

# Public Document Pack



Peter Sloman  
CHIEF EXECUTIVE

Civic Offices, Bridge Street,  
Reading RG1 2LU  
☎ 0118 937 3787

To: All Members of the Adult Social  
Care, Children's Services and Education  
Committee

(Agenda Sheet to all Councillors)

Our Ref:  
Your Ref:

Direct: ☎ 0118 937 2303  
e-mail:  
richard.woodford@reading.gov.uk

26 September 2018

Your contact is: Richard Woodford - Committee Administrator

## **NOTICE OF MEETING - ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE 4 OCTOBER 2018**

A meeting of the Adult Social Care, Children's Services and Education Committee will be held on **Thursday, 4 October 2018 at 6.30 pm** in the **Civic Offices, Reading**. The Agenda for the meeting is set out below.

<b>AGENDA</b>	<b>Page No</b>
<b>1. DECLARATIONS OF INTEREST</b>	
Councillors to declare any disclosable pecuniary interests they may have in relation to the items for consideration.	
<b>2. MINUTES OF THE MEETING OF THE ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE ON 25 JULY 2018</b>	<b>3 - 10</b>
<b>3. PETITIONS</b>	
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.	
<b>4. QUESTIONS FROM MEMBERS OF THE PUBLIC AND COUNCILLORS</b>	
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 later than four clear working days before the meeting.	

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## **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. AN OVERVIEW OF NHS ENGLAND'S CONSULTATION ON "INTEGRATED CARE PROVIDER CONTRACTS" 11 - 32**

A presentation providing the Committee with an overview of the Integrated Care Provider (ICP) Contract consultation run by NHS England.

## **7. CEDAR COURT AND THE MAPLES DAY CENTRE CATERING 33 - 38**

An information report providing the Committee with an update on the progress made to provide catering to Cedar Court and The Maples.

## **8. PROGRESS ON THE DELIVERY OF THE SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) STRATEGY 2017 - 2022 39 - 62**

A report providing the Committee with an update on the progress being made to deliver the SEND Strategy for 2017 - 2022 and on the Short Breaks Review work, the Information, Advice and Support Service and the SEND Service performance.

## **9. OFSTED MONITORING VISIT AND DEEP DIVE OF CHILDREN'S SERVICES 63 - 66**

A report on the Ofsted Monitoring Visit and Deep Dive of Children's Services.

## ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE 25 JULY 2018

**Present:** Councillor David Absolom (Chair)  
Councillors Grashoff, Hoskin, Jones, Kaur, McEwan, McKenna,  
O'Connell, Pearce, Robinson, R Singh, Terry and White.

**Apologies:** Councillor Khan.

### 1. MINUTES

The Minutes of the meeting held on 5 April 2018 were confirmed as a correct record and signed by the Chair.

### 2. QUESTIONS

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

Questioner	Subject
Councillor White	Ethical Care Charter

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

### 3. PRIMARY CARE UPDATE INCLUDING CIRCUIT LANE & PRIORY AVENUE GP PRACTICES/PRIMARY AND GP SERVICES ACROSS THE BOROUGH

Cathy Winfield, Chief Officer Berkshire West CCG, gave a presentation providing the Committee with an update on Primary Care and GP Services.

Cathy explained that the current challenges in primary care included changes in clinical workload, a lack of investment compared to other parts of the NHS, workforce shortages and uncertainty about the future of the partnership model in General Practice. Primary care generally performed well and since the CCG had taken on delegated responsibility for commissioning primary care from NHSE in April 2016 they had worked with practices to improve performance - for the first time there were no practices in Reading in special measures and just two requiring improvement.

Cathy noted that there was a particular issue in Reading of the number of small practices in non-purpose built premises; the CCG had supported practice mergers to enable small practices to be more resilient, and had supported the formation of two Primary Care Alliances where practices agreed to work together to support one another, share resources and ensure that all patients got access to the same level of service. All practices in Reading were working with one of two GP provider alliances, and all but three were members. Within each alliance practices were working in clusters or networks serving 30-50,000 patients in line with new national policy that advocated that practices worked at that scale to achieve resilience. Cathy outlined the Alliance priorities and the progress of work to deliver services from hubs within each cluster.

Cathy gave an update on the Circuit Lane and Priory Avenue GP Practices. Following poor CQC ratings the two surgeries had been run by One Medical Group

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since September 2016. The CCG had provided significant financial support along with support from experienced GPs and a practice manager from local practices, but One Medical Group had continued to struggle to recruit permanent clinical staff, particularly GPs, and improvements made had not been sustained, leaving no option but to terminate contracts at short notice.

Cathy explained that the CCG had recognised the continued need for a surgery in Southcote and had sought a new local provider for Circuit Lane Surgery among existing GP practices. Patients had been informed in writing that services would be provided by Western Elms Surgery with effect from 1 April 2018, with an automatic transfer of registrations unless they chose to move elsewhere. The CCG had worked closely with the Patient Participation Group, Healthwatch and local councillors to support the transfer and were continuing to work closely with Western Elms Surgery to support improvements, with good progress so far including improved patient satisfaction.

Cathy noted that, with just over 6,000 patients, Priory Avenue had not been viable going forward and there was limited scope to develop the premises. No other local practice could take all 6,000 patients in addition to their existing list but there had been scope to accommodate smaller numbers of patients across a number of practices. The CCG's Primary Care Commissioning Committee had agreed that the surgery should be closed and the list dispersed, with a letter sent to every patient setting out options. The majority of patients north of the river could be accommodated by Emmer Green and Balmore Park surgeries, with a remote registration process carried out to avoid pressure within the practices. Patients living South of the River were outside of catchments for Balmore Park and Emmer Green but had been given a choice of other surgeries. Over 3,000 patients had responded to the remote process to select either Balmore Park or Emmer Green Surgery, with the remaining patients allocated predominantly to Emmer Green, Melrose Surgery, Reading Walk-in Centre and Chatham Street Surgery. Vulnerable patients had been identified by working with the practice and the CCG had ensured that all vulnerable patients were registered with a new practice and that there had been doctor to doctor handover where required. All Priory Avenue patients had been accounted for.

Following the presentation Cathy answered questions from the Committee on subjects including support for patients who might have difficulty accessing their new surgeries, the introduction of GP Connect and seven day working, and the prospects for finding sites to accommodate larger GP surgeries, particularly in South Reading.

**Resolved - That Cathy be thanked for her presentation and the update on Primary Care and GP practices.**

**4. CHILDREN'S SERVICES IMPROVEMENT BOARD - REPORT OF THE INDEPENDENT CHAIR**

The Chief Executive submitted a report from the Independent Chair of the Children's Services Improvement Board (CSIB) that covered the period from December 2017 to June 2018.

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The report explained that performance indicators for the period which had shown improvements included timeliness of Early Help assessments, timeliness of Child in Need visits, percentage of Looked After Children (LAC) with an up-to-date Personal Education Plan, percentage of established social work manager posts and established social work posts that had been filled with permanent staff. At the end of 2017 and beginning of 2018 there had been an issue relating to a number of unallocated Child in Need cases. This had been resolved but there had been concerns that the issue had not been identified quickly enough and as a result the number of unallocated cases was monitored rigorously on a weekly basis. Data relating to the percentage of cases that had supervision recorded had shown some improvement, but performance was uneven across different social work teams. Additional support from Achieving Children had been identified to support those teams that were performing less well.

Quality assurance arrangements had been through a number of changes and a more settled framework of reporting had been developed. There was evidence of pockets of improving practice and in their most recent monitoring visit Ofsted had identified improvements in the quality of direct work with children that had been carried out by the two specialist children in care teams. Independent Reviewing Officers were strengthening their oversight of children's plans and children's progress towards permanent settled homes and children were given good support to meet their health and educational needs. Through the range of quality assurance activity three main areas of practice had been identified as priorities for improvement: timely purposeful visits, management oversight and supervision and quality of recording. These areas would be the focus of improvement activity over the next few months.

The report stated that the CSIB had maintained its focus on securing a skilled and stable workforce at every level and in recent months significant improvements had been made in securing permanent managers; the current position showed the greatest stability for over a year. In addition, the appointment of a substantive Director of Children's Services had brought stability to the senior leadership team. The Ofsted monitoring visit had recognised this and retention would remain a priority for CSIB because of its critical importance to the pace and sustainability of improvements. Ofsted had highlighted that the percentage of distant and out of Borough placements for LAC had increased and this was an issue the CSIB would review in the next period.

The report stated that the CSIB was well supported by officers from Children's Services, regular reports and performance information was provided which enabled the CSIB to monitor, evaluate and challenge improvement. The quality of reporting had continued to improve and there was a tangible and increasing sense that the service understood its emerging strengths and areas that required more focused improvement activity. Members of the senior leadership team were increasingly effective at analysing the impact of improvement activity and were actively developing the skills of social work managers to own and manage the performance of their teams.

**Resolved - That the report be noted.**

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**5. CHILDREN'S SOCIAL CARE, EARLY HELP AND EDUCATION SERVICES IN READING - UPDATE ON DEVELOPMENT OF CHILDREN'S COMPANY**

The Chief Executive submitted a report providing the Committee with an update on the latest position on setting up the Children's company as a wholly-owned company of the Council for the delivery of Children's Services. A copy of the Memorandum of Understanding of the company was attached to the report at Appendix 1 and a copy of a letter from Ofsted following the most recent monitoring inspection was attached at Appendix 2.

The report stated that the Council was working towards transition to a new company for the delivery of Children's Services by autumn 2018. Following Policy Committee on 15 January 2018 (Minute 59 refers) there had been a number of milestones towards the establishment of the company including the following:

- Agreement of a Memorandum of Understanding between the DfE and the Council which underpinned the development of the company;
- The Chair of the company, Deborah Jenkins, had been appointed and was actively involved in the establishment of the company;
- The majority of Children's Services staff would be TUPEd to the new company and they were being briefed regularly including face-to-face briefings;
- The company name was consulted on and agreed to be Brighter Futures for Children;
- Detailed work on the service specification and contract was well underway and service level agreements between the company and the Council for the provision of support functions were being developed in parallel;
- Proposals for the client side structure including governance arrangements and the performance mechanism were being developed in order that the Council could hold the company to account for the services it would deliver on the Council's behalf.

Overall work was progressing well but an ambitious timescale had been set and was under continuous review. Critical factors which could impact the transition included the Ofsted registration process and appointment of the Managing Director/Chief Executive, and if a delay was considered likely the company would be operated in a shadow or test and learn environment for longer.

The report explained that the Council would have 100% ownership of the company which would be run by a senior management team reporting to the company board of directors; the Board would report to the Council as its shareholder. In order to provide the appropriate assurances to the Council the anticipated governance and scrutiny arrangements included an annual report on performance and the Company's business plan to the Council, reports on performance during the year to the shareholder submitted to Policy Committee, regular meetings between Lead Councillors and Chief Executive of the Council and the company, and detailed monthly performance and financial monitoring through the contract management function, underpinned by contractual reporting requirements including open book provision of data.

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The Committee discussed the governance arrangements for the company and noted the need for clear reporting arrangements to the Policy and Adult Social Care, Children's Services and Education (ACE) Committees, which took account of the scrutiny role of the ACE Committee. It was currently anticipated that the Children's Services Improvement Board would also retain a role during the transition period.

**Resolved -**

- (1) That the latest position in the development of the company for the delivery of Children's Services be noted;
- (2) That as part of the communications plan for the company that an all Councillor briefing session is being arranged;
- (3) That the latest OFSTED letter published on 8 June 2018 showing a positive direction of travel for the service be noted.

**7. READING STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION AGREED SYLLABUS 2018 - 2023**

The Director of Children, Education and Early Help Services submitted a report asking the Committee to consider and agree the new Agreed Syllabus for Religious Education (RE) 2018-2023 commissioned by the Reading Standing Advisory Council on Religious Education (SACRE), for use in all Reading schools.

The report explained that according to statutory requirements the SACRE for the local authority has to revise the RE syllabus to both reflect the religious education needs of the pupils and to respect the position of the principal faith communities in the area. The SACRE consultant, along with RE advisers to four of the six Berkshire SACREs had led the consultation on the syllabus and its revision. They had worked with teachers, SACREs and both faith and belief communities across the unitary authorities and the new agreed syllabus had been approved by the Reading SACRE at its meeting in June 2018.

