

To: Councillor McEwan (Chair)
Councillors David Absolom, Ballsdon,
Challenger, Grashoff, Hoskin, Jones,
Khan, McKenna, O'Connell, Pearce,
Robinson, Sokale, Terry and White

Our Ref:
Your Ref:

Direct: ☎ 0118 937 2332
e-mail:
Richard.woodford@reading.gov.uk

20 December 2019

Your contact is: Richard Woodford - Committee Administrator

**NOTICE OF MEETING - ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION
COMMITTEE 8 JANUARY 2020**

A meeting of the Adult Social Care, Children's Services and Education Committee will be held on **Wednesday, 8 January 2020 at 6.30 pm** in the **Council Chambers, Civic Offices, Reading**. The Agenda for the meeting is set out below.

AGENDA

Page No

1. DECLARATIONS OF INTEREST

Councillors to declare any disclosable pecuniary interests they may have in relation to the items for consideration.

2. MINUTES

5 - 16

3. PETITIONS

Petitions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers & Duties which have been received by Head of Legal & Democratic Services no later than four clear working days before the meeting.

4. QUESTIONS FROM MEMBERS OF THE PUBLIC AND COUNCILLORS

Questions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers & Duties which have been submitted in writing and received by the Head of Legal & Democratic Services no later than four clear working days before the meeting.

CIVIC OFFICES EMERGENCY EVACUATION: *If an alarm sounds, leave by the nearest fire exit quickly and calmly and assemble on the corner of Bridge Street and Fobney Street. You will be advised when it is safe to re-enter the building.*

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.

SCRUTINY ITEM

6. ROYAL BERKSHIRE NHS FOUNDATION TRUST - ANNUAL REPORT AND QUALITY REPORT

This item will focus on:

- A&E and Waiting Lists
- Winter Pressure
- Staffing

7. ADULT SOCIAL CARE PERFORMANCE REPORT JANUARY 2020 17 - 50

A report providing the Committee with an outline of the key areas of performance of Adult Social Care during 2018-2019 which is mainly based on performance against the Adult Social Care Outcomes Framework (ASCOF) national dataset.

8. BETTER CARE FUND PLANNING RETURN 2019/20 51 - 58

A report providing the Committee with an update on the Better Care Fund Funding planning template, which was completed for the financial year 2019/2020 and submitted in September 2019 in line with requested timescales.

9. MODERN DAY SLAVERY TRANSPARENCY STATEMENT 2019-20 59 - 72

A report setting out the policy for the Council with regard to Modern Day Slavery; the Council's Modern Slavery Transparency Statement outlines the approach the Council has taken, and continues to take, to make sure that modern slavery or human trafficking is not taking place within the business or supply chain.

10. OFSTED INSPECTION 2019 73 - 90

A report providing the Committee with context and information about the inspection of Children's Social Care Services which resulted in a positive 'requires improvement to be good' judgement.

A report inviting the Committee to determine:

- The admissions arrangements for Community Primary Schools in Reading for the school year 2021/22.
- The coordinated scheme for primary and junior schools for the 2021/22 school year.
- The coordinated scheme for secondary schools for the 2021/22 school year.
- The Relevant Area.
- Maps of the catchment areas.

12. ANNUAL COMPLAINTS REPORT 2018-2019 FOR CHILDREN'S SOCIAL CARE **135 - 150**

A report providing the Committee with an overview of complaints activity and performance for Children's Social Care for the period from 1 April 2018 to 31 March 2019.

WEBCASTING NOTICE

Please note that this meeting may be filmed for live and/or subsequent broadcast via the Council's website. At the start of the meeting the Chair will confirm if all or part of the meeting is being filmed. You should be aware that the Council is a Data Controller under the Data Protection Act. Data collected during a webcast will be retained in accordance with the Council's published policy.

Members of the public seated in the public gallery will not ordinarily be filmed by the automated camera system. However, please be aware that by moving forward of the pillar, or in the unlikely event of a technical malfunction or other unforeseen circumstances, your image may be captured. **Therefore, by entering the meeting room, you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes.**

Members of the public who participate in the meeting will be able to speak at an on-camera or off-camera microphone, according to their preference.

Please speak to a member of staff if you have any queries or concerns.

Agenda Item 2

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 21 JULY 2019

Present: Councillors McEwan (Chair), David Absolom, Ballsdon, Challenger, Grashoff, Hoskin, Jones, Khan, McKenna, O'Connell, Pearce, Robinson, Sokale, Terry and White

10. APPOINTMENT OF CHAIR AND VICE CHAIR

Councillor McEwan was appointed to serve as Chair of the Committee for the remainder of the Municipal Year 2019/2020.

Councillor Challenger was appointed to serve as Vice Chair of the Committee for the remainder of the Municipal Year 2019/2020.

11. MINUTES

The Minutes of the meeting held on 1 July 2019 were confirmed as a correct record and signed by the Chair.

12. MINUTES OF OTHER BODIES

The Minutes of the following meeting were submitted:

- Health and Wellbeing Board - 12 July 2019

13. QUESTIONS

Questions on the following matters were submitted by Councillors:

Questioner	Subject	Reply
Councillor White	Sun Street Children's Centre Temporary Closure	Councillor Terry
Councillor White	Youth Clubs in Reading	Councillor Terry

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

14. BERKSHIRE WEST CLINICAL COMMISSIONING GROUP AND BUCKINGHAMSHIRE, OXFORDSHIRE AND BERKSHIRE WEST INTEGRATED CARE SYSTEM PROPOSALS

Fiona Wise, Executive Lead, Buckinghamshire, Oxfordshire and Berkshire West (BOB) Integrated Care System (ICS), submitted a paper entitled "The Future Arrangements for NHS Commissioning in your area" that sought views on the future arrangements for NHS commissioning in Buckinghamshire, Oxfordshire and Berkshire West.

The engagement period had begun to gather feedback on proposals about ways of working to support changes to NHS commissioning within the BOB ICS and would run until

**ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING
MINUTES - 21 JULY 2019**

midnight on 1 December 2019. Views were sought on the following two new ways of working:

- Local working in each of the three counties (the 'integrated care partnerships');
- Wider, at-scale working, across the three areas (the 'integrated care system').

Engagement was being carried out before the production of any Case for Change document was produced and was not part of any process the service was required to do; the intention was to have a dialogue to inform the Case for Change document by finding out what was really important to local partners. Views were being sought on the following three proposals for change:

- Appointment of a single Accountable Officer and Shared Management Team across the BOB geography;
- Design of stronger Integrated Care Partnerships which were constituted using a set of common principles;
- A proposal to create a single commissioning organisation across the BOB geography.

In addition, NHS England were proposing that some commissioning services that they currently held, and that used to be commissioned locally, should be taken back at local level and commissioned by the CCG, for example, primary care services such as pharmacy services and ophthalmology. This was due to the bigger framework that would result locally from the proposed changes and would also include some specialised services. In addition, there was a requirement to reduce costs by 20% with the aim being to make reductions at a strategic level so that more funding could be allocated at local level.

There was a desire for local decision making and to give more responsibility to partners to do the best for the local population; the key to this would be the Integrated Care Partnership. Decisions were also being taken countrywide with a general expectation to reduce the number of CCGs (and to align them with ICS footprints so that there is typically one CCG per ICS) and the costs of running them, although a merger of the CCGs in the local area would not take place any earlier than 2021. However, there was a requirement to move to a shared financial control model by April 2020 and there had been a commitment by all those involved to set out what this shared financial control might be by Christmas 2019; a Case for Change document would not be published until this had been made clear.

The Committee discussed the proposals set out in the engagement document and a number of points and comments were made including the following:

- The proposals would need to be considered in the context of whether or not other decisions had been taken, or were going to be taken, nationally by NHS England;
- Partners working together to address local issues and looking at what local people needed, as had been happening in Berkshire West, was seen as being a better model than the much wider commissioning areas that was being proposed;

**ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING
MINUTES - 21 JULY 2019**

- The move to a wider commissioning area would need to be considered in terms of what the Council was trying to achieve;
- Budget control on the larger geographical area was also seen as a potential issue and there would need to be transparency around monies that were allocated to Reading and how it would be spent;
- It would not be possible to comment on the financial model as this would only be agreed initially by Christmas 2019;
- Governance and decision making of the wider area would also need to be clear, transparent and open and it would need to be made clear how decisions related to the local area;
- Clarity would also need to be sought on how Reading and the BOB ICS ensured that decision making was transparent for the local area working with all partners, how such decision making could be made real in the proposal and how local decision making would be embedded in the proposals;
- The proposals were seen as being NHS/Health centric and had little to do with social care and were primarily about the organisation of the Health Service at a high management level and not about frontline staff;
- In March 2013 the Strategic Health Authorities and Primary Care Trusts had been abolished as it was said that they had been too remote from the people on whose behalf decisions were being made, this had cost £2 billion, and it appeared that these proposals were taking the organisation back to the same position.

Finally, the Committee agreed that the views and comments detailed above should be put together by the Chair and the Lead Councillor for Health, Wellbeing and Sport and that a response to the engagement document submitted on behalf of the Committee. The Committee noted that the deadline for submission is 1 December 2019.

Resolved - That the views and comments detailed above be put together by the Chair and the Lead Councillor for Health, Wellbeing and Sport and a response to the engagement document submitted on behalf of the Committee.

15. BUCKINGHAMSHIRE, OXFORDSHIRE AND BERKSHIRE WEST INTEGRATED CARE SYSTEM (BOB ICS) FIVE YEAR PLAN

Cathy Winfield, Chief Officer Berkshire West CCGs, submitted a series of papers providing an update on the development of a five year strategy for the BOB ICS. The five year, one system, plan would describe how partners in the ICS would work together to deliver the ambitions of the NHS Long Term Plan and address the specific priorities, opportunities and challenges within the BOB ICS area. The first draft of the plan had been submitted to NHS England and had been included in the papers submitted to the Committee. A second

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 21 JULY 2019

'cut' plan would be submitted in November 2019 and would be informed by feedback from NHS England and the thoughts and views of stakeholders.

The five year NHS plan set out the ambitions and targets that the NHS should achieve for the significant additional investment that had been received. A huge amount of work locally had been carried out around developing a completely different community based out of hospital sector with fully integrated care. This should then reduce the demand for both health and social care services in a crisis or emergency situation and would include developing the 111 service and having care close to home and building on the concept of 'home first'. There was also a focus on improving mental health particularly in relation to children and young people, and again there would be a focus on care close to home and prevention; there was also an emphasis the physical health of people with mental health issues. Emphasis was also on trying to get cancer outcomes improved, improving earlier diagnosis and increasing the uptake of screening. With regard to elective surgery the aim was to get wait times down to ensure the national 18 week wait time was met. There was also a project to redesign outpatient services so that more people could be treated in GP surgeries, in community settings or by remote monitoring. There was a much greater emphasis on population health management, for example, the roll-out of the collective care programme would see the sharing of information between GPs, hospitals and the ambulance service and would help to better understand the needs of the population, to predict risk and intervene when people were potentially at risk and to provide anticipatory care for them.

Work was also being carried out to update the Joint Health and Wellbeing Strategies (JHWBS) across Berkshire West and a proposal has been made to create one SharedHealth and Wellbeing Strategy across the Berks West ICP. The JHWBS has the aim of preventing illness and reducing the need for treatment and delaying the need for care by keeping people independent. The ICS plan also covered maternity, children's health and autism where the aim was to make similar improvements. The plan stressed the need to consider workforce and to think differently about technology by creating efficiencies and allowing people to access and check their own results and to take more responsibility for their health and wellbeing.

Across BOB work had been carried out to look at the requirements and the funding allocations and a financial plan that would sit alongside them; the final document would set out what the allocations would be and how it was intended to apply them. Services would have to be redesigned and there would have to be confidence that some of the interventions that would be made would reduce demand, services would then be reshaped and remodelled. Finally, the financial plan had not been included as it was still being worked on but it would be included in the next version of the plan that would be submitted to NHS England in November 2019.

The Committee discussed the draft five year plan and a number of points and comments were made including the following:

- Things happening outside of the NHS would impact on the plan and its success, such as cuts to services, the housing crisis, homelessness, cuts to public health budgets and inadequate funding of social care;

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 21 JULY 2019

- Action plans would be needed to ensure strong emphasis on public involvement and engagement so that what drove the plan was what was important for local people;
- A different approach would be needed for the different areas that the plan covered, for example, the needs of people living in rural areas of West Berkshire and Oxfordshire would be different from those living in areas of Reading;
- It would be vital that the voice of people who would be using the service was heard so that their needs were met rather than relying on other organisations such as Healthwatch.

Finally, the Committee agreed that the views and comments detailed above should be put together by the Lead Councillor for Health, Wellbeing and Sport and the Chair who would then produce a response on behalf of the Committee.

Resolved -

- (1) That Fiona Wise and Cathy Winfield be thanked for attending the meeting;
- (2) That the views and comments detailed above be put together by the Chair and the Lead Councillor for Health, Wellbeing and Sport and a response submitted on behalf of the Committee.

16. ONE READING PARTNERSHIP

Vicky Rhodes, Strategic Early Help Lead, Brighter Futures for Children (BFfC), gave a presentation on the ONE Reading Partnership.

