd to School Transport). The Con 1 form should be signed and stamped by the school confirming the days that the contract operated and the original should be sent to the School Transport Service. The Con 1 should also give details of the vehicle registration, the driver and escorts' names or badge numbers and the Licence that the contract operated under.

Invoices should be made out to Reading Borough Council, be individually numbered, include the Operator name that the Contract was awarded to, the address, the school name, route number and Purchase Order Number along with the Contractor's VAT number if applicable. A Purchase Order number will be emailed to the operator before the commencement of the contract. Purchase Orders will be valid for the financial year (April-March) in which they were issued. New Purchase Orders will be issued for the start of each financial year.

The invoice will be paid at the rate in operation at the time. Any increase in daily rates, additional trips or one-off expenses will not be paid unless previously agreed.

All Invoices and Con 1 Forms should be accurate, clear and legible.

- 4.2 Contracts are awarded for three years. This can be extended by the School Transport Service in exceptional circumstances and at this point, an adjustment to the price can be sought.
- 4.3 The Contract maybe terminated before the expiry date if the STS Manager determines that the route is no longer necessary or if otherwise mutually agreed between the STS Manager and the Contractor or if either party serves 42 days notice of termination on the other.

The contract will be terminated immediately if the contractor is in breach of the following:

- Allowing a driver or escort to work on a school transport contract before being authorised to do so
- Using an unplatd /licensed vehicle
- Carrying unauthorised passengers
- Failing to notify the Council promptly of the involvement of any school contract vehicle in a personal injury accident

5. DEALING WITH INFORMATION

5.1 Freedom of Information

The Contractor shall provide all relevant information which might be required by the Council without charge, and as soon as reasonably practical, in order that the

Council may act fairly, properly and in accordance with its statutory obligations to the Freedom of Information Act 2000.

5.2 **Data Protection**

The Council and Operator acknowledge that for the purposes of the Data Protection Act 1998, the Council is the Data Controller and the Operator is the data processor of any Personal Data.

The Operator shall promptly comply with any request from the Council requiring the Operator to amend, transfer or delete Personal Data.

The Operator shall promptly inform the Council if any Personal Data is lost, destroyed or becomes damaged, corrupted or unusable.

The Operator shall take appropriate technical and organisational measures against the unauthorised or unlawful processing of personal data and against the accidental loss, damage or destruction of Personal Data.

If the Operator or Council receive any complaint, notice or communication which relates, directly or indirectly to the processing of Personal Data or compliance with the Data Protection Act, both parties will co-operate to respond appropriately.

The Operator shall ensure that access to Personal Data is limited to those employees who need access to the Personal Data to meet the Operators' contractual obligations and that access is only to such parts of the Personal Data that is strictly necessary to carry out their duties.

The Operator shall ensure that all employees :

- a) are aware of the confidential natures of the Personal Data
- b) are aware of the Operators' duties and their personal duties with regard to the Data Protection Act

The Operator shall not disclose any Personal Data to a Third Party other than at the request of the Council.

The requirement to give notice of termination will not apply if the Council believes the Operator is in breach of any of its obligations regarding the handling of personal data.

The Operator agrees to keep indemnified and defend, at own expense, against costs, claims damage and expenses incurred by themselves due to any failure by the Operator or employees to comply with any obligations under the Act.

Without prejudice to the Council's rights in relation to the approving of sub-contracting, the Operator may only authorise a sub-contractor to process Personal Data:

- a) subject to the Council's prior consent where the Operator has supplied the Council with details of the sub-contractor
- b) provided that the sub-contractor's contract is on terms which are substantially the same.

6. RELIABILITY OF OPERATION

Services shall be operated in accordance with the contract schedule, observing all agreed stops. Contractors must ensure that all children on the schedule are accounted for. No changes shall be made without the written consent of the Council. No contracts may be combined in any way unless previously agreed in writing by the STS.

- 6.1 The service shall operate on all days that the school is open.
- 6.2 No service shall be operated earlier or later than the scheduled time.
- 6.3 Delays shall be minimised and every effort made to correct consistent late running.
- 6.4 Contractors should whenever possible, try to designate staff to particular contracts so that children may feel more secure.
- 6.5 The Council reserves the right to withhold payment, or part payment, of contract sums should operators fail to provide services to a satisfactory standard, as set out in Appendix 1.

7. SERVICE REQUIREMENTS

- 7.1 The Operator must convey all passengers on days required according to the route Schedule. Drivers must not deviate from the route unless for an emergency or road closure. Passengers must not be taken out of the vehicle while on route, nor must the route be interrupted.
- 7.2 No passenger can be set down at any point other than the school/college attended or the normal alighting point to return home unless previously agreed by the STS.
- 7.3 Behaviour problems in the course of a journey should be reported to the school as soon as possible and where necessary to the Council and parents concerned. The STS may instigate periods of withdrawal from contracts for pupils who behaviour problems are persistent. However, operators must be aware that the Council has legal obligations to provide transport for certain pupils and the withdrawal of transport is a last resort after all other procedures have been exhausted, and that a Health and Safety risk has been identified to other pupils, staff or members of the public.
- 7.4 Advice on term dates and Inset days will be supplied by the STS before the start of each academic year, but Contractors may need to confirm specific changes eg In- year changes, closures for Polling Station use etc.
- 7.5 At the start of each academic year, the driver must confirm pick-up times with parents.

- 7.6 Parents are requested, in writing, to advise if transport is not required on particular days. Should an Operator have a wasted journey through pupils not attending without notice, 50% of the daily rate can be claimed.
- 7.7 Parents are also advised, in writing, that the vehicle will wait for no more than 2 minutes. Drivers are advised to contact their Controller or the STS to give confirmation of the time they are pulling away to avoid possible disputes with parents over whether the service has operated. Parents are responsible for bringing pupils to the vehicle and collecting from the vehicle in the afternoon. The driver/escort responsibility is only for pupils on the vehicle.
- 7.8 If there is no responsible adult available to receive a pupil in the afternoon, the driver should complete the remainder of the contract before returning to the address. Telephone numbers on the schedule should be used to contact parents to confirm their location. If there is still no-one home, the STS should be contacted.
- 7.9 All points in Sections (12) and (13) relating to vehicles and Customer Care should be complied with.

8. BREAKDOWNS, EMERGENCIES AND ROAD CLOSURES

- 8.1 Contractors must have contingency plans for dealing with vehicle failures, staff shortages and other operational emergencies.
- 8.2 In the event of a vehicle breakdown, accident or similar emergency:
 - a) Passengers on the vehicle shall be advised of the situation and of what arrangements are being made for them to continue their journey.
 - b) The contingency plan shall be put in place and arrangements made to cover any subsequent journeys. Any additional costs incurred will be at the Contractor's expense.
 - c) Where pupils are likely to be delayed in excess of fifteen minutes, the operator shall inform the school and the STS immediately.
 - d) In the event of a Road Traffic Accident, or where a driver is reported for any Road Traffic Offences, which occur whilst children are being conveyed, the STS must be informed immediately and a written report submitted within 3 days. This maybe Emailed.
- 8.3 In the event of a short-term emergency closure of any part of the scheduled route, the contractor shall endeavour to maintain the service by following the signposted diversion or where not available, the safest appropriate diversion route. This shall be at the Contractor's expense. If a pupil lives within the closed area, it maybe necessary to telephone the parent and arrange a point where the vehicle can be met.

9. SCHOOL CLOSURES

- Payment is made only for days when the school is open with part-payment made in exceptional circumstances.
- a) Adverse Weather Conditions

Headteachers will assess conditions and when unable to open, will follow the Councils' procedures. Operators and parents are asked to tune into local radio stations during periods of adverse weather for details of school closures.

The Operator shall make every reasonable effort to run the service in adverse conditions of snow, ice, flood or any other extraordinary circumstances.

Where it has not been possible to operate a school transport contract in the morning, the Contractor should liaise with the school and the STS to confirm whether any pupils require transport in the afternoon.

When weather conditions deteriorate during the day, schools may make the decision to close early. Operators should ensure that their published contact number is manned during the times stated in Section 14 of this code and ensure that they have up-to-date contact details for drivers and escorts so that pupils can be collected as promptly as possible.

When a Contractor has attempted to operate a contract but been unable to complete, 50% of the daily rate will be payable. Details should be provided on the Con 1 forms returned with the monthly invoices and confirmed by the school.

b) Inset Days

A list of the Inset Dates provided by schools will be supplied to Operators at the start of each Academic year. Schools should notify the Contractors and the STS of any changes to these dates. Any costs incurred due to this information not being supplied should be charged to the school.

c) Other Closures

A number of schools are designated as Polling Stations during elections and schools are responsible for notifying the Operators if this requires them to close.

Unexpected emergencies requiring a school closure eg gas leak, interruption to power, water, heating supplies will be notified to the Operators and the STS. Where necessary, announcements will also be made on local radio stations and published on their websites.

Payment will only be made for journeys attempted prior to notification of closures being received.

10. FIRST AID/INFECTION CONTROL/ILLNESS

- 10.1 Although First Aid kits are required on vehicles, staff should not undertake any procedure beyond their training. Medical help should be sought where necessary.
- 10.2 No medication or drugs should be given to a pupil (unless instructed to do so for a named passenger following training).
- 10.3 In the event of an emergency an ambulance should be called once the vehicle is parked in a safe place, identifiable for the ambulance to locate.
- 10.4 If a pupil appears ill at the start of the day, staff should confirm with the parent that the child is fit enough to be in school. If a pupil becomes ill while at school, it is the parents' responsibility to collect their child.

- 10.5 Should a pupil become ill during transit, the driver should return him/her home, after first checking that there will be a responsible adult available.
- 10.6 Basic rules of hygiene should be followed. As water is not available, the use of cleansing gel should be considered where an escort or driver has direct contact with pupils. Cuts should be covered and disposable gloves used if in contact with bodily fluids.

11. COMPLAINTS PROCEDURES

- 11.1 The Contractor shall have a Complaints Policy in place and shall manage all complaints relating to STS contracts.
- 11.2 All complaints received by the STS will be logged and investigated. Penalties for Operators in breach of their Contract will be advised in writing. (See Appendix 1).
- 11.3 No liability shall attach to the Contractor in the event of his failure to perform any part of the contract satisfactorily if it can be demonstrated that such failures arose wholly as a result of events which he had no control over.

12. CUSTOMER CARE

Contractor's staff are vital to the smooth operation of the contract. They not only represent the Contractor, but also indirectly the Council. The welfare of the pupils is of paramount importance.

12.1 LEA Responsibilities

Reading Borough Council's School Transport Service is responsible for;

- Determining service provision in accordance with pupil needs;
- Awarding contracts in accordance with the Council's tendering procedures;
- Providing escort training;
- Endeavouring to ensure that pupils travelling time is kept to a minimum
- Monitoring service provision and taking action to rectify problems;
- The Council reserves the right to withdraw transport for any pupil who presents a safety risk to other passengers.
- Transport arrangements are subject to change when pupils leave or join a route. The transport provider may also change as the Authority reviews provision to ensure the most cost effective transport.
- The Authority will not fund additional journeys or routes which are put in place by anyone other than officers within the SEN or School Transport sections, without prior approval of the relevant budget holder.

12.2 Escort Responsibilities

- Escorts should have undergone an enhanced DBS check attended a Readibus or PATS Training day, and be wearing an identity badge issued by the LEA during working hours. The DBS check and badge will be renewed every 3 years.
- Escorts should be aware of the Code of Practice and any contingency plans laid down by the contractor regarding breakdowns, accidents or other emergencies. Staff should ensure they have emergency contact numbers for the parents of pupils travelling on their routes.
- Escorts should ensure that pupils board and alight safely by keeping doors closed while vehicle is moving, not allowing children to open or closing doors and ensuring that pupils are well clear of the vehicle before driver moves off. Parents are responsible for bringing pupils to the vehicle and collecting them in the afternoon – the escort should not leave pupils on the vehicle unsupervised at any time.
- The escort should ensure all luggage is stowed safely and that pupils have seat belts or other harnesses and seats secured.
- The escort should, as far as possible, sit where the pupils can be watched. Clear guidelines should be set as to what is acceptable behaviour. Severe or persistent misbehaviour should be notified to the school.
- The escort should exercise reasonable control and ensure pupils do not hinder the driver. Escorts should not engage in confrontational situations with parents but report the incident to the employer or the School Transport Team.
- Under no circumstances should an escort strike a pupil. Where pupils are involved in a fight or confrontation, minimum, appropriate, physical restraint may be used (Where there are concerns, training will be given).
- Escorts should never use foul language or abusive gestures but should maintain a courteous, professionally detached relationship with the pupils, parents, school staff and the driver. Inappropriate conversation topics will be avoided. Staff should not tease, play or ‘fool around’ with passengers and should not interfere with their belongings. All passengers should be treated with care, respect and dignity.
- Physical contact with pupils will be kept to a minimum. Staff are not permitted to lift children on/off vehicles.
- In the event of an accident or breakdown, the escort will remain with the children.
- The escort will co-operate with Authority staff, teachers and parents to resolve problems, reporting any issues felt to be relevant to the child’s well being. Incidents, conversations or behaviour changes can indicate a pupil has a problem.
- Escorts should be aware that some of the information about the pupils is confidential. Any written notes should be kept in a safe place which cannot be accessed by others.
- If no-one is available to receive a pupil at the end of the day, escorts should be prepared to take the child for the remainder of the journey before returning to the pupil’s house. It is helpful for staff to ensure they have contact numbers for the parents in case of an emergency.

- Escorts should ensure that pupils do not eat on the vehicles to reduce the risk of choking and to avoid medical conditions and allergies being aggravated.
- No smoking is permitted during working hours.
- Escorts should not be in possession of alcohol, drugs or offensive weapons.
- The Escort should be trained to use any equipment provided eg, harnesses, car seats, etc.

12.3 Driver Responsibilities

- Drivers should not drive a vehicle they consider to be unroadworthy. The vehicle should be plated and the driver should display his Identity Badge at all times.
- The schedule should be followed using only designated pick up points.
- The driver should be aware that the schedules contain information relating to pupils which is confidential and they should not be left in places where they can be accessed by others.
- Always park so that pupils alight on the pavement and not in the carriageway and make sure all pupils are clear of the vehicle before moving off.
- Drivers should not allow any unauthorised passengers to travel.
- A courteous, professionally detached relationship should be maintained with pupils, parents, school staff and escort.
- The driver should exercise reasonable control, assisting escorts when one has been provided. Drivers should not engage in confrontational situations with parents but report the incident to the employer or the School Transport Team
- Under no circumstances should a driver strike a pupil. Where pupils are involved in a fight or confrontation, minimum, appropriate, physical restraint may be used (Where there are concerns, training will be given).
- Drivers should never evict a pupil from the vehicle, but should report misbehaviour to staff.
- Drivers should never use foul language or abusive gestures. Inappropriate conversation topics will be avoided. Staff should not tease, play or ‘fool around’ with passengers and should not interfere with their belongings. All passengers should be treated with care, respect and dignity.
- Inappropriate conversation topics and language must be avoided. Physical contact with pupils should be kept to a minimum.
- The driver should ensure that school transport signs and route numbers are displayed correctly.
- Children should not open and close doors – childproof locks should be used where available. Before moving away, drivers should ensure that all passengers are seated and that appropriate seat belts/restraints are secured.
- The driver should never leave pupils unattended. When returning pupils home the driver should wait until the child is received by a responsible adult.

- The driver should be trained to use any equipment provided eg ramps, lifts, harnesses, fire extinguishers, strap cutters etc.
- Most schools have arrangements for parking, picking up and setting down within the grounds and drivers are expected to co-operate with their procedures-
Drivers should adhere to speed limits, not use mobile phones unless parked and are not permitted to smoke. Where practicable, drivers should switch off vehicle engines to reduce smoke emissions, noise and other pollutants. Vehicles should not be left unattended. If a driver leaves the vehicles it must be secured locked and parked in a safe and appropriate place.
- The driver should be aware of procedures in the event of a breakdown, accident or other hazard such as fire. All incidents should be reported as soon as is possible.
- The driver should not be in possession of alcohol, drugs or offensive weapons.
- The driver should be aware and compliant with regulations relating to Drivers' hours.
- The driver should advise their employer, and, if necessary, the DVLA, Swansea of any change in their medical condition which may affect their fitness to work.

12.4 Operator Responsibilities

- The operators should have read the Code of Practice for School Transport Operations which forms part of the contract between the Operator and the Authority. This covers reliability of operation, procedures for breakdowns and emergencies, customer care, vehicle provision and maintenance, contact details, and service monitoring.
- The operator should ensure that all legislation relating to the transport provision is adhered to including, licensing, badged staff, vehicle maintenance, provision and displaying of school transport signs, wheelchair floor tracking, harnessing and tail lift testing and maintenance, record keeping etc. All records should be available for inspection by the staff from the Council as required.
- The operator is responsible for ensuring that staff are aware of procedures for breakdowns, accidents or other incidents
- The operator will ensure that all employment regulations are met for both drivers and escorts. No staff should be paid at a rate below the Government's National Living Wage.

12.5 School Responsibilities

- Staff should be available to transfer pupils between the vehicle and the classroom. Escorts and driver should not leave pupils unattended while accompanying other pupils from classrooms.
- The school should ensure that loading areas are as safe as possible, minimising the movement of pupils round moving vehicles.

- Changes which affect the transport provision eg early closures, school trips, pupils leaving etc should be notified as soon as possible. Minor changes can be notified direct to the operator. Changes which may affect the cost to the Authority should be notified to the School Transport Service.
- The Operators will present a Con 1 form at the end of each month. These should be signed by authorised signatories at the school to confirm the number of days transport has been provided.
- Monitoring forms are available for schools to survey the transport and advise of any concerns they may have.
- Advice may be sought from school staff regarding problems that may arise with individual pupils.