**Resolved - That the new agreed syllabus for religious education 2018-2023, commissioned by the Reading SACRE for use in all Reading schools, be approved.**

**9. POST 16 EDUCATION TRANSPORT POLICY/SCHOOL TRANSPORT POLICY**

The Director of Children, Education and Early Help Services submitted a report setting out proposed changes to the Council's policy for Post 16 School Transport. A copy of the Policy and appeals process was attached to the report at Appendix 1 and the main School Transport Policy, including recent minor amendments, was attached to the report at Appendix 2.

The report stated that transport assistance was only provided for young people over the age of 16 if they had an Education, Health and Care Plan, and that there were currently 38 young people over 16 who were receiving free transport to their Special School or College and would therefore be impacted by the introduction of the new Policy, which proposed the introduction of charges to young people from

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the academic year after they turned 16 years of age. This would mean children attending mainstream or Special Schools would be required to pay a contribution towards the cost of their transport to education, even where they were in excess of three miles from the nearest suitable school. A proposed charge or contribution of £720 per annum or £540 per annum, if on a low income, had been suggested which was in line with other local authorities in the south east.

The report noted that for young people aged 16 years to 25 years old, attending a college of Further Education or equivalent, reduced public transport passes were available. At present Reading Buses had an annual charge of £350 for young people using buses to schools within Reading, and £495 outside Reading. Some individual colleges arranged transport, for instance Berkshire College of Agriculture and Henley College both provided coach transport for a charge. Support with transport costs to college could be sought through alternative sources such as college bursary funding or personal budgets with Adult Social Care.

The report explained the prior to the introduction of the Policy a consultation with families who would be impacted would be carried out and the Policy would be discussed with the Reading Families Forum, Reading Special School Head teachers. An online consultation and consultation with schools and other stakeholders would also need to be carried out, and a proposed timeline was outlined in the report. An Equality Impact Assessment would be carried out following the consultation.

**Resolved -**

- (1) That a consultation on the Post 16 Education Transport Policy and Appeals Process, as set out in Appendix 1, attached to the report, be approved;
- (2) That a consultation on amendments to the School Transport Policy to incorporate changes for Post 16 be approved.

**10. ONE READING SOCIAL IMPACT BOND CAREERS INFORMATION ADVICE**

The Director of Adult Care and Health Services submitted a report informing the Committee about a Social Impact Bond (SIB) 'One Reading' aimed at improving participation outcomes in education or training for young people and vulnerable groups.

The report stated that on behalf of its strategic partners the Council had developed an application to the Department of Media, Culture and Sport's Office for Civil Society for the Life Chances Fund development grant to fund SIB 'One Reading' that was related to improving participation outcomes in education, employment and training (EET) for young people from vulnerable groups. A SIB required strategic partners to act as 'co-commissioners' each making a financial contribution to fund activity to tackle the shared and costly issue of young people aged 11 to 19 not participating in EET destinations. This approach would maximise resource and support a reduction in operational costs.

The report explained that the Council had an annual budget of £250k that had been allocated to fulfil the statutory duty to offer careers information advice and



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guidance (IAG) for young people aged 13 to 19 years of age (up to 25 years of age for young people with SEND). The budget was also to support young people's participation in education employment and training, as well as tracking the numbers of 17 to 18 year olds who were not in education, employment or training (NEET). If the SIB application was successful it was proposed that this annual budget be allocated to the SIB for five years, effective from July 2019. One Reading would deliver the Council's statutory IAG duties along with additional outcomes that had been set out in the outcomes framework.

The report noted that the current provision was not targeting those who were most in need including LAC young people, SEND, teenage parents, those with offending or a behaviour background and those struggling with their mental health. One Reading would specifically aim to support vulnerable groups via an early intervention model that would work with young people from the age of 11, to ensure that those who were known to be at risk were supported to remain participating in positive activities.

**Resolved - That the NEET budget of £1.25m over five years (£250k per year) be allocated to the One Reading SIB from July 2019, if successful at application stage.**

#### **11. CONTINUING HEALTHCARE (CHC) FUNDING**

The Director of Adult Care and Health Services submitted a report providing the Committee with an update on Continuing Health Care, with an analysis to identify why the number of people in Reading accepted as eligible for 100% CHC funding had remained low compared to other local authorities across the south east. The CHC Regional Comparator Group for CHC was attached to the report at Appendix 1.

The report stated that the total number of CHC funded packages for 2017/18 was 209, this was a decrease compared to 2016/17. As at 31 March 2017 134 individuals had received CHC funded packages over a six month period. Numbers of referrals from the Council for checklist completion had remained low for quarter 3 and 4 in 2016, with eleven referrals out of a total of 145 in the six month period. In 2017/18 the total number that had been referred by the Council was 32 out of 239 for the full year and the highest number of checklists had been completed by the acute trust.

The report set out the number of referrals for CHC per 50k population that had been made in each quarter in 2017/18, and showed that the position for Reading had remained unchanged from previous years and was still low. There was a difference between the numbers of referrals that had been made and the numbers that were being converted to full CHC, once an assessment had been completed. As part of the review the interim Head of Adult Social Care was contacting other local authorities that were consistently higher than Reading to gain an insight regarding the CHC process, pathway and overall position. The CCG was equally engaged in work with Health colleagues at both regional and local levels in determining the local Reading position. It was planned that the findings would be reported to the Reading Integration Board in September 2018.

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The report also contained a series of tables that provided the position from 1 April 2017 to 31 March 2018, although it was challenging to compare the data with previous years as the NHS data format had changed. The data supported the conclusion that Reading CHC eligibility for standard applications per 50k population for both CCGs had remained significantly lower than comparator CCGs, the south east and the national average in 2016/17 and 2017/18. The number of assessments that turned into CHC funded care had also remained low for standard referrals in south Reading, but in north and west Reading the assessments were nearer the national average. This data suggested that the number of people who were fast-tracked showed that those with greatest immediate healthcare needs were receiving CHC funding supporting the most vulnerable.

In quarter 4 of 2017/18 the CCG had achieved 80% of assessments that had been completed within 28 days, this target had been met by north and west Reading CCG but not by south Reading CCG.

In 2017/18, seven cases had been heard at the Appeal Panel, a further five had lodged complaints, with three being presented to the Independent Review Panel and three being referred to the Ombudsman. Of the six cases which had been heard at Appeal, the CCG had overturned one case and upheld the remainder. Similarly the Ombudsman had overturned one case and upheld the remaining two. Any lessons to be learnt from these cases would be shared with the Reading Integration Board.

The report set out ten actions the Council was engaged in to support CHC and set out some national considerations in relation to CHC.

The Committee discussed the report and it was suggested that Councillors be offered a briefing or training on CHC, in order that they could potentially assist or encourage residents who might be eligible for CHC. Officers would investigate whether the training provided by the LGA could be extended to include Councillors. It was agreed to have a report back to the Committee in a year's time.

**Resolved -**

- (1) That the analysis of the position related to Continuing Health Care (CHC) in Reading be noted;**
- (2) That the actions taken to ensure application of the CHC criteria as required be noted;**
- (3) That an update report be submitted to the Committee in 12 months' time.**

(The meeting commenced at 6.00 pm and closed at 7.32 pm).

# AN OVERVIEW OF NHSE'S CONSULTATION ON “INTEGRATED CARE PROVIDER CONTRACTS”

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October 2018

# 1) Presentation aims

1. This presentation provides an overview of the Integrated Care Provider (ICP) Contract consultation run by NHS England.

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2. It outlines:

- Opportunities for feeding into the consultation
- The process for doing so
- What the consultation is about

# 3. How do we buy health and care?

- Across England there are lots of different providers that provide health and care services. For example:
  - South Central Ambulance Service, who provide ambulance services in Reading
  - Berkshire Healthcare Foundation Trust, who provide community hospitals in Reading
- There are also providers that buy health and care services for local people. For example:
  - Berkshire Healthcare Foundation Trust may purchase services for patients
  - Reading Borough Council provides some services (such as respite care), but also purchases other services (such as domiciliary care) from other providers.



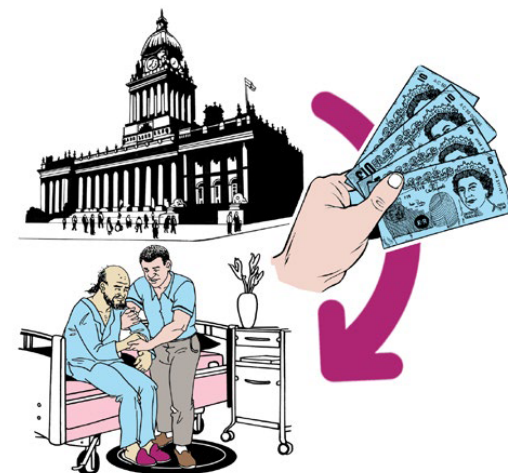
**NHS**



## 3. How do we buy health and care?

- Councils buy care services for local people. Councils also provide some care services themselves. For example:
  - Home care
  - Residential homes
  - Community Reablement Teams
  - Day centres
  - Extra Care services
  - Respite
- In the NHS, Clinical Commissioning Groups buy local health services. For example:
  - Specialist mental health services
  - Acute hospital services.

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# 3. How do we buy health and care?

- Some Clinical Commissioning Groups and councils want to change this and use one contract to buy a lot of health and care services from one provider. This provider is known as an Integrated Care Provider.

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They believe having an Integrated Care Provider in their area will make care more joined up and better for local people - because they will have to think about all of the services each person needs.

- NHS England has written a new contract that could be used to buy services from an Integrated Care Provider.



## 2) Opportunities for taking part

- The consultation is being run by NHS England between **3rd August** and **26th October 2018**.

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A copy of the consultation is available at:

[https://www.engage.england.nhs.uk/consultation/proposed-contracting-arrangements-for-icps/user\\_uploads/integrated-care-providers-consultation-document.pdf](https://www.engage.england.nhs.uk/consultation/proposed-contracting-arrangements-for-icps/user_uploads/integrated-care-providers-consultation-document.pdf)

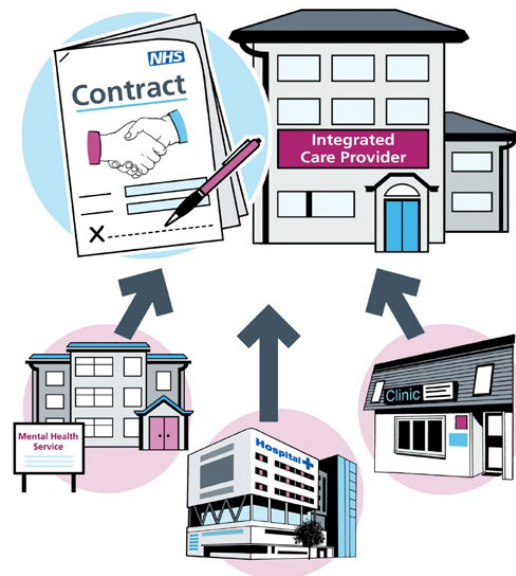


# 4. How would an Integrated Care Provider work?

- An Integrated Care Provider could either:
  - Run *some* local services – leaving others to be run by their current providers
  - Run *all* local services – leaving all local health and care services delivered by a single provider

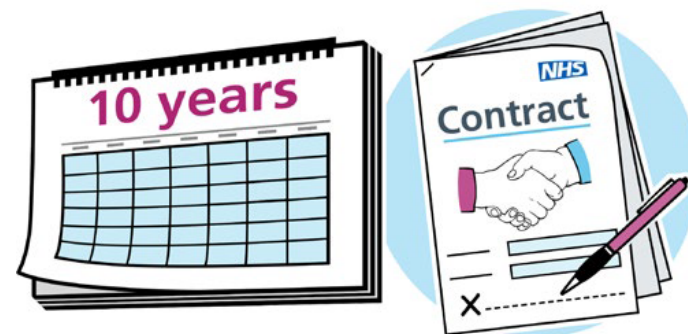
Page 17 The services they could run might include:

- Health services – for example, ambulance services
- GP services
- Care services that councils run now - for example, help to get people out of bed and get dressed and washed
- If Councils and Clinical Commissioning Groups worked together to issue a contract to an Integrated Care Provider, this would involve:
  - Setting up a pooled budget that would be used to commission and pay for the Integrated Care Provider
  - The Council and the Clinical Commissioning Group working together to monitor how well the Integrated Care Provider delivered services



## 4. How would an Integrated Care Provider work?

- An Integrated Care Provider could have a contract for (for example) up to 10 years.