Just over a year ago there had been agreement to disband the Children's Trust Board and re-create the ONE Reading Partnership. The Partnership was supported by, but not led by, BFfC and was a partnership that had come together to deliver the Early Intervention and Prevention Strategy for children. The partnership had first met in March 2019 and had met three times since then. Rather than having a traditional set of terms of reference the partnership had adopted a consensus which had embedded the principles of the partnership and the way work was carried out together with partners. The Board was well attended by senior system leaders who could release resources and respond to challenges from the delivery group. The focus of the partnership was to sustain early intervention services and reduce demand on high cost specialist services.

The Strategy was delivered through a delivery model of working groups that had been born out of the priorities of the Strategy and there were a number of groups of children and young people that would be prioritised including under-five's, adolescents and those children and young people with emotional and wellbeing needs. Systems priorities had also been developed that set out how all those involved worked together to use data, how there was a clear pathway in and out of specialist services and early help and

**ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING
MINUTES - 21 JULY 2019**

wherever possible children, young people and families had been involved in the design of systems.

It had been acknowledged that across the Borough traditional child protection systems did not work well for adolescent young people and therefore the partnership wanted to develop a different approach to work with young people aged thirteen and over. There were now six/seven sub-groups addressing adolescent risk all of whom were coordinating activity and thinking. The groups helped track young people from the earliest intervention right through to specialist provision. A Community Adolescent Support Team had been set up which brought together youth workers, family workers and systemic therapists and was currently working with 19 young people with the aim of stopping them entering the care system. A Youth Diversion Hub had also been established, meeting on a six weekly basis, with the aim of being more preventative and young people were identified that the data was showing that there should be concerns about but who had not entered statutory services. The hub also looked at young people who had been subject to multiple arrests by the police but who hadn't met the threshold for the youth offending service. Work had also been carried out with colleagues in Education to coordinate the prevention activity that was taking place in schools.

Another partnership group was the Graduated Responses Group that was chaired by BFfC and focused on trying to reduce the demand on children's social care. There had been 12,000 contacts at the children's services front door in the previous financial year but less than 20% had met the threshold for statutory intervention. When schools had been contacted they had asked that systems and processes should not be changed unless absolutely necessary and during summer 2019 there had been multi agency discussions with schools about families with the aim of looking at other ways to support them to make sure their needs were met outside of statutory services.

Department for Education transformation money had been used for 0 to 5 year olds and work was being carried out with 24 cases with the aim of taking them out of the care system. Work was also focusing on emotional wellbeing and adoption of strength based approaches to working with families and wherever possible being trauma informed.

Measuring the impact of early intervention was particularly challenging and a hybrid approach was being taken. A lot of data was available from the Troubled Families Programme and 1,500 families were being tracked and would continue to be monitored against the Troubled Families outcomes.

Spreading the ONE Reading message was a priority, a website had been set up and a newsletter had been produced. The launch had taken place in September 2018 and a follow-up conference would take place in November 2019 to see what progress had been made and what still needed to be done. The conference would be for families to find out how they wanted to influence the service.

Resolved - That the presentation be noted.

**ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING
MINUTES - 21 JULY 2019**

17. ANNUAL COMPLAINTS AND COMPLIMENTS REPORT 2018 - 2019

The Director of Adult Social Care and Health Services submitted a report providing the Committee with an overview of complaints and compliments activity and performance for Adult Social Care for the period from 1 April 2018 to 31 March 2019. A summary of Adult Social Care Complaints and Compliments 2018/19 was attached to the report at Appendix A.

The report explained that during the period the service had received nine corporate complaints, which was an increase of two compared to 2017/18, and 72 statutory complaints, which was a decrease of five compared to 2017/18. Key themes for the period for both corporate and statutory complaints were quality of service provider, financial issues and staff conduct.

The Committee discussed the report and Councillor Jones pointed out that the number of complaints was relatively small compared to the hundreds of contacts the service had with service users on a weekly basis. In response to a question on timescales officers told the Committee about the complexity of cases and how officers were encouraged to talk to the complainants which took time, in addition there were often many family members and meeting all of their needs was challenging.

Resolved - That the report be noted.

18. SUPPORTING OUR FUTURE: ADULT SOCIAL CARE STRATEGY 2019 - 2022

The Director of Adult Social Care and Health Services submitted a report presenting the Committee with the Council's Adult Social Care Strategy for the period 2019-2022 as revised and refined following a two month public consultation. A copy of the Strategy was appended to the report.

The report explained that the Strategy focused on reducing the need for long term health and social care services by putting in place more self-enabling support. This meant developing a whole system approach which encouraged people to take responsibility for their own health and wellbeing, so that healthier choices were accessible to everyone, and people got the support they needed to stay active and felt they were part of a community. Family and unpaid carers were a vital part of this.

Putting the Strategy in place would provide the Council with a framework for placing prevention and early intervention at the core of care and support in the Borough. This had started with Public Health's role in analysing the local population and its health needs, and putting in place support, a strong focus would then be needed on individual and community assets to improve outcomes and manage demand on the formal care system. When people needed Adult Social Care, on a short or long term basis, that support needed to be empowering, re-abling and good value as part of a sustainable care system.

'Supporting Our Future' had identified five priority outcomes for the local care system, as follows:

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 21 JULY 2019

- An approach which drove wellness and independence;
- Clear information and advice about local services, which facilitated access and self-care;
- A supportive and sustainable local market, offering choice and value;
- A skilled workforce which empowered and enabled people;
- A sustainable system which offered good value.

The Committee discussed the report and agreed that an update report be submitted to the April 2020 meeting.

Resolved -

- (1) That 'Supporting Our Future' be adopted as Reading Borough Council's Adult Social Care Strategy 2019-2022;
- (2) That an update report be submitted to the April 2020 meeting.

19. AUTISM BOARD - UPDATE

The Director of Adult Social Care and Health Services submitted a report providing the Committee with assurance that the Autism Board was working with community partners in order to improve the lives of people in Reading with Autism. The Terms of Reference of the Board were attached to the report at Appendix A.

The report explained that the Autism Board had been launched with the inaugural meeting having taken place in July 2019, ensuring that it reflected current thinking and policy with regard to Autism. The Board was chaired by a manager from the Directorate of Social Care and Health. The Board had been designed to drive forward the work of developing the Reading response to Autism and it would meet four times a year in order to inform the creation and implementation of an action plan to deliver the national Autism Strategy. It would seek to take feedback from, and deliver plans to, a number of different working groups and would aim to influence commissioners across the sector to develop improved services for children, young people and adults who had Autism. The Board would be inclusive, ensuring the active participation of a wide range of experts by experience, parents and carers and would constantly seek to raise awareness of Autism within the wider community and work to enable autistic people to be fully included in society. Renewed Terms of Reference had been shared across the Board and membership had also been revisited to ensure there was good representation across the sector.

The Terms of Reference and aims of the Board had been discussed at the first meeting and, subject to sign-off, these were as follows:

- To develop and agree the Autism Strategy for children, young people and adults with autism;
- To govern the implementation of the Strategy to ensure its effectiveness and that it remained responsive to local need, national guidance and requirements;
- Update the local offer regarding outcomes for people and improvement of services;

**ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING
MINUTES - 21 JULY 2019**

- To support and monitor progress of the development of services for people with autism and their families;
- To provide advice to commissioners about the needs of the population with autism and ensure that commissioned services were needs led co-produced with children and adults with autism together with their supporting voluntary sector/parent organisations.

The next tranche of meetings would see the work plan evolve and start to shape the future programme and some of the themes that had been raised at the first meeting were:

- Pressure points across the Health Education and Social Care system;
- Service Deficits or gaps in provision;
- Developing a local strategy;
- Neurodiversity - different strengths and challenges;
- Ensuring links with SEND/Family Services;
- Celebrating good news stories and positive outcomes.

The Committee discussed the report and agreed that an update report be submitted to a future meeting.

Resolved -

- (1) That the reformation of the Autism Board with a new Terms of Reference and focus on improved outcomes for people in Reading living with Autism, and their carers, be noted;
- (2) That an update report be submitted to a future meeting.

20. READING DRUG AND ALCOHOL COMMISSIONING STRATEGY FOR YOUNG PEOPLE AND ADULTS 2018 - 2022 AND ACTION PLAN - UPDATE

The Director of Adult Social Care and Health Services submitted a report providing the Committee with an update on the Reading Drug and Alcohol Commissioning Strategy and Action Plan for Young People and Adults from 2018 to 2022. A copy of the Reading Drug and Alcohol Commissioning Strategy for Young People and Adults 2018-2022 was attached to the report at Appendix 1 and a copy of the Reading Drug and Alcohol Strategy Action Plan 2018-2022 was attached to the report at Appendix 2.

The report explained that the Strategy had been written in line with the Government Drug Strategy 2017, the Governments' Alcohol Strategy 2012 and Reading Health and Wellbeing Strategy 2017-2020. The Public Health Team had carried out a procurement exercise from October 2018 to March 2019 to re-procure a new drug and alcohol treatment service and the new Drug and Alcohol Behaviour Change, Treatment Recovery System contract had been awarded to Change, Grow, Live (CGL), and had commenced on 1 October 2019.

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 21 JULY 2019

The Action Plan had three priority areas, of prevention, treatment, and Enforcement and Regulation. It was being used as a 'live' document and would be used in an ongoing way.

Resolved -

- (1) That the drug and alcohol action plan 2018-2022 for each of the strategy's three priorities be approved;**
- (2) That the presentation of the Action Plan to the Health and Wellbeing Board in January 2020 and then as requested in accordance with the development of the wider Joint Berkshire Health & Wellbeing Strategy be noted.**

21. CARE AND SUPPORT FRAMEWORK - REQUEST FOR DELEGATED AUTHORITY

The Director of Adult Social Care and Health Services submitted a report outlining the intention to procure supported living and domiciliary care services by establishing two frameworks for each but having all providers under the same terms and conditions. The report also sought delegated authority for the Executive Director of Adult Social Care and Health Services to ensure the result of procurement could be enacted efficiently, enabling the aims of the procurement to be carried out as soon as possible.

The report explained that Home Care was currently procured within a Home Care Framework and Supported Living was procured within a Supported Living Accredited select List Framework. Both frameworks had been awarded in 2015 with the current contracts running until April 2020, at which point they would need to be re-procured in line with the Council's Standing Orders.

The proposed operating model for the replacement frameworks had been established and this framework agreement would be an arrangement between the Council and an unspecified number of providers. All providers would be signed up to the same terms and conditions and contract terms. Price and quality standards would have been agreed as part of the framework agreement and support/care packages would be commissioned as and when required and only offered to those on the framework agreement. All providers on the framework would be able to bid for individual care/support packages and service users would be offered the choice from the bids. As a result there would be minimal spot purchase contracts.

The framework would operate a quality two-tier system; those providers on tier 1 would be assessed as having the best quality and would be offered to the service user first. The providers on tier 2 would have met the minimum quality standards for the Council and would be offered work that was unable to be picked up by the tier 1 providers. Tier 1 providers would have first refusal of any new work and a 'Gold Standard' stamp next to their online listings.

Through this approach the Council would have a number of aims, including the following:

- Provide a range of good quality, sustainable care and support residents;

**ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING
MINUTES - 21 JULY 2019**

- Ensure value for money through competitive rates;
- Ensure that all providers the Council worked with were under the same contractual terms and conditions;
- Ensure that the Council could select the providers it worked with based on quality and price;
- Allow the Council the flexibility to adapt the way it worked according to the needs of the population of the Borough.

Resolved - That the Executive Director of Adult Social Care and Health Services, in consultation with the Lead Councillor for Adult Social Care, be authorised to enter into a contract with the successful tenderer(s) for the support/care services to be provided through the above framework agreement, at the stage of contract award (close of Q4 2019/2020).

22. SCHOOL STANDARDS AND ATTAINMENT 2018/19

The Director of Education, BFfC, submitted a report providing the Committee with an update on the 2018/19 school standards/attainment figures in order for the Committee to determine progress for children and young people in Reading Schools. The information on standards in the report had been based on un-validated data for the academic year 2018/19; validated data would be available later in the academic year.

The report explained that overall schools in the Borough had been just below the national average for standards. In all Key Stages schools had continued to mirror the national position in terms of the gap in attainment between disadvantaged and non-disadvantaged children. The gap in Key Stages 1 and 2 had continued to decrease compared with England averages and at Key Stages 3 and 4, in some secondary schools, there had been some of the best performance in the country. There had also been a significant reduction in secondary school fixed term exclusions, due partly to training on Therapeutic Thinking with schools and colleges. However, there had been a substantial proportion of young people leaving schools without the requisite skills for the world of further education and work. The Virtual School for children looked after also delivered some of the best provision in the country and the majority of primary schools were good or outstanding, whilst the picture for secondary schools was more mixed.

The report set out details of achievement against Key Performance Indicators for the following:

- Reduction in secondary school fixed term exclusions;
- Key Stage 2 results (Reading, Writing and Maths);
- Key Stage 4 results (Attainment 8);
- Increased percentage of schools rated good or outstanding.