13. VEHICLES

All vehicles used in the provision of a service shall:

- a) Comply with all aspects of relevant legislation and regulations. Be taxed, tested, insured, licensed, well maintained, (Wheelchair accessible tail-lifts, ramps, etc, will require separate maintenance records) and in every way fit for service.
- b) Be licensed with a Local Authority as either Hackney Carriage, Private Hire or School Vehicle or display an 'O' Licence or Section 19 permit issued by the Traffic Commissioner.
- c) Have the capacity to meet the seating requirements of the contract and any items, such as wheelchairs stated on the schedule. Vehicles must also be suitable for the route covered.
- d) Display the school sign, as required by legislation, in the appropriate position.
- e) Display the contract number so that it is clearly visible to intending passengers.
- f) Be designated as 'Non-Smoking' throughout the vehicle.
- g) Have floor restraints fitted for the purpose of passengers who need wheelchairs for transportation. At no time should wheelchair passengers be transported in vehicles that do not have floor restraints fitted. The Contractor must ensure that equipment is available to ensure passengers are secured in an appropriate way to meet current guidance and legislation and that staff are familiar with its use.
- h) Be vehicles that are fitted with 3-point lap and diagonal seat restraints, and these should be properly maintained and records kept of any maintenance

checks at all times. Records should be available for inspection by the Council and its officers.

- i) Be fitted with specialist harnesses, seats or wheelchair straps when required for individual pupils. If necessary the equipment will be supplied on loan by the School Transport Service. The Contractor will be required to collect and return the equipment. Operators may elect to use their own equipment which must be suitable for the pupil and meet with all legislative requirements
- j) Equipment which is maintained and kept in good working order.
- k) Be fitted with a fire extinguisher.
- l) Be kept clean, free from litter and graffiti.

14. OTHER MATTERS

- a) The contractor must submit in writing the name, details and contact numbers of his/herself or their nominated supervisory staff who shall be responsible for implementing contingency plans in the event of service failure or other emergency between the hours of 07:30 – 17:00hrs.
- b) The contractors should supply a contact number, which is open to the public on every school day between the hours of 07:30 – 17:00hrs.
- c) Copies of any letters sent directly to the contractor by members of the public/parents concerning the operation of the service shall be sent directly to the School Transport office, within five days of receipt, together with a copy of the contractor's reply.
- d) The Council reserves the right to question the suitability of contractors' staff employed on School Transport contracts. The Contractor shall provide a replacement if requested to do so.

15. SERVICE MONITORING

- a) Contractors shall co-operate at all times with the duly authorised and identified officers of the Council engaged in collecting information regarding service quality and performance. Officers will be granted access to vehicles, and to travel on them if necessary, to monitor the operation.
- b) Contractors shall not conduct their business in a manner, which might lead to a loss of public confidence in the service, which they provide.
- c) Financial, statistical and operating information or data requested by the Council in respect of contracted services shall be submitted in the form and frequency stipulated by the Council. Detailed statistical information

will not be requested on more than four occasions each year, unless significant operational irregularities have come to light.

16. RESPONSIBILITIES

- 16.1 Compliance with the Code of Practice and any costs incurred in doing so are the responsibility of the contractor. The Council will support contractors acting in accordance with the Code of Practice and in some cases may give practical assistance, (provision of certain special needs equipment, etc) and any guidance where sought.
- 16.2 In addition to meeting the standards set out in this Code of Practice, contractors must still meet all statutory requirements associated with operating public licensed transport services whether they be PCV, Hackney Carriage Vehicles, Private Hire Taxis or School Plate Vehicles.
- 16.3 It is the contractor's duty and first priority to ensure that no person works on a School Transport contract before they have been cleared and authorised by the STS.

APPENDIX 1

Penalties for not complying with the terms of the contract

1.1 It is expected that all contracts operate within the terms of the Contract and the Code of Practice. However, penalties will be enforced as outlined below:

1.2.1 Issuing of 10 Penalty Points:

- Driver or escort using inappropriate or abusive language.
- Failure to submit invoices by the 10th of the following month
- Failure to display school bus signs as legally required
- Failure to observe any of the pick up and drop off points
- Failure to advise the school/STS of the late running of a contract.

Issuing of 20 Penalty points

- Failure to notify the LEA of any Road Traffic Accident involving a vehicle on a school transport contract
- Carrying passengers not on the schedule.

If 100 points are accrued during a term (3 term year), the contract will be reviewed and either withdrawn or a Final Warning letter issued. Any offence following the issue of a Final Warning letter will result in the contract being withdrawn.

1.2.2 A penalty of up to 50% of the daily rate and 20 Penalty Points:

- Service operating more than 15 minutes late
- Failure to supply an escort where stipulated on the schedule
- Amalgamating separate contracts without the prior agreement of the Council or mixing children from other contracts or schools onto one vehicle.
- Failure to pick up all passengers on the schedule due to use of a vehicle smaller than specified or a vehicle not equipped with the features required by the contract.
- If the Contractor assigns a contract to an operator who is not on the Council's current list of Approved Operators.
- Carrying passengers not on the schedule

If 100 points are accrued during a term (3 term year), the contract will be reviewed and either withdrawn or a Final Warning letter issued. Any offence following the issue of a Final Warning letter will result in the contract being withdrawn.

1.2.3 Immediate withdrawal of contract:

- Use of an unplatd or unlicensed vehicle.
- Use of unauthorised or unbadged driver or escort.
- Failure to notify the Council promptly of the involvement of any school contracts in a personal injury accident.
- Failure to fully observe Safeguarding/Child Protection procedures

1.3 The Contractor will be informed in writing within 5 working days, and the next contract payment will be reduced by the appropriate daily rate. Appeals against penalties will be considered if lodged within fourteen working days of receipt of notification.

1.4 The Council expects all contractors to operate according to the schedule and Code of Practice, and will monitor services to ensure compliance.

1.5 Any appeal against the issue of a penalty for non-compliance of the contract should be lodged in writing within fourteen days of notification to the address shown.

APPENDIX 2

Contract Price Adjustments

2.1 Any alteration to the initial Tender Sum due to changes to the route shall be negotiated between the Contractor and the Transport Services Manager. This includes increases due to additional children/address changes as well as decreases due to pupils leaving or reduction in the mileage.

2.2 Any journey aborted upon arrival at the inward departure point because of non-attendance by the child will be paid at 20% of the single trip cost. The return journey is automatically cancelled at no cost to the Council unless otherwise instructed by the STS. No payment will be made where cancellation is made in advance.

APPENDIX 3

Definitions

In all documents relating to contracts for the provision of services secured by the Council, the following words and expressions shall have the meaning hereby assigned to them except where the context otherwise requires:

The “Contract” shall mean the Form of Tender, the Service Specification Schedules (including information appended by the Contractor), the Letter of Acceptance, Code of Practice for School Transport and the Conditions of Contract;

The “Contractor” means the person, firm or company whose tender has been accepted by the Council;

The “Operator” means the person, firm or company under whose operating licence the service is provided;

The “Schedule” shall mean the detailed route schedule as completed by the School Transport Service, excluding any items specifically included for information;

The “Tender Sum” means the daily rate to the Council quoted by the Contractor for the execution of the contract at the commencement date.

Abbreviations

DBS – Disclosure and Barring Service

PCV – Passenger Carrying Vehicle

RBC – Reading Borough Council

STS – School Transport Service

School Transport Service
Reading Borough Council
Civic Offices, Bridge Street
Reading RG1 2LU

Telephone 0118 937 2542

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION & EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	12 JULY 2017	AGENDA ITEM:	13
TITLE:	CONSULTATION REPORT ON CHANGES TO TERM DATES		
LEAD COUNCILLOR:	CLLR JONES	PORTFOLIO:	EDUCATION
SERVICE:	EDUCATION	WARDS:	ALL
LEAD OFFICER:	GILL DUNLOP	TEL:	74148
JOB TITLE:	VIRTUAL HEAD - CHILDREN MISSING OUT ON EDUCATION	E-MAIL:	gill.dunlop@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

Reading school term and holiday dates for the academic years 2017-18 and 2018-19 are not in alignment with those of our neighbouring local authorities at certain points in the year. Due to concerns raised by head teachers and parents there has been a consultation on whether to change published term dates for these two years.

2. RECOMMENDED ACTION

- 2.1 That although the majority of those consulted supported the change to new term dates suggested in Proposal 1 Reading Borough Council officers consider that on balance it is too late to practically do so and therefore the recommendation is that the term dates and holiday dates remain as previously published for 2017-18
- 2.2 That Reading Borough Council adopts the new term dates suggested in Proposal 2 for the academic year 2018-19 giving schools and parents time to plan for the changes

3. POLICY CONTEXT

These proposals are formulated within the context of:

- 3.1 The School Admissions Arrangements as determined by Reading School Admissions Forum.
- 3.2 The School Admissions Code 2014.
- 3.2 Advice on School Attendance DfE September 2014.

4. THE PROPOSAL

The anomaly in the Easter 2018 holiday dates was first raised by head teachers in Reading concerned about the impact on the attendance of their pupils and their staff for the holiday that did not match those of our neighbours. Head teachers also reported that both staff and parents were concerned about the practicalities and cost of organising childcare when children attended different schools or where their staff live in a different area from that in which they work. Direct enquiries were also received from parents and from two Councillors on behalf of their constituents. However the driver for the consultation (Proposal 1) was the head teachers and the local authority joint wish to be proactive and seek a solution.

There is a similar anomaly in the academic year 2018-19 in the October 2018 and Easter 2019 holidays. Therefore it is prudent to consult on changes to term dates for this following year to address these issues (Proposal 2).

Before embarking on the consultation the virtual head teacher - Children Missing Out on Education and Bob Griggs (legal team) checked the statutory guidance for any legal directive on the deadline for publishing or changing published term dates; no precedent was found in either case to suggest that published term dates could not be changed.

Permission was sought from the Head of Education and Councillor Jones to begin a consultation with school staff and governors, parents (via schools), trade union and local councillors. Agreement to consult received from Councillor Jones on 30.05.17.

The Consultation was sent to head teachers, governors, parents (via schools) and Cllr Jones on 07 June 2017. The proposals were presented in term dates and calendar format.

Proposal 1:

The Reading Borough Council published dates for maintained schools do not align with those of our neighbouring local authorities or some of our Academy and Free Schools. For Reading maintained schools term ends on 23 March 2018 and the new term starts on 9 April 2018; for our neighbours and non-maintained schools term end on 29 March and term starts on 16 April. This clearly has implications for the attendance of children and school staff and childcare practicalities and potentially cost.

The schools that have published term dates in line with Reading dates are:

- All maintained primary and nursery schools
- Blessed Hugh Faringdon (term ends 22.03.18)
- Reading Girls' School
- UTC Reading
- The Wren (terms end 26.03.18)

The proposal is that all schools consider adopting term 4 end on 29 March 2018 and start term 5 on 16 April. This new term pattern gives a total of 194 days so an extra day will need to be found. The most obvious options are 20 December 2017 or 25 July 2018 both of which extend the Christmas and July end of terms by one day;

25 July could be an INSET day and thus would not affect families. (Appendix 1: 2017-18 proposed term dates and calendar)

Proposal 2:

There is similarly a problem with the term dates for 2018-2019; the October 2018 holiday and the Easter 2019 holiday are both set for one week later than our neighbours. The proposal is that Reading schools adopts the October holiday (22nd - 26th October 2018) and Easter (8th - 23rd April 2019) in line with other local authorities and that the term dates are re-published. (Appendix 2: 2018-19 proposed term dates and calendar)

Head teachers were asked to respond to the consultation by 15 June 2017.

Consultation outcome: (Appendix 3)

All Reading Schools primary, secondary and special schools responded (53)

There were no responses from the five nursery schools

Proposal 1

In favour: 39 schools; 74%

Against: 14 schools; 26%

Summary of concerns of schools:

Five maintained schools did not want to change the published dates with reasons given as too short notice and disruptive, cost of staff cover for booked holidays, staff and parental opposition due to holidays booked in advance.

Seven non-maintained schools voted against the changes mainly due to short notice or extended catchment (selective secondary).

Fifteen parental responses were received for Proposal 1: six (40%) in favour of changing the dates; nine (60%) against.

Parental response:

There were 15 responses from parents in 5 schools

In favour: 6 (40%)

Against: 9 (60%) Cited booked holidays, cost of childcare and children in different schools as reasons

Proposal 2

In favour: 51 schools (96%)

Against: 1 school (2%) selective school

Partial: 1 school (2%) rejected change to October 2018 holiday but accepted Easter 2019 holiday

5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1 This report describes progress towards achieving Reading Borough Council's strategic objectives: 'to establish Reading as a Learning city'; to be 'a stimulating and rewarding place to live' and to 'provide the best start in life through education, early help and healthy living'.

6. EQUALITY IMPACT ASSESSMENT

None required in relation to this report.

7. LEGAL IMPLICATIONS

There are no legal implications contained within this report.

8. FINANCIAL IMPLICATIONS

There are no financial implications contained within this report.

9. BACKGROUND PAPERS

- 9.1 Appendix 1: Proposed Term dates and holidays 2017-18

- 9.2 Appendix 2: Proposed Term dates and holidays 2018-19

- 9.3 Appendix 3: Consultation outcomes: responses by school

Appendix 1:
Proposed Term dates 2017-18
Proposed Term dates 2017/18

Term	Start Date	End Date	Holiday	Number of Days
1	Wednesday 06/09/17 - (05/09 Inset day)	Friday 20.10.17	23.10.17 - 27.10.17	34
2	Monday 30/10/17	Tuesday 19.12.17	20.12.17 - 02.01.18	37
3	Wednesday 03/01/18	Friday 09.02.18	12.02.18 - 16.02.18	28
4	Monday 19/02/18	Thursday 29.03.18	30.03.18 - 13.04.18	29
5	Monday 16/04/18	Friday 25.05.18	27.05.18 - 01.06.18	29 (BH 07/05/19)
6	Monday 04/06/18	Wednesday 25.07.18	26.07.18 - Start of next academic year	38
			TOTAL -includes Inset day 05.09.17	195

Need to find 1 additional day so suggest 25.07.18 if changes to published dates

2017-2018 Academic Calendar

New proposed

Suggested additional day

1st Inset Day

School Holiday

Bank Holidays

AUGUST 2017						
Mo	Tue	We	Th	Fr	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2017						
Mo	Tue	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2017						
Mo	Tue	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2017						
Mo	Tue	We	Th	Fr	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2017						
Mo	Tue	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2018						
Mo	Tue	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2018						
Mo	Tue	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2018						
Mo	Tue	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2018						
Mo	Tue	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2018						
Mo	Tue	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2018						
Mo	Tue	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY 2018						
Mo	Tue	We	Th	Fr	Sa	Su
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Appendix 2: Proposed Term dates 2018-19

Proposed Term dates 2018/19

Term	Start Date	End Date	Holiday	Number of Days
1	Wednesday 05.09.18 - (04/09 Inset day)	Friday 19.10.18	22.10.18 - 26.10.18	34
2	Monday 29.10.18	Friday 21.12.18	24.12.18 - 04.01.19	40
3	Monday 07.01.19	Friday 15.02.19	18.02.19 - 22.02.19	30
4	Monday 25.02.19	Friday 05/04/19	08.04.19 - 22.04.19	30
5	Tuesday 23.04.19	Friday 24/05/19	27.05.19 - 31.05.19	23 (BH 06/05/19)
6	Monday 03.06.19	Wednesday 24/07/19	25/07/19- Start of next academic year	38
			TOTAL - includes 1 Inset day 04.09.18	195

Need to find 1 additional day 24th July 2019 suggested if changes to published dates

2018-2019 Academic Calendar

New proposed

Suggested additional day

1st Inset Day

School Holiday

Bank Holidays

AUGUST 2018						
Mo	Tue	We	Th	Fr	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2018						
Mo	Tue	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2018						
Mo	Tue	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2018						
Mo	Tue	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2018						
Mo	Tue	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

JANUARY 2019						
Mo	Tue	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2019						
Mo	Tue	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2019						
Mo	Tue	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2019						
Mo	Tue	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2019						
Mo	Tue	We	Th	Fr	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2019						
Mo	Tue	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY 2019						
Mo	Tue	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Appendix 3

Consultation outcomes: responses by school

School	Proposal 1	Comments					Proposal 2	Comments				
North												
Caversham Park Primary	Yes						Yes					
Caversham Primary School	No	staff and parent opposition					Yes					
Emmer Green Primary School	Yes						Yes					
E.P Collier Primary	Yes						Yes					
Micklands Primary	Yes						Yes					
St Anne's Catholic Primary*	Yes						Yes					
St Martins Catholic Primary*	Yes						Yes					
Thameside Primary	No	Cost of supply for 2 teacher holidays					Yes					
The Heights*	Yes						Yes					
The Hill Primary	Yes						Yes					
Highdown*	In line						Yes					
East												
Alfred Sutton Primary	Yes						Yes					
New Town Primary School*	Yes						Yes					
Redlands Primary	Yes						Yes					
St John's Primary*	Yes						Yes					
UTC*	Yes						Yes					
Maiden Erlegh Reading*	Yes						Yes					
Kendrick*	No	Publish own dates as wide catchment					No	As proposal 1				
Reading School*	Yes						Yes					
South												
Christ The King*	No						Yes					
Geoffrey Field Infant School	Yes						Yes					

Geoffrey Field Junior School	No					Part	No for October 2108 Yes to Easter 2019				
The Palmer*	Yes					Yes					
New Christ Church*	Yes	Will come in line if only if others agree				Yes					
The Ridgeway Primary	Yes					Yes					
Phoenix College	Yes					Yes					
Whitley Park School	Yes					Yes					
JMA*	Yes					Yes					
Reading Girls'	No					Yes	Confirmation from Baylis Court (Sponsor)				
West											
Battle Primary*	No					Yes					
Civitas Academy*	Yes					Yes					
Churchend Primary*	Yes					Yes					
English Martyrs*	No	VA school can publish own dates				Yes					
Manor Primary	Yes	can we change to Monday, 4th Sept INSET				Yes					
Meadow Park*	No	dates already published on website				Yes					
Moorlands Primary	Yes					Yes					
Park Lane Primary	Yes					Yes					
Ranikhet Primary*	Yes					Yes					
Southcote Primary	Yes					Yes					
St Michaels Primary	Yes					Yes					
Wilson Primary	No	Incurs cost and adversely affects staff				Yes					
Thames Valley School*	Yes					Yes					
Central Reading											
All Saints Infants	No					Yes					
All Saints Juniors*	No					Yes					
Coley Primary	No					Yes					
Katesgrove Primary	Yes					Yes					
Oxford Road Primary	Yes					Yes					
St Mary & All Saints*	Yes					Yes					

The Avenue School*	Yes						Yes					
The Holy Brook School	Yes						Yes					
The Wren School*	Yes	if we can agree by 26.06.17					Yes					
Blessed Hugh Faringdon*	No	Dates published on website, holidays booked					Yes					
Prospect*	In line						Yes					
* denotes non-maintained schools												

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES & EDUCATION COMMITTEE		
DATE:	12 JULY 2017	AGENDA ITEM:	14
TITLE:	UPDATE ON SHORT BREAKS - OUTCOME-BASED CONTRACTS		
LEAD COUNCILLOR:	CLLR GAVIN	PORTFOLIO:	CHILDREN'S SERVICES
SERVICE:	CHILDREN'S SOCIAL CARE	WARDS:	ALL
LEAD OFFICER:	DAN COOK	TEL:	0118 937 4531
JOB TITLE:	COMMISSIONING OFFICER	E-MAIL:	dan.cook@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 This report gives an update of Reading Borough Council (RBC)'s current position on Short Breaks.
- 1.2 Following a 90 day formal consultation last year, a paper was approved at RBC's Adult Social Care, Children's Services & Education Committee (ACE Committee) in December 2016. The report recommended that RBC provides support to children and families with disabilities and special educational needs through a range of Direct Payments and the provision of Short Breaks.
- 1.3 The provision of Short Breaks is to be secured and delivered through outcome-based contracts with a range of providers to ensure that varied services achieve appropriate results for Reading's children in need of support.
- 1.4 The Access to Resources Team (ART) is currently in the co-production stage with key stakeholders. This will help to develop appropriate bidding lots for Short Break provision to be advertised before awarding outcome-based contracts with successful providers starting 1 April 2018.