- An Integrated Care Provider would have to talk to local people about how it provides health and care services.

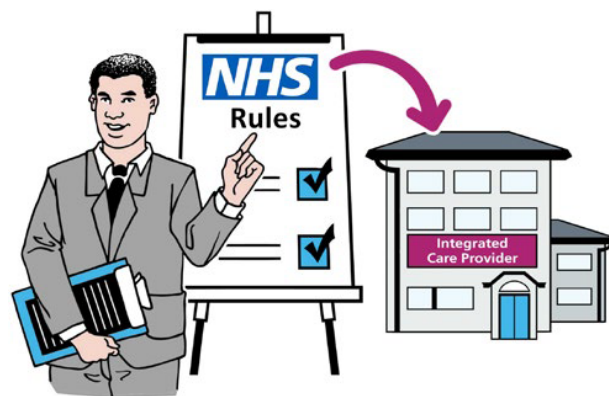


## 5. What is in the Integrated Care Provider contract?

- The Integrated Care Provider contract would set out how an Integrated Care Provider must do its job. For example, it could require all care at home provided by home care agencies to have a re-enabling component.

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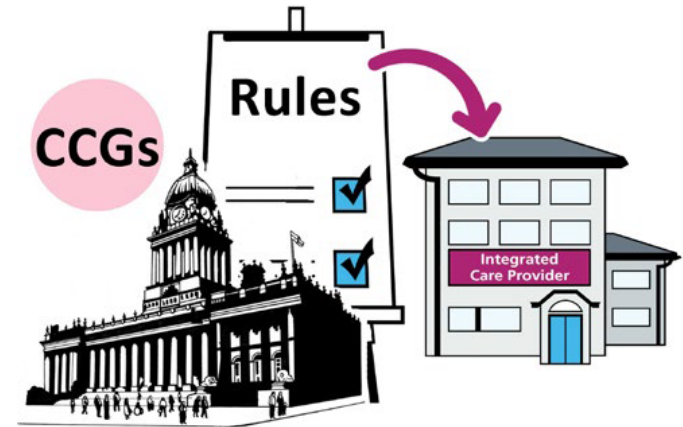
- This contract would be set by NHS England.



# 5. What is in the Integrated Care Provider contract?

- Some are set locally by Clinical Commissioning Groups and councils.

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- The Clinical Commissioning Groups and the council would need to talk to local people about what they want from local services. For example...

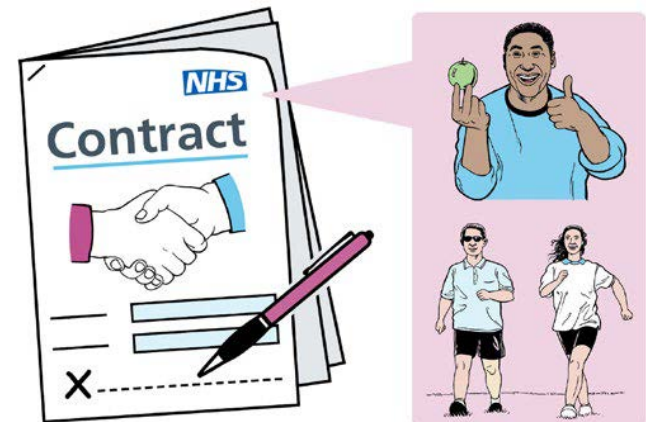


# 5. What is in the Integrated Care Provider contract?

- ...what services the Integrated Care Provider must provide

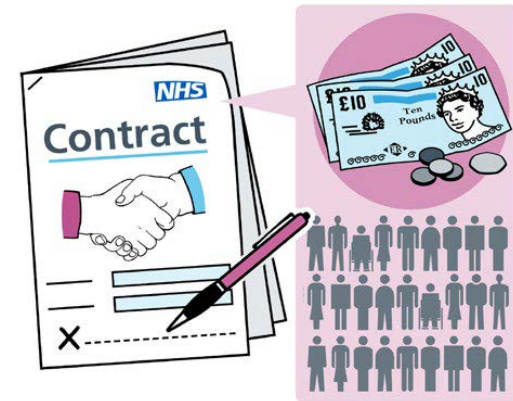


- ...how the Integrated Care Provider should make local people healthier and live better lives



# 5. What is in the Integrated Care Provider contract?

- ...how much money they would pay the Integrated Care Provider each year



- ...how much extra money they **might** pay if everything works really well (for example, performance-related bonuses)



## 6. Who can be an Integrated Care Provider?

- Clinical Commissioning Groups and councils would decide who the Integrated Care Provider would be for their area, by running a procurement process.

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- They must look for providers that have experience of helping and caring for people



## 6. Who can be an Integrated Care Provider?

- When a Clinical Commissioning Group and a council want an Integrated Care Provider they must tell everyone about it.

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- They must find the best provider to give the contract to.





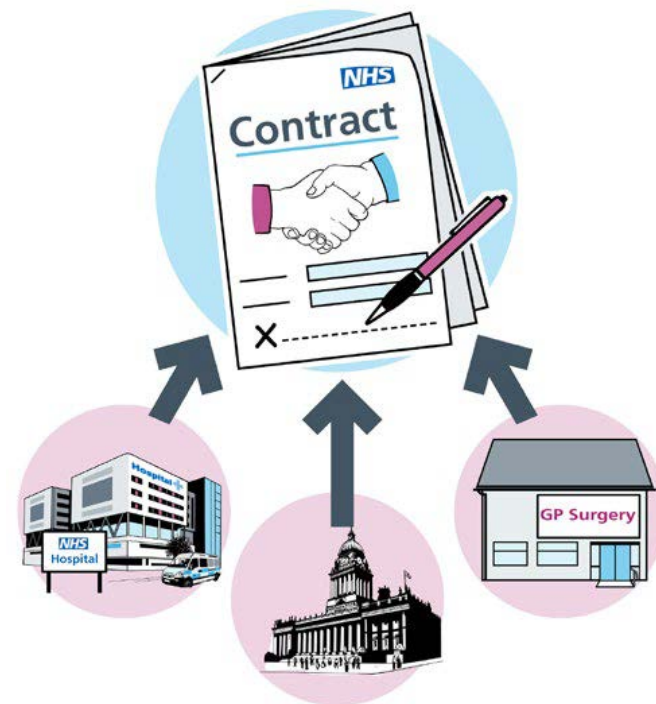
## 6. Who can be an Integrated Care Provider?

- Health and care services in England can be run by the NHS or by other organisations. For example charities or independent businesses.

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Most GP practices are independent businesses.

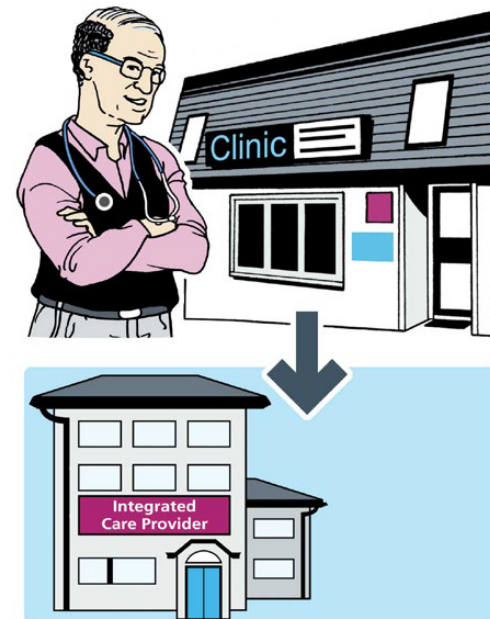
- In the same way Integrated Care Providers could be NHS organisations or independent businesses set up by local GPs.



# 7. How can Integrated Care Providers work with GPs?

- An Integrated Care Provider will not be able to join up health and care services if GPs are not involved.

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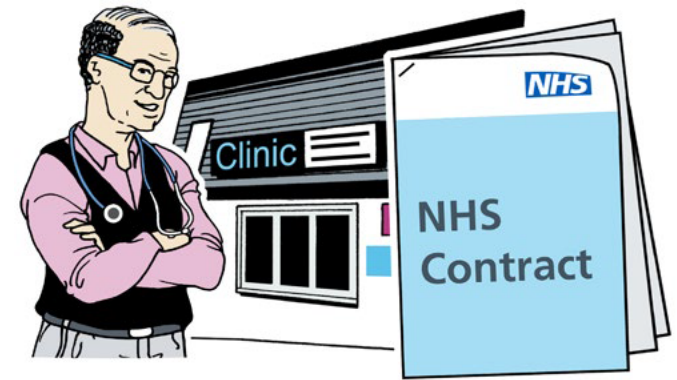


- An Integrated Care Provider will mean people can still go to their own GP.

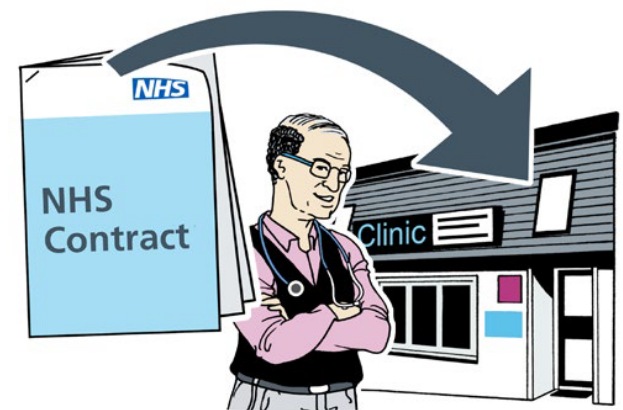


## 7. How can Integrated Care Providers work with GPs?

- Some GPs might want to get a job with the Integrated Care Provider.



- If a GP gets a job with an Integrated Care Provider they will be able return to their old contract with the NHS if things change.

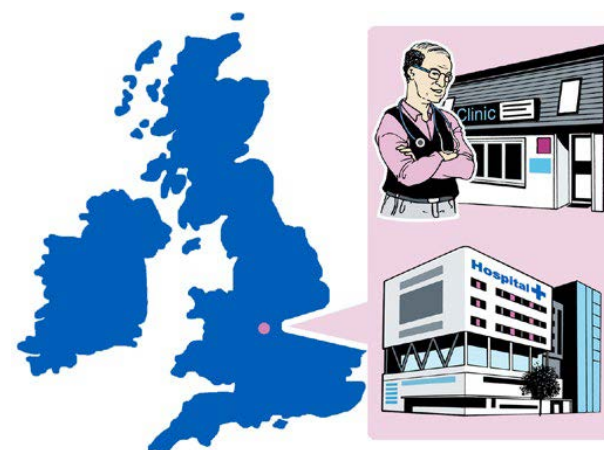


## 8. Will there be lots of Integrated Care Providers?

- An Integrated Care Provider will not be right for every area.



- The first Integrated Care Provider might be in Dudley. In Dudley, NHSE expect the Integrated Care Provider would be a local NHS provider working with local GPs.



## 8. Will there be lots of Integrated Care Providers?

- In many areas providers of health and care services are working together in other ways to make services better.



- Most health and care services in England will still be provided by lots of different providers and bought using lots of different contracts.



## 8. Will there be lots of Integrated Care Providers?

- A Clinical Commissioning Group would need to talk to local people about whether an Integrated Care Provider might be right for their area.

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- NHS England will help Clinical Commissioning Groups decide if the Integrated Care Provider should go ahead.

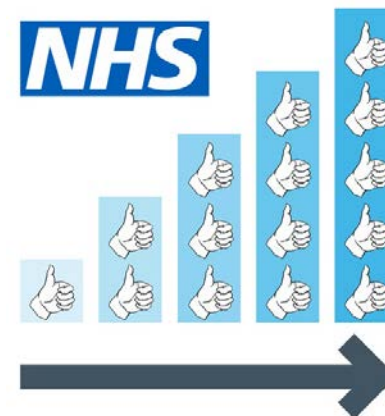


## 9. What does NHSE want to know?

- NHS England believes the NHS has been working well but it needs to work in better ways in the future.