Resolved -

- (1) That the progress made in raising standards across Reading Schools be noted and teachers, support staff, governors, children and their families thanked for all their hard work;**

**ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING
MINUTES - 21 JULY 2019**

- (2) That the work of Brighter Futures for Children in raising standards in schools continue to be supported;**
- (3) That a further report be submitted to the Committee in 2020 when the validated data was available.**

(The meeting commenced at 6.30 pm and closed at 9.00 pm).

READING BOROUGH COUNCIL

REPORT BY EXECUTIVE DIRECTOR OF SOCIAL CARE AND HEALTH

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	8 JANUARY 2020	AGENDA ITEM:	7
TITLE:	ADULT SOCIAL CARE PERFORMANCE REPORT JANUARY 2020		
LEAD COUNCILLOR:	COUNCILLOR JONES COUNCILLOR HOSKIN	PORTFOLIO:	ADULT SOCIAL CARE HEALTH, WELLBEING & SPORT
SERVICE:	ADULT SOCIAL CARE	WARDS:	BOROUGHWIDE
LEAD OFFICER:	CATHERINE BENNETT	TEL:	Ext: 73976
JOB TITLE:	MANAGER - PERFORMANCE & DATA TEAM	E-MAIL:	Catherine.bennett@reading.gov.uk

1. PURPOSE AND SUMMARY OF REPORT

- 1.1 This report outlines the key areas of performance of Adult Social Care during 2018-2019 which is mainly based on performance against the Adult Social Care Outcomes Framework (ASCOF) national dataset.
- 1.2 The ASCOF measures how well care and support services achieve the outcomes that matter most to people. The ASCOF is used both locally and nationally to set priorities for care and support, measure progress and strengthen transparency and accountability.
- 1.3 The ASCOF is published annually in October and is based on statutory returns completed by Adult Social Care in the previous April and May. These returns are detailed in Appendix 1 but include the Short and Long Term Support (SALT), Adult Social Care Survey (ASCS) and Survey of Adult Cares in England (SACE). They form part of the mandated national adult social care data returns.
- 1.4 The report also includes an Action Plan that addresses areas for development for two key performance targets.
- 1.5 Further information is available in Appendix 1 which presents the performance for Reading Adult Social Care against all ASCOF Measures in 2018-2019 as well as an update on current Performance.

2. RECOMMENDED ACTION

2.1 That the following be noted:

- a) The performance of Adult Social Care in Reading against similar Councils, the South East and the national Adult Social Care Outcomes Framework (ASCOF) indicators
- b) The outline Action Plan to address 2 areas of development.

3. PERFORMANCE IN 2018/2019 - TOP PERFORMING AREAS

3.1 LONG-TERM NEEDS OF OLDER ADULTS (AGE OVER 65) MET BY ADMISSION TO RESIDENTIAL AND NURSING CARE HOMES

- 3.1.1 Following a continued focus on keeping people in their own homes, in line with Reading's "home first" approach there was a significant reduction in older people (age 65+) placed in residential and nursing care homes last year. This strong performance has continued into this year.
- 3.1.2 Figure 1 shows comparison against all Local Authorities in the South East.

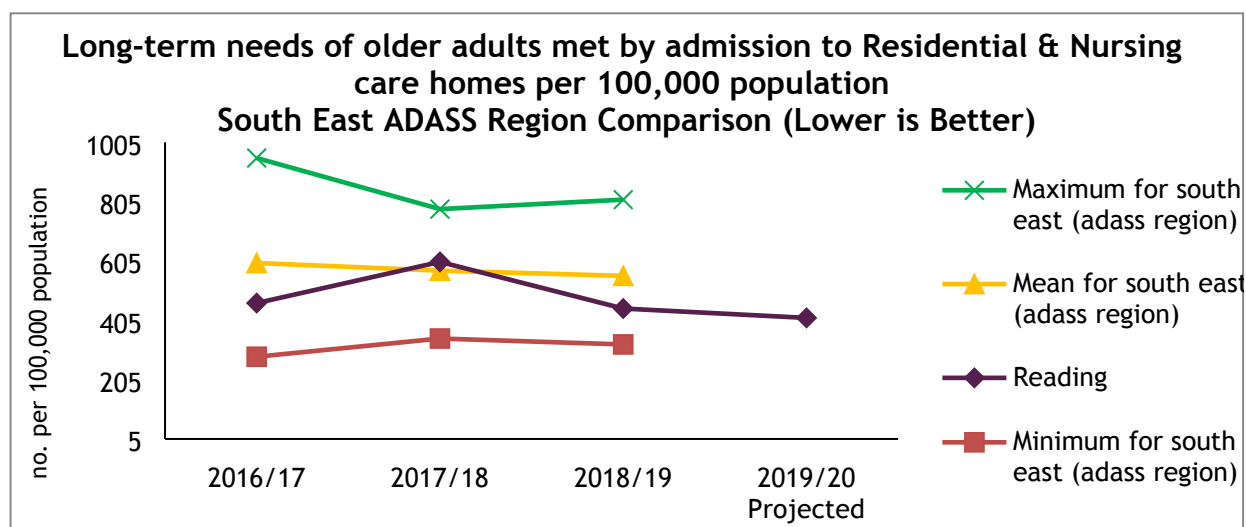


Figure 1

3.2 THE PROPORTION OF PEOPLE WHO USE SERVICES WHO REPORTED THAT THEY HAD AS MUCH SOCIAL CONTACT AS THEY WOULD LIKE

- 3.2.1 The Advice & Wellbeing Hub has helped to connect people to more services available locally. In addition 8 VCS providers are part of a pilot joint working scheme at the Adult Social Care Advice & Wellbeing Hub, to strengthen links into community provision.
- 3.2.2 The Council holds 12 contracts with Voluntary and Community Sector (VCS) providers through the Narrowing the Gap Framework to develop peer support networks and reduce isolation for adults with care or support needs and these are currently being reviewed.
- 3.2.3 Figure 2 below compares us with CIPFA which is the Chartered Institute of Public Finance Accountants - it is used as a comparison with our Near Statistical Neighbours.

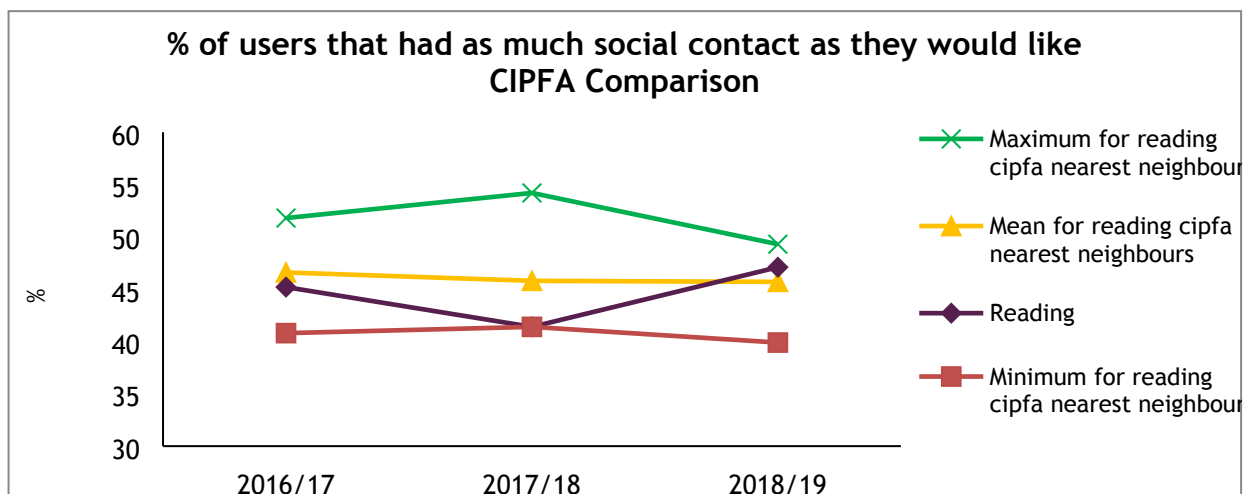


Figure 2

4. PERFORMANCE IN 2018/2019 - AREAS FOR DEVELOPMENT

4.1 LONG-TERM NEEDS OF YOUNGER ADULTS (AGE 18-64) MET BY ADMISSION TO RESIDENTIAL AND NURSING CARE HOMES

4.1.1 Despite concentrated focus on keeping people in their own homes, there was a slight increase in the number of younger people placed in residential and nursing care homes last year. This was due to a lack of alternative options available to meet the needs of the younger people.

4.1.2 Figure 3 shows detailed comparison with our CIPFA Near Neighbours.

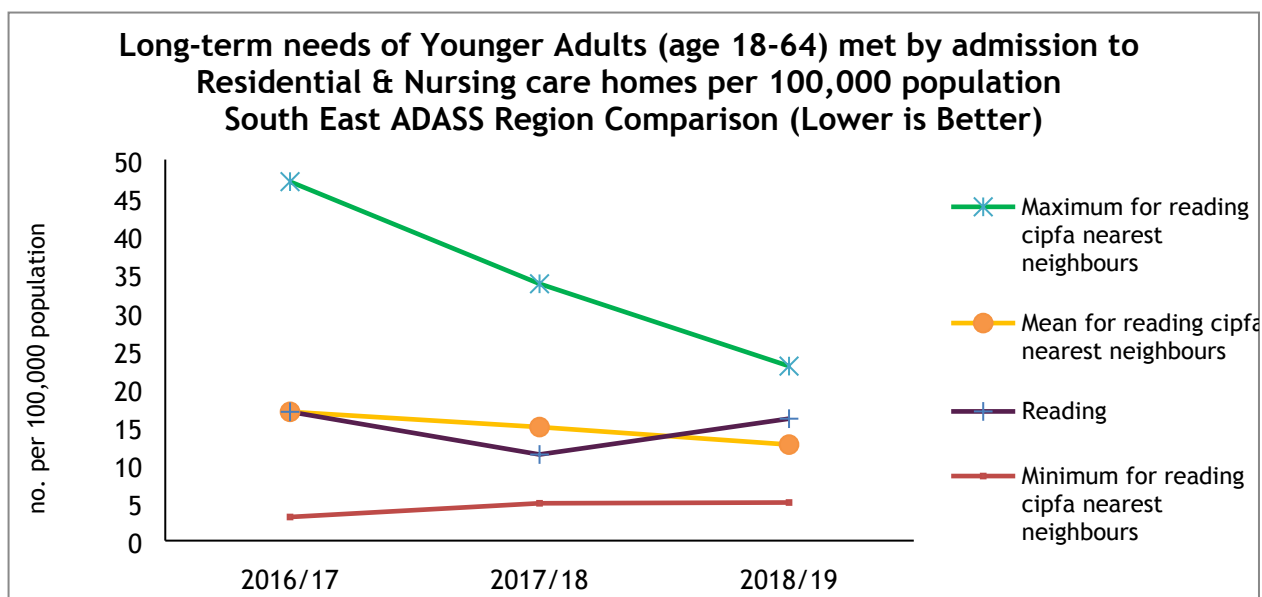


Figure 3

4.2 INCREASE USE OF DIRECT PAYMENTS

4.2.1 Direct Payments have increased by 48% since 2016/17, from 12.1% to 17.9%. From April to October 2019, they further increased to 19%, although this is still under the

local target of 22%. Whilst Direct Payments remains a priority for Adult Social Care the lack of alternative services available to meet people's needs beyond the Council commissioned services has resulted in a slower uptake.

4.2.2 Figure 4 below shows detailed comparison with our CIPFA Near Neighbours.

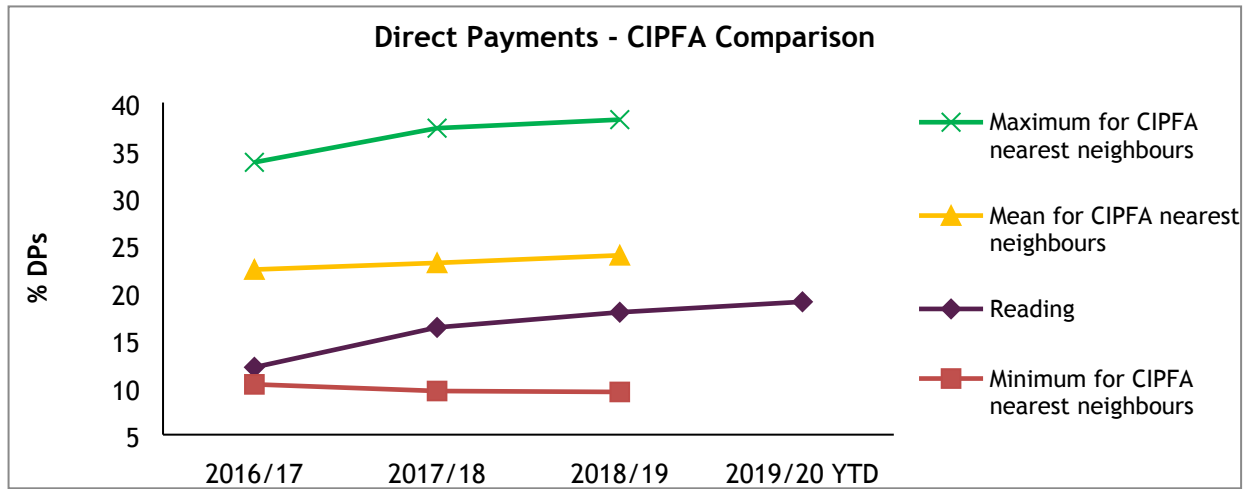


Figure 4

4.2.3 Further comparisons of all Adult Social Care Outcomes Framework measures can be found in Appendix 1.

5. ACTION PLAN

This Action Plan has been developed to address the areas of development presented in Section 4 above. It will be monitored through the Adult Social Care Performance Board.