2. RECOMMENDED ACTION

- 2.1 That the content of this report be noted and future activity to secure outcome-based contracts with a range of providers to ensure that varied services achieve appropriate results for Reading's children in need of support approved.

3. CURRENT PROVISION, COMMUNITY ENGAGEMENT AND CONTRIBUTION TO STRATEGIC AIMS

- 3.1 RBC currently accesses their provision of Short Breaks through a range of in-house provision, Direct Payments and grants to community and Voluntary Sector providers. This arrangement addresses RBC's legislative requirements.
- 3.2 The current grants to providers of Short Breaks were due to expire on 31 March 2017. This grant arrangement has subsequently been extended until 31 March 2018. The expectation is that outcome-based contracts are in place for provisions of this nature by 1 April 2018. Previous reports to members suggested a grant extension of six months. This proved impossible as the Short Break provisions in question were provided at different times throughout the year. Therefore an annual agreement with providers was needed.
- 3.3 The ART is currently in the co-production stage. The team is working collaboratively with Reading Families' Forum, RCYVS and a number of Voluntary Sector providers to inform and construct the bidding lots to be advertised.
- 3.4 Appendix 1 shows the latest message to the voluntary sector requesting their input. This includes data collated from a Reading Families' Forum exercise to identify current gaps in provision. Below that you will find the responses from voluntary sector providers collated by Reading Children's Voluntary Youth Services (RCVYS).
- 3.5 RBC will identify the outcomes required for children accessing Short Break intervention from providers. RBC will then invite providers to tender for Short Break contracts. Once awarded, the contracts will be robustly managed to ensure the right outcomes are achieved for the right families.
- 3.6 Appendix 2 gives a timeline of the project plan for Short Breaks and outcome-based contracts.
- 3.7 Key findings from the consultation concluded that many families are not aware of their entitlement for Short Breaks or Direct Payments. The key success of either provision would be flexibility, choice and periods including holidays, weekends and afterschool being the primary focus of provision (including overnight respite). The eligibility criteria currently published on the Local Offer is not up-to-date. There are families entitled to support who do not access it, and conversely, there may be families accessing support at an inappropriate level in relation to their need. The SEN Team is currently working on a full review of the Short Breaks Statement on Reading Services Guide. SEN will make amendments to include a new threshold document covering eligibility criteria. This will ensure access to support is appropriate and equitable for those children and families in need.

- 3.8 Ensuring the right children are receiving the right services at the right time will require modernisation of the Short Breaks offer. RBC must evidence outcome-based accountability and sound financial decision making. A robust system of assessment and review will ascertain the needs and requirements of individual child and family circumstances in order to ensure the approach requested is appropriate.
- 3.9 It is also expected that an increased demand for personalisation through the Direct Payment option will exist. If children and families opt for Direct Payments, RBC will ensure the Local Offer is maintained and accessible in line with the requirements of the Children and Families Act 2014 so families can use it when securing their own individualised support. RBC's Finance Team and the Children & Young People's Disability Team (CYPDT) are currently looking into spend towards Direct Payments, uptake and assessments for families. This is as part of the current CYPDT review and will contribute to the new-look Short Breaks offer.
- 3.10 In-house Short Break services and CYPDT support provisions are also being reviewed. Team members have been tasked to pull together data from Cressingham Short Breaks Unit, Greenslade's homesitting service and Family Link. This information will include numbers of children using each service, numbers on waiting lists and total spend. This will help contribute to the overview of RBC's Short Break offer. RBC can then create an accurate budget towards spend on Short Breaks for 2018/19. Providers will be given a realistic expectation on standards within outcome-based contracts.
- 3.11 This piece of work therefore ensures RBC is compliant with legislation in offering a range of support. It also ensures appropriate families are identified for support and that providers are directed to deliver appropriate results to safeguard and promote the welfare and opportunity of Reading's Children.

4. LEGAL IMPLICATIONS

- 4.1 The provision of a range of services to address the needs of children with disabilities, Special Educational Needs and their families is established in three key pieces of legislation, the most recent (Children and Families Act 2014) places a duty on the Local Authority to provide a range of access to provision across universal to specialist services.
- 4.2 Under the provision of these acts, the Local Authority has a duty to provide a range of support. They must give young people and their parents more say about the help they receive. Local Authorities have to keep checking whether their Local Offer provides enough help for children and young people with a disability or Special Educational Needs. They must ask young people and their parents for their opinions. If families say they don't think there is enough help, RBC must respond and explain what they are going to change.
- 4.3 Contracts will be advertised in line with RBC Contract Procedure Rules and Public Contracts Regulations 2015.
- 4.4 It will be necessary for RBC to enter into contracts with the successful bidders of Short Breaks provision.

5. FINANCIAL IMPLICATIONS

- 5.1 In 2016/17, RBC had a budget of £80,000 to spend on Voluntary Sector Short Break groups. The amount spent in this area was £67,305. Providers who were not seeing attendance from as many Reading children as agreed when drawing up grant arrangements have seen funding cut or removed. RBC now funds six Voluntary Sector providers who see over 200 children a year attending their groups. The current Short Break groups offered by Voluntary Sector providers are set to cost RBC £67,305 for 2017/18 against the £80,000 budget.
- 5.2 The overall budget envelope designated for Short Breaks run by external providers is being reviewed ahead of the upcoming tendering process for Voluntary Sector Short Break groups. This pot of money also pays for home-sitting services and an RBC run Short Break group. The money must be split accordingly to meet the needs, age groups and gaps identified through co-production, and give families options when accessing a Short Break.
- 5.3 For 2016/17, RBC's total expenditure on Direct Payments, which includes elements of Short Break services, was £132,000. The budget was £84,000. This budget has increased to £164,000 for 2017/18 to allow for growth in Direct Payment packages.
- 5.4 RBC's Finance team is currently working on a way to demonstrate spend on all Short Break areas. This is part of the current CYPDT review and will give a better idea of the budget needed for 2018/19.
- 5.5 This Short Breaks work acknowledges the ongoing reduction in funding for RBC. In response, any commissioning will be carried out with this significant reduction considered. Existing and future contracts will need to evidence ability to deliver a statutory requirement and contribution to service, directorate and corporate aims. Activity carried out by the ART is seen as vital for identifying and delivering a contribution to the savings required, and to the stability of delivering services to children, young people, their families and carers in Reading under a significantly reduced budget.

6. NEXT STEPS

- 6.1 Appendix 2 gives a timeline of the project plan for Short Breaks and outcome-based contracts.

7. BACKGROUND PAPERS

- Report to ACE Committee - December 2016
- SHORT BREAKS COMMISSIONING PROCESS 2016-17

<http://www.reading.gov.uk/article/8897/Adult-Social-Care-Childrens-Services-and-Education-Committee-03-FEB-2016>

- The Local Offer

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.action?familychannel=3-7>

- To view the current Short Breaks Statement 2015/2016 (this will be updated by the summer of 2017)

https://search3.openobjects.com/mediamanager/reading/enterprise/files/rbc_short_breaks_statement_2015-16_v6_2_1.pdf

LETTER TO RCVYS - 10/05/2017

2018/19 SHORT BREAK GROUPS FOR READING CHILDREN
CO-PRODUCTION TOWARDS OUTCOME-BASED CONTRACTS

Introduction

In December 2016, following a formal 90 day consultation, a report went to RBC's ACE Committee proposing the approach to Short Break and Direct Payment provision.

The recommendation was to provide support to children and families with disabilities and special educational needs through a range of Direct Payments and the provision of Short Breaks.

The provision of Short Breaks must be secured and delivered through outcome-based contracts with a range of providers to ensure that varied services achieve appropriate outcomes for Reading's children in need of support.

RBC is now in the co-production stage ahead of advertising bidding lots for outcome-based Short Break groups. Reading Families Forum kindly contributed to the following information. RBC would now like to ask the Voluntary Sector to consider the services and gaps identified and give them a chance to contribute.

Reading Families Forum contributions - submitted 7 May 2017

Following a survey of families' views in January 2015 and several coffee evenings since gathering parent carer views, these are the short breaks lots that need to be covered for Reading families.

Most parent carers (approx. 60%) said that their children did not have enough time with their peers doing things that they enjoy. Some were not able to get out during school holidays with their children at all because of the level of their children's needs.

Approximately half felt that their children could attend mainstream clubs with support; the other half felt that their children needed specialist clubs.

Lots needed for those children who can attend mainstream clubs with support:

An organisation to provide capable PAs to enable children to attend mainstream clubs and/or take children out to enjoy activities, similar to Me2 in Wokingham and the Children's Opportunity Group that used to exist in Reading.

Clarification is needed towards how many children access the *Greenslade Support Solutions* and how many of these children Greenslade home sit for. The majority of the parent carers we have heard from want their children to be able to go out more, enjoy more sports and hobbies and socialise with their peers.

It should be noted that Crossroads Care Reading provide support in the home, so do not provide the stimulation outside the home that parent carers say they want for their children.

Afterschool activities for mainstream 12 - 19 year olds with SEND (currently provided by Smiles Youth Club 13 -18 for mild to mod learning diffs.)

For those children at special schools who are not able to access mainstream clubs, even with support:

Easter and holiday clubs for 5 - 11 year olds (currently provided by Brookfields, for Brookfields pupils and some at Thumbs Up but *a gap for Avenue, TVS and Holy Brook pupils*)

Easter and holiday clubs for 12 - 19 year olds (currently provided by Brookfields, for Brookfields pupils, Thumbs Up and Challengers plus 8 - 18 year olds at TAG with ASC)

Afterschool clubs for 5 - 19 year olds (currently provided by Brookfields, for Brookfields pupils and Addington for Addington pupils but *a gap for Avenue, TVS and Phoenix College pupils*). There is a small Saturday performing arts club 9 - 14 year olds KEEN and youth club Phab for 9 - 18 year olds.

Information still needed to ensure that money is spent to ensure investment is made to help as many families as possible. NB This information was originally requested in February 2015.

1. Numbers of children using Cressingham, number on waiting list and total budget
2. Numbers of children using Greenslade, number on waiting list and total budget
3. Numbers of children using Family Link, number on waiting list and budget
4. Numbers of children using direct payments and total budget

Other areas of work needed

1. To minimise the need for more specialist short breaks:
 - A safe, accessible play space for family activities. These exist at TVAP and Camp Mohawk in Maidenhead borough, Our House in Wokingham, Swings and Smiles in Thatchum. In Reading there are just monthly stay and play sessions at Dingley Promise for under 5s only.
 - Making Local Authority holiday and after school clubs more accessible for SEND children is important.
2. Improving the system for parent carers to apply for short breaks.

RCVYS RESPONSE

Co-Production - Short Breaks Proposals - May 2017

Thank you for the opportunity to comment upon the initial proposals for Short Breaks Groups, as part of the Co-Production exercise promised at the end of 2016.

As we have previously discussed, RCVYS has shared these proposals with all Voluntary Sector organisations who have expressed an interest in working with children and young people with Special Educational Needs and Disabilities (SEND) in Reading. This included all existing providers. They were given two weeks to submit any comments or views, and RCVYS collated these views into this response document. Responses were received from 9 organisations, and where specific statements and comments have been made, these have been included in the attached Appendix. The key themes of the responses are included below.

The proposed bidding lots do not include any mention of Saturday Clubs
Saturday Clubs were highly valued by parents within the two previous consultations, and yet they are missing from these proposals. Whilst there are not many providers, there is currently provision for Primary and Secondary-aged children. Not providing these clubs would significantly impact children and parents who are not able to access mainstream provision, even with assistance.

An organisation to provide capable PAs

Reading Borough Council (RBC) reference Me2 Club and Children's Opportunities Group, but these do/did not offer 'PAs'. They offer/offered a 'buddying' programme to enable children and young people with SEND to access mainstream social activities. RBC needs to be clear whether it means PAs or whether it means a 'buddying' programme. PAs generally offer a high level of support for children/young people with very complex needs. We have stated previously that PAs are often very difficult to find, and parents/carers who can find a PA then have the additional procedural and legal burdens of becoming employers. This puts off a number of parents who need that level of support, but don't feel able to take on that level of responsibility.

The proposed bidding lots do not include any mention of Short Breaks provision for the Under 5s.

The current provision does not include any allowance for children with SEND under the age of 5. Children who have a disability from a very young age are often some of the most vulnerable children in our town, and generally cannot access any other mainstream provision. These children are frequently under school-age and their parents/carers often care for them without any break at all. Currently, Short Breaks provision for Under 5s is available and funded in Wokingham and West Berkshire, but parents/carers in Reading are disadvantaged because of the post code they live in.

The role of Reading Crossroads

Reading Crossroads are commissioned by Adult Services, and whilst they may have an indirect benefit for families, they do not provide 'Short Breaks', and do not provide any support outside of the home. The child is an indirect beneficiary of their service.

Information is still not forthcoming about the numbers of children accessing RBC provision

In February 2015, and in each of the previous consultation exercises, information was requested to establish the take up and budgetary allocations for RBC Short Breaks provision, so that the whole range of services can be considered together. It is very disappointing that this has yet to be received, and needs to be made available through this Co-Production process to ensure that the whole Short Breaks offer for children, young people and families is publicised, and made available. This includes:

- Numbers of children using Cressingham, number on waiting list and total budget.
- Concern has previously been raised about the under-utilisation of this much-valued facility.
- Numbers of children using Greenslade, number on waiting list and total budget.
- For those who can access this service, it is much valued, but getting onto the assessment process is very difficult.
- Numbers of children using Family Link, number on waiting list and budget.
- Numbers of children using direct payments and total budget.

School-based Holiday Clubs

Questions have been asked around the provision of school-based Holiday Clubs, and the ability to access these clubs for children who do not attend that specific school.

This element stems from historic scenarios where Addington School, The Avenue School and Brookfields School all ran their own Holiday Clubs for their own pupils. Several years ago, Addington School Holiday Club separated and essentially became Thumbs Up Club, and now take children from across the area, although the majority of their children attend Addington School. The Avenue School Holiday Club ended, but until recently, Disability Challengers delivered a club for Secondary-aged children at the school. This has now moved to Brookfields School for a variety of reasons. Brookfields School still run their own Holiday Club, which is currently only open to children who attend that school, albeit that the majority of children who attend the school live in the RBC area. It has been recognised that this arrangement is exclusive, and that it would be difficult to continue this arrangement with the new contracts. This presents a number of challenges for the school, particularly with regards to capacity, if they had to offer places to other children. A full set of their comments are included in the Appendix.

Provision for children who attend The Avenue School and Thames Valley School is currently very limited, and excellent, publically-funded facilities are lying unused for periods during holiday times. Tilehurst Autistic Group (TAG) offer some provision through Thames Valley School to some of these children, although this is limited to those with a diagnosis of Autism, and only runs for certain periods during the holidays.

Thumbs Up Club have also commented that the information previously circulated which described their provision was not accurate, and have provided the correct information, which has been included in the Appendix. Consideration could be given through this

process to encourage additional provision using these facilities, to help to meet the potential demand for places.

Information and Advice Services, especially for BME groups

The second consultation exercise included reference to funded Specialist Information and Advice Services, which included specific provision to provide this to BME groups. This specialist service is essential to ensure that parents can navigate the complex pathways to accessing Short Breaks and other support for children with SEND. There is no mention of this service within the proposed bidding lots, and we are very concerned that any proposal to remove this service will mean that there would be no specialist Information and Advice service for parents left in Reading. This would also disproportionately impact on BME groups, who are already under-represented in the number of families who take up Short Breaks.

Changes to delivery model in Wokingham

Whilst not directly relevant to this Co-Production process, it should be highlighted that Wokingham Borough Council have recently announced that they are going to transition to an entirely 'Personal Budget' approach to delivering Short Breaks. This is important to highlight, as this does affect a number of current providers, who will have to operate with two different financial models. In addition, it could mean that families with identical needs in different areas, may not be able to access the same provision, due to financial differences. This will add complication for providers, and could present confusion for families.

As was been agreed at the end of last year, this whole commissioning process also has to include the following elements: An exercise to determine, and publically communicate the criteria for access to Short Breaks for Disabled Children in Reading. The national guidance¹ needs to be interpreted locally, which should then be publically communicated to all stakeholders, including parents/carers, practitioners and Social Workers. The previous lack of clear criteria has contributed to the inconsistent take-up of families' entitlement, and many potentially qualifying families not being aware of Short Breaks provision. Once a clear set of criteria have been established, a sufficiency exercise will need to be undertaken. As Short Breaks for Disabled Children is an entitlement service, it is vital that any commissioning process understands approximately how many children and families might be entitled to access this service. This in turn should influence the number of places which are planned for, and consequently, the financial budget potentially required. Reading Borough Council has consistently quoted that "*Only 200 of Reading's 6,635 children with disabilities and long-term illness have claimed their right to short breaks.*" (<http://www.getreading.co.uk/news/local-news/low-take-up-short-breaks-10849553>). These figures have also been quoted in papers to Council Committees. Service Managers and Commissioners are very clear and agree that 6,635 children are not entitled to Short Breaks, and agree that the number is likely to be around 300-400, depending on how the national criteria are interpreted. Clarity on this, and an agreed approximate number of eligible children and families is essential for the success of this process. Addressing the issues previously raised on multiple occasions about the difficulties in accessing Social Care and Carers Assessments for Disabled Children and their families. Families have a Right and an entitlement to access assessments, and these are still very difficult and long-winded to access. A quality and transparent assessment process is an essential 'first domino' issue for families wanting to access any form of support in caring

for their disabled child. This long-standing issue needs to be addressed as a priority before any Short Breaks process can start. If Reading Borough Council insists that 6,635 children are entitled to Short Breaks, then the current resource to undertake the backlog of assessments required is wholly inadequate and it could be many years before all these current families can go through the assessment process. This does not include any new families who have not yet been included in that initial number. Once again, we would like to thank you for the opportunity to comment on these proposals. We would be happy to discuss any of these points in more depth in due course. RCVYS looks forward to continuing our positive and constructive relationship with Reading Borough Council and our other partners on Reading Children's Trust and Reading Local Strategic Partnership, as we work together to continue to ensure that the needs are met of Reading's most vulnerable children.