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- NHS England wants to make sure different health and care services work together better.



## 2) Opportunities for taking part

- There are 6 questions relating to the consultation.
- They can be completed online - <https://www.engage.england.nhs.uk/consultation/proposed-contracting-arrangements-for-icps/consultation/intro/>.



## READING BOROUGH COUNCIL

### REPORT BY DIRECTOR OF ADULT CARE AND HEALTH SERVICES

<b>TO:</b>	ADULT SOCIAL CARE, CHILDREN' S SERVICES AND EDUCATION COMMITTEE		
<b>DATE:</b>	4 OCTOBER 2018	<b>AGENDA ITEM:</b>	7
<b>TITLE:</b>	CEDAR COURT AND THE MAPLES DAY CENTRE CATERING		
<b>LEAD COUNCILLOR:</b>	TONY JONES	<b>PORTFOLIO:</b>	ADULT SOCIAL CARE
<b>SERVICE:</b>		<b>WARDS:</b>	BOROUGHWIDE
<b>LEAD OFFICER:</b>	LORRAINE GOUDE	<b>TEL:</b>	0118 937 2833
<b>JOB TITLE:</b>	INTERIM HEAD OF COMMISSIONING AND WELLBEING	<b>E-MAIL:</b>	<a href="mailto:Lorraine.Goude@Reading.gov.uk">Lorraine.Goude@Reading.gov.uk</a>

#### 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 This information report provides the Committee with an update on the great progress made to provide catering to Cedar Court and The Maples.
- 1.2 The transition from White Oaks to Constant Catering Services has been a success; it has offered better outcomes for residents and saved a significant amount of money, while also preserving the service that is so important for residents and service users.

#### 2. RECOMMENDED ACTION

- 2.1 That the report be noted.

#### 3. POLICY CONTEXT

- 3.1 In March 2018 the decision was made to enter into a one year contract with Constant Catering Services, a local micro-business, to provide the catering at Cedar Court and the Maples. This was to replace the catering service that ended on 30<sup>th</sup> April 2018.
- 3.2 £10,000 was awarded to Constant Catering Services to help with start-up costs and to ensure the business was sustainable and in line with service delivery to older people who required a balanced meal daily. This was a one-off cost.

#### 4. THE PROPOSAL/UPDATE

## 4.1 Current Position/Background Information:

- 4.1.1 After the previous catering contract fulfilled by 'White Oaks' (part of the Compass Group) came to an end on 30<sup>th</sup> April, the Council entered into a contract with a micro-business, 'Constant Catering Services' to provide the catering to Cedar Court Extra Care scheme and The Maples Day Service. This company is owned and run by the previous head chef at Cedar Court. The service provided is largely unchanged from that provided by the previous contractor and therefore as far as possible fulfilled the wishes of residents (as received via formal consultation) for there to be no change to the service provided.
- 4.1.2 Catering services at Oak Tree House Extra Care scheme are now provided by another micro-business (owned by the previous head chef at this scheme) arranged by Catalyst Housing as the landlord at this scheme. The Council's only involvement was to ensure that this service would provide residents with access to food 7 days a week. There is no ongoing involvement from the Council.
- 4.1.3 The contract with 'Constant Catering Services' (CCS) represented excellent value for money compared to other options explored to provide this service, or provide support in the absence of any service. An agreed sum of £10,000 was paid to CCS for the contract, due to expire on 30<sup>th</sup> April 2019, to assist with start-up costs. At the expiry of this contract the service should be self-sufficient requiring no further funding or input from the Council.

## 4.2 The Proposal/Current Position

- 4.2.1 The service commenced seamlessly on 1<sup>st</sup> May 2018 so residents at Cedar Court and service users at The Maples did not receive any break in service. Residents and visitors to Cedar Court continue to receive the option of a two course hot meal 7 days a week. People living at The Maples continue to receive a hot meal hot boxed to the service on each operating day (Monday-Friday). CCS provides an additional service of transporting the meals cooked at Cedar Court to The Maples. This service was previously provided by a taxi company for an additional cost.
- 4.2.2 People accessing the service were informed of minor changes to the service, including changes to the tariff. There have been no objections raised in regards to the changes.
- 4.2.3 During the first week of the new service, Commissioners contacted colleagues from Cedar Court and The Maples for feedback on the transition to the new service. The Maples reported the following:

*'Yes, no problems. Food same quality, arrived on time and no food missing.'*

The Sheltered Housing manager also reported that everyone at Cedar Court was happy.
- 4.2.4 To date, the Commissioning Team has not received any concerns regarding the service or any reports of any break in service.

4.2.5 A representative from the Commissioning Team arranged to visit Cedar Court on 3<sup>rd</sup> August to review the service. Prior to this an update was sought from the Manager of The Maples, and the following response was received:

*'The new arrangement with the Maples is working really well and any feedback given regarding the menu i.e. what clients like/not like Cornelius has taken on board and changed.'*

4.2.6 At the visit to Cedar Court on 3<sup>rd</sup> August, the Commissioner met with the Sheltered Housing Officer at Cedar Court and Director of CCS. It was evident that CCS was continuously striving to improve the service to ensure that it remains sustainable. CCS has implemented a system whereby those that eat at the restaurant regularly pay monthly upfront. By doing this they are entitled to 2 free Sunday meals each month. They pay £148 a month (less if they do not want a pudding). This enables CCS to plan meals (taking into account a number of people who pay as they go) and reduces waste.

4.2.7 This was introduced following full consultation with residents via the Residents meeting and was supported by Housing Officers who helped to explain to residents that this would help the business to be sustainable and therefore more likely that they can continue to benefit from it. Residents agreed that meals can only be cancelled/refunded with 7 days' notice (including hospital admissions) to enable CCS to cater effectively.

4.2.8 This payment method is to be reviewed at the next Residents meeting in September. The service appears to be working well. CCS is now looking to introduce a set monthly payment date to reduce the need to chase any payments.

4.2.9 The Housing Officer reported that residents were very happy with the food. CCS is also putting on special events to encourage new customers. For example a BBQ was arranged for 8<sup>th</sup> August at additional cost of £1.50 per person. The Housing Officer also reported that CCS has introduced a cold meat buffet every other Saturday which has proved really popular.

4.2.10 The Housing Officer did report that Age UK had reduced their Saturday sessions from 3 to 2 per month due to lack of volunteers but this does not seem to be having a significant impact. Age UK continue to access the restaurant every Wednesday for their lunch club.

4.2.11 The Director reported that everything was going smoothly, including invoicing for The Maples and those supported by the Deputies Office. The Commissioner observed the weekly menu which showed a good variety of food on offer. On the day of the visit it was the popular 'Fish and Chips Friday' so the restaurant appeared well used. It was also evident that the Director was planning quantities well as there were no chips left at the end of service!

4.2.12 The Director of CCS discussed plans to expand his business, including currently interviewing for some additional weekend support. CCS is also in the process of considering tenders for other catering services. The Director has informed the Commissioner that has a 2<sup>nd</sup> chef ready to utilise should he be successful.

### **4.3 Other Options Considered/Next Steps**

4.3.1 All other options that were explored can be found in the reports from March 2018.

4.3.2 The transition from White Oaks to Constant Catering Services has been a success, saving the Council a significant amount of money in Subsidy and Tax costs, while also preserving the service that is so important for residents and service users. A financially sustainable catering service is provided to individuals to whom the Council has a statutory duty and to those for whom we have a duty of care under the Care Act 2014. With the potential for CCS to increase business to other schemes in the area it is anticipated that this will be a sustainable long term solution.

4.3.3 It is believed that this innovative solution to meeting the catering needs within an extra care scheme demonstrates a best practice model. We would therefore look to replicate this model or extend this service to or in other extra care schemes should the need arise.

## **5. CONTRIBUTION TO STRATEGIC AIMS**

5.1 The contract to provide catering to Cedar Court and The Maples is contributing to the following Council strategic aims.

1. Safeguarding and protecting those that are most vulnerable;
2. Remaining financially sustainable to deliver these service priorities.

## **6. COMMUNITY ENGAGEMENT AND INFORMATION**

6.1 A 12 week consultation into the future of catering services in Extra Care and the Maples ran from October 2017 to January 2018 and the feedback informed the decision taken to continue to provide a catering service.

## **7. EQUALITY IMPACT ASSESSMENT**

7.1 An Equality Impact Assessment was undertaken when the decision was made following the consultation. No further EIA is required as this is just an update report.

## **8. LEGAL IMPLICATIONS**

8.1 No decisions or legal input is required from this update report.

## **9. FINANCIAL IMPLICATIONS**

9.1 Constant Catering Services were awarded a one off payment of £10,000 for the life of the contract. It is anticipated the service will not require any financial support from the Council. Therefore there are no future costs associated with this decision and contract.

## **10. BACKGROUND PAPERS**

10.1 The information for this report contains detail protected to the provider in question.

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## READING BOROUGH COUNCIL

### REPORT OF DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

<b>TO:</b>	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
<b>DATE:</b>	4 OCTOBER 2018	<b>AGENDA ITEM:</b>	8
<b>TITLE:</b>	PROGRESS ON THE DELIVERY OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) STRATEGY 2017 - 2022		
<b>LEAD COUNCILLOR:</b>	TERRY	<b>PORTFOLIO:</b>	CHILDREN
<b>SERVICE:</b>	EDUCATION	<b>WARDS:</b>	BOROUGHWIDE
<b>LEAD OFFICER:</b>	PAUL WAGSTAFF	<b>TEL:</b>	74717
<b>JOB TITLE:</b>	HEAD OF EDUCATION	<b>E-MAIL:</b>	<a href="mailto:paul.wagstaff@reading.gov.uk">paul.wagstaff@reading.gov.uk</a>

#### 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 This report provides an update on the progress being made to deliver the SEND Strategy for Reading Borough 2017 - 2022 which was approved by ACE Committee in July 2017.
- 1.2 It also provides an update on the Short Breaks Review work, the Information, Advice and Support Service (IASS), and the SEND Service performance.

#### 2. RECOMMENDED ACTION

- 2.1 That the progress made on delivering the SEND Strategy be noted;
- 2.2 That the initiation of the process for commissioning additional specialist provision for primary aged pupils with Autistic Spectrum Condition and Social and Communication needs be approved;
- 2.3 That the work being carried out to review Short Breaks be noted;
- 2.4 That the developments within the IASS Service be noted.

#### 3. CONTEXT

- 3.1 Reading Borough Council's SEND Strategy was approved by ACE Committee in July 2017. It provides a framework for SEND improvement, and the delivery of the provision and support required across key agencies to deliver the Children and Families Act (2014) and SEND Code of Practice (2015) 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.

- 3.2 It sets out 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 now and into the future.
- 3.3 The SEND Strategy currently consists of 4 strands.
- Analysis of data and information to inform future provision and joint commissioning.
  - Early Identification of needs and early intervention.
  - Using specialist services and identified best practice to increase local capacity.
  - Transition to adulthood
- 3.4 The strategy supports 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 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 both now and into the future.
- 3.5 An initial progress report was considered by ACE Committee in January 2018. This report included an update on the progress of converting statements to Education, Health and Care Plans (EHCPs) and an update on the Information, Advice and Support Service (IASS).
- 3.6 The involvement of parents/carers and young people from the start in developing and then implementing plans and strategies that may impact on children and young people with additional needs is at the heart of the Children and Families Act.
- 3.7 The Children and Families Act (2014) requires local authorities to keep the provision for children and young people with SEND under review (including its sufficiency), working with parents, young people and providers.
- 3.8 Reading Families Forum (RFF) has continued to work closely with all of the SEND Strategy Groups, both contributing to their work plans, and facilitating and supporting additional activities to gain more parental and young person feedback. Members have also been involved in recruitment activities, DfE meetings, peer review of other Local Authorities, and in the IASS and Short Break Review work.
- 3.9 In the last 12 months, our new SEND youth forum have held 4 events. They have chosen their name, Special United, and their logo. Each meeting is free for anyone aged 11 - 25 with SEND or their siblings to attend. 13 young people attended the last event with 8 having attended before.



3.10 Special United have contributed to some changes to the Local Offer and provided feedback for the regional Local Peer review on another Local Authority's offer, IASS, short breaks, school exclusions and a leaflet on preparations for adulthood.