	Theme	Action	Responsibility	Action by
1	New Admissions to res/nursing for younger adults age 18-64 per 100,000 population	<p>To develop an Adult Social Care Vulnerable Adults Accommodation Strategy which will:</p> <ul style="list-style-type: none"> • Review models of best practice for alternative service options • Result in market engagement to gauge provider interest in filling identified service gaps • Prepare Business cases for provision to meet service gaps • Implement selected options in phases • Identify people who could benefit from the new service options and monitor placement numbers to ensure these options are being utilised. 	Melissa Wise	<ul style="list-style-type: none"> • Q3 2019/20 • Q4 2019/20 • Q1 2020/21 • Q1 2021/22 • Ongoing
2	Direct Payments	<ul style="list-style-type: none"> • 6 month secondment for a Direct Payments Development Officer (DP Champion) to promote Direct Payments, educate & continue to encourage all staff to consider Direct Payments and further develop staff 	Jon Dickinson	<ul style="list-style-type: none"> • Q4 2019/20

		<p>competencies.</p> <ul style="list-style-type: none"> • Review of all related staff and service user guidance and upload to RBC website • Explore use of pre-loaded cards to support increased use of direct payments for hospital discharges • Further develop training for all staff and managers in ASC • Implement Direct Payments into new Conversation Counts Hospital Discharge pilot • To commence development of the Personal Assistant (PA) market in Reading 		<ul style="list-style-type: none"> • Q4 2019/20 • Q4 2019/20 • Q4 2019/20 • Q4 2019/20 • Q1 2020/21
--	--	--	--	--

6. CONTRIBUTION TO STRATEGIC AIMS

- 6.1 This report contributes to the Corporate Plan priority 3: to protect and enhance the lives of vulnerable adults and children by ensuring appropriate oversight of Adult Social Care performance.
- 6.2 This report contributes to the Council's strategic aim to promote equality; social inclusion and a safe and healthy environment for all by helping us have a better understanding of people's views that overlap these areas.

7. COMMUNITY ENGAGEMENT AND INFORMATION

- 7.1 Extensive engagement is undertaken to gather the views of individuals in relation to the performance measures presented in this report. This is gathered from the Annual Adult Social Care Survey (ASCS) and the Biennial (every other year) Survey of Adult Carers (SACE) where a sample of service users are contacted for their views on a range of subjects. The responses are collated by the Council's Adults Performance & Data Team and are submitted to NHS Digital and subsequently the national dataset is published in October each year. These surveys form part of the mandated national Adult Social Care data returns.

8. EQUALITY IMPACT ASSESSMENT

- 8.1 The contents of this report is for information only and is not considered to impact on equality

9. LEGAL IMPLICATIONS

- 9.1 There are no legal implications of this report.

10. FINANCIAL IMPLICATIONS

- 10.1 There are no financial implications of this report.

11. BACKGROUND PAPERS

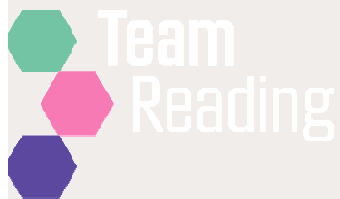
- 11.1 Measures from the Adult Social Care Outcomes Framework, England, 2018-19 Report and Datasets <https://digital.nhs.uk/data-and-information/publications/statistical/adult-social-care-outcomes-framework-ascof/upcoming/measures-from-the-adult-social-care-outcomes-framework-england-2018-19>

This page is intentionally left blank



Appendix 1: Adult Social Care Performance Report - January 2020 including Adult Social Care Outcomes Framework (ASCOF) measures for 2018/19

Page 25



Reading
Borough Council
Working better with you

How is Adult Social Care Measured?

Collection Name	Publication date
Adult Social Care Outcomes Framework	22-Oct-19
Survey of Adult Carers in England	22-Oct-19
Adult Social Care Survey	22-Oct-19
Short and Long Term Support (SALT)	22-Oct-19
Safeguarding Adults Collection	Nov-19
Adult Social Care Finance Return (ASC-Fr)	22-Oct-19
National Minimum Data Set - Social Care (NMDS-SC)	Feb-20



How is Adult Social Care Measured?

Local Key Performance Indicators

Corporate Plan Key Performance Indicators e.g.

Reduced Delayed Transfers of Care (DToC) for Social Care

Increased number of service users receiving direct payments

Decrease the permanent new admissions to Residential or Nursing care per 100,000 population for Younger People (18-64)

Decrease the permanent new admissions to Residential or Nursing care per 100,000 population for Older People (65+)

Directorate Key Performance Indicators e.g.

Percentage of people with learning disabilities living in settled accommodation

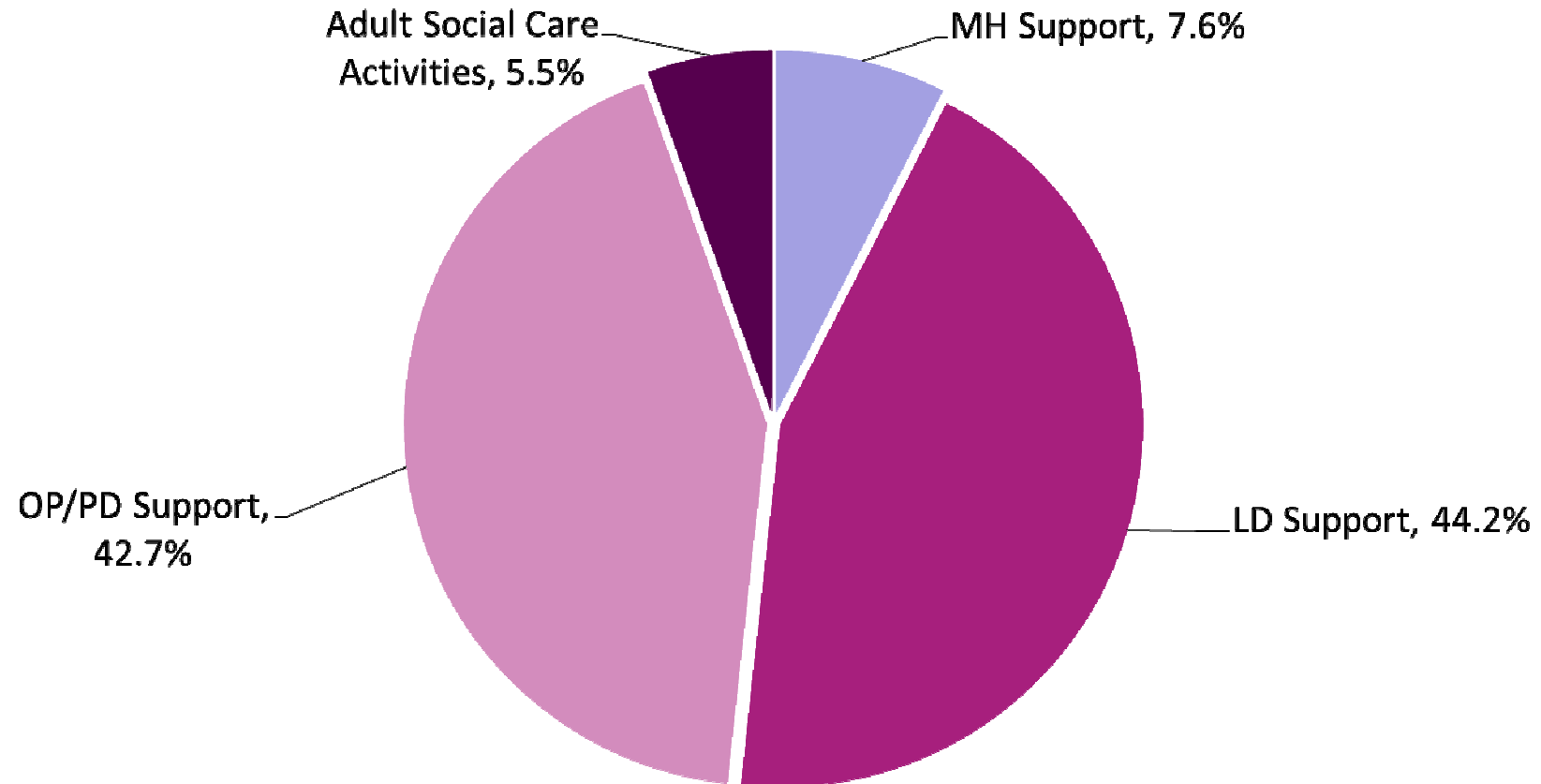
Percentage of older people (age 65+) still at home 91 days after discharge from hospital into reablement/rehabilitation services

% of Safeguarding Concerns leading to a Full Enquiry

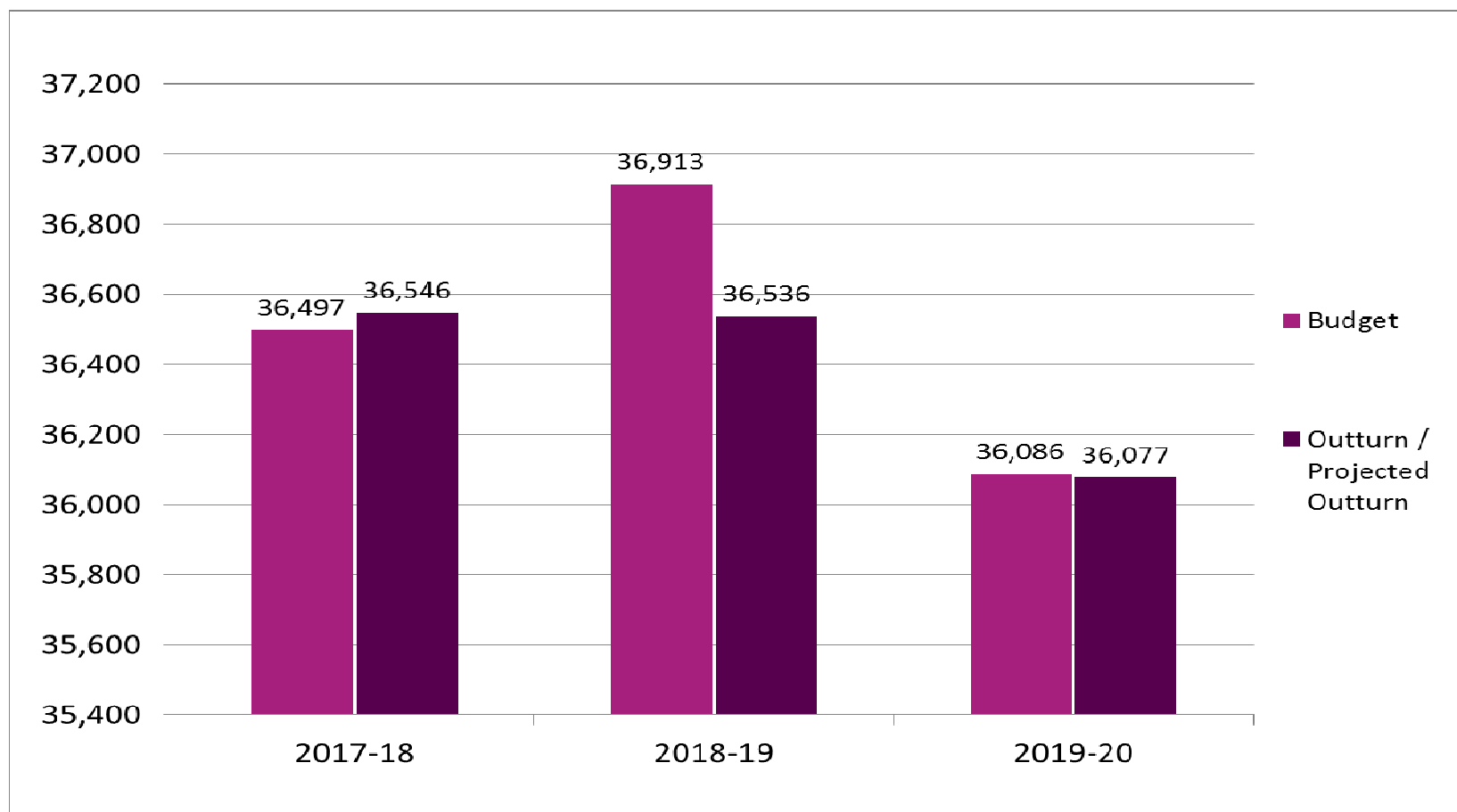
CIPFA is the Chartered Institute of Public Finance Accountants - used as a comparison with our Near Statistical Neighbours