Yours sincerely,

Ben Cross
RCVYS Development Worker

Responses Received from Voluntary Sector Organisations

Reading Mencap

Comment on RBC Co-Production Proposal for RCVYS Disability SIG

In making these observations about the Short Breaks proposals outlined in Reading's document I am mindful that short breaks are meant to give the families of disabled & SEN children a break from caring and the guidance is particular to say that this is "not just breaks for families who would not be able to continue without a break". However, this service provision inevitably has to be seen as set against the backdrop of reducing local authority funding with the consequent need to prioritise individual families and children's needs to ensure that those who have the greatest need are those who will be provided with a service. Up to date assessments seem therefore to be essential to determine that need as part of any eligibility criteria as well as individual consideration of each case, as the Guidance requires.

Reading Families Forum Findings

RFF Survey Coverage- Although RFF have extensively surveyed the parents who attend their events there is no information about the overall needs profile of the children or families who contributed to their findings of whether they are children currently receiving a service from CYPDT or from Early help.

Neither was there any information about how or if they were able to include any information from hard to reach families, including those from BME communities of need.

Inaccuracies and omissions - from the proposals, these are:

- There is no longer any Saturday performing arts provision called KEEN for 9-14 year olds. This was replaced over a year ago with the agreement of RBC Children's Early Help and Commissioning to be replaced by two Saturday Clubs from 9am - noon and 2pm - 5pm for 8-11years and 11-17years for significantly disabled children. Capacity is around 20-25 children.
- Reading Crossroads are not commissioned by RBC to provide for children to my knowledge, however they do still offer a service and it is not confined only to care in the home. Whether it is purchased privately or by Direct Payments or both is unknown. East Midlands Carer's Trust who now run Reading Crossroads are currently interested in providing care to take children to activities and their rate per hour is, we understand, similar to that which is currently given as a Direct Payment to parents to employ the services of a PA. However, the service is provided by a care provider such as Reading Crossroads it does not involve the parent with the full responsibilities which an employer is currently legally obliged to provide to an employee or PA.

- Me2 does not provide PAs it provides, trained, supported and DBS checked volunteers to take SEND children to mainstream activities. COG did the same but is no longer in operation in Reading. Me2 is currently, under its Articles of Association, unable to work outside the Wokingham area and may not be interested to change its service offer to become a PA provider. However, although their area of operation can be changed if the members of the charity wish, this is a far different model of provision to an organisation that provides PAs. Furthermore, recruiting volunteers in Wokingham is a far more viable option than it is in Reading. Firstly, PAs for children are not viable in the same way that they are for adults with disabilities as parents of children do not have a need for a service that could provide sufficient working hours employment for a PA unless the PA had another permanent job in the remaining part of the day. A teaching Assistant in a school would be an example of this arrangement and to our knowledge TAs comprise the majority of the current PA workforce for children. The rates paid to parents for PAs are, we understand, similar to those paid to a Care Agency to employ a care worker, so it appears nonsensical to ask a parent to take on the onerous task of being an employer with all its attendant responsibilities, even with another organisation doing the payroll for instance. Therefore, why not commission an agency like Crossroads or Greenslade to do the job instead. In this way economies of scale can become a factor to ensure that the whole operation becomes financially viable.

Weekend Provision – There is no mention of weekend provision in this document. It is our experience that parents value a break at the weekend to undertake essential household duties or to take time with their other children who are at school during the week. Why is this provision omitted?

Short Breaks Providers – There is no consideration in the document about the constraints, disadvantages or opportunities for providers in the document. If there is to be a choice to have a combination of purchase by direct payment and/or direct access by assessment/care plan (i.e. up-front funded provision) then careful consideration needs to be given as to how this will work to ensure that voluntary sector providers, with no financial reserves from which to operate, are not disadvantaged. Many existing clubs are successful because parents trust the providers, the children have friends at the clubs and change can be anathema for many children.

Provision of Information and Advice – The RFF surveys did not include questions around the need for information and advice services for parents of disabled children. Short Breaks funding currently funds a local voluntary organisation to provide information and advice to BME families of children with disabilities and/or health problems. We believe that this provision is essential for parents and that it needs to be retained in order for there to be equality between the provision of services to both disabled adults and disabled children. However, the funding, if it is to be offered at all, should be fair and equitably offered to all communities in the Borough.

Co-Production & the Voluntary Sector – So far the voluntary sector has not been offered a voice in the reconsideration of the process by which short breaks are offered to families of disabled children. Voluntary sector organisations are not only providers of short breaks they also provide a voice for parents through the issues they raise when they seek support and advice about the problems in getting an assessment of need and in obtaining a service for their child and sometimes also for themselves as carers.

For and on behalf of Reading Mencap
 Leslie Macdonald
 Chair of Trustees 15th May 2017

Dingley Early Years Centres - My view is very strongly that a Short Breaks offer must include services for children in the early years. In the early years, children do not have to go to school, and so in some cases families are caring for those children on a full time basis. These families must be able to access short breaks in order to provide them with respite from caring which is proven.

Dingley's Promise provides holiday playschemes which are a traditional short breaks activity, but we also provide regular sessions during term time for children - some of whom are unable to access any other activities. For some of those children and carers, the term time sessions are the only break that they get, and we believe they are vital for the long term mental health and wellbeing of local families with children with SEND. 76% of parent carers nationally say they have experienced stress or depression (EDCM), and 66% say that accessing short breaks services for their children has caused them stress (SENDirect). In the early years, families are not only struggling with these odds, but the situation they are in is very new to them, and they also have to contend with trying to understand the challenges their child faces and the services that are available to them.

In this situation, it is vital that short breaks are available for children with SEND in the early years.

Best regards

Catherine McLeod MBE

Reading Families' Forum

RFF UPDATE FOR SEND SIG MAY 2017

In response to concerns from parent carers about a lack of short breaks, the Forum conducted a survey of their views in Jan 2015. Since then, we have held coffee evenings with 20+ parent carers to discuss short breaks in Oct 2015 and in Mar 2016 with Wendy Fabbro. We also hosted 2 of the RBC public consultations with families. The new SEND youth forum, Special United, also discussed short breaks.

We have already outlined in a summary paper to RBC, the gaps that parent carers have identified:

1. workers to take children to mainstream clubs
2. Afterschool activities for young people at secondary school
3. Easter and summer holiday clubs for 5 - 11 year olds who can't access mainstream clubs

Young people were clear in their forum meeting that they liked clubs with activities such as drama, singing, swimming, bug hunts and cinema trips. For those that could, they also liked going to mainstream clubs such as Scouts.

Parent carers need clubs that can provide one to one support for their children and/or personal care when required.

Information still needed to ensure that money is spent to ensure investment is made to help as many families as possible. NB This information was originally requested in February 2015.

1. Numbers of children using Cressingham, number on waiting list and total budget
2. Numbers of children using Greenslade, number on waiting list and total budget (£42K?)
3. Numbers of children using Family Link, number on waiting list and budget
4. Numbers of children using direct payments and total budget (*informally we are told there are 47 children accessing direct payments.*)

Existing Clubs

It should be noted that parent carers tell us they value existing provision. Young people (with mild to severe learning difficulties) have told us they enjoy Challengers and Brookfields. Parent carers have told us their children enjoy the Reading Mencap and Autism Berkshire Saturday clubs, Thumps Up, Challengers, Brookfields, TAG and Phab. It should be noted parent carers represent views of those children who have not accessed Special United.

Further work

Dan Cook has agreed to attend the next meeting of Special United to hear directly from some young people with SEND. SU is for 14 - 25 year olds, but mainly 14 - 18 currently.

AC/PH/RB

Parenting Special Children

Hi Ben comments in short break

Should be up to 19 not to 18

Saturday clubs are very important , weekends can be v difficult - challengers offer a Saturday - can this be an option for primary school children as well

V little short breaks for families complex needs at avenue - support at Brookfields and addington - why not avenue?

Something similar to Me2club would be cost effective and meet needs on those without complex needs

Cressingham not child & family led, families need to fit Cressingham model, not other way round. Child was only able to attend if had overnight stay, child anxious only able to go during day they therefore lost their slot. Child no longer attends Cressingham.

Thanks

Ruth Pearse

Brookfields School

We believe there is a suggestion that RBC would want Brookfields to provide a holiday club which is not inclusively open to Brookfields students. Please find below our comments and concerns from the schools management team and Governing body:

1. The school population is 227 (133 Reading, 82 West Berks, 12 other). We offer places to children and young people (5-19yrs) with a wide range of needs and behaviours from all Local Authorities not just Reading. We currently can't meet the demands for places from our own parents.
2. By offering our service to other children outside Brookfields School we will be cutting down the number of days we can offer to our own pupils. Our parents will view this as a reduction in Short Breaks.
3. Disability Challengers is also based at Brookfields and offers a Saturday and Holiday Youth Scheme (13-19yrs) during all school holidays. They currently have little demand from pupils from the Thames Valley School and The Avenue School.
4. Parents tell us that the strength of the Holiday Club is the experience and knowledge that our own staff have of the children attending.
5. How many children and young people from other schools would we need to accommodate.

6. It is likely that we would need to employ staff from TVS and The Avenue School; this would incur extra recruitment costs. We would need to visit the pupils not known to us to assess needs and provide further training for staff which would again incur further costs.

7. Is there any opportunity for TVS and The Avenue School to develop their own clubs?

8. Some parents have indicated that they would be interested in using the school facilities for Stay and Play sessions (parents stay with the children and siblings can also attend there would be minimal staff to facilitate). Could this be included in any bid as we believe the council wish to develop this kind of service?

Thumbs-Up Club

As you will no doubt remember when grants initially made to us it was because commissioners found it cheaper to give a grant, than make direct provision, as being a charity we could raise funds elsewhere to ease financial burden on families and much of our current income comes in this way. We were also able to charge families a similar rate to mainstream clubs for our service. The contribution from RBC was to support families who could not access other services owing to complex needs and/or behavioural difficulties therefore the figures given to RBC on the monitoring was for these families and did not include some less complex needs.

The RBC grant is therefore a very small part of our funding (as opposed to Wokingham but that's another story) and in fact is often paid late (still awaited for last 2 years I think certainly this year) so I suppose not crucial to our continuation. However if we get no funding from any LA then it will make a significant difference. Currently we make no distinction to parents for contributions whatever the need for support and manage through good management team and organisation to give 1:1 support etc if needed. (In the past LAs had to provide if needed but quality was so variable we decided to take in house) Like many of the other groups if we go to a "commercial model" as Wokingham are suggesting this may have to change, or we may have to think more deeply about which clientele we accept. We would not wish to do so but we will need to review things if not immediately as time goes on and funds become harder to obtain in the current climate of more need less funds.

When we have in the past asked what parents would like they have told us "more of the same" i.e every school holiday, evenings weekends etc. We are currently because of operational factors, getting staff etc and a very small voluntary committee unable to extend our services beyond what we do at present. We are now always oversubscribed and have to limit our initial offer to families, and cannot meet all requests. This is becoming more of a problem each year we operate as number of eligible children/youth grow. We know that our service does allow some parents to continue working particularly during the long summer break and it is well thought of and we take members that have been unable to find any alternative provision owing to their severe needs be it medical, physical or behavioural. We do not discriminate and try our best to meet all needs with a good success rate. As a grandparent, as above, needs got more as got older, of course families with younger children do not know this, till their children get older. Some children have less need if can access mainstream or family activities and are physically able, others with behavioural problems and/or high physical needs need more support (in some cases 2 or more carers needed). Once reach adulthood, in our case, very little locally, if anything, available in Reading area for personal care needs not even PHAB. (Currently we access Disability Challengers in Basingstoke and Guildford.)

From a young person's perspective prefer/need peer support rather than family to develop socially/emotionally as they get older.

I have also been attending Wokingham events for club as they are our main funder and going into direct payments at rapid rate. I have a 1:1 meeting with their new interim next month.

Pauline Hamilton

Autism Berkshire

Thank you for asking the local voluntary sector to respond to your paper. As a charity we provide support to parents via a Helpline, Workshops and leisure activities. We feel that there is a need to differentiate between Short Breaks and Respite, for children with autism and challenging behaviour, as the eligibility criteria is not always clear.

Autism Berkshire provides Short Breaks for children and young people with autism who attend mainstream schools, and some who attend PRU and special schools. In Reading, Games Club (previously Pokemon club) provides a short break for parents on second and fourth Saturdays of the month for 8 to 15 year olds from 2 pm until 4pm at Emmer Green Youth and Community Centre, where they can play Xbox, Wii, play card games, board games, do arts and crafts or access the outside space. Children and young people need to be able to work in a 1 staff member to 4 children ratio. The club promotes friendship skills and reduces isolation as many parents say this is the only out of school activity their children attend. We currently have two children who are Edge of Care, and we taxi them to the club, so that they attend regularly.

For young people aged 16 to 25 we run Level Up club providing a Short Break on first and third Saturdays, from 2 pm to 4pm again at Emmer Green Youth and Community Centre, where they can play Xbox, card games or board games. This group is designed to act as a bridge to adult services and is run by our Benefits adviser, who supports young people when they transfer from DLA to PIP, and runs our Adult Social Group in Reading, which meets twice a month on a Monday evening. The group has two members of staff with a diagnosis of autism.

We run accessible leisure activities funded by BBC Children in Need. We run 4 classes of Trampolining, with special needs trained coaches, at the Meadway and Crosfield schools in Reading, with 6 classes per term on a Saturday lunchtime. Trampolining helps children with autism, as it improves core stability and reduces hyper-mobility. Parents need to stay, so it is not a Short Break, but many parents enjoy meeting other parents, and some make friends and meet up outside the club. We also have classes in Bracknell, and some Reading parents travel to these classes. There is currently a waiting list of 27 children (May 2017) for Trampolining.

Secondly we run a monthly autism family swim at the Rivermead, this is free of charge for families and all the family can come, not just one parent and the autistic child. As it is a family activity it does not qualify as a Short Break. The music and lights are turned down, and with fewer swimmers, the pool is less busy and more autistic friendly. Finally, we run Family Fun Days at Thames Valley Adventure Playground 6 times a year, on the first Sunday of the month. These run from 12noon to 4pm and we provide tea, coffee and cake. We have introduced a charge of £5 per family and have 40 families attending with 75 children (maximum number allowed under fire regulations). We have many families from Reading would come over to TVAP as a family, including dads, and grandparents. Feedback from families has been that TVAP is wonderful as

they meet other families, their children can play safely and no one will judge them or ask, "What's wrong with your child?"

Autism Berkshire has identified that there is a need for Stay and Play sessions for the under 8's as there is a gap between where Dingley helps and we take over with Games Club and Trampolining.

Autism Berkshire would be happy to provide a "Stay and Play" on the First and Third Saturdays of the month at Emmer Green Youth and Community Centre in the Creche room, with access to outside play area. The room has changing table and small toilets (as used to be used by the North Reading Children's Centre), and there is a disable toilet in the entrance area. There is also parking onsite. Autism Berkshire would require funding to provide this service.

Jane Stanford-Beale
May 2017

Short Breaks Procurement Timetable 2017/18

*Funding for Voluntary Sector Short Break providers rolled over for 2017/18.
All correspondence sent out.

Task	Deadline	Duration
Final meeting with Reading Families' Forum on co-production	08/05/2017	
Consultation/co-production with service users & key stakeholders (RCVYS & Voluntary Sector)	22/05/2017	1 month
Specification finished in consultation with Legal	22/06/2017	6-8 weeks
Terms & conditions sent to Legal for them to draw up	15/07/2017	6 weeks
Terms & conditions confirmed/returned by Legal	01/09/2017	
Request for quotations published	01/10/2017	1-2 months
Deadline for quotations	01/11/2017	1 month
Recommendation of award of contract decided	01/12/2017	
ACE report deadline	December 2018	
ACE acceptance	January 2018	
Send out contract award intention letter	22/01/2017	10 days cooling off
Send out contract award letter	01/02/2018	
TUPE and implementation		
Outcome-based contract start date	01/04/2018	

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	12 JULY 2017	AGENDA ITEM:	15
TITLE:	YOUTH JUSTICE ANNUAL PLAN		
LEAD COUNCILLOR:	GAVIN	PORTFOLIO:	EDUCATION/ CHILDREN'S SERVICES AND FAMILIES
SERVICE:	EDUCATION CHILDREN'S SERVICES	WARDS:	BOROUGHWIDE
LEAD OFFICER:	LISA WILKINS	TEL:	07967810910
JOB TITLE:	INTERIM SERVICE MANAGER YOS, CSE AND TROUBLED FAMILIES	E-MAIL:	lisa.wilkins@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 Local authorities continue to have a statutory duty to submit an annual youth justice plan relating to their provision of youth justice services.
- 1.2 Youth Justice Annual Plan - attached.

2. RECOMMENDED ACTION

- 2.1 That the Youth Justice Annual Plan be approved

3. POLICY CONTEXT

- 3.1 The areas that will require attention this year are drawn from National Plans and research as well as local organisations and partners and planning. In addition, analysis of the young people in our cohort alongside the makeup of the YOS staff team, affect the services and provision that we are able to deliver. All of the themes should be set in the context or the wider Public Service spending reductions across agencies.

The key priorities and National performance indicators:

1. Reducing the number of young people entering the criminal justice system for the first time
2. Reducing reoffending
3. Reducing the use of custody

4. THE PROPOSAL

- 4.1 The HMIP Short Quality Screening Inspection (March 2016) identified ‘a competent and committed workforce who knew their children and young people well... Assessment and planning was good and assessments reflected the views of both children and young people and their parents/carers effectively.’