3.11 There is always much lively discussion and the next event is planned for 12<sup>th</sup> July to discuss the role of Children with Disability Social Workers and plans to move young adults to the adult social care team.

#### 4. **PROGRESS TO DATE**

##### 4.1 **Strand 1 - Analysis of data and information to inform future provision and joint commissioning.**

4.1.1 Strand 1 has continued to analyse the data report and use that to inform actions for this strand group as well as other strand groups. For example, Strand 2 was asked to track the journey of children who have accessed specialist support in the early years, carry out an audit of pre-schools, look at the mental health pathway in the early years, and develop guidance for school readiness, and Strand 3 was asked to look at operational models for outreach and school to school support. Strand leads report back to Strand 1 on progress against these actions.

4.1.2 Feedback on school cluster funding identified inconsistencies across clusters on how they were using this funding. It has therefore been agreed to hold this budget and the managed moves budget at the centre and Schools Forum and SEND Strategy Board have agreed future use of this to support inclusion in mainstream schools. Effective examples from other Local Authorities have been drawn on to inform this.

a) A protocol has been co-developed during the summer term for implementation in September 2018 to support schools in applying for additional short term funding to support individual pupils, and includes a requirement to evidence use of the Graduated Response to SEND Guidance and to evidence impact.

b) Schools that have over the statistical neighbour average of pupils with an EHCP will receive additional funding to support these pupils based on census data each term. The amount is based on a proportion of the £6k schools are expected to contribute towards provision for pupils with SEND.

c) This will be reviewed in a year's time.

4.1.3 Work has continued to ensure that spend from the High Needs Block is transparent and is used effectively to impact on outcomes for children and young people. High Needs Block budget information is reported regularly to Schools Forum, as is progress on delivering the SEND Strategy.

4.1.4 A survey has been carried out with schools regarding their commissioning of therapy and other services. The survey was carried out in order to establish what services schools are commissioning and funding themselves, and to see whether there was a more effective way of jointly commissioning some services in larger contracts, e.g. for speech and language therapy. In addition, Strand 3 of the SEND Strategy Board wanted to survey schools on the support they felt they needed to meet the needs and improve the outcomes for children and young people with Autistic Spectrum Condition (ASC) and children and young people with social, emotional and mental health difficulties (SEMH). These questions were included in the same survey.

4.1.5 27 schools responded to the survey: 1 nursery school; 18 primary schools; 6 secondary schools; and 2 special schools.

4.1.6 The amount spent on additional therapies by those schools that responded went up in 2016/2017 to £285,088, and reduced to £268,345 in 2017/2018. Schools cited

pressure on budgets as the main reason for stopping buying in therapies. There has been an increase in the number of schools buying in Play Therapy, with over £100k being spent on play therapy in each of the last 2 years.

- 4.1.7 The full report has been shared with members of the SEND Strategy Board and next steps have been identified with the Clinical Commissioning Group (CCG).
- 4.1.8 The Educational & Child Psychology Service, which provides a range of therapeutic and educational assessments and support, continues to have increased buy back from schools, with an increased income predicted for the next academic year to over £200,000, with 90% schools buying the services offered.
- 4.1.9 The Primary Mental Health Workers continue to work closely with schools offering mental health assessments and therapeutic interventions. Demand for their service continues to increase. There is no cost to schools.
- 4.1.10 Work has continued with the schools with specialist provisions, including meeting with parents and students to get feedback, and reviewing starting points of children who go on to access specialist provision in order to determine when their needs were first identified and destinations post accessing the provision. This has helped inform the work of Strand 3 who have looked at what is required in the development of provision in Reading.
- 4.1.11 Investigation has been carried out into effective models of building capacity in supporting schools in managing behaviour that is challenging and reducing exclusions. This work is being taken forward with the Teaching School (Churchend Primary School), Cranbury College and Local Authority Services. A parent guide to exclusions has been co-produced with parent / carers and shared with schools. This includes a section on internal exclusions.
- 4.1.12 As a consequence of feedback, primary and secondary SENCO groups have been re-established.
- 4.1.13 Reading Borough Council has been successful in meeting the requirements of the SEND grant from the Department of Education (DfE) to support SEND capital developments. Reading Borough Council has been allocated £1,012,090 over 3 years. The SEND Strategy Board has agreed that this needs to be focused on supporting delivery of the SEND Strategy and in particular the improvements needed to enable Phoenix School to take girls. Currently girls with these needs are accessing school placements out of area in order to have their needs met, at greater cost to the Local Authority.
- 4.1.14 We have developed a methodology for specialist place planning to ensure that we plan sufficient specialist places for the future as well as put in place better tracking of early years children coming through who may require a specialist place. We are proposing to increase the number of specialist provision places in mainstream schools. We have already increased the number of places at the Avenue for 2018, and will increase this again for 2019. There are some capital works taking place over the summer to support this.
- 4.1.15 The head teacher of Brookfields special school which has a large proportion of Reading pupils now attends the regular special school leaders group, which is helping with this work.
- 4.1.16 We have shared the data report framework with other local Authorities in the area so that we have a consistent approach to support cross area place planning.

4.1.17 It is anticipated that Strand 1 will be closed in September 2018 as a comprehensive data report has been produced which will be updated annually, once national and statistical neighbour comparisons are published. These are usually published towards the end of June, so the report will be updated over the summer and used by the SEND Strategy Board and the strand leads to inform actions for the next academic year.

## **4.2 Strand 2 - Early Identification of needs and early intervention.**

4.2.1 In order to understand whether children and young people's needs are being correctly identified and provided with appropriate early intervention, an analysis of Early Years Education, Health and Care Plan (EHCP) Needs Assessments was undertaken. The vast majority of Early Years (EY) statutory assessment requests were from the Portage Service, or from the Nursery Schools. The children who accessed this specialist support in the early years have been tracked and results indicated the Portage Home Visiting Service are correctly identifying the children they work with who need a statutory assessment and/ or specialist educational provision.

4.2.2 Further work is being done with partner agencies to ensure pre-school children are correctly identified by all partners for referrals into the Portage Service. Portage will provide SEN Team a termly identification report of children they have identified as meeting the guidance for an Education, Health and Care assessment and / or access to specialist educational provision in order to help with place planning.

4.2.3 In order to understand why there are so few requests for EHCP needs assessments from other EY providers, an audit of pre-school educational providers understanding of how to identify and provide appropriate support or signposting for EY children with SEN was undertaken and a training programme has subsequently been put in place from the findings of the audit, facilitated by the Nursery Schools and the EY Special Educational Needs Coordinator (SENCO).

4.2.4 An audit of the funding allocated at the Early Years Intervention Panel (EYIP), which provides funding to support early years settings meet the emerging SEN needs, was undertaken and found inequity of which EY settings applied for funding. The EY SENCO and Nursery Head Teachers are supporting settings in how and when to apply for funding. The EYIP will now meet monthly to ensure easier access for all EY settings. In addition, a system has been agreed to enable EY settings to access Educational Psychologist support and advice via the Panel.

4.2.5 Guidance on school readiness has been produced and is being circulated. Guidance on transition from pre-school to school has been completed. This will be extended to transition guidance for primary to secondary school and then linked to the Strand 4 transition to adulthood work. Guidance on deferring, offsetting and summer born children has been written and is being circulated.

4.2.6 An audit of the work of the Autism Advisor and the Sensory Integration and Massage Service has been undertaken and reported on, including numbers of cases and primary needs at referral. Annual reports will be produced to monitor needs addressed and outcomes.

4.2.7 Strand 2 is supporting an Early Help Project in the Whitely Cluster on supporting schools with early identification and early help with families.

4.2.8 The group is now focusing on developing clear pathways 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. Pathways for EY Emotional and Mental Health are being developed.

- 4.2.9 Dingley Specialist Nursery is working closely with Strand 2 to track the children who have attended Dingley, look at how many have received an EHCP and how many are in specialist/ mainstream settings. This data will be reported on in July.
- 4.2.10 Reading Families Forum has provided a report on parents/ carer views on early identification. The summary of the views given suggest that families' experience of early identification and support before any diagnosis is mixed with excellent support being put in place for some. However, this is not consistent. This feedback is being used to support further actions.
- 4.2.11 Strand 2 is working closely with Strand 3 and the broader group with the Teaching School and School Improvement services on meeting the needs of children and young people with SEMH and reducing exclusions in Reading.
- 4.2.12 Screening tools are being developed with the Speech and Language Therapy Service, the Educational Psychologist Service and Cranbury College to screen children and young people who have been excluded or are at risk of exclusion to help understand the profile and target support.
- 4.2.13 The Schools Link Mental Health Project has received funding from the Clinical Commissioning Group (CCG) to continue to help improve outcomes for children and young people with emotional and mental health issues. The project focuses on early recognition of mental health issues and providing improved support and access for children and young people with emotional and mental health issues. The project is closely linked with other partners and agencies and with the Strand 3 work. Quarterly reports will be shared.
- 4.2.14 Strand 2 has written and finalised Graduated Response Guidance for Early Years, Primary and Secondary schools. Post 16 guidance will be produced over the summer. The Guidance gives clear information of what can be provided to meet the needs of children and young people.

### **4.3 Strand 3 - Using specialist services and identified best practice to increase local capacity.**

- 4.3.1 Strand 3 has focussed on the two areas of greatest need identified through the data report and from feedback from parent/ carers and schools: children with autistic spectrum condition (ASC) and children with social, emotional and mental health (SEMH) difficulties.
- 4.3.2 In relation to children with ASC and social communication needs, a proposal has been developed to meet local need (see attached appendix 1 for detailed report). This has been considered and approved to be progressed by the SEND Strategy Group at its meeting on 17<sup>th</sup> July. It has already been considered by members of Strand 1 and Schools Forum, with both groups being supportive of the proposals.
- 4.3.3 It is requested that the proposal is considered by Ace Committee with a recommendation to initiate the process for commissioning these, which would include the statutory consultation process.
- 4.3.4 Currently there is 1 x 21 place primary specialist provision at Christ the King Primary School in the south of Reading and 1 secondary specialist provision at Blessed Hugh

Faringdon secondary school. Parents that we spoke to fed back the challenges of their child going to a primary school that was not in their community, particularly with regard to it inhibiting the development of friendships close to home. It was felt that this could lead to their child becoming increasingly isolated at weekends and in school holidays. It was also felt that having 1 large primary school provision placed significant pressure on 1 school.

- 4.3.5 The proposal identifies the need for a further 2 smaller primary specialist provision bases across Reading to enable children's needs to be met more locally. It is proposed that all 3 primary specialist provisions would provide capacity for at least 10 places and will provide specialist outreach to schools within their area, as well as being a hub for families to seek guidance and support. It is anticipated that if the proposal goes ahead, numbers at Christ the King would reduce over time, as current children moved on to secondary or other provision.
- 4.3.6 Once schools have been identified through a commissioning process, the formal consultation process as set out in Department for Education (DfE) School Organisation Guidance would be initiated for each school. The process will vary in terms of which organisation initiates that consultation, dependent on whether the school is an academy, a maintained school or a voluntary aided or foundation school.
- 4.3.7 It is proposed that the secondary specialist provision at Blessed Hugh Faringdon, which is due to be expanded, would similarly be commissioned to provide outreach support to schools across Reading.
- 4.3.8 All specialist provision will have a service level agreement (SLA) in place which will be monitored. These will be reported on to Schools Forum annually.
- 4.3.9 A working group consisting of Churchend Teaching School, Cranbury College and Local Authority officers are taking forward the work to reduce exclusions, which will inform proposals to support children and young people with SEMH needs. This will be progressed through Strand 3, and reported on to the SEND Strategy Board.