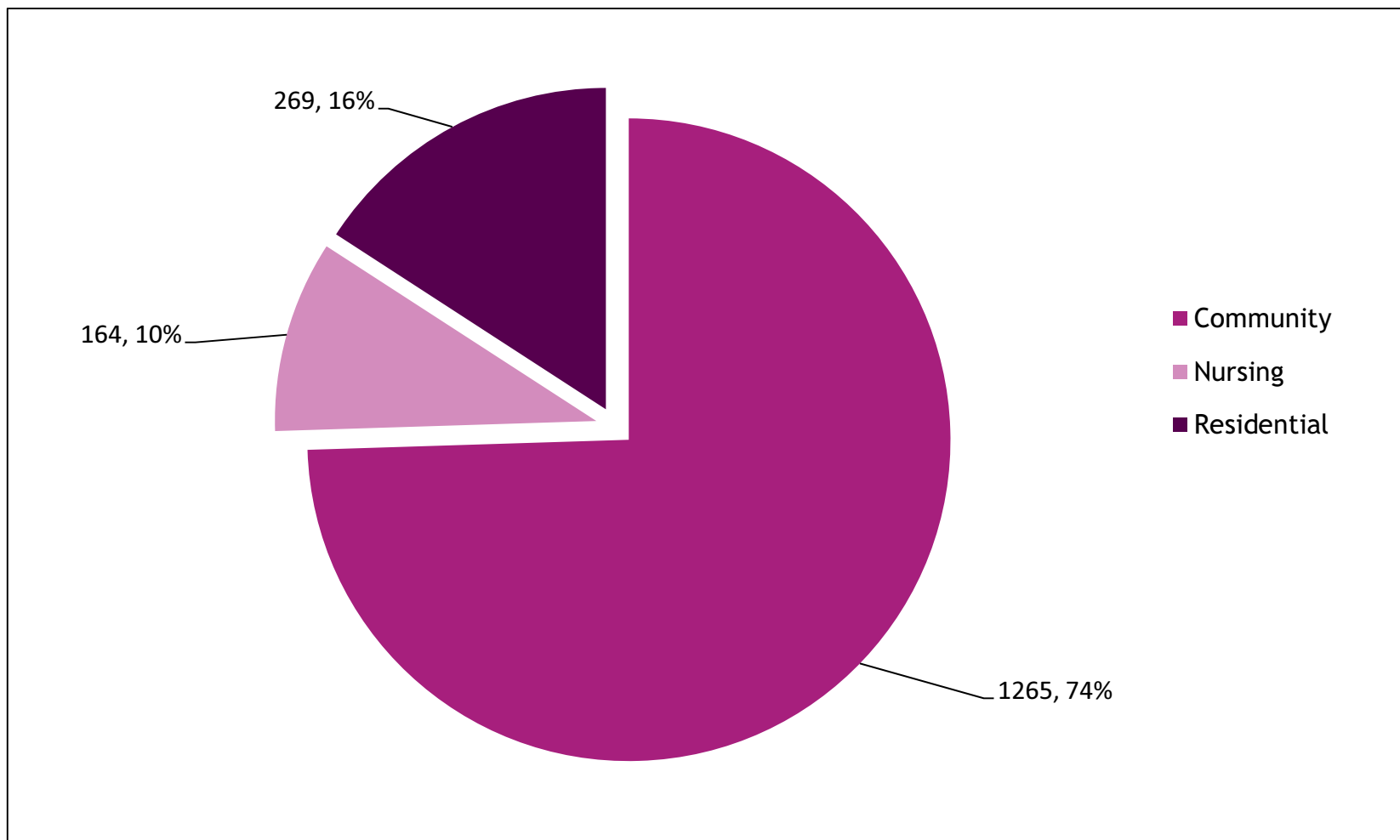
DACHS Expenditure Analysis 2018-19 £36.536k



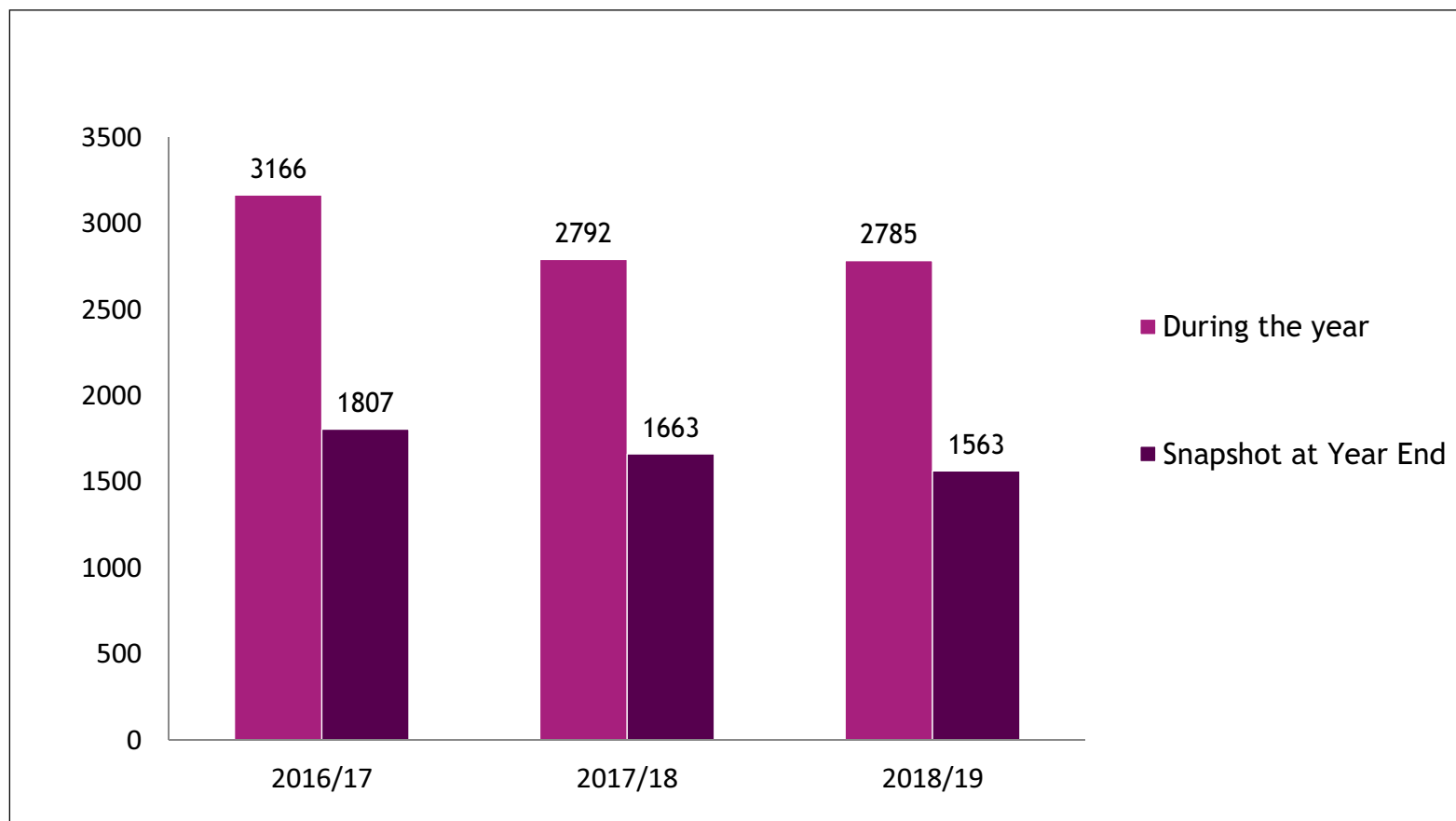
Adult Social Care Budget 2017-18 to 2019-20 (000's)



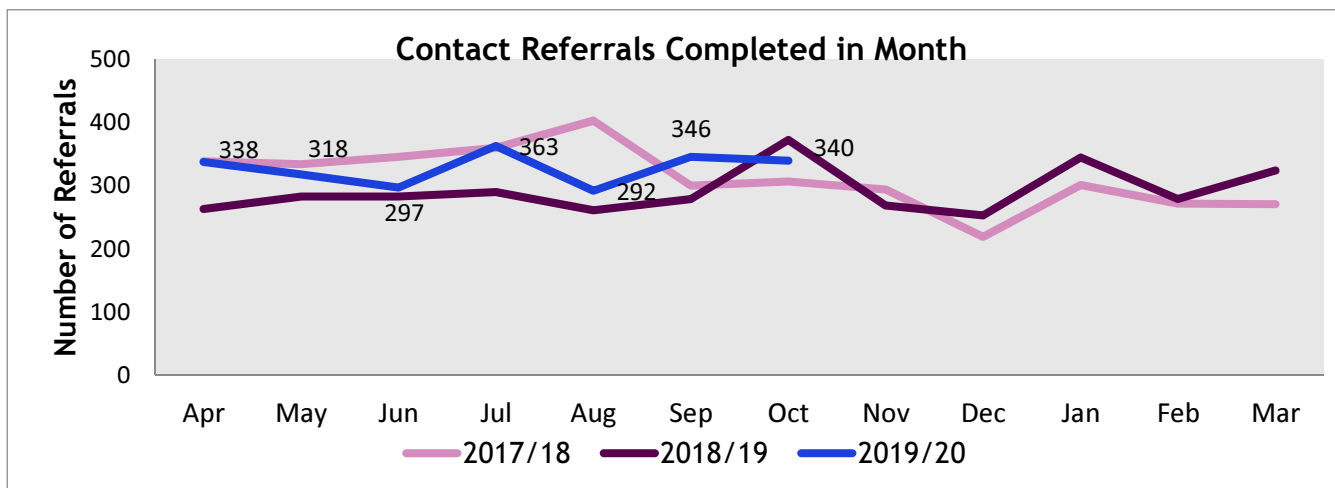
% of People with an Adult Social Care service by Service Type Group (As at 31st October 2019)



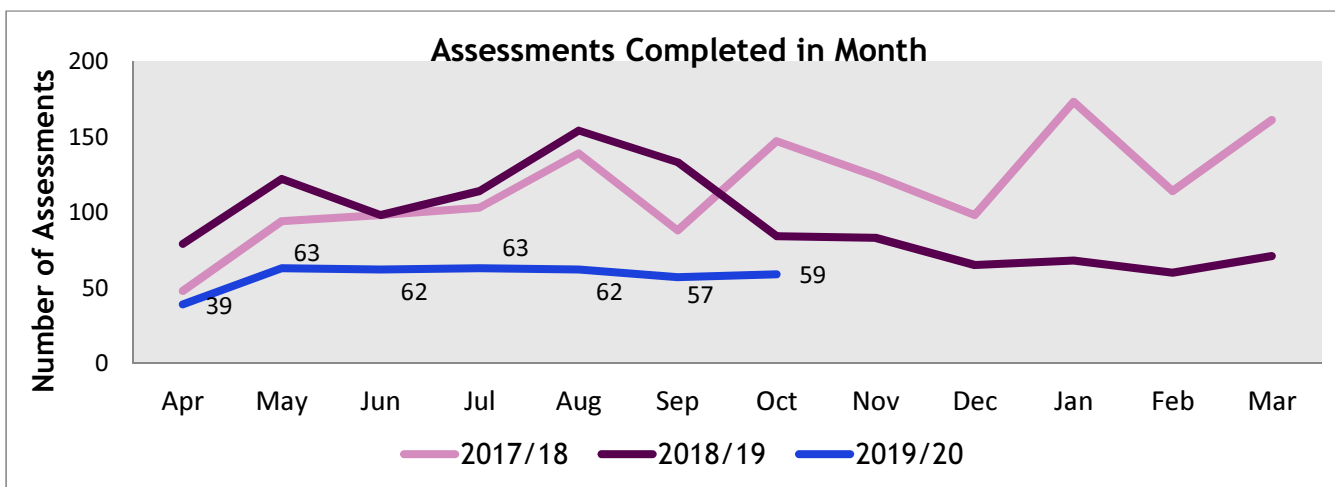
Number of People receiving Adult Social Care Services 2016/17 to 2018/19