The Youth Offending Service (YOS) is a multi-agency partnership set up under the Crime and Disorder Act 1998, with the aim to prevent offending or re-offending by children and young people. Reading Borough Council is responsible for establishing a Youth Offending Service. Police, Probation and Health Services are statutory partners and are required to jointly fund the multi-agency team in partnership with the Local Authority. The Partnership is overseen by a Youth Justice Management Board including statutory partners and representation from the Courts.

5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1 These priorities directly contribute towards the Reading Borough Council Corporate Plan: In particular,
Priority 1: ‘Safeguarding and Protecting those that are most vulnerable’
Priority 2: ‘Providing the best start in life through Education, Early Help and Healthy Living’.

The YOS contributes both to improving community safety through targeted and proportionate risk management as well as safeguarding and promoting the welfare of children and protecting Children from significant harm. ‘Working Together to Safeguard Children 2015’ highlights the need for Youth Offending Services to work jointly with other families and other agencies and professionals to ensure that young people are safeguarded as well as supported to develop life opportunities.

6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 The aims of Reading Youth Offending Service Partnership remain focused on preventing offending and reducing re-offending by young people. This will be achieved through the delivery of integrated services that ensure young people are safeguarded, the public and victims of crime are protected and those who enter the criminal justice system are supported with robust risk management arrangements. Young people will be supported to integrate into their local communities without offending and wherever possible with support from their families and other agencies working with them.

7. EQUALITY IMPACT ASSESSMENT

- 7.1 The Youth Justice Plan will be inclusive of the following:

- Socially excluded families
- Single parent families
- Families experiencing poverty
- Families experiencing a wide range a health issues
- Families with adult and children learning needs

- 7.2 The plan will aim to close the gap for these families and young people and provide them with the necessary support to achieve improved outcomes.

8. LEGAL IMPLICATIONS

8.1 Section 40 of the Crime and Disorder Act 1998, sets out the youth offending partnership's responsibilities in producing this plan. It states that it is the duty of each local authority, after consultation with the partner agencies, to formulate and implement an annual youth justice plan, setting out:

- How youth justice services in their area are to be provided and funded
- How the youth offending team (YOT) or equivalent service will be composed and funded, how it will operate, and what functions it will carry out.

9. FINANCIAL IMPLICATIONS

9.1 See Youth Justice Annual Plan attached

10. BACKGROUND PAPERS

10.1 Youth Justice Annual Plan

Reading Youth Justice Plan

2017-2018



Contents

Introduction	2
Priorities 2017/18.....	3
Emerging Themes	3
First Time Entrants (FTE).....	3
Education Training and Employment (ETE)	4
Relationship Aggression.....	4
Reoffending.....	4
Structure and Governance.....	5
Partnership Arrangements.....	6
National Performance Indicators	8
First Time Entrants to the Criminal Justice System.....	8
Reoffending.....	10
Reducing the use of Custody.....	12
Local Performance Indicators	14
Accommodation.....	14
Education Training and Employment (ETE)	15
Restorative Justice	16
Adolescent to Parent Violence and Aggression group	18
Parenting	18
Troubled Families.....	18
Substance Misuse.....	19
Review of 2016 - 2017 Plan	21
Opportunities and Challenges for 2017/18.....	24
Resources and Value for Money	29
Appendix 1: Youth Offending Service Structure	30
Appendix 2: 2017/18 Action Plan	31
Appendix 3: Management Board Sign Off	32

Introduction

The aims of Reading Youth Offending Service Partnership remain focused on preventing offending and reducing re-offending by young people. This will be achieved through the delivery of integrated services that ensure young people are safeguarded, the public and victims of crime are protected and those who enter the criminal justice system are supported with robust risk management arrangements. Young people will be supported to integrate into their local communities without offending and wherever possible with support from their families and other agencies working with them.

The Youth Offending Service (YOS) is a multi-agency partnership set up under the Crime and Disorder Act 1998, with the aim to prevent offending or re-offending by children and young people. Reading Borough Council is responsible for establishing a Youth Offending Service. Police, Probation and Health Services are statutory partners and are required to jointly fund the multi-agency team in partnership with the Local Authority. The Partnership is overseen by a Youth Justice Management Board including statutory partners and representation from the Courts.

The Crime and Disorder Act prescribed the provision of an annual plan that detail how local Youth Justice Services are provided, funded and operated. The Plan will be submitted to the Youth Justice Board, the government body that oversees Youth Justice

This Plan should be read in conjunction with arrange of other partnership strategies - These include the Reading Borough Council Corporate Plan 2016-9, Community Safety Plan 2016-9SP plan Domestic Abuse Strategy, Childrens Services Improvement Plan. Child Sexual Exploitation Strategy.

Reading is a thriving and diverse town. We are home to 160,825 people comprising around 69,000 households. Our population has grown by 9% over the last 10 years and will continue to grow. The population in Reading is on the whole young, diverse and dynamic; both in terms of mobility and cultural presentation. However there are some areas of identified deprivation within Reading. 17.8% (over 6000) of children in Reading are in poverty, which is less than the England average but more than the regional average.

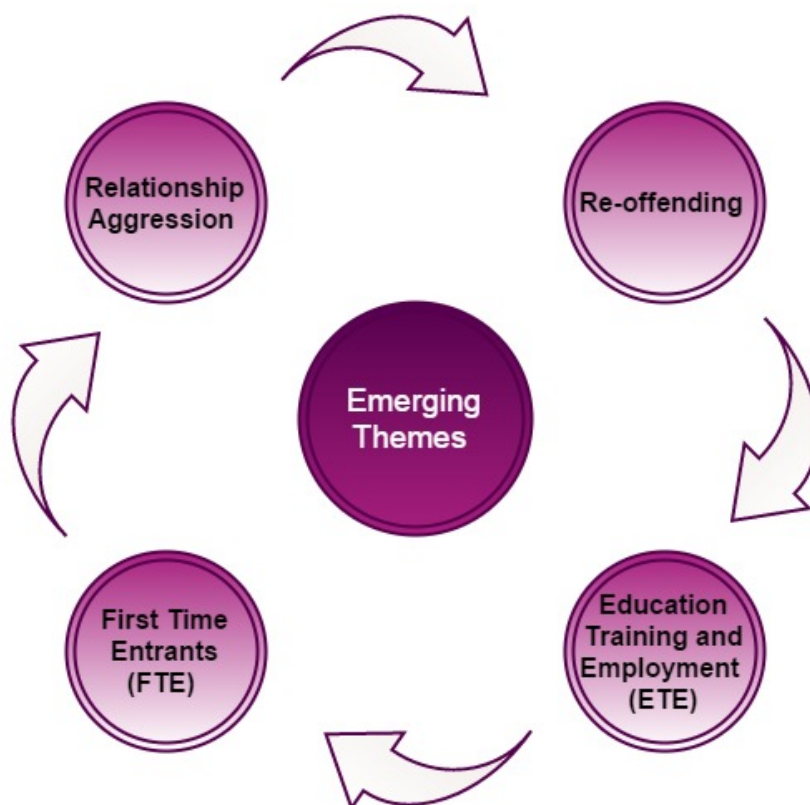
Our young people represent the largest group within the community with 35,600 people being under 20yrs old (23%). There greatest increase in local population is in the 0-14years age bracket and the demand for school places has never been higher. (ONS Mid-Year Population Estimates 2013). Whilst the employment rate in Reading is good, disadvantaged groups including young offenders have more difficulties in accessing employment opportunities and the Corporate plan includes targeted work at increasing the ETE opportunities of the 16-18 year olds.

In 2011, whilst the largest proportion of the population (66.9%) identified themselves as 'White British'. This proportion had decreased from 86.8% in the previous census and was considerably lower than the national figure of 80.9%. This suggests greater diversity in Reading in recent years and in comparison with other local authority areas. Those identifying as 'Other White' (encompassing a number of nationalities, including Polish) account for 7.9% of the population, an increase from 4.2% in the previous census. South Asian groups (Indian, Pakistani and Other Asian) accounted for 12.6% of all residents in 2011, an increase from 5.2% in 2001. The other increase of note is the proportion of people identifying themselves as Black African, which increased from 1.6% to 4.9%). As the population becomes more ethnically diverse, the provision of a culturally competent and culturally sensitive Youth Offending Service is highlighted.

Priorities 2017/18

Emerging Themes

The areas that will require attention this year are drawn from National Plans and research as well as local organisations and partners and planning. In addition, analysis of the young people in our cohort alongside the makeup of the YOS staff team, affect the services and provision that we are able to deliver. All of the themes should be set in the context or the wider Public Service spending reductions across agencies.



First Time Entrants (FTE)

There was a total of eighty three first time entrants to YOS in 16/17. Of the cohort sixteen young people were subject to a child protection plan. Forty one young people were open to services as a 'Child in Need'. Again a further forty one were open to Early Help services, however, in some cases these were not step downs from children social care as you might first assume from the exact numbers. Those that were open to early help totalled three hundred and eight months of intervention, equating to eight months on average per family intervention.

There were two hundred and fifty two fixed term exclusions (FTEs) across the cohort an average of eleven FTE's per young person. Of the cohort forty two had fixed term exclusions, eleven were permanently excluded. Nine young people had school attendance below ninety per cent.

There were twenty two young people who were reported missing, in total there were three hundred and fifty eight episodes, totalling an average of seventeen episodes per young person.

There are eleven families who are known to the troubled families programme. With regard to the TF outcomes, there were two young people with mental health, fifteen with substance misuse, five living with domestic abuse, eight highlighted as at risk of CSE and four young people with workless parents. The rate of those entering the Youth Justice System in Reading has this year been in contrast with the national and regional pattern of a decline. Local FTE rates have been above the national rate for some time. Understanding the local factors that affect this trend and targeting support at an early intervention will require a multi - agency coordinated response.

Embedding partnership work with Early Help Partners

As part of the Early Help family, we need to work collaboratively with our colleagues to deliver services that make a make a difference to the life chances of those we work with and for

Education Training and Employment (ETE)

A key correlating factor with offending risk is the engagement of the young people in positive education opportunities or training and employment options. Too many of the young people we are working with do not have sufficient opportunities and the majority of interventions over the last year have ended without young people satisfactorily engaged in ETE. There is also a need to support young people to engage as well as possible with available opportunities and for provision to be delivered in the most accessible and targeted way

Relationship Aggression

Each year, 750,000 UK children experience domestic violence. Reading's Domestic Abuse Strategy (2015-8) references the impact that domestic abuse has on young people and a local large audit in 2012 identified that 47% of cases had witnessed or experienced domestic abuse. As well as the impact on the young people, there are concerns about the impact on the behaviour of young people in their own close relationships. There are indicators that youth relationship aggression and Adolescent to Parent Violence is an area of work that is being reported more to services. Developing an approach that could help adolescents sustain healthy safe relationships will have a positive impact on them, and those they are in relationship with, as they grow into adulthood.

Reoffending

Young people involved with Reading YOS are more likely to offend again, than in other areas of the country. We need to maintain the analysis of some of the factors for this and retain and develop a workforce that help young people exit offending at the earliest opportunity.

Structure and Governance

The YOS is overseen by a Youth Justice Partnership Management Board (YJMB) chaired by the Local Police Area Commander. The core membership of the YJMB has been reviewed over 2016-7 and is now as follows:

- Director of Children's Services, or his or her nominee.
- NHS commissioner
- Thames Valley Police LPA Commander
- Probation nominee
- YOS and Troubled Families Service Manager

The Troubled Families Board now acts as a reference group for the YJMB going forward, in order to better integrate youth justice within Early Help developments and the wider partnership. The Service Manager for the YOS is the lead for Troubled Families. Many of the young people involved with the YOS are the most vulnerable children, and are at the greatest risk of social exclusion. The YOS is integral to the Borough Troubled Family programme to improve outcomes for families across a range of measures.

Reading YOS is part of the directorate for Children, Education and Early Help Services (DCEEHS). The Head of Early Help Service sits on the YJMB and active links are also maintained at a strategic level to the local criminal justice and community safety arrangements. The YOS is represented at a strategic level in a range of key partnerships, including the Local Safeguarding Children Board and the Community Safety Partnership. Operational involvement in partnerships include involvement in Local Criminal Justice Group, Court User meetings, LSCB Sub groups, MASH steering group, Troubled Families Board, Offender Manager Delivery Group, Restorative Justice Forum, and Parenting practitioner network.

Partnership Arrangements

The YOS is a multi - agency team and relies on the support and input of partners to carry out the work that it does.



Substance Use

YOS has on site facilities for drug/alcohol treatment (SOURCE), including access to substitute prescribing, and has access to provision where young people can access sexual health, contraception and relationships education, as well as referrals and consultations with other health services.

Emotional and Mental Health

A 0.4 FTE CAMHS link worker post ensures access to mental health services as appropriate. The health service is developing a Liaison and Diversion scheme that will address low level mental health needs.

Police

YOS targets prevention resources for young people receiving a Youth Restorative Disposal or first Youth Caution through screening; 10-12 year olds, Looked After Children and young people being violent towards their parents/carers. Thames Valley Police's Out of Court disposal Guidance invites involvement of YOS in decision making above the legally required level. The YOS has one fulltime officer

Social Care

A protocol is in place between YOS and Children's Social Care teams ensuring appropriate joint working, particularly in respect of potential Remands to Youth Detention and Looked After Children. The YOS has a Research in Practice Champion and sit on the MASH steering group arrangements. All Looked After cases at diversion level where there are offending concerns will have a link YOS worker

Probation

YOS works in partnership with Probation regarding those young people who will transition to adult services. The transition protocol have now been bolstered by the provision of a 0.5 Probation Officer.

Having a seconded Probation Officer will enhance the partnership working of the YOS and help develop team practice.

Early Help

The YOS has networking and engagement opportunities within colleagues within Early Help Services.

YOS works provides regular, enhanced Triple P level 4 parenting programmes to referrals from Early Help as well as those at the YOS. These are well attended and have a low attrition rate.

ADVIZA

The YOS works in partnership with Adviza to support young people to access training and employment, Adviza provides a dedicated YOS resource to work with young people who offend and has recently re-commissioned the Adviza contract.

Reading is a thriving and diverse town. We are home to 160,825 people comprising around 69,000 households. Our population has grown by 9% over the last 10 years and will continue to grow. The population in Reading is on the whole young, diverse and dynamic; both in terms of mobility and cultural presentation. However there are some areas of identified deprivation within Reading. 17.8% (over 6000) of children in Reading are in poverty, which is less than the England average but more than the regional average.

Our young people represent the largest group within the community with 35,600 people being under 20yrs old (23%). There greatest increase in local population is in the 0-14years age bracket and the demand for school places has never been higher. (ONS Mid-Year Population Estimates 2013). Whilst the employment rate in Reading is good, disadvantaged groups including young offenders have more difficulties in accessing employment opportunities and the Corporate plan includes targeted work at increasing the ETE opportunities of the 16-18 year olds.

In 2011, whilst the largest proportion of the population (66.9%) identified themselves as 'White British'. This proportion had decreased from 86.8% in the previous census and was considerably lower than the national figure of 80.9%. This suggests greater diversity in Reading in recent years and in comparison with other local authority areas. Those identifying as 'Other White' (encompassing a number of nationalities, including Polish) account for 7.9% of the population, an increase from 4.2% in the previous census. South Asian groups (Indian, Pakistani and Other Asian) accounted for 12.6% of all residents in 2011, an increase from 5.2% in 2001. The other increase of note is the proportion of people identifying themselves as Black African, which increased from 1.6% to 4.9%). As the population becomes more ethnically diverse, the provision of a culturally competent and culturally sensitive Youth Offending Service is highlighted.

National Performance Indicators

The key priorities and National performance indicators:

1. Reducing the number of young people entering the criminal justice system for the first time
2. Reducing reoffending
3. Reducing the use of custody

These priorities directly contribute towards the Reading Borough Council Corporate Plan: In particular,

Priority 1: 'Safeguarding and Protecting those that are most vulnerable'

Priority 2: 'Providing the best start in life through Education, Early Help and Healthy Living'.

The YOS contributes both to improving community safety through targeted and proportionate risk management as well as safeguarding and promoting the welfare of children and protecting Children from significant harm. 'Working Together to Safeguard Children 2015' highlights the need for Youth Offending Services to work jointly with other families and other agencies and professionals to ensure that young people are safeguarded as well as supported to develop life opportunities.

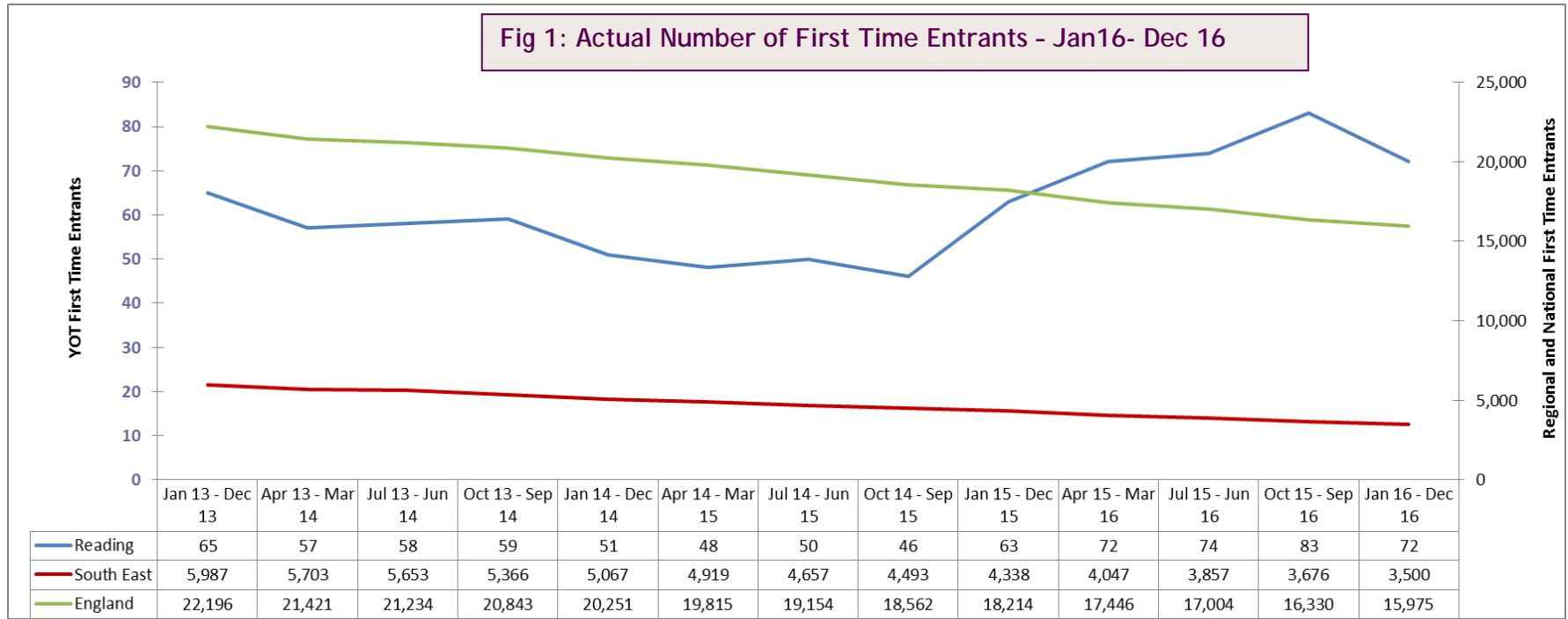
First Time Entrants to the Criminal Justice System

The First Time Entrant (FTE) data (see Figure 1) is calculated using Police National Computer (PNC) data

Nationally there has been a historic trend of a reduction of First Time Entrants to the youth justice system over the last 10 years. Reading peaked in 2008/9 with over 250 young people who entered the Youth Justice System. However whereas the majority of YOTs have continued to experience further reductions in their FTEs, the rate in Reading has increased over the last year.