#### **4.4 Strand 4 - Transition to adulthood**

- 4.4.1 Since the Strand 4 action plan was developed in April, Strand 4 has focused on actions to deliver Outcome 1, which not only provides a basis for the other 4 outcomes but also underpins the operational work to transfer cases from the Children and Young people with Disabilities Team (CYPDT) to Adult Social Care (ASC).
- 4.4.2 Integral to the delivery of the Strand 4 action plan is joint working with partner agencies, the voluntary sector and families. The views of young people and their families are being sought on a range of their experiences including: the transition process, information, the annual review process, and where the gaps and barriers exist to achieving independence. It is proposed that this learning can be shared at a future meeting of the Health and Wellbeing Board.
- 4.4.3 **Outcome 1: 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 they may need to build their independence and clarifying pathways for accessing more specialist support and funding.**
  - Current processes for supporting young people with SEND into adulthood are being reviewed in order to identify good practice and areas for development. Essential

to this is an understanding of the experiences of young people and their families who have gone through the transition process, and this learning is being coordinated by Reading Voluntary Action, Mencap and Reading Families Forum.

- An *Approaching Adulthood Policy* has been developed and is being consulted on. A final version is anticipated to be completed by mid-June and will provide a framework for improving practice. The aim of this policy is to enable services to work together to identify early those children and young people and their families who may need support to prepare for adulthood, in line with agreed timescales and a holistic care pathway to access specialist support.
- The Strand 4 group identified the need for improved and earlier joint working between Children's and Adults' Services and work is underway to align the Council's information, data, finance and commissioning systems to facilitate a smooth transition process.

**4.4.4 Outcome 2: 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.**

- Reading Voluntary Action is taking the lead on work to identify and promote areas of best practice (locally and nationally) where young people with SEND are supported to achieve their goals and be as independent as possible.
- The views of young people and their families about what barriers exist to achieving independence and what needs to improve are being sought.
- It is anticipated that by August the Annual Review process will be updated to ensure that it is informed by the experiences of young people and their families and that the voice of the young person is heard in transition planning.

**4.4.5 Outcome 3: Clear and accessible information is available for young people and their parents/carers so that they know what to expect in the future.**

- The Strand 4 group is currently seeking the views of young people and their families to help improve information about transitions to adulthood, so that it is relevant, easy to read and widely promoted. Integral to this is the *Local Offer* which is being updated to reflect findings of a peer review.
- Information requirements will be embedded into the new transitions pathway so that practitioners know what information young people and their families require and when.
- An information booklet to support transitions has been developed and is being consulted on and this will also be available as an online resource.

**4.4.6 Outcome 4: Young people from the age of 14 have a person centred approach which supports them to consider options for education, training, volunteering or opportunities for paid employment. Young people are encouraged to aim for the maximum achievable independence including, where possible, meaningful engagement in the world of work.**

- The actions for this outcome will be informed by the actions currently being undertaken.

#### **4.4.7 Outcome 5: Local businesses and charities provide meaningful opportunities for paid work, education, training and volunteering.**

- This work is being aligned with the Social Impact Bond (SIB) developments, to ensure that there is a joined up approach across services to support vulnerable young people into adulthood.

#### **4.4.8 Services from across the Council and partner agencies will work together to deliver actions to support Outcomes 4 and 5, primarily to:**

- Understand the local demand, effectiveness and sufficiency of current post 16 provision, and current gaps in provision for young people with SEND, and
- Develop the market to meet needs of individuals locally.

#### **4.5 Transfer of cases from Children and Young People's Disability Team (CYPDT) to Adult Social Care (ASC) Locality Teams.**

4.5.1 An *Approaching Adulthood Policy* has been developed and is being consulted on as set out in paragraph 4.4.3.

4.5.2 Since 1<sup>st</sup> March 2018, all new referrals for adults over the age of 18 years have been directed to the Adult Social Care Locality Teams. There are approximately 90 young people aged 18 - 25 years whose cases are to be transferred from CYPDT to Adult Social Care (ASC) by September 2018.

4.5.3 Resources have been identified and put in place to support the transfer of cases from CYPDT to ASC.

4.5.4 A sample of cases has been reviewed to determine the quality of cases and subsequent actions and timescales, and a checklist drawn up to highlight to CYPDT what is required for the cases to be transferred.

4.5.5 CYPDT social workers are preparing the cases for transfer by reviewing, quality assuring and completing any outstanding tasks.

4.5.6 Select cases have been identified for a phased transfer so that they can receive immediate support from adult social care.

4.5.7 Work is underway to ensure the data management system (MOSAIC) supports the transition process, including ensuring finance, data and reporting requirements are clarified and aligned.

4.5.8 An experienced Adults' social worker is providing advice and guidance to Children's workers on complex cases, and the Eligibility Risk and Review Panel has been extended to provide an opportunity for cases to be reviewed.

4.5.9 A communication to families will be developed and sent out to families by the end of July to ensure that the changes are explained and that there is clear information to families regarding next steps.

4.5.10 A staff training programme will be co-developed to ensure all staff fully understand the support needs for young people 18 - 25 with SEND

#### **5. Service update**

- 5.1 The Schools Forum has continued to receive regular reports on High Needs Block spend and the deficit has been reduced by taking the actions agreed through the SND Strategy Board. The 2018/2019 High Needs Block budgets have been realigned to focus on priority areas. There is now greater transparency on spend and impact of this budget.
- 5.2 The SEND team was successful in meeting the March 2018 deadline for the conversion of statements to Education, Health and care Plans (EHCPs). In 2017/18 401 statements were converted to EHCPs in comparison to 463 in the 3 years preceding. There was 1 outstanding conversion of a student who had moved in to Reading just before the deadline, where the previous local authority had not converted it.
- 5.3 The service has maintained good performance against the measure of completing EHCPs within 20 weeks. Between April and December 2017 88.4% of all new EHCP requests were completed within 20 weeks. This dipped in January to March while the service focussed on ensuring all conversions were completed. By the end of 2017/18, 76.2% of all new EHCP requests were completed within 20 weeks. Performance at end of June was at 74.4% and improvement on this measure remains a priority.
- 5.4 In line with the national trend, there has been a significant increase in the requests for Education, Health and Care Assessments, which has put additional pressure on the service. This has impacted on the processing of Annual Reviews. The improvement in monitoring EHCPs and the turnaround from Annual Reviews to amended EHCPs is a key priority for the service in 2018/2019.
- 5.5 The new service structure that is being implemented following consultation will support capacity to improve this performance and ensure consistency in the quality of plans being produced.
- 5.6 The DfE SEND Adviser has continued to be positive on progress. The latest report in March 2018 states that 'progress continues to be significant and is becoming robustly embedded. The transfer of all statements to EHCPs is a real achievement given the initial slow progress in this area. 20-week compliance continues to be solid. The regular evidence of co-production with the PCF of a number of workstreams is very encouraging. Increasingly there is a firm foundation for moving forward to realise the potential of the 2014 Act reforms'.

## **6. UPDATE ON REVIEW OF SHORT BREAKS**

- 6.1 A group has been set up consisting of representatives from Reading Families Forum, the Voluntary Sector, and Local Authority Officers, led by the SEND Improvement Adviser to undertake the review work and develop proposals that build capacity to meet families' needs within universal services as well as ensure the short breaks offer meets the needs and interests of young people.
- 6.2 This work is including mapping what is in place and benchmarking costs of different opportunities, getting feedback from families/young people, exploring models of good practice elsewhere and working with colleagues in other agencies to ensure opportunities are identified and co-developed to meet young people's interests locally.

## **7. UPDATE ON INFORMATION ADVICE AND SUPPORT SERVICE (IASS)**

- 7.1 Reading Families Forum has worked with the IASS Manager and the SEND Improvement Adviser to review service delivery. The IASS service manager is now reporting to the SEND Improvement Adviser until transition into the new Children's Company.



- 7.2 The helpline which operates on Mondays and Fridays from 9.30am - 1pm and on Wednesdays from 10am - 6pm, term time only is working effectively.
- 7.3 There has been further development on the recruitment of volunteers.
- 7.4 Communication was received on 29<sup>th</sup> May on the new contract that has been commissioned to ensure that, in every local authority area, children and young people with SEND and their families have access to impartial information, advice and support covering SEND issues - including through a dedicated national free phone service.
- 7.5 Local Authorities were required to express an interest in applying for the grant of up to £32k per Local Authority by the 5<sup>th</sup> of June, and then submit a full application by the 15<sup>th</sup> June. The grant is for the period up to the end of March 2019. Reading has been successful in being awarded £32,000 (the maximum amount of grant available). The following are the criteria that have to be met:
- a) evidence how the IAS service operates as impartial, confidential and at 'arms-length' from the local authority in line with the current IASSN standards and advice
  - b) conduct a detailed self- review exercise to establish how the current service offer is meeting its responsibilities required by the Children and Families Act 2014 and SEN code of practice
  - c) Identify where the service is not meeting its responsibilities and pre-plan perceived service priorities that the service would need to address
  - d) use outcomes of b) and c) to develop a forward look two year service-led operational plan to commence 1 April 2019 to seek service improvements over time that are benchmarked against new minimum standards
  - e) ensure service priorities in the devised plan have been agreed locally, costed and submitted at the appropriate time to CDC for funding consideration from 1 April 2019 onwards
  - f) provide management information and data 3 times (September 2018, January 2019 and March 2019) on deliverables as set out in the contract
  - g) demonstrate a willingness to work closely with CDC and respect the disciplines of working close to Government policy on the Information Advice and Support Programme.
- 7.6 It is anticipated that there will be a further grant available to support delivery of this in 2019/2020 as set out in (e) above.

## **8. CONTRIBUTION TO STRATEGIC AIMS**

- 8.1 The proposals contained in this report 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.
- 8.2 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
- 8.3 The SEND Strategy supports Reading's 2017-20 Health and Wellbeing Strategy by:

- Focussing on children and young people with special educational needs and disability and identifying actions which will lead to improved provision and outcomes for them and their families.
- Working alongside parents/carers and young people to develop and implement the strategy, listening to their views and feedback and using this to inform next steps.
- Ensuring that the Local Offer is of high quality and information is coordinated and clear and supports knowledge and understanding of the services available to support families.

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

8.5 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, the Action Plan will be further developed to ensure sustainability of provision.

## **9. COMMUNITY ENGAGEMENT AND INFORMATION**

9.1 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".

9.2 Co-production with parents / carers and young people is at the heart of the Children and Families Act (2014) and SEND Code of Practice (2015).

9.3 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.

9.4 As set out in paragraph 3.4, any reorganisation of provision will require an impact assessment that satisfies decision makers that the proposed alternative arrangements will lead to improvements in the standard, quality and/or range of educational provision for children with SEND. Statutory processes are required for any significant change in designated specialist provision in schools which include a full process of formal consultation with all interested parties.

## **10. EQUALITY IMPACT ASSESSMENT**

10.1 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.

10.2 All elements of the work involved in delivery of the strategy will support improving outcomes for children and young people with SEND and their families.

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

## **11. LEGAL IMPLICATIONS**

11.1 The following Acts are central to the delivery of the SEND Strategy.

### **11.2 The Children and Families Act, 2014**

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

11.2.2 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.

11.2.3 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.

### **11.3 The Care Act, 2014**

11.3.1 The Care 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.

### **11.4 The Equalities Act, 2010**

11.4.1 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.

## **12. FINANCIAL IMPLICATIONS**

12.1 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.

- 12.2** 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. Once firm proposals of options for change are established that require capital investment these will be fully costed to inform decision making.