Current Activity and Work coming into the System

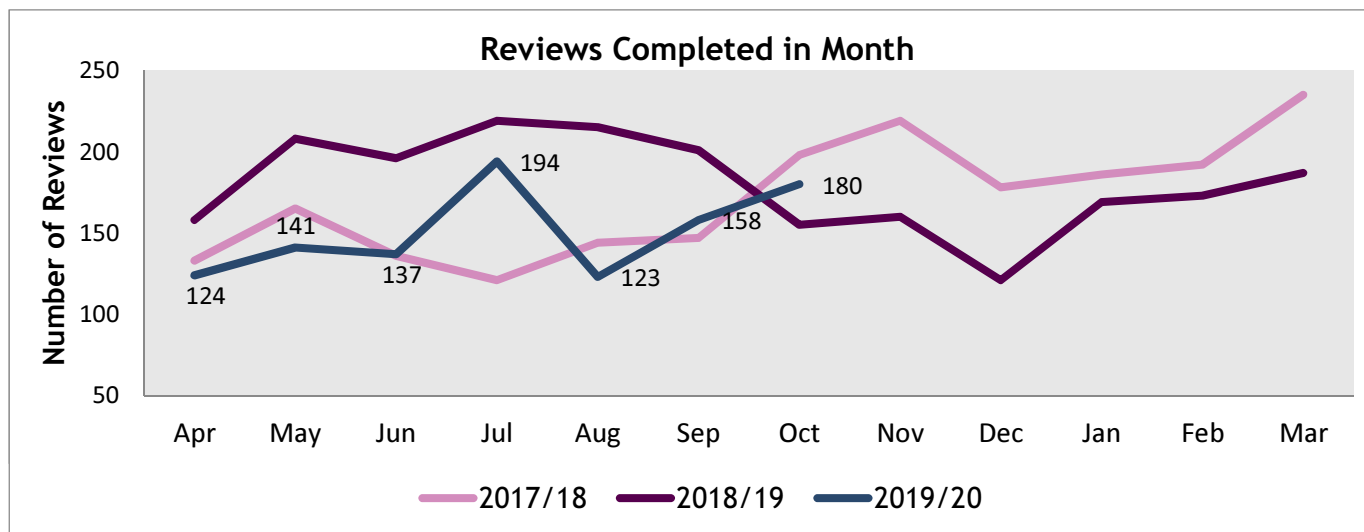


Referrals are received into Adult Social Care from Health and the Community

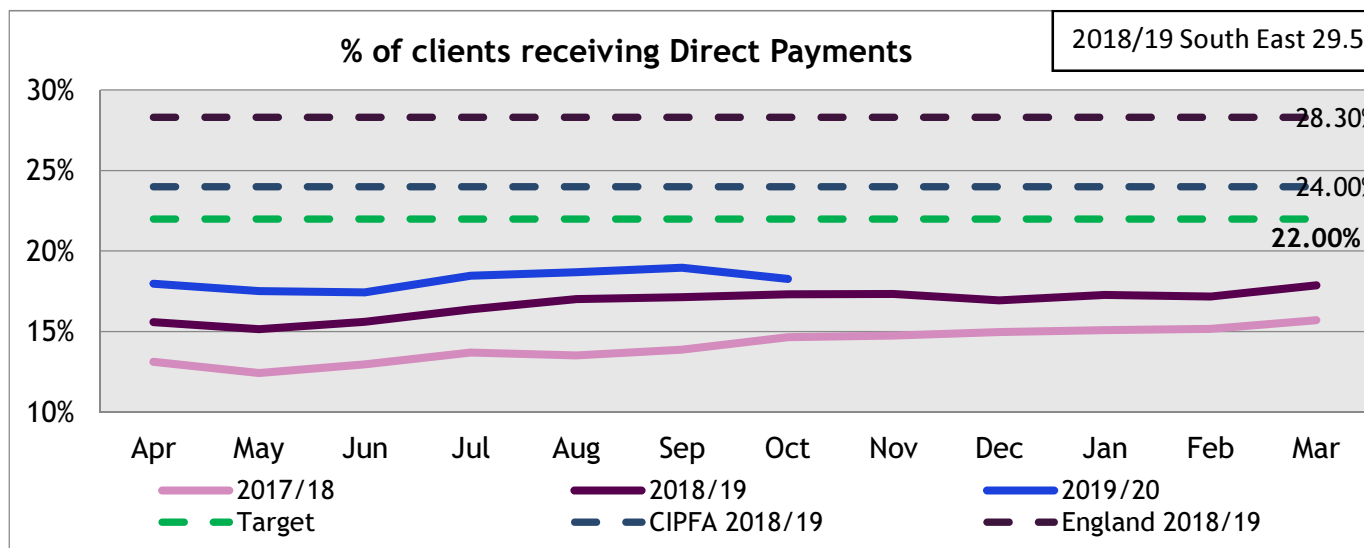


Fewer full assessments have been carried out since the Advice and Wellbeing Hub started in Oct 2018. Their work with people in a crisis means that fewer people need a full assessment





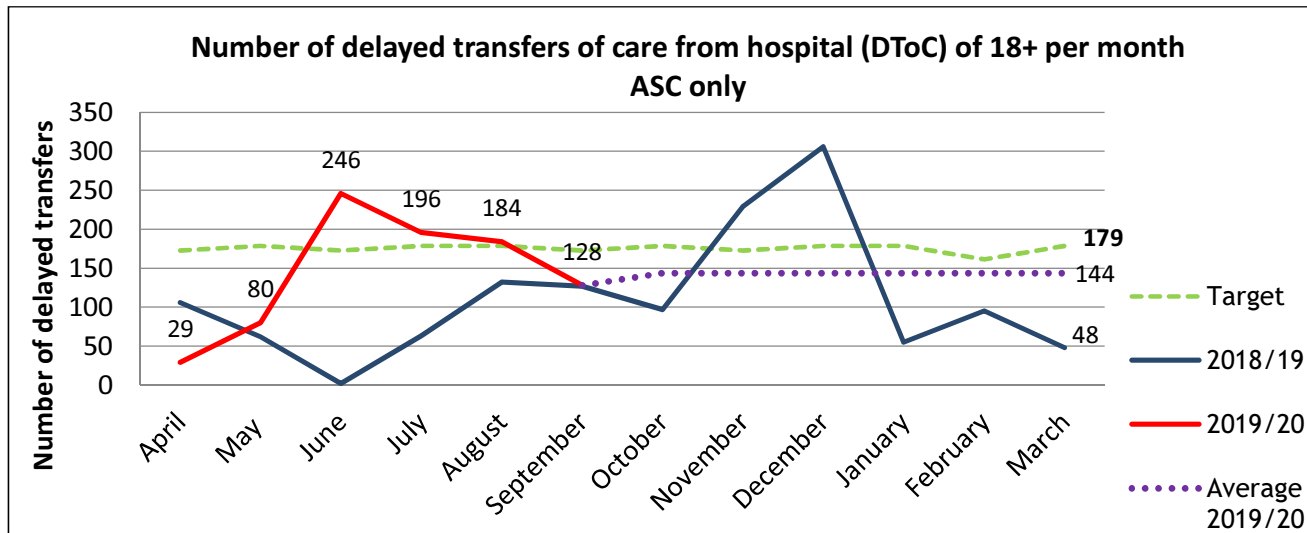
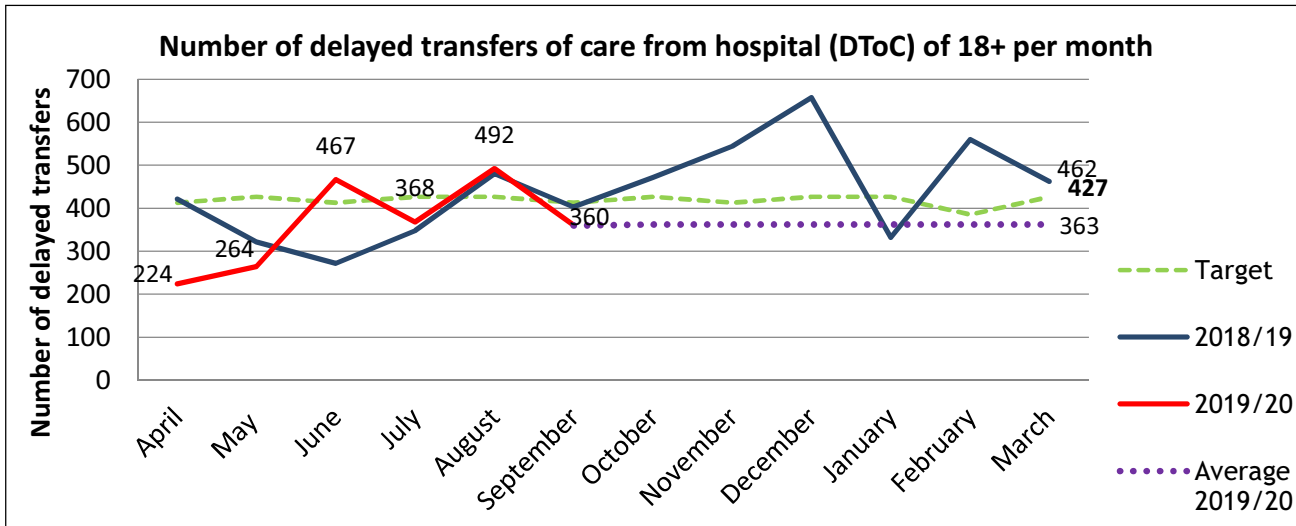
Reviews of existing clients to determine if needs have changed.



Direct Payments are paid to people so that they have more control over determining the type of care and support they need



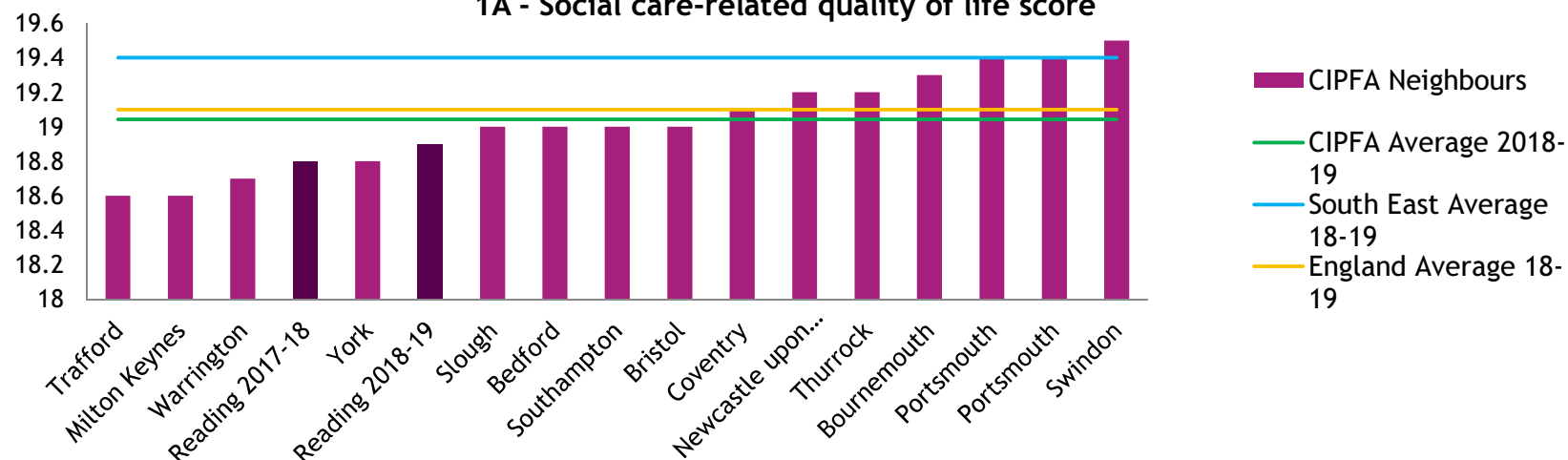
Current Delayed Discharges from Hospital



Adult Social Care Outcomes Framework 2018/19

1: Enhancing quality of life for people with care and support needs

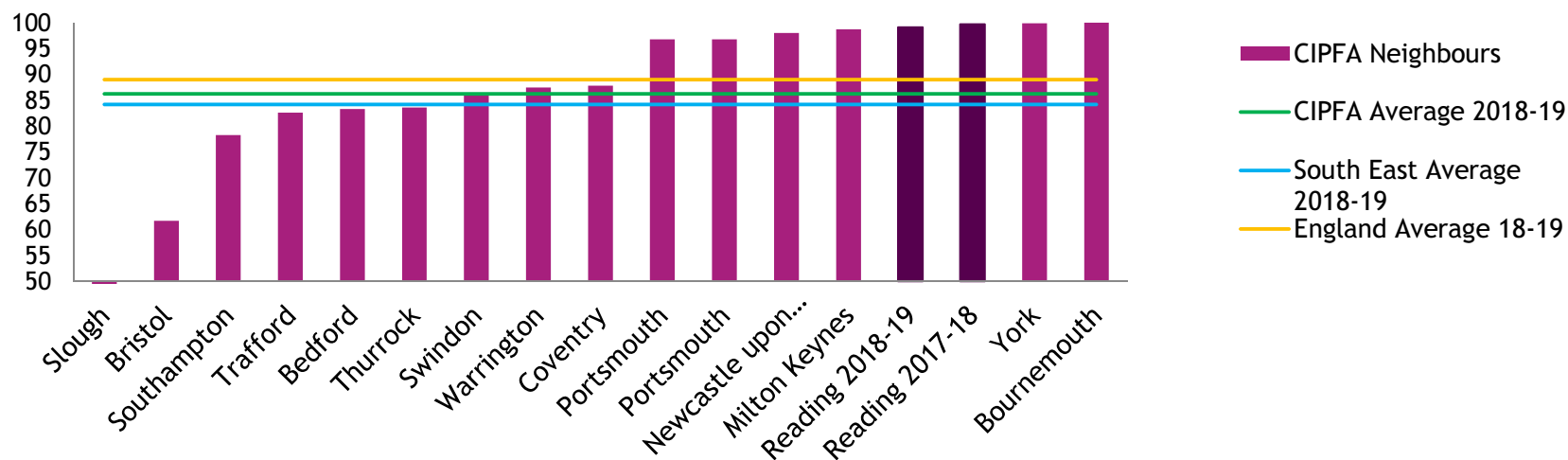
1A - Social care-related quality of life score