Work has been undertaken to understand the increase and this has been presented to the YJMB. The police have established decision making processes that the YOS contribute to and it is not thought that young people are inappropriately entering the Youth Justice System. The majority of young people that enter into the formal system are not known to the YOS through any of their prevention work. It is hoped that a partnership response in the Early Help strategy will help address background risk factors that can bolster the life chances of young people and reduce the risk of then entering into the youth justice system. The majority of young people that enter into the formal system are not known to the YOS through any of their prevention work.



First Time Entrants to the Criminal Justice System

It is hoped that a partnership response in the Early Help strategy will help address background risk factors that can bolster the life chances of young people and reduce the risk of then entering into the youth justice system.

There was a total of 83 first time entrants to YOS in 16/17. Of the cohort 16 young people were subject to a child protection plan. 41 young people were open to services as a 'Child in Need'. Again a further 41 were open to Early Help services, however, in some cases these were not step downs from children social care as you might first assume from the exact numbers. Those that were open to Early Help totalled 308 months of intervention, equating to 8 months on average per family intervention.

There were 252 fixed term exclusions (FTEs) across the cohort - an average of 11 Fixed Term exclusions/ young person. Of the cohort 42 had fixed term exclusions, 11 were permanently excluded. 9 young people had school attendance below 90%.

There were 22 young people who were reported missing, in total there were 358 episodes, totalling an average of 17 episodes per young person.

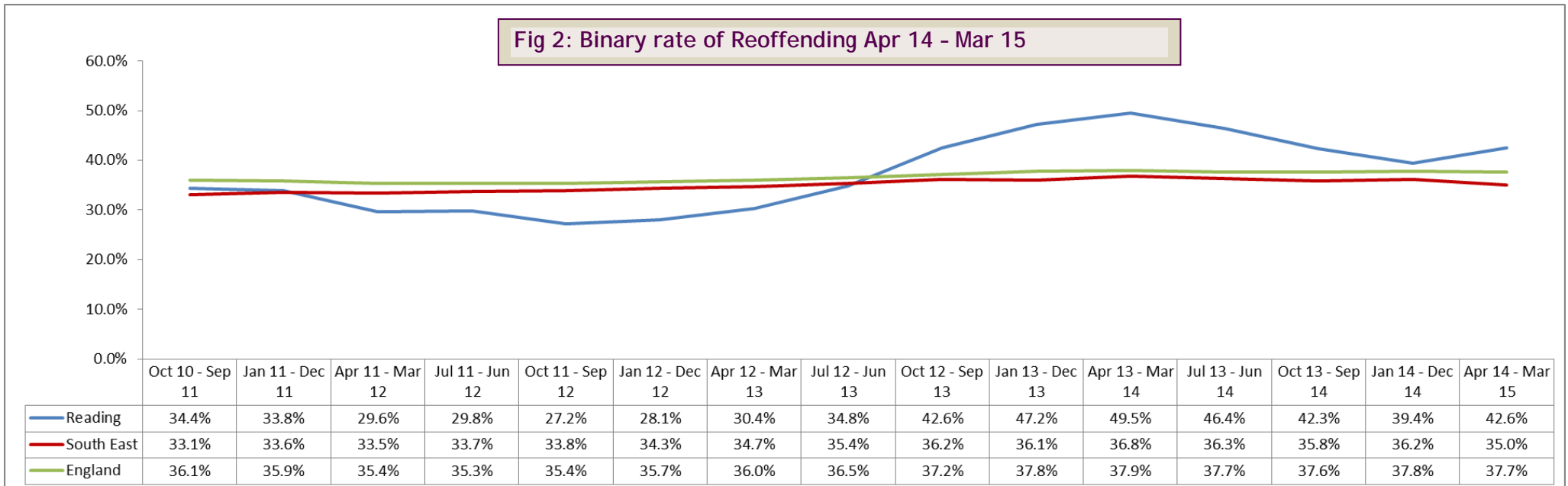
There are 11 families who are known to the troubled families programme. With regard to the TF outcomes, there were 2 young people with mental health issues, 15 with substance misuse, 5 living with domestic abuse, 8t highlighted as at risk of CSE and 4 young people with workless parents.

Reoffending

Reoffending remains one of the key measures for evaluating the effectiveness of the youth justice partnership arrangements at a local level, It is measured in a number of ways. Fig 2 shows the Binary rate of offenders that reoffend. This demonstrates the fluctuating nature of the small cohort in

Reading. This area of work is critical in going forward as we focus attentions on those at a greater risk of reoffending. This requires focus in a number of areas affecting the likelihood of offending, such as Education Training and Employment:

Fig 2: Binary rate of Reoffending Apr 14 - Mar 15



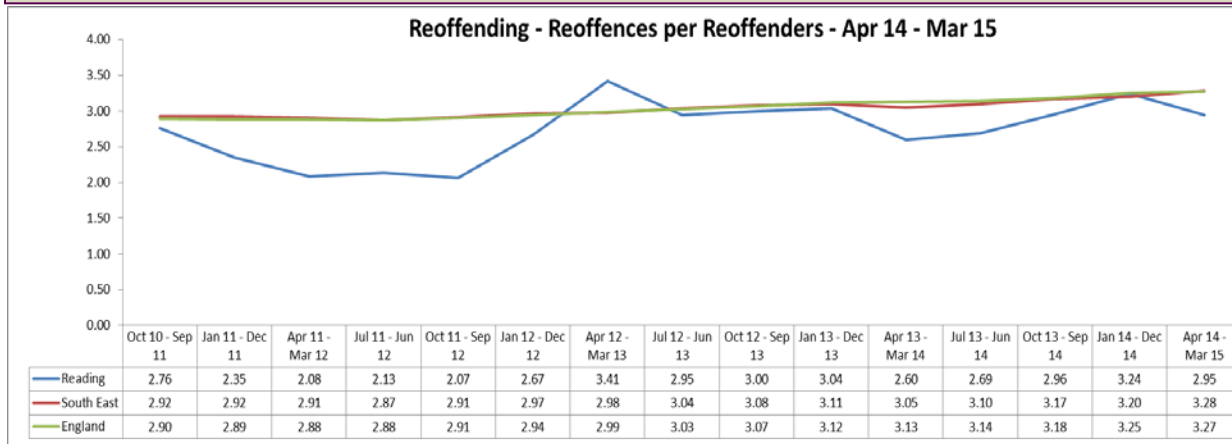
The number of actual reoffenders is similar to last year. The Youth Justice Board have introduced a new measure looking specifically at the average number of offences that those who reoffend go on to commit (Fig 3.) This supports the position that whilst the proportion of reoffenders is quite high, their individual level of reoffending is lower than comparators. Work with young people known to the service will therefore need to take into account their specific issues and consider tailored intervention to reduce individual risk of reoffending.

The Youth Justice Board has released a live tracker that can provide more up to date reoffending information. Reading has used this over the last two years and it has helped identify particular characteristics of young people that may be more likely to reoffend in Reading.

Reoffending and Referral Orders

The Youth Justice Board has released a live tracker that can provide more up to date reoffending information. Reading has used this over the last two years and it has helped identify particular characteristics of young people that may be more likely to reoffend in Reading.

Fig 3: Reoffences per Reoffender



Example - Referral Order

An end panel was held for a 12 month order for a very serious crime. The YP was very shy and hadn't said much at the initial panel but over the course of the next year both myself and my fellow panel member noticed the YP's increase in confidence from the work they had done at YOS. The YP managed to find paid employment whilst on the order and even tried to recruit people whilst on reparation as there was an incentive scheme at the company he worked for showing just how far he had come in a relatively short time.

I was able to witness this YP not only successfully complete his order but watch him turn from a shy vulnerable boy into a confident passionate young man. I can truly say it was one of the most satisfying things I have ever seen.

Being a panel volunteer has stood me in good stead in my own life and given me an edge in gaining a promotion. I am also amazed to see the different types of people that volunteer as panel members.

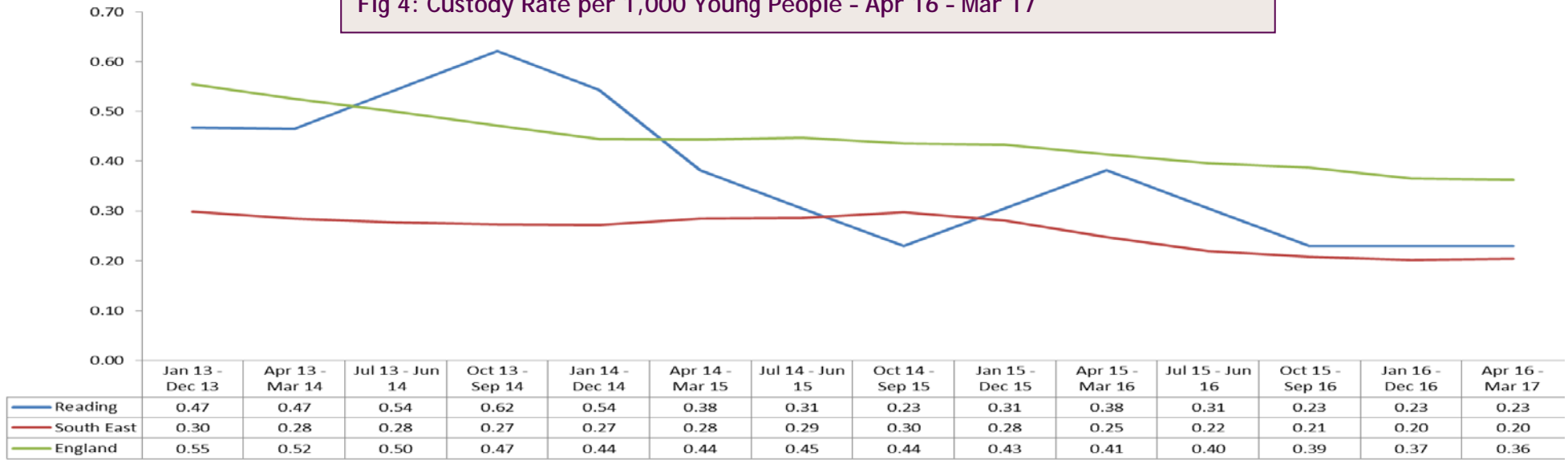
Reducing the use of Custody Custodial Sentences:

The YOS is compared against the use of custody as a rate per 1,000 of the 10-17 year old population; Reading’s performance at the end of March 2017 was considerably below both the National and close to the South East rate (Fig 4). However, the custody rate in Reading is variable, and subject to fluctuations due to the very low numbers of custodial sentences that are imposed on Reading’s young people. Whilst the rate is low, there have been lengthy custodial sentences imposed for serious offences.

Use of Remand:

The remand budget is now devolved to Local Authorities from the Youth Justice Board, based on previous remand episodes. We had few remand episodes in 2016-7, though these are all reviewed and our practice assessed. We will be refreshing our court officer training this year and have a protocol with Childrens Services for the management of remand episodes.

Fig 4: Custody Rate per 1,000 Young People - Apr 16 - Mar 17

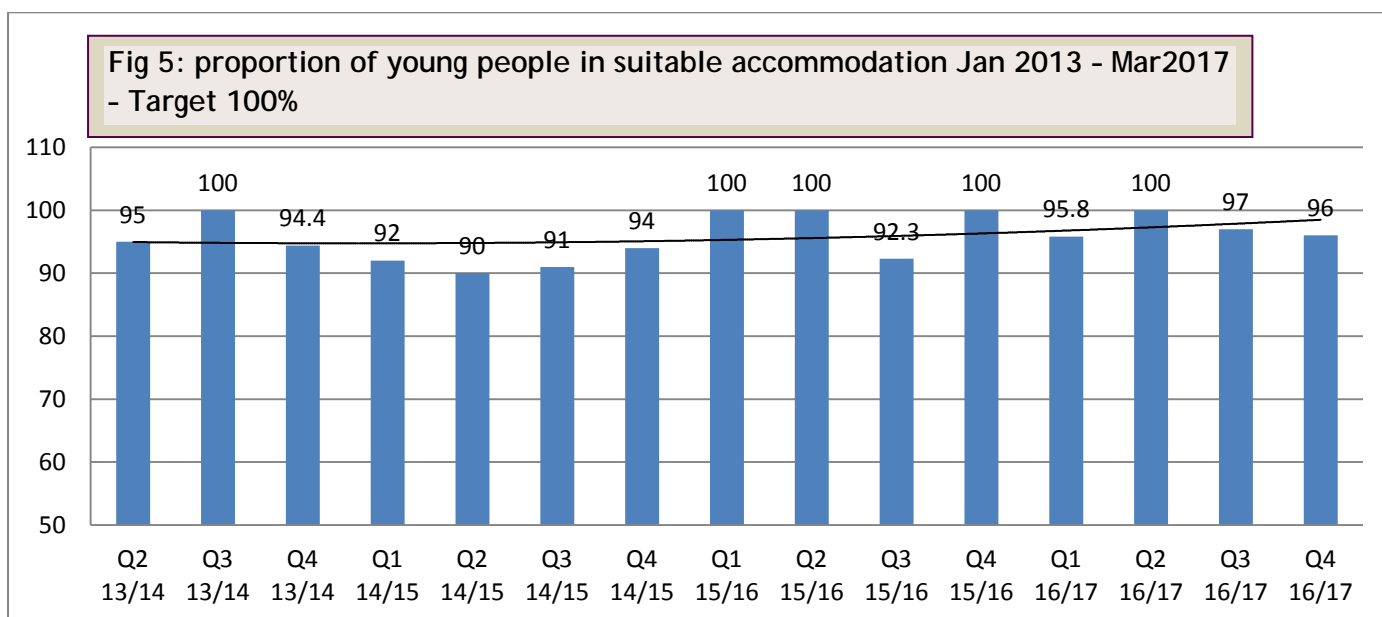


Local Performance Indicators

In addition to the national performance indicators the YOS also monitors a suite of indicators that have a direct influence over the likelihood of reoffending.

Accommodation

There is a strong evidential link between the likelihood of offending and being in unsuitable accommodation. A protocol between Children’s Social care and Housing was agreed in September 2015. The Protocol sets out clearly the process that responsible agencies have agreed to undertake, in order to ensure that suitable accommodation is secured for those young people who are vulnerable due to homelessness. There has been an improvement as a result of the Protocol. The data continues to indicate a healthy outlook for young people and their accommodation needs in the face of rising housing pressure. (Fig 5)



Education Training and Employment (ETE)

Success story

MS was unable to read two letter words and rarely attended school and now he reads books for pleasure and attends every day.

MS is in year 8 and at the start of his Communicate intervention, his attendance and behaviour at school were both very poor. His mother was involved with an Education Welfare Officer and faced fines for non-attendance.

To his credit, MS has always engaged really well in his sessions despite having a very negative perception of school and education. MS's communication skills were very weak which is why he kept misbehaving in school. The diagnostic highlighted just how weak his communication skills were. The Communicate tutor had to go right back to the beginning teaching him to read, recognise and spell two letter words.

His progress was initially slow. He had to learn how to learn words as well as commit them to memory. However, using a few memory tricks and a good dose of humour, the tutor was able to teach him what he needed to know in a way that he enjoyed and responded well to.

He has now completed the basic words module which teaches the 300 most commonly used words. He has developed ways to work out the words for himself and has worked on his handwriting which is now clear, legible and fast. He is reading books with the tutor for pleasure and he is now mainly working on his sentence writing to write funny stories. His sentence structure, spelling and vocabulary have improved dramatically. He has recorded one of these stories and created a video using Lego for the visual.