## **13 APPENDICES**

### **13.1 Proposal for ASC Provision**

## **14 BACKGROUND PAPERS**

SEND Strategy 2017 - 2022

[https://search3.openobjects.com/mediamanager/reading/enterprise/files/approved\\_send\\_strategy\\_august\\_2017.pdf](https://search3.openobjects.com/mediamanager/reading/enterprise/files/approved_send_strategy_august_2017.pdf)

## Using Specialist Services and Identified Best Practice to Increase Local Capacity

### Developing Support for Pupils with Autistic Spectrum Condition (ASC)

#### 1. Introduction

- 1.1. As part of Strand 3 a review/ needs gap analysis of support for pupils with ASC has been undertaken. Reading has seen an increase in the child population, and consequently the number of children and young people with Education, Health and Care Plans (EHCPs). It should be noted that the percentage of children and young people in Reading with an EHCP remains higher than the statistical neighbour and England average. This rise has placed additional pressure on universal services such as schools, and also specialist service provision. Currently a number of children and young people have been placed in high cost provision out of the area in order to have their needs met. All of this has had an impact on the high needs budget.
- 1.2. The SEND Strategy recognises a need for a continuum of support and provision to ensure that we can collectively meet the needs of these children as locally as possible, and this review of specialist provision in Reading was initiated to consider what specialist provision was needed and propose how it should be best organised to meet the most complex needs of children and young people, as well as support local capacity in all settings and schools. It was recognised that at the same time consideration needed to be given to what we should stop doing to ensure that the greatest areas of need were prioritised.
- 1.3. This review is aimed at ensuring that provision matched to current and future high level need is developed locally in line with the SEND Strategy 2017.
- 1.4. A task and finish group from Strand 3 considered needs and gaps and their findings were reviewed and considered by the group. Strand 3 has subsequently agreed to present to the SEND Strategy Group a proposal, outlined within this document, to increase local capacity and improve outcomes for children and young people with autism.
- 1.5. In tandem with the Strand 3 work, Strand 1 has been looking at the range of specialist provision and specialist projects across Reading. Visits have been made to all schools and settings with funded projects and specialist/resourced provisions. These visits have included discussions with heads and key staff, students and meeting with some parents. A further visit to Prospect School has taken place to look at how the students integrate into and are supported in mainstream lessons. Delivery models were discussed with the school. Additionally a tracking exercise has been undertaken to identify where pupils have come from, where and when their needs are first identified, and where they have moved on to. The current

version of the report on this work is attached at Appendix A. This work has been taken into account within this report.

## 2. Background

- 2.1. The number of children attending schools in Reading has increased by 18.6% in six years since 2011. In the same period the number of pupils with EHCPs has increased by 25.7% (218 children and young people) and is continuing to increase (although some of this increase is due to the transfer of Learning Disability Assessments (LDAs) to EHCPs in college placements). At January 2017 34.4% of children and young people with an EHCP were identified with a primary need of ASC. The home addresses of these pupils and young people have been plotted within the detailed SEND Data Report. This indicates that children and young people with ASC identified as a primary need live across Reading, although there are some concentrations in the West, North and South East, see Appendix B.
- 2.2. At present there is both a primary and secondary specialist provision in mainstream schools for pupils with autism. Christ the King Primary School provides a primary specialist provision for up to 21 pupils. The provision was increased in 2013 from 10 and has been at capacity for the last 2 years. Blessed Hugh Farringdon Secondary School provides a secondary specialist provision. The number of places has been increased in recent years to 19. Agreement to further increase capacity to 30 places is in place and there are plans to build a bespoke building to meet the needs of pupils in the near future. It is anticipated that this will meet the forecast increased demand over the next few years.
- 2.3. Within the Early Years Settings Dingley is commissioned to provide a specialised environment for young children with complex needs, Snowflakes at Newbridge Nursery School provides a specialised nursery setting for children who are awaiting an assessment for an autism spectrum condition OR who have a diagnosis of autism and Norcott Nursery has developed expertise in working with children with Autism.
- 2.4. Both of these operate a model whereby pupils are based within the mainstream classes across the school, and access a base when required to meet their specific needs.
- 2.5. We have seen an increase in the number of pupils who require a place in a specialist base in a mainstream setting in order that they can access the mainstream curriculum, but require a more personalised approach and significantly more time in a base classroom, integrating out from that base into mainstream lessons as appropriate to their individual needs. This model is more common in other LA areas.
- 2.6. Feedback from some parents and carers has also indicated that they are frustrated with the length of time it can take to receive a diagnosis. Sometimes at the end of this process it is identified that the child has

speech, language and communication difficulties, with associated social communication difficulties. Some of these children have significant needs and require a specific and personalised programme of support to enable them to access the curriculum offer, but would not meet the admissions guidance for an ASC specific specialist provision.

2.7. At present a number of providers support children with ASC and their families. These include Christ the King who provides outreach support to other primary schools and an autism service provided from within the Educational Psychology service offering training to schools, family courses and individual sessions. The voluntary sector also provides support including Parenting Special Children who provide courses and support, and Berkshire Autistic Society which provides support to families. Thames Valley School also offers workshops to professionals and is looking to develop their outreach support. They are also looking to expand their school places from 50 - 80 places for aged 5-16 years. Feedback from parent carers, schools and professional suggests that this is needed but currently not sufficient to meet need/demand.

### **3. Proposal**

#### **3.1 Educational Specialist Provision in mainstream school**

3.2 At their meeting in October 2017, it was proposed and agreed that consideration be given to spreading the specialist provision more evenly across the Reading geographical area. As part of a graduated approach, this should be focused on the children and young people with the most complex needs who require access to a mainstream curriculum, but due to their high levels of need and often anxiety, need a bespoke and personalised approach to ensure that their needs are met early. It is proposed that part of the formal remit of the specialist provision, they have a role in building greater capacity to support children in the local area in other mainstream schools.

3.3 The data and analysis by Strand 3 and feedback from the work in Strand 1 indicates a need for increased provision for children with ASC that is more local to where they live. Christ the King Catholic primary school currently provides 21 places, but this is in the South of Reading which takes some time to reach for those children who live in other parts of Reading, and does not best support them in being included within their local community. Feedback from some parents whose children access specialist provision indicates that this creates challenges for them at weekends and holidays, as their children have no familiar social groups in their local community. Parents spoken to indicated that if it were available they would prefer that provision for their children was closer to home.

3.4 Placing a high number of children with these levels of need in 1 primary school can place considerable pressure on a school. It is therefore proposed that rather than having 1 large primary resource, criteria for identifying 2 further

possible schools to host these are developed, 1 in the north of Reading, 1 in the west of Reading; retaining Christ the King to cover the south of Reading.

- 3.5 With the increases in the numbers of pupils with high levels of need, it is proposed that the development of specialist provisions with a capacity of at least 10 pupils per specialist provision is required, and that there needs to be the flexibility to increase this as required to meet both local need and forecast demand across Reading. Potential schools would need to have the right physical environment to provide this, as well as meet other criteria regarding existing quality assured good SEND provision. It is proposed that in order to support early identification and having the right support and provision in place at the right time, specialist provision schools should have a broader remit to include both children diagnosed with ASC and those with complex social and communication needs. The resource being available for children with both social communication needs and autism would provide further flexibility to meet local need.
- 3.6 If this proposal progresses, there would need to be a gradual transition for Christ the King in line with children moving in to secondary provision to ensure consistency of provision to existing children within the specialist provision where parents wish their child to remain there.
- 3.7 These proposals could be achieved through consideration of a formal process to change the designation of schools with existing provision for other needs, ceasing or changing and formalising provision currently being made through funded projects, and / or inviting expressions of interest from schools in the appropriate areas meeting specific criteria to set up new provision. A formal process of consultation will be required for each of these options.
- 3.8 It is recommended that the proposed 3 host primary schools also provide an area based approach, offering support to settings and schools as well as children and their families, bringing together partner agencies to offer a co-ordinated approach. This should be coordinated with the commissioned outreach and school to school support provided from special schools and the training offer from Thames Valley School, as well as any SEND specific school to school support provided through the Teaching School Alliance.
- 3.9 It is recommended that Blessed Hugh Farringdon is approached to operate a similar model to ensure consistency with the proposed primary model and that secondary schools in Reading are supported to meet the needs of the majority of pupils with ASC within their local school.
- 3.10 The admissions guidance and funding levels for provisions and the expectations of them will be set out in a Service Level Agreement SLA which will be monitored termly.



#### **4. Outreach Support**

- 4.1 There is a need for a more co-ordinated approach between services including the voluntary sector to ensure children, young people and their families receive support that meets their needs, and that guidance and advice is consistent.
- 4.2 The support from the primary specialist provisions would have 2 distinct roles:
- 4.2.1 Providing support to primary schools within their area closely aligned to their clusters. This would include offering training to schools, specific advice and approaches for pupils and where appropriate be involved in direct work with children.
- 4.2.2 Providing support to families co-ordinated through meetings between key professionals from statutory and the voluntary sector, identifying the right course and professional to support a family. This could be following diagnosis where referrals could be made to the area based resource to identify / provide the support required and signpost families to the relevant agency, parenting group/ support.
- 4.3 Through being a local resource, the overall needs of children and young people could be identified and responded to e.g. by putting on specific courses or preparing children for transition to secondary school.
- 4.4 It is recommended that existing parenting courses are supplemented through using programmes such as Early Bird and Early Bird Plus which are recognised evidence based training developed by the National Autistic Society. It is proposed that a comprehensive series of programmes of support for families meeting their needs. Each resourced provision school would need a specific worker to co-ordinate and provide support to families bridging gaps and supporting positive relationships between families and schools.
- 4.5 Further work needs to be carried out with Blessed Hugh Farringdon to explore the development of a comparative approach across secondary schools to support meeting the needs of young people needing specialist support.

#### **5 Financial Implications**

- 5.1 The development of 3 primary resourced provisions provides resilience through mutual support and learning. Through more local provision there is likely to be some reduction in the cost of school transport.
- 5.2 The costs of the additional specialist provision places can be counteracted in the following ways:
- 5.2.1 the reduction in places in other provisions in Reading where these are not the priority needs;
- 5.2.2 the reduction in out of area placements and higher cost placements within independent or special school settings;
- 5.2.3 the reduction of the escalation of need through increased support for inclusion within mainstream schools, enabling them to feel better able to meet the needs of more children in their schools.

5.3 Differentiated top up values may need to be developed to reflect the different costs of meeting the different types and levels of needs as set out below:

5.3.1 pupils who with the right support and provision are able to access a significant amount of mainstream classes;

5.3.2 pupils who due to their levels of need and anxiety require more time in a specialist base, and may only be able to manage a small amount of the whole school environment, but due to level of academic ability need to access a mainstream curriculum. These children will need a personalised programme of support that builds their confidence and ability to access a more mainstream environment over time and enable them to achieve the academic outcomes that they are capable of as well as develop the emotional and social elements of learning.

5.4 While it will take time to build this capacity and confidence of schools to meet a broader range of needs and confidence of parents/carers in local provision, this predicted reduction in costs could be used to support the creation of a post within each of the schools to support outreach to families, provide a co-ordinating role for agencies and bridge the gap between families and the school.

## **6. Conclusion**

6.1 This paper outlines an initial proposal to develop 2 more primary age specialist provisions for pupils with ASC and social communication needs, and a reduction over time in the number of places commissioned from Christ the King Catholic Primary School.

6.2 This proposal was considered by the Strand 1 working group on 22<sup>nd</sup> May 2018, Schools Forum on 24<sup>th</sup> May and the SEND Strategy Board on 17<sup>th</sup> July. All groups recommended that the proposal be taken forward to start the process for requesting initiation of formal commissioning and statutory consultation.

## Appendix A

### SEN Resource Provision

#### Summary report of visits to schools with provisions/projects/SLA Dingley

On 19<sup>th</sup> October 2017 Schools Forum agreed with the proposal to review specialist provisions, including funded projects, taking into account occupancy, and alternative models of delivery.

Visits have taken place to the following schools/settings:

- Christ the King (primary ASC Provision)
- EP Collier (primary SALN provision)
- Manor Primary (Cognition and Learning - project)
- New Bridge Nursery (Snowflake Centre - project)
- Highdown (secondary VI)
- Blessed Hugh Faringdon (secondary ASC)
- Prospect (secondary LD)
- Dingley's Promise (commissioned project)

Further visits have occurred to meet students in the provisions at the secondary schools and meet with parents who have children accessing the provisions.

It was proposed and agreed at the Strand 1 meeting in October that in reviewing specialist provisions, consideration was given to spreading the provision more evenly across the Reading geographical area, focussed on children with most complex needs at the same time as building greater capacity to support children in the local area in mainstream schools. Strand 1 group agreed that decisions for change in resourced provision should be evidence based and asked for further information to be collated to inform proposals.

Analysis of the SEND data report would suggest that consideration needs to be given to different models of support for children with presenting behavioural difficulties, including support from other services. An initial meeting has been held with one of the school clusters to discuss their thoughts on how this could be achieved. They are meeting with the head of Cranbury College to discuss this further. It is important that provision is consistent across the authority area to support children with these types of needs. The secondary heads group (which includes the head teacher from Cranbury College) has also discussed this and have set up a small working group to consider options for next steps.