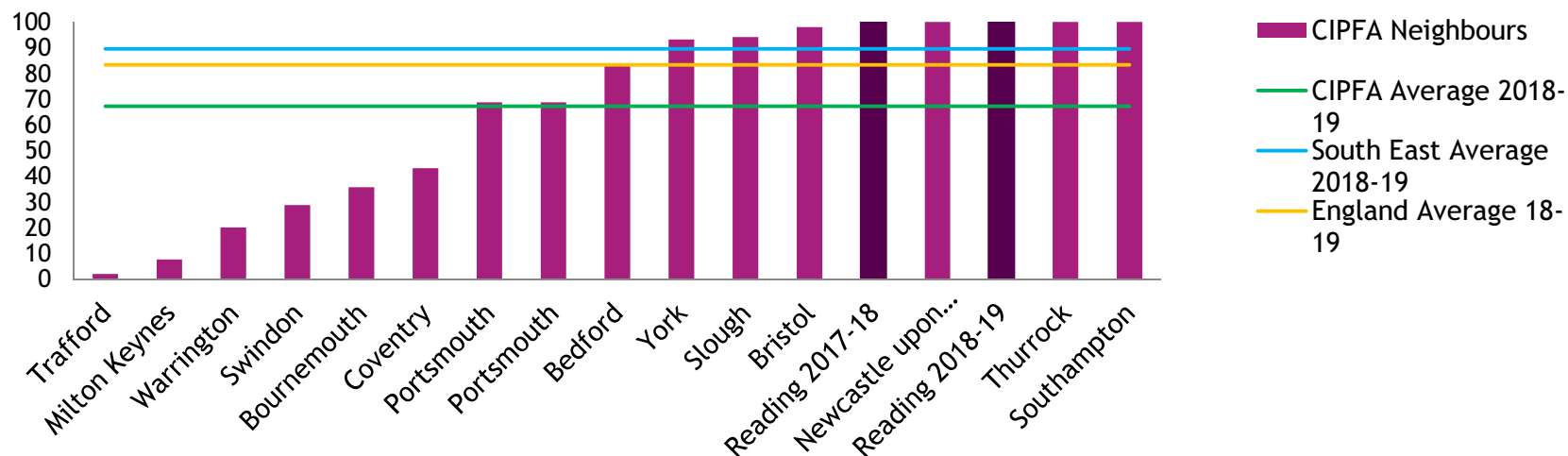
1B - The proportion of people who use services who have control over their daily life



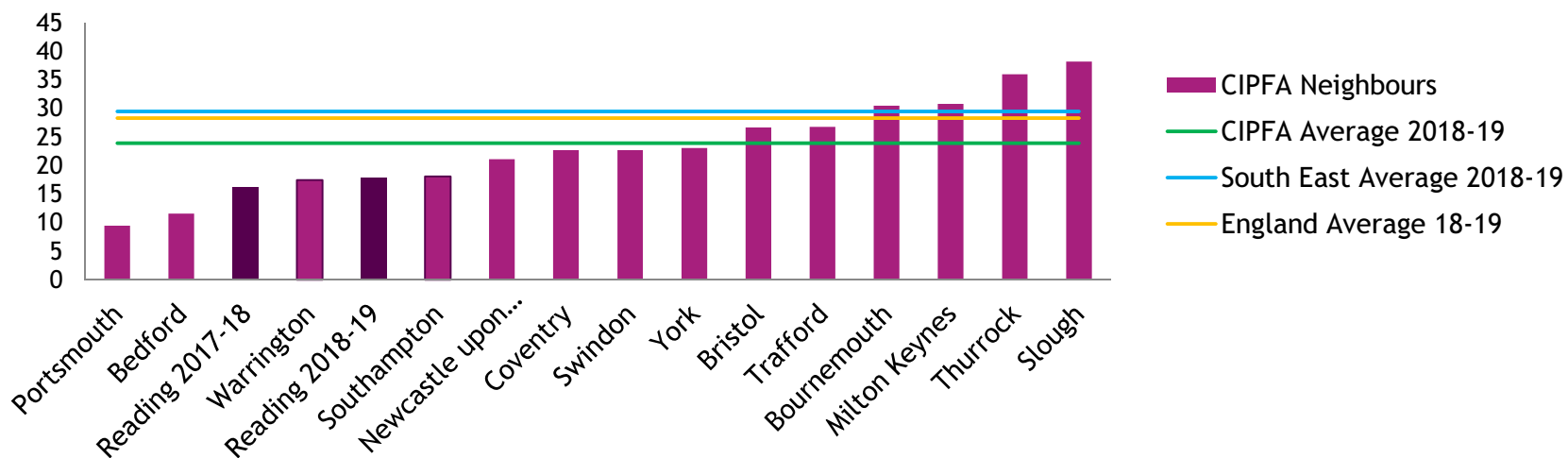
1C1A - The proportion of people who use services who receive self-directed support



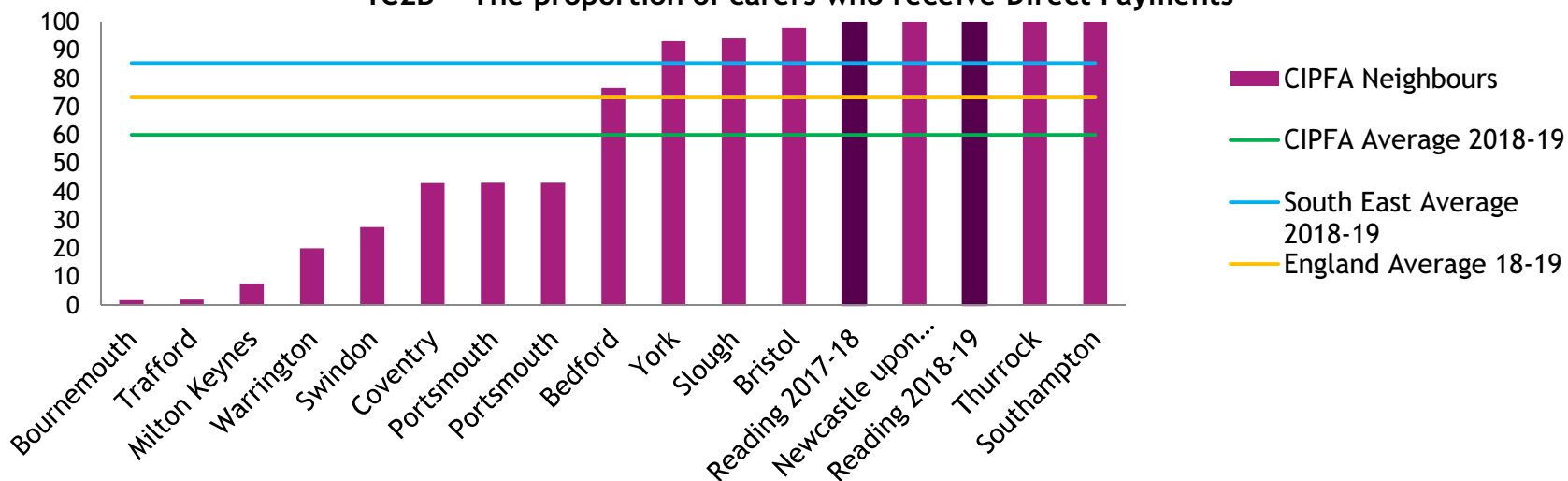
1C1B - The proportion of Carers who use services who receive self-directed support

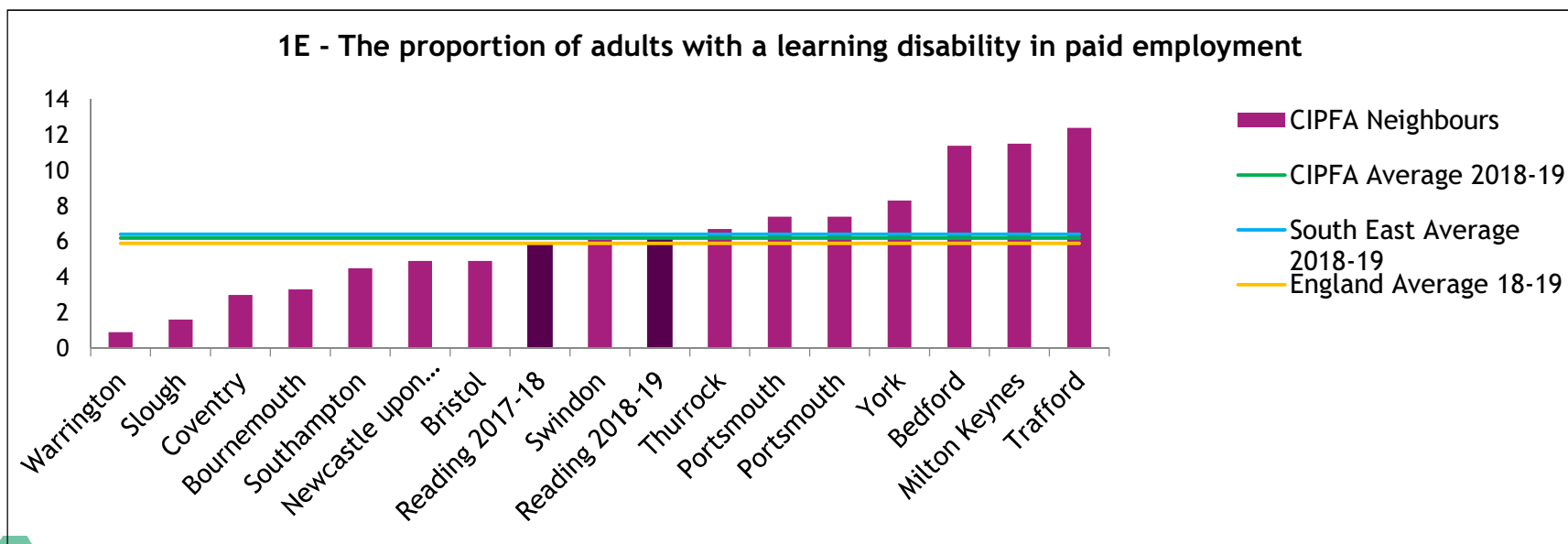
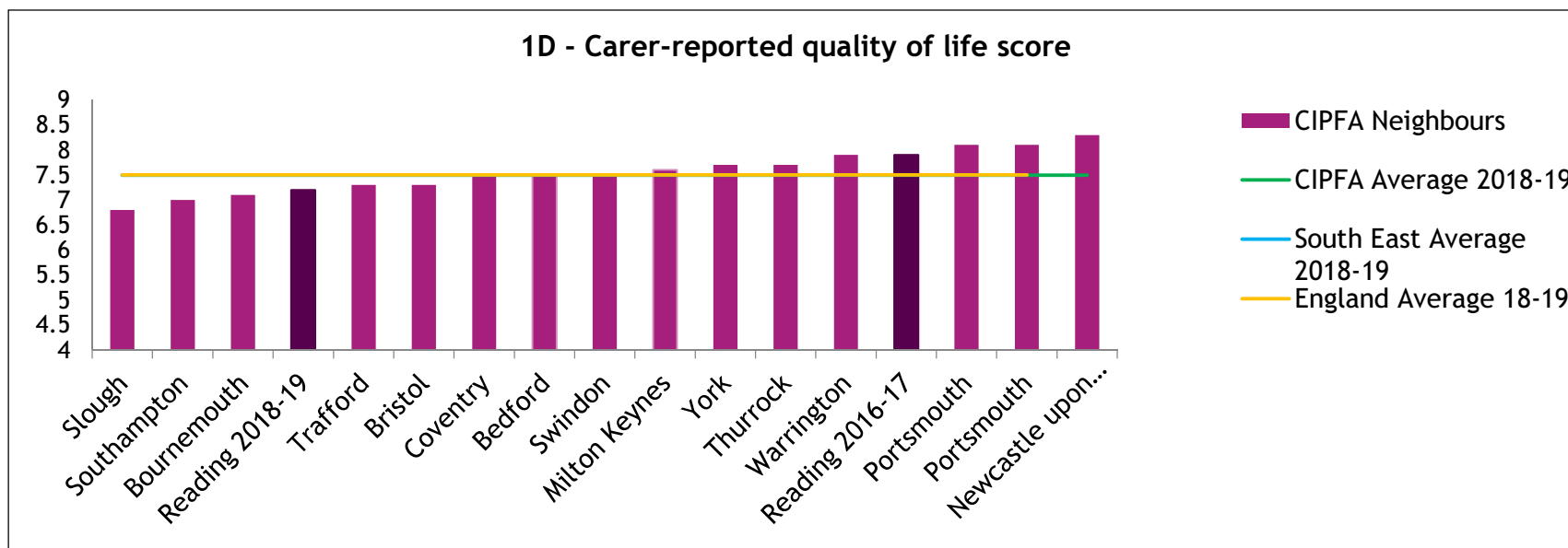