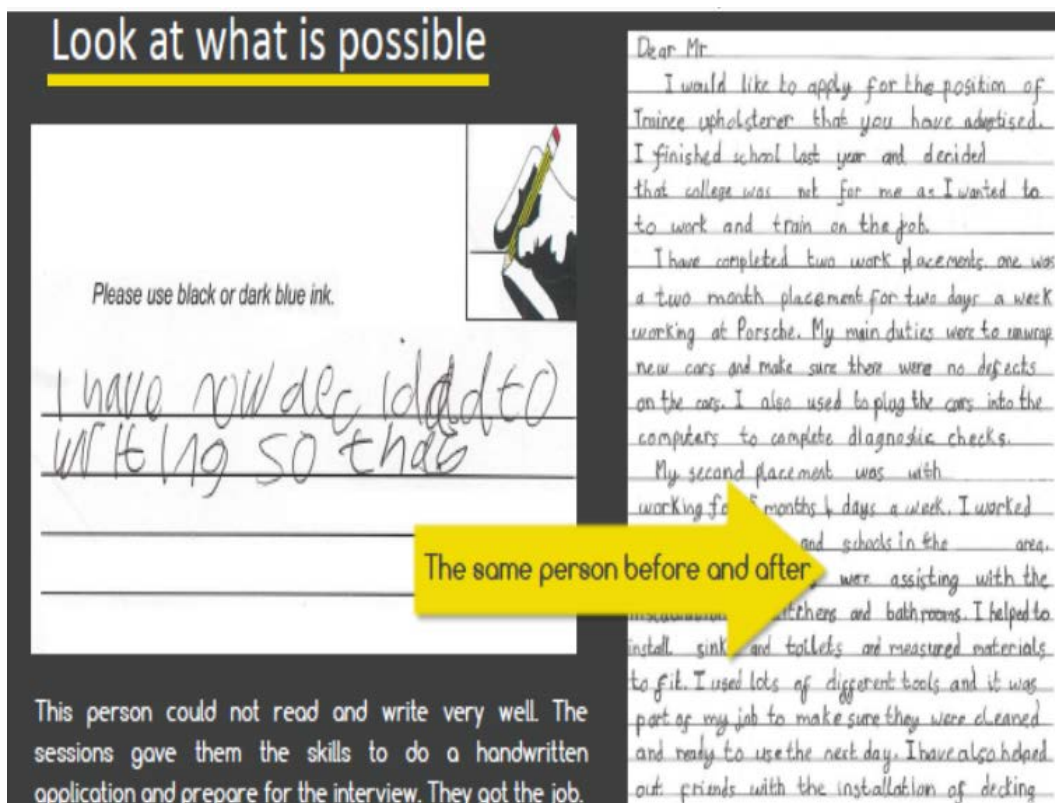
The impact of his sessions is demonstrated by his attendance at school. His school attendance jumped from 30% to 100%. He is getting good reports from all of his teachers and his Mum is ecstatic with his progress. She puts his change in attitude and confidence almost entirely down to his sessions with the Communicate Tutor. MS has himself said he really likes the sessions and has learnt a lot. He has since started doing the intervention on a voluntary basis. There can be no better endorsement than that.

the cups out now
am has a new cat
~~am has a new cat~~
Pam is own the cat

BEFORE

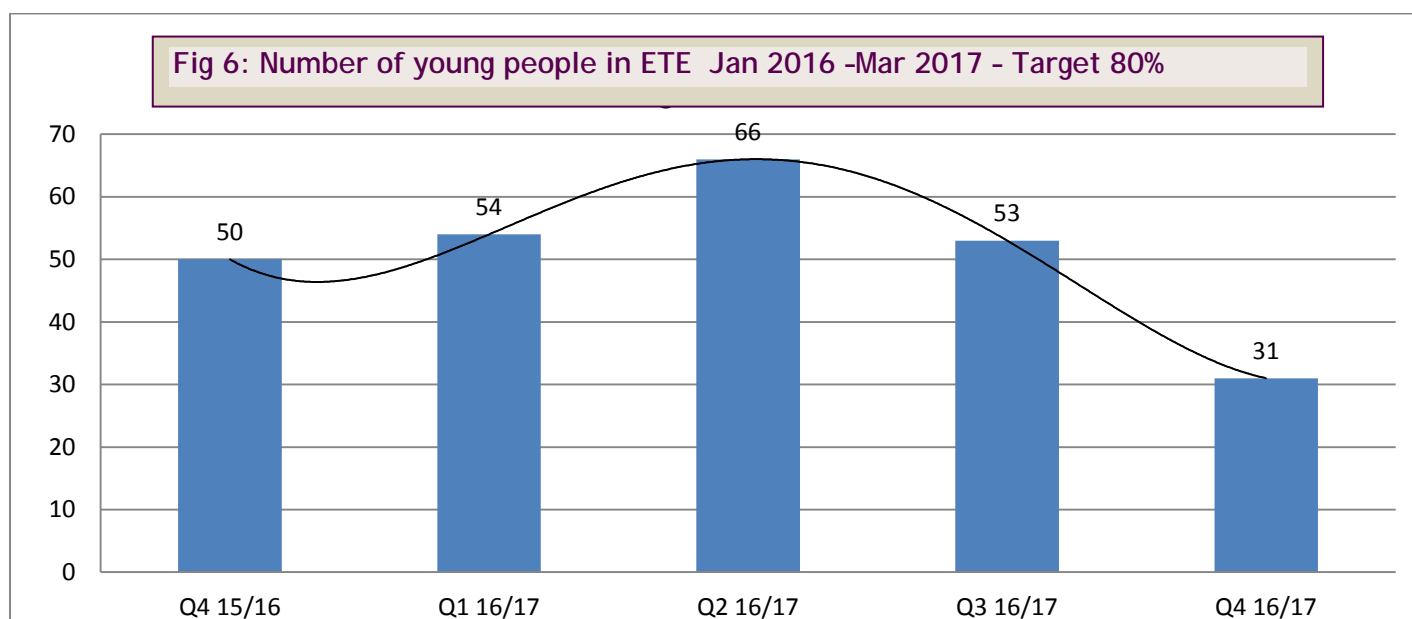
hello my name is Mitchell and I like
hello my name is Mitchell and I like
hello my name is Mitchell and I like
to play on my X-Box 1 on Call of Duty
to play on my X-Box 1 on call of Duty
Infinite Warfare I am really good at it.
Infinite Warfare I am really good at it
My favourite map is Radar Tower it is easy
My favourite map is Radar Tower it

AFTER



The YOS previously measured the percentage of young people in suitable ETE at the end of their involvement with the young person. Last financial year the Management Board changed the measure to record young people at the end of each intervention. This provides a more accurate picture of the ETE status of the cohort of young people we work with as it will include those who are retained by the service over a long period on a

number of interventions. These young people are likely to have problematic ETE performance and will adversely impact the overall picture. The Board has retained the challenging target of 80%. Performance has remained erratic and poor over the last year (Fig 6) The YOS continues to benefit from a dedicated practitioner from Adviza though the specialist education worker post has been deleted in the savings. The YOS also effectively links in with the ‘Children Missing out on Education’ panel locally and runs a very successful ‘Communicate’ programme which was recognised by the Youth Justice Board in 2014 as evidence of effective practice. Troubled Families is also developing a Reading Employability Pathway Strategy which will improve the availability of apprenticeships, work experience and training for young people who offend. However, the overall picture will require a renewed focus with partners to ensure that young people are accessing appropriate ETE.



The YOS RJ Worker routinely contacts all victims of youth crime when connected to a young person on a community order, custodial sentence as well as Youth Conditional Cautions. The YOS Police Officer is responsible for making contact with those victims connected to Youth Cautions or Youth Restorative Disposals. Contact figures will fluctuate when there are difficulties in making contact with victims or where safeguarding concerns for the young person which makes victim contact not feasible. The YOS continues to be victim and young person led; both are consulted and realistic expectations are discussed to meet needs. RJ practice is well embedded in the YOS, from the onset young people are asked restorative questions at court by the Magistrates, through to victim awareness being a feature on all intervention plans. The indepth RJ audit for National Standards indicated very sound practice throughout victim contact backed up by 35% participation in the last two years.

Positive Practice

On the 15th February 2017, three staff members took a 6 young people to London to view a performance at a theatre. The topic of this performance was Restorative Justice, re-enacting real-life case studies which explained the impact of a violent crime on families and also the thoughts and feelings of an offender.

This activity provoked informal discussions around crime and the harm which is caused. Some of the young people were able to relate to characters stories and discussed the trip in other intervention reviews.

Due to the location of the venue, the young people had the opportunity to gain new experiences such as travelling on the underground and seeing some of the main London landmarks such as the Houses of Parliament. This activity provoked informal discussions which generally would not be held during YOS supervision. This provided an opportunity to strengthen the existing relationships with the young people that we work with

Working well with victims helps to provide a service to those affected by crime. Research indicates that offenders who have participated in Restorative Justice are less likely to offend at the same level as those who did not receive Restorative Justice.

The YOS will provide in house training for caseworkers to develop skills and confidence to deliver the YOS victim awareness sessions. This will be overseen by the Restorative Justice Workers who will observe and support colleagues to ensure the validity of the programme is maintained.

Year	Total Victims	Opportunity	Participating Direct	Participating Indirect	No. Participating	%Participating
2015/16Q1	21	19	6	6	11	58%
2015/16Q2	21	20	4	4	8	40%
2015/16Q3	24	22	2	0	2	9%
2015/16Q4	38	36	7	3	10	28%
2016/17Q1	19	19	4	2	6	32%
2016/17Q2	25	22	2	5	7	32%
2016/17Q3	23	22	2	7	9	41%
2016/17Q4	20	17	2	5	7	42%
Total	191	177	29	32	60	35%

Parenting

The YOS Parenting worker manages a number of cases and provides support to YOS caseworkers to manage work with parents. With the loss of the Education worker, some parenting capacity has been lost, and this will impact upon the workload of caseworkers and other staff in Early Help Services. The work of the Parenting Worker is now more firmly established.

Through the year the YOS has led on provision of parenting groups for teenagers (PPP). Over the next year, the Group Parenting provision will continue, but at a lower rate.

Troubled Families

The YOS directly contributes towards achieving improved outcomes for Troubled Families (TF) and has been actively involved in further developing Phase 2 of the programme, reviewing the identification and referral routes for troubled families, and developing the right support at the right time. Reading has a target of 1220 families over the next 5 years, and youth offending will remain as one of the identifiers and outcome measures.

The overlap between the YOS and TF is reflected in the plan for the TF Board becoming the reference group for the YOS Strategic management Board. The TF Board will consider YOS reports and actions from the Strategic Management Board and will commission reports to the YOS strategic group.

Adolescent to Parent Violence and Aggression group

We ran the first Who's in Charge programme over 9 weeks.

Parents actively participated and we could see the changes in the parents attitude over the course. We also received feedback that their children's responses which had positively changed and relationships had improved.

Parents commented that their thinking had changed, were better boundary setting, being more assertive, more equipped to manage situations and feeling calm.

One participant wrote:

'Thank you for a fabulous course...I added many other tools in my tool box

This week I've had two situations with the children and I've managed to put in place two 'Contracts' as solutions. I've found compromises..... I've learnt to acknowledge feelings good and bad on both myself and children and not to dismiss them. I find myself controlling the situation more and giving space when space is needed.

I've realised I don't need to do as much as I do and have refrained in some aspects and when I do choose to do something, it's appreciated and thanked. Makes me feel happier too.

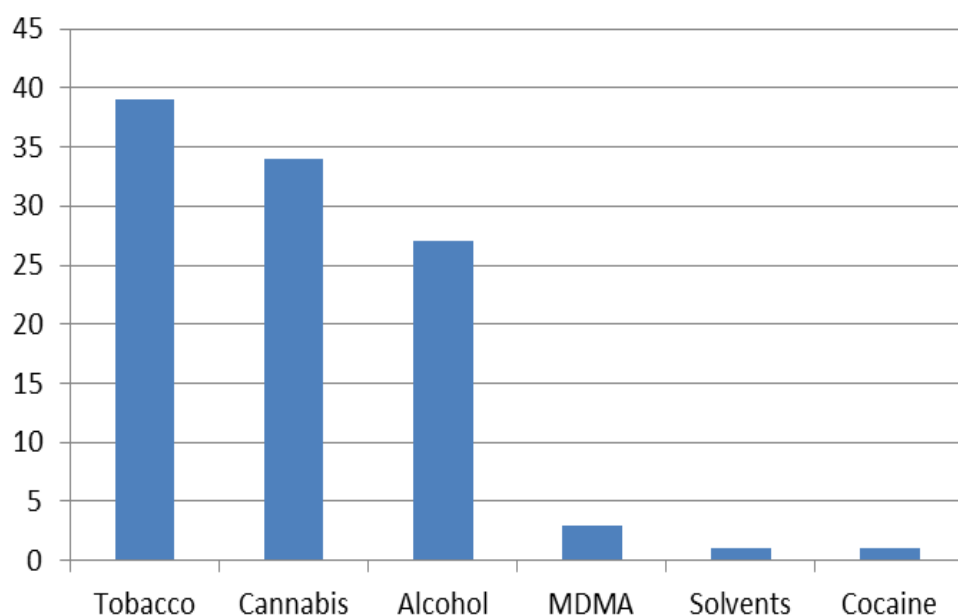
The course has been sad, fun and even heavy at times however it has been so useful and informative and powerful and something I will use and never forget. '

Substance Misuse

All young people known to the YOS will be screened for substance use as part of AssetPlus. Use of the AUDIT tools to screen alcohol use assists accurate assessment to develop appropriate responses. YOS caseworkers will initially complete the AUDIT C, (derived from the first three questions of the full AUDIT) If a young person scores 5+ this indicates increasing or higher risk drinking and the full AUDIT will be completed, and an appropriate intervention planned. SOURCE have undertaken review Training of the AUDIT tool with Caseworkers in 2016-7.

To ensure that local performance measures related to Substance Misuse are met, Source will endeavour to assess all YOS referrals for specialist assessment within 5 working days, and provide relevant intervention and treatment services within 10 working days. Cannabis, Tobacco and Alcohol remain the substances of choice for young people who are known to YOS. This is also true of cases that have no involvement with YOS that are referred to Source. Nationally 70% of young people that access substance misuse services cite Cannabis as their 'problem' drug, and this is the main area of work for YOS young people that access SOURCE.

Fig 7: YOS Young People Substance Use



Other Achievements

The HMIP Short Quality Screening Inspection identified 'a competent and committed workforce who knew their children and young people well... Assessment and planning was good and assessments reflected the views of both children and young people and their parents/carers effectively.'

- Practitioners have adapted to using AssetPlus and management oversight has developed assessment and planning practice;
- Through the year a number of practitioners have delivered training to help develop team working. This has included work on working with education and with parents, and understanding SEND changes;
- The YOS undertook a thorough Nation Standards audit over the year. As well as benchmarking solid practice, the audit has provided opportunities to consider how the Service can be developed going forward;
- The YOS has embedded a routine of QA - both thematic and involving case workers as well as case audits that can be measured over time. Quarterly QA meetings will consider findings and take these forward to practice;
- The Probation secondee has started in post. As well as assisting with transitions to adult Probation Services this secondment will add expertise in risk management and in strengthening partnership links;
- The YOS has retained the effective practise of group supervision sessions that have assisted workers in casework. In addition the Clinical Psychologist as well as working with young people has provided support to staff and managers in developing supervision practice.

Review of 2016 - 2017 Plan

Priority		Action		Success Criteria		Progress
1	Reduce reoffending of prolific and persistent young offenders	1.1	Further analysis of the reoffending cohort using the YJB reoffending toolkit/ live Tracker	1	Reoffending performance in line with national and statistical comparators.	Reoffending has not reduced as much as hoped though is closer to target. The reoffending tracker usefully identifies characteristics of young people that are at risk of further offending.
				2	6 monthly reports produced for the management board using the live tracker tool	
2	Improve Education Training and Employment (ETE) performance	2.1	Establish a ETE task and finish group	1	ETE performance improves and is comparable to national and statistical comparators as determined by the revised performance framework	ETE performance is of concern in Reading, both for school age young people and for those that have left school. Performance has not improved and further work is needed to work with partners to improve the ETE outcomes both of those that have offended and to prevent further offending.
		2.2	Review the ETE performance framework and introduce a distance travelled measure	2	New performance framework in place	
		2.3	Analysis of the quarterly cohorts to be provided to the Youth Justice Management Board	3	Quarterly performance monitored by the management board	
3	Reduce the risk of Child Sexual Exploitation for young people engaged with the YOS	3.1	Monitor and report on the numbers of young people at risk of CSE to SEMRAC	1	The level of risk for YOS young people at risk or experiencing CSE is reduced	The YOS has maintained their involvement in SEMRAC and in having a CSE champion. The young person's CSE tool has been widely used and the YOS worker that designed it has been nominated for a Butler Trust award. Ongoing audit and embedding of the use of the tool within the YOS service will continue.
		3.2	Implement the use of the Reading CSE toolkit	2	The CSE toolkit is used and all young people are screened for the risk CSE	
		3.3	Effectively screen for cases as part of assessment	3	YOS QA to be monitored by the TF Reference Board	

Priority		Action		Success Criteria		Progress
4	Develop interventions for young people to reduce Relationship Violence	4.1	Review existing resources for working with young people who have experienced domestic abuse and/or exhibiting abuse within their own relationships	1	Appropriate materials and interventions are available for young people.	The Adolescent to Parent Violence group ran for the first time in 2017. Further groups are planned.
		4.2	APV programme group scheduled for Autumn 2016	2	Appropriate Referrals made and 80% group completion.	It is hoped that the introduction of the Probation officer will assist with the development of resources that can tackle young person relationship abuse.
5	Embedding AssetPlus Changes and practice	5.1	Draw up AssetPlus Guidance for practitioners	1	Staff able to follow processes for AssetPlus completions	AssetPlus has been in operation for 18 months. Processes have been adopted to assist practitioners to develop thorough proportionate assessments The guidance is not yet complete
		5.2	Staff awareness of guidance	2	Increase in proportion of completed stages within National standards	
		5.3	Regular Management QA of AP stages	3	Congruency of Judgements and QA approach through QA exercises	
6	Working effectively with Out Of Court Cases	6.1	Development of Out Of Court Guidance for YOS	1	Decision making in line with Guidance	The Guidance is in progress. Out of Court decisions have been monitored and challenged where appropriate
				2	75% engagement rate on voluntary interventions	
7	Restorative Justice Development	7.1	Audit of RJ practice	1	Completion of Audit based on RJQM standards	The RJ was subject to a thorough audit that incorporated wider victim practice. Results were positive and there was some learning for further practice development The Caseworkers will undertake training
				2	Audited delivery in line with Guidance.	

Priority		Action		Success Criteria	Progress	
		7.2	Pilot of new RJ screening tool	3	Increased involvement in RJ Processes. Successful completion of RJ processes	and will be delivering some victim awareness sessions from the summer 2017
		7.3	Caseworkers delivering some Victim awareness sessions with at least one young person /year	4	Improved staff skills in addressing empathy	The guidance around UPW delivery has not been completed, though we have managed only a few UPW order over this year
		7.4	Local Guidance around UPW delivery			
8	Inspection actions	8.1	Review of assessment and plans should be completed particularly where there have been significant developments in a case in order that the intervention remains relevant	1	QA and Stage signature evidences relevant new assessments	Asset Plus and the QA of assessments has been embedded by the Managers, and processes now ensure that an early review looks at intervention planning. Training has been provided for staff. There have been a number of in house training sessions over the year. Case planning Forums have been used at point of conviction to ensure planning for sentence is completed as well as after sentence
		8.2	The YOS should make sure that those staff who are less experienced are fully trained and supported to manage the wide range of risks and level of complexity presented by children and young people under supervision.	2	Training provided in line with TNA. Appraisal targets met	
		8.3	Management oversight should be better targeted to make sure that key tasks are not missed, particularly where there is a high risk of harm.	3	Duty manager countersigning to be supplemented by use of Risk Report and Manager benchmarking exercises.	