## Summary of visits

### Specialist Provisions

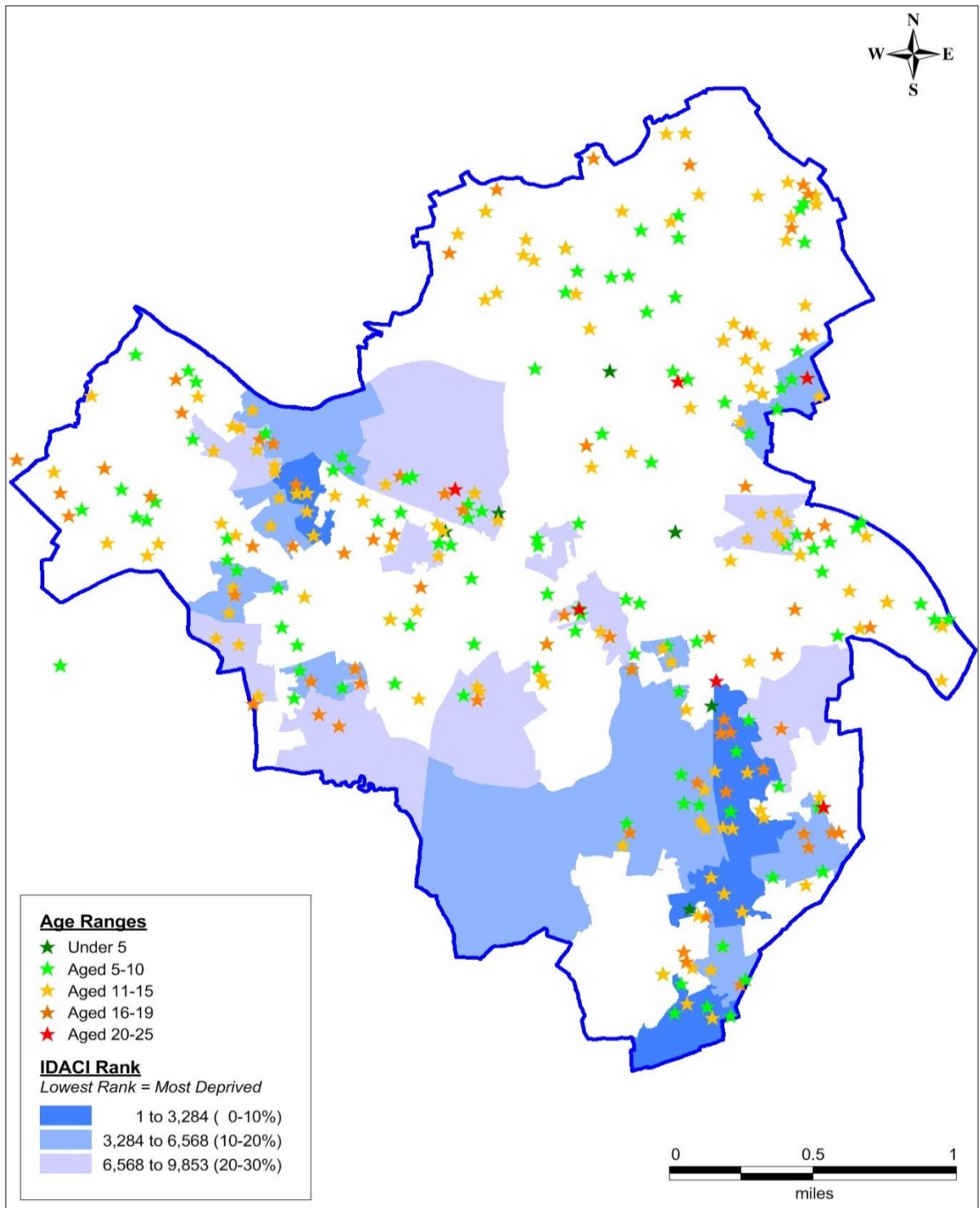
The schools with specialist provisions were set up many years ago under different school organisation processes to those in place currently. Any proposed changes would require a statutory consultation process under the current school organisation process to make any significant change to these provisions. Schools reported that the complexity of needs in their provisions have changed over time. There are no SLAs in place currently and no formal monitoring with the schools of the provisions. Schools have put in place what they think is right to meet the needs of their pupils. It was clear from the visits that the current designations of some of the provisions do not necessarily reflect the needs of the pupils accessing them. The destination data for primary provision (at the end of this report) suggests that sometimes the primary needs of the pupils become more apparent during their time at the provision, with pupils moving on to a range of types of secondary provision. This, alongside the impact of early intervention that is meeting their needs, would suggest that we may need to be more flexible around designation and admissions guidance for these provisions.

All of the staff in the provisions were keen to talk about the provision they were making and how it was working, as well as the changes they had seen in needs of both pupils in the provisions and the SEND population at their schools generally. All were open to discussion about what might be needed in the future and what they could do to support this.

All of the provisions use the resource as a base where pupils go to access the element of their education that is tailored to meet their specific needs. There may be some pupils who require access to a mainstream curriculum but are not yet able to operate successfully in mainstream classrooms. They may need to access their education in the base for the majority of the timetable, building up their mainstream opportunities over time. This all needs to be considered within future proposals and the development of SLAs with the schools.

Some of the schools were already providing informal and formal support to other schools regarding SEND.

Pupils with a statement or Education, Health and Care plan with autism as primary need against areas of deprivation (Page 23 SEN DATA report)



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## READING BOROUGH COUNCIL

### REPORT BY DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES

<b>TO:</b>	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
<b>DATE:</b>	4 OCTOBER 2018	<b>AGENDA ITEM:</b>	9
<b>TITLE:</b>	OFSTED MONITORING VISIT AND DEEP DIVE OF CHILDREN'S SERVICES		
<b>LEAD COUNCILLOR:</b>	TERRY	<b>PORTFOLIO:</b>	CHILDREN
<b>SERVICE:</b>	CHILDREN'S SERVICES	<b>WARDS:</b>	BOROUGHWIDE
<b>LEAD OFFICER:</b>	STEPHEN KITCHMAN	<b>TEL:</b>	
<b>JOB TITLE:</b>	DIRECTOR OF CHILDREN, EDUCATION AND EARLY HELP SERVICES	<b>E-MAIL:</b>	

#### 1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 Reading Borough Council (RBC) Childrens Services received an inspection of services for children in need of help and protection, children looked after and care leavers by Ofsted, ending in June 2016. The overall outcome grading from the inspection was given as 'Inadequate.'

Following this inspection RBC children's services have been subject to regular monitoring visits from Ofsted and Deep Dive exercises by the Department of Education through the appointed Commissioner.

On July 31<sup>st</sup> and August 1<sup>st</sup> 2018 Ofsted undertook the 7<sup>th</sup> monitoring visit focussing on Looked After Children over 16 years and Care Leavers.

On September 5<sup>th</sup> and 6<sup>th</sup> 2018 the Commissioner undertook a Deep Dive exercise which looked at the overall Children's Social Care system with a strong focus on Children in need who had recently been referred to the Department.

#### 1.2

[https://reports.ofsted.gov.uk/sites/default/files/documents/local\\_authority\\_reports/reading/072\\_%20Reading\\_Monitoring%20visit%20of%20LA%20childrens%20services.pdf](https://reports.ofsted.gov.uk/sites/default/files/documents/local_authority_reports/reading/072_%20Reading_Monitoring%20visit%20of%20LA%20childrens%20services.pdf)

#### 2. RECOMMENDED ACTION

- 2.1 That the report and outcomes from the associated Deep Dive and Ofsted monitoring visit be noted.

### 3. POLICY CONTEXT

#### 3.1

- Improvement of Childrens Services.
- *Decision by Council in September 2017 to set up a Childrens Company Brighter Futures for Children*

### 4. THE PROPOSAL

This report is for information and update.

#### 4.1 Current Position:

##### **Ofsted monitoring visit**

The main finding from the visit was that Young people leaving care receive better services than they did at the last inspection two years ago.

Ofsted observed that there was careful preparation of young people to leave care, there were sustained efforts to help all young people in this cohort, there was determined and dedicated work seen and that there was a strong intent to improve the lives of care leavers which permeated the work of practitioners.

Inspectors stated that senior managers have worked methodically to improve the range and suitability and availability of accommodation for young people. The housing department and children's social care work were found to be working in partnership, offering 12 social housing flats for care leavers each year. The housing department also supports and advises young people on how to obtain suitable and decent standard accommodation in the private rented sector. Importantly no young people are placed in bed and breakfast or unsuitable houses of multiple occupation.

Young people who arrive in Reading as unaccompanied asylum seekers were judged to be carefully supported and found accommodation suitable to their needs.

Progress has been achieved in engaging more young people leaving care in meaningful education, employment and training opportunities (EET).

Key areas for further development were identified as:

- Improving our participation and involvement of young people in developing and influencing provision
- Ensuring a clear pathway for emotional health and wellbeing service with our health partners
- Continuing to improve supervision practice to eradicate variability

##### **Deep Dive**

We are still awaiting formal written feedback from September's Deep Dive visit. At the verbal feedback session from the Commissioner to senior managers and the Lead Member for children on 7<sup>th</sup> September 2018, the key areas that are going well were defined as:



- Better match between senior managers and front line narrative regarding identified need improvements being made
- Improved partnership working and relationships
- Greater stability with senior managers and good political drive for improvement
- Good support to our newly qualified social workers
- Good specialist skills and response from front door
- Stability and good local knowledge in Early Help Services
- Some growing evidence of 'children's voice' evidenced in work seen

Areas that still needed more work were described as:

- Recording needs to be embedded. The electronic recording database, 'Mosaic', needs to be simplified and greater 'floor walking' support is required from Mosaic team.
- Chronologies need to start earlier and be of good quality to help casework through system
- Transition points and internal threshold for children's cases needs improving to reduce duplication of effort
- Numbers of social workers and managers in safeguarding service need to increase to further reduce caseloads and enable front line staff to manage complex work.
- Communication with staff
- Embedding of new supervision policy and approach

A full report is expected in the near future.

The verbal findings of the Deep Dive event were accepted as helpful. Key improvements will be built in to the refreshed Children's Services Improvement Board plan which will be presented to the Board in November 2018

## 4.2 Options Proposed

### Key next steps

Improvement work is happening every day across key areas in children services. Particular focus is on reducing demand, ensuring manageable caseloads for social workers, recruitment and supporting delivery of best practice. Examples of work undertaken within this includes:

- A focus on Court work practice with expert resource brought in to mentor workers on care planning and undertaking parenting assessments.
- Practice Week held week beginning 17<sup>th</sup> September with a series of observations of practice to assess quality as well as identify good work undertaken and share this across the service
- Launch of a new supervision methodology encouraging a more dynamic approach to ensure effective and developmental management oversight of practice
- Getting to Good events delivered via our improvement partner Achieving for Children.
- Continued drive to improve recruitment with increased presence in the industry press and dedicated resource leading full time to attract more staff.

- A service transformation delivery plan focusing on improvement to appropriately reduce demand, improve practice and deliver associated savings targets.

A full self-evaluation of Children's Social Care is being undertaken to evaluate progress of improvements and look at next steps, an external 'critical friend' process is being booked for mid-October.

A refreshed improvement plan based on the self-assessment will be presented to the Childrens Services Improvement Board at end of November. This will set the course and areas of focus for the next phase of improvement journey and feed into our Annual Conversation with Ofsted in February 2019 as detailed within the Inspection of Local Authority Children's Services (ILACS) guidance 2018.

Reading can expect a further monitoring visit before a full re-inspection, as within the current inspection framework inspection dates are unannounced.

## **5. CONTRIBUTION TO STRATEGIC AIMS**

5.1 The report is for information but is in line with the overall direction of the Council by meeting the Corporate Plan priority:

1. To protect and enhance the lives of vulnerable adults and children

5.2 The relevant strategic aim is:

- To promote equality, social inclusion and a safe and healthy environment for all

## **6. COMMUNITY ENGAGEMENT AND INFORMATION**

6.1 This report is for information only and there is no proposal to consult.

## **7. EQUALITY IMPACT ASSESSMENT**

7.1 There is no decision required with this report that is relevant and therefor no Equality Impact Assessment has been completed in line with this.

## **8. LEGAL IMPLICATIONS**

8.1 This report is for information only and no decision is requested.

## **9. FINANCIAL IMPLICATIONS**

9.1 This report is for information only and no decision is requested.