1C2A - The proportion of people who use services who receive Direct Payments



1C2B - The proportion of carers who receive Direct Payments



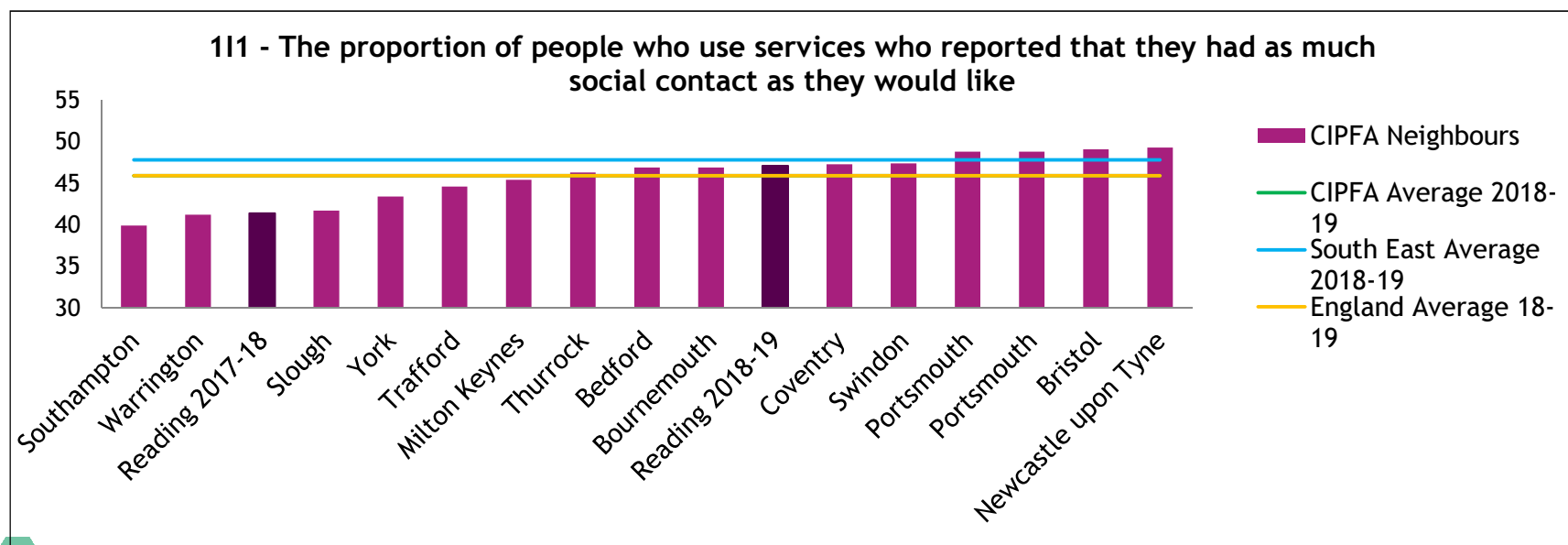
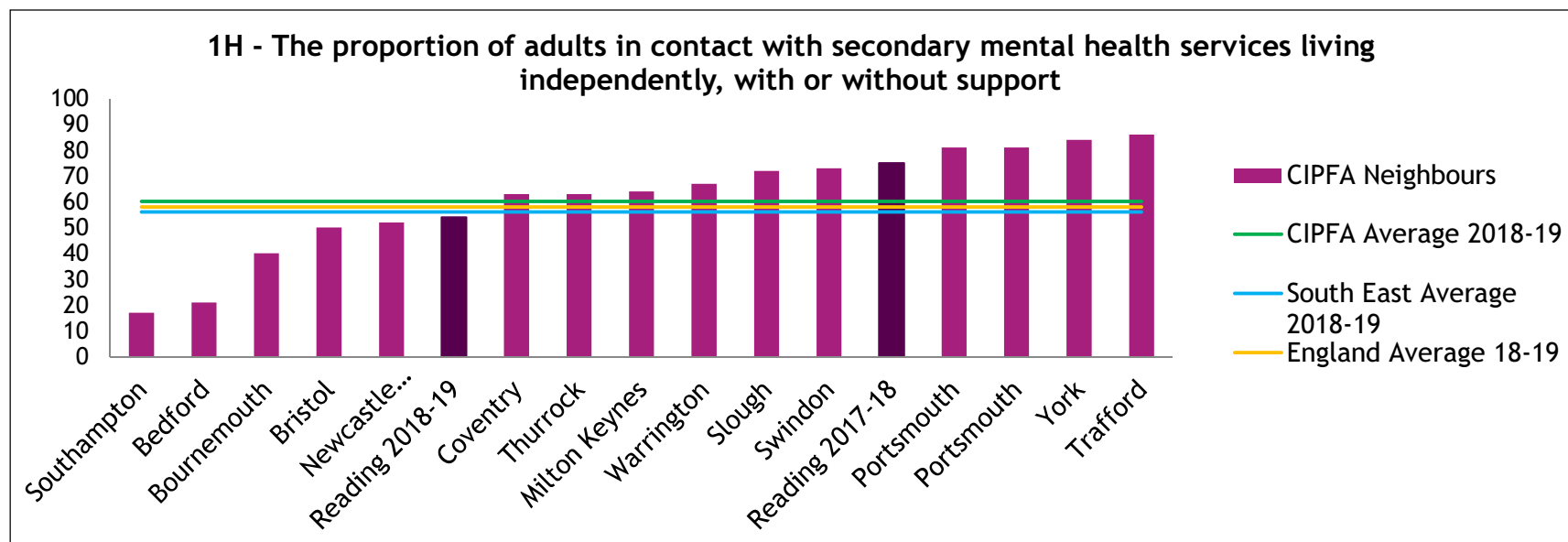


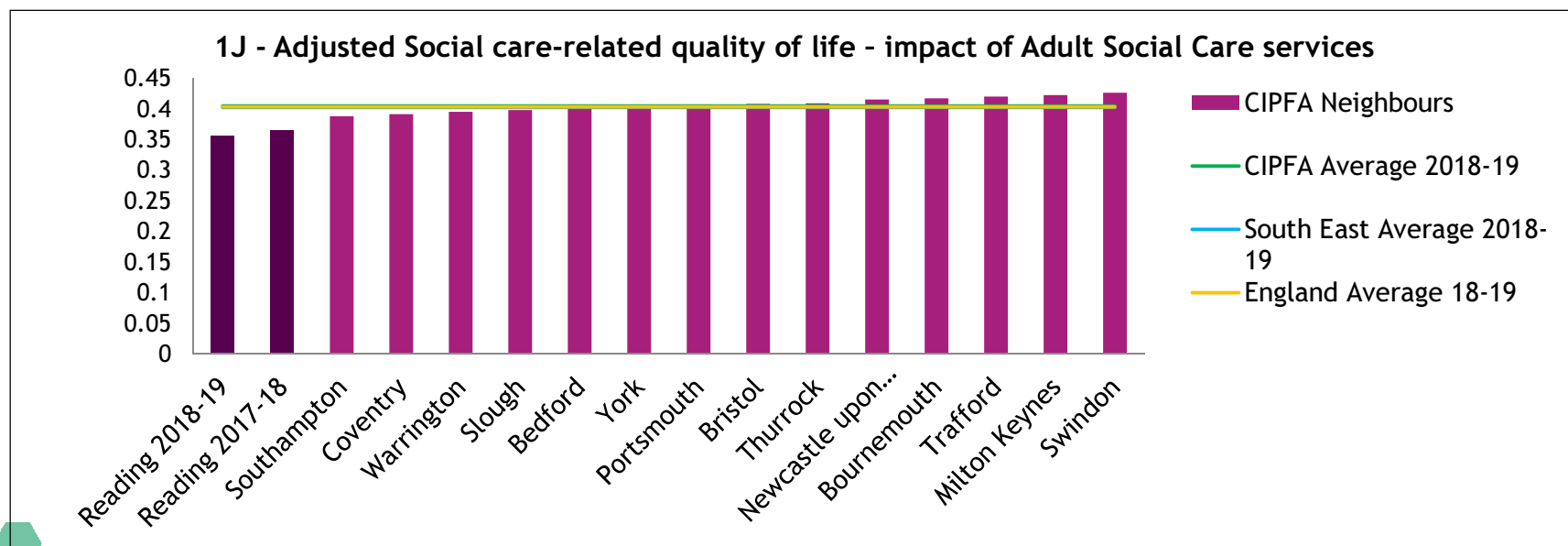
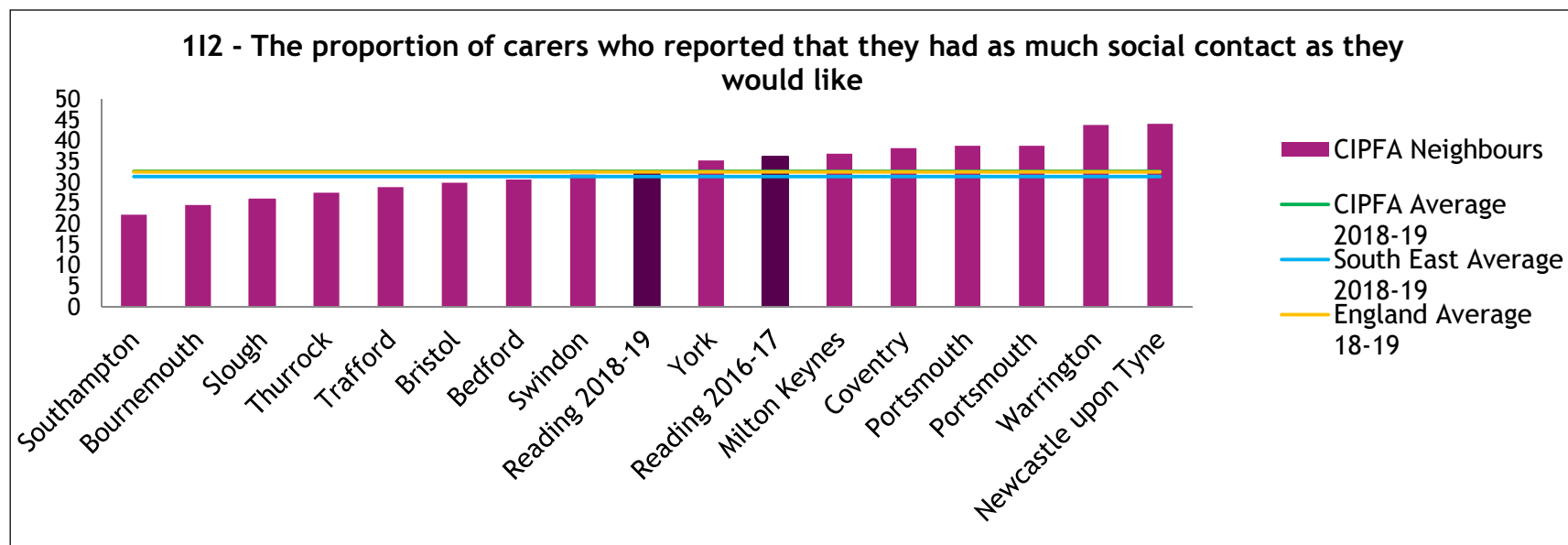
1F - The proportion of adults in contact with secondary mental health services in paid employment



1G - The proportion of adults with a learning disability who live in their own home or with their family



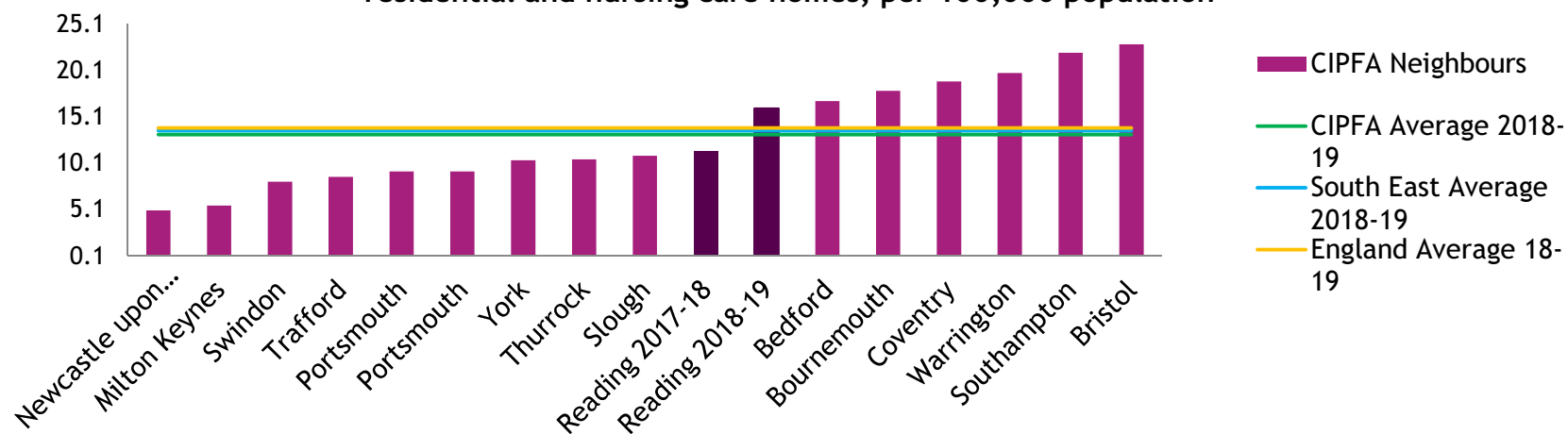