Opportunities and Challenges for 2017/18

Reduce Reoffending of Prolific and Persistent Young Offenders

Whilst Reading YOS continues to perform well compared to the national and its statistical comparators, the direction of travel indicates that a small number of young people disproportionately commit a high number of offences. The use of a 'live tracking' tool will provide better performance data and act as an early warning regarding contemporaneous issues. This work can be built on in identifying earlier the cases that may require more targeted intervention.

Education Training and Employment

The reduction of NEET performance and the development of sustainable ETE opportunities is a target for the Board that can significantly improve the life chances of the YOS Service group, and also reduce offending.

Safety and Wellbeing

The number of vulnerable young people that the YOS work with is increasing, and with it the need to ensure that partnership arrangements are effective and that the workforce has the necessary skills, knowledge and working relationships to manage risk and improve outcomes. Children in Care are particularly vulnerable and a continued focus on prevention offending by looked after children will continue to be important in 2016-7.

Relationship Violence

There is strong evidence that there are links between the experience of children and young people and the potential for them to go on and exhibit abusive behaviour on their own relationships. The YOS will continue to develop programmes and approaches for these young people in 2016/7.

Reshaping Services

The YOS will contribute to the ongoing work that Reading Borough council and partners will engage in in as services are reshaped in the future.

The shape and delivery of Childrens Services in Reading has been informed by the OFSTED inspection and the OFSTED improvement plan.

Youth Justice Services are currently being reviewed nationally and the Expected Taylor Report (Due Summer 16) will inform future delivery and structures of local Youth Offending Services

Working effectively with Out of Court Disposals

The YOS workload has an increasing number of Out of Court Disposals. Local Guidance will be enhanced that will contribute to swift and consistent decision making and assertive engagement with cases at this level.

Transitions

The transition from custody to the community and from young peoples to adult services is a vulnerable time for young people. The YOS will review existing practices and undertake an audit of previous transitions jointly with Probation during 2016/7.

Ongoing work will be strengthened;

- Embedding Childview and utilising its functionality to a fuller extent to assist the YOS in using data smartly;
- Ensuring that young people's and families experiences of the YOS are asked for, understood and affect how the YOS engage with them.

Looked After Children (LAC)

Children in Care (CiC) are more than twice as likely to enter the criminal justice system as their peers. They are also over-represented in the custodial population, as are care-leavers within adult prisons. A survey of 15- to 18-year-olds in young offender institutions found that a third of boys and almost two-thirds (61%) of girls had spent time in local authority care (Prison Reform Trust, 2011a). This is despite less than 1% of all children in England being in care.

The numbers of Looked After Children that offend are monitored as a percentage of those children who have been in care for 12 months and offended during the period. Reading has over time improved the performance in this area and the rate is now comparable with National Target rates.

Children's Social Care is currently reviewing its sufficiency strategy for LAC placements; it is hoped that this will increase the number of placements for children closer to Reading and will improve the likelihood of the YOS being able to undertake preventative work with placement providers and more effective supervision of LAC children who offend. Where possible the YOS retain case management ownership of LAC offenders placed in neighbouring authorities. The YOS also undertake a review of CiC offending episodes on an annual basis and this helps us identify in particular LAC young people that are placed out of the area that have offended at low level. The YOS will engage with the local YOS to see if preventative services can be provided for this cohort.

Reading has signed up to the Thames Valley Policy Protocol to reduce offending and criminalisation of children in care. A joint approach across the area with partner agencies is expected to develop effective informal practices to manage offending of looked after young people.

The challenge is to accurately assess jointly with Social Care the risk of offending and to advocate appropriate intervention for young people.

Emotional Health

There has been a 20% increase overall in Referrals to the Common Point of Entry since its inception in 2013. There are however a number of young people with diagnosed Mental Health conditions that do not access treatment. Young people known to the Service have consistently been identified with Emotional and Mental health needs. While some of the young people are open to CAMHS, some had previously not engaged. The Children and Adolescents Mental Health Service Worker based with the team two days per week allows for young people to be seen swiftly where a need is identified. Current health funding is directed at developing a Liaison and Diversion scheme which will provide low level Emotional and Mental Health intervention for young people after entry into the Criminal Justice System.

Reading Youth Cabinet has recently campaigned to improve the Mental Health of young people in Reading. They have contributed to a report on School Nursing in Reading, highlighting the need for promotion and understanding of the School Nurse role and improving access from pupils to the Service.

The challenge is to work with health so that Emotional and Mental Health needs can be appropriately addressed at the right level. Caseworker experience and skills will assist them to be part of the intervention delivery where appropriate. Over the year the YOS will attempt to scope and implement some of the learning from the Welsh Enhance Case Management approach which emphasises a developmental approach to assessment and intervention.

Domestic Abuse

Reading has developed expertise and delivered work in managing Adolescent to Parent Violence and Aggression. The Parenting Worker now assesses all parents of young people that come to the attention of the YOS for damage or assault in the home. These referrals are made regardless of whether the young person is on a Court Order or Out of Court Disposal (OoCD).

Evidence and our understanding of the offending group suggests that experience and witnessing of Domestic Abuse is a risk factor in general for youth offending and also related to adult perpetration of relationship aggression.

We have previously identified that developing interventions for young people to manage relationships in a non-aggressive manner may assist in the implementation of the Domestic abuse strategy. The challenge is to train staff, and develop and trial interventions with some of our young people

Sexually Harmful Behaviour

Concerns remain about young people who sexually harm and the work involved in addressing this, although the number of young people coming to the attention of the Court for these offences in Reading appear to have dropped. This is particularly important to note as the interventions necessary to address these behaviours are normally disproportionate to other interventions. In the period 2014/15, 17 sexual offences were committed by 11 young people in comparison to the 2015/16 time frame where 10 offences of this type were committed by 8 young people. Within this group we have picked up some work with young people who have demonstrated sexually harmful behaviour concerns but have not been criminalised. This was reflected by 3 of the 11 in 2014/14 and 5 out of the 8 young people in 2015/16, who were dealt with by way of Out of Court Disposal for these offences. This presents wider issues for Services for young people without the experience as the expertise in this area is located at the YOS.

The YOS are developing specific work around technology and sexual crime that will cover e-safety, CSE awareness and online sexual behaviour that will address harmful behaviour as well as safety and wellbeing in this area.

Special Educational Needs and Disability

It is critical that young people with identified needs are managed appropriately both in the community and in custody. Research indicates that 60% of young offenders have some form of Speech Communication or Language Needs and a number of young people known to our service have additional learning needs. The YOS assessment is used to clarify young people that have additional needs and will liaise with the SEN team in relevant cases.

A protocol with SEND has been agreed to cover local responsibilities and practices in particular with young people that have a statement or EHCP that are remanded or sentenced to custody.

The challenge for the YOS will be to engage effectively with young people with SEND and their families, and to advocate on their behalf in discussions with partner agencies.

Child Sexual Exploitation (CSE)

YOS recording had indicated that CSE is a characteristic of 10% of the caseload.

The challenge is to utilise the young person - friendly Child Sexual Exploitation screening tool routinely with cases. This will help to clarify concerns and also help contribute to the intelligence picture around local CSE.

The YOS will continue to contribute towards the delivery of the Reading CSE strategy and ensure that young people are effectively identified, assessed and supported to reduce the risk of being exploited. QA processes will build on the positive steps the YOS has taken so far.

Managing Service delivery with Decreasing Resources

The YOS has managed to reduce expenditure consistently over recent years. Service reductions have necessitated different internal ways of working and is a challenge to the flexibility of the staff team. The challenge will be to address the offending risk effectively and contribute to the wider Early Help approach to reduce the number of young people that are entering the Youth Justice System

Quality Assurance and Audit

Quality assurance is an integral part of everyday practice within Youth Offending Service. Measuring the impact of service delivery is central to achieving improved outcomes for children and young people. This requires a strong quality assurance system to be in place that evidences that services are being delivered effectively and to standards that enable children's welfare to be safeguarded and promoted. The YOS quality assurance framework includes

- Maintaining a risk register of young people who are vulnerable and/or present a risk of harm to others
- National Standard monitoring
- QA of all assessments and plans
- Quality assurance team audits
- Service User feedback
- Auditing of closed cases
- Gatekeeping of Referral Order and Court reports
- Critical Incident reviews

AssetPlus was installed operationally in Mid January 2016. This provides an integrated assessment and planning tool that has been developed in to take account of the findings from the review of the Previous assessment process and incorporating recent research All new assessments including Out of Court Disposals started using AssetPlus and older assessments have been faded out in the period since Go Live. As well as considerable training and preparation in the lead up to the use of AssetPlus, the YOS has managed the increase of workload since the introduction of AssetPlus.

The impact has been felt in a number of areas. Principally

- AssetPlus is the standard assessment tool for all stages of intervention. A lighter- touch assessment tool is not available for cases with lower disposals or presenting lower risks;
- There are a number of areas of assessment that are newer and there are more screening and self-assessment tools to use. In addition, the complete of the assessment itself takes more administrative time than the previous assessment tool;
- There are increased regular demands on Managers for Quality assurance and Counter signing.

These changes have increased the workload of staff and managers as staff are adapting to the new assessment process and are likely to influence work flow processes in the future. The YOS have developed a Duty Manager process ensuring overall Management oversight and have built in processes to ensure management discussion and consistency of practice that should benefit the team. As part of the management oversight and Quality Assurance several bench marking sessions have been scheduled through the year to ensure consistency of approach.

Audit activity in 2015-6 included The National Standards audit around Out of Court disposals, and the Case audit of some 28 Cases as part of ongoing SQS inspection readiness. The SQS in April this year offered an independent positive review of the Service

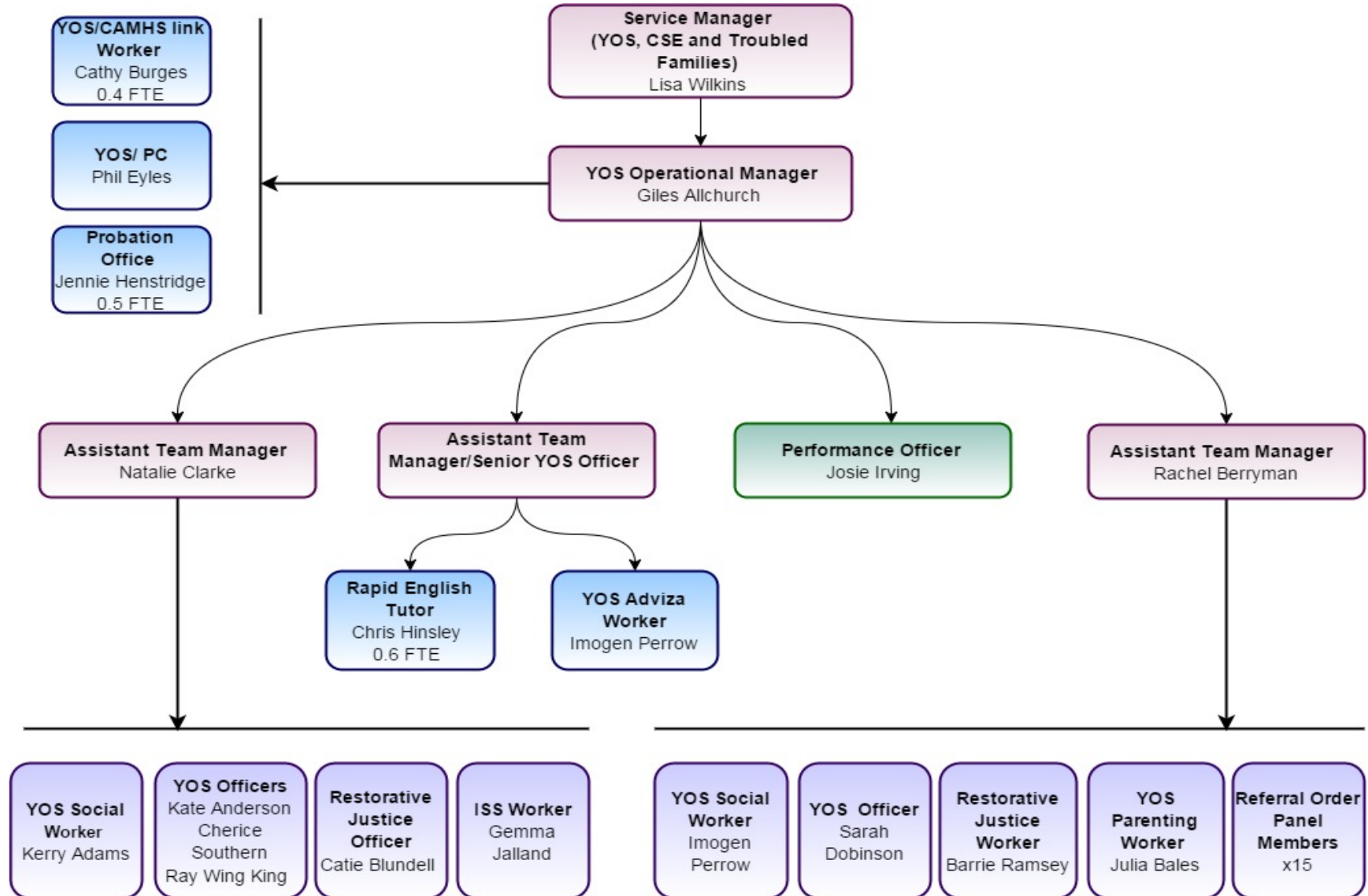
Resources and Value for Money

The YOS budget for 2016/17 reduced by 3% overall (£26,649) compared with the 2015/16 budget profile. This was mainly due to a 19% reduction in the YJB grant. The budget reduction has been managed through efficiency savings and staff reduction measures. The Probation contribution reduced in line with the new national formula, although a half time Probation officer will be provided as soon as recruitment is successful. Resources are sufficient to maintain youth justice service delivery for 2016/17.

	Cash contribution	Payments in kind	Total	% contribution
PCC	99100	46,000	145,100	12
Probation	11200	0	11200	1.33
Health	33500	0	33500	3.99
Local Authority	450000	0	450000	53.57
YJB	246300	0	246300	29.32
Total	840100	46,000	886,100	100

See Appendix 1 for YOS structure chart.

Appendix 1: Youth Offending Service Structure





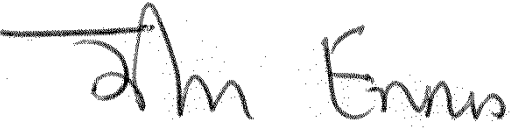
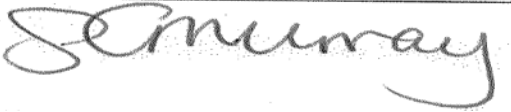

Appendix 2: 2017/18 Action Plan

Priority	Action	Success Criteria	Owner	Deadline
Outcomes				
Reduce reoffending of prolific and persistent young offenders	Work with colleagues from Police and Probation to reduce reoffending rates.	Reading young people are not becoming prolific adult offenders.	YOS / Probation / Police	March 2018
Improve Education Training and Employment (ETE) performance	To review with partners our current cohort and barriers to ETE. To work with partners to together engage our cohort in ETE.	For our young people to be engaged in ETE. For our numbers of young people not engaging to decrease.	Voluntary Sector / Education / Communicate	December 2017
Reduce the risk of Child Sexual Exploitation for young people engaged with the YOS	This outcome needs to consider all types of exploitation for our cohort. To set up a working group to discuss 'preventing sexual violence in young people' and consider 'young people missing out on justice'.	To have a robust response to victims and perpetrators of exploitation. To consider the needs of victims with regards to therapeutic trauma interventions.	Local Authority / Police / SAFE! / Little Blue Book of Sunshine (Health)	September 2017
Reduce Relationship Violence Develop interventions for young people to	To consider intervention options as a partnership with regard to relationship violence.	An approach is identified and adopted.	Police / Health	March 2018
Reduce the number of First Time Entrants	How are we working to strengthen our families and build family and community resilience?	The number of first time entrants has reduced and we are in line with national averages.	Early Help / Voluntary Sector / Troubled Families / Schools / Liaison and Diversion	March 2018
Enablers				
YOS and Partnership workforce to be provide appropriate responses to sexually harmful behaviour	To work with the exploitation group (as above). To consider learning from this group. To drive up front line delivery in working with those young people who display sexually harmful behaviour.	To have supported colleagues in working with sexually harmful behaviour. To confidently be assured that individuals receive an appropriate service.	Local Authority / Police / YOS	March 2018
YOS and Partnership workforce to be provide appropriate responses to emotional wellbeing	Workers across the youth justice system are better able to recognise and respond to the needs of young people who present with a learning difficulty,	This will result in improved service user engagement with intervention and care plans, improved outcomes	Health / YOS	December 2018

Priority	Action	Success Criteria	Owner	Deadline
	language impairment, mental health or neurodevelopmental issue.	and reduced risk of reoffending behaviour		
Embedding AssetPlus Changes and practice	For the performance analyst to ensure the YOS staff are up to date with training and changes to Asset Plus.	Staff feel confident in using the system and are producing good assessments.	Performance Analyst YOS	March 2018
Working effectively with Out Of Court Cases	To consider our Out of Court Disposal (OOC) response and how we engage partners to support those young people who do not have a statutory requirement to attend the YOS.	For the YOS to have a recording system for those young people with OOC. For YOS to be working with partners on alternative interventions and activities for these young people	Police / YOS	December 2017
Restorative Justice development	Caseworkers will undertake RJ training	Caseworkers will be delivering some victim awareness sessions from the summer 2017	YOS / Early Help	September 2017

Appendix 3: Management Board Sign Off

Statutory Partners, Signatories to 2017/18 Youth Justice Plan		
Name & Title	Signature	Date

<p>Chair of Youth Justice Partnership Management Board. Thames Valley Police</p>		<p>21.06.17</p>
<p>Reading Borough Council</p>		<p>21.06.17</p>
<p>National Probation Service</p>		<p>21.06.17</p>
<p>Clinical Commissioning Group</p>		<p>21.06.17</p>
<p>Service Manager Intensive Support and YOS</p>		<p>21.06.17</p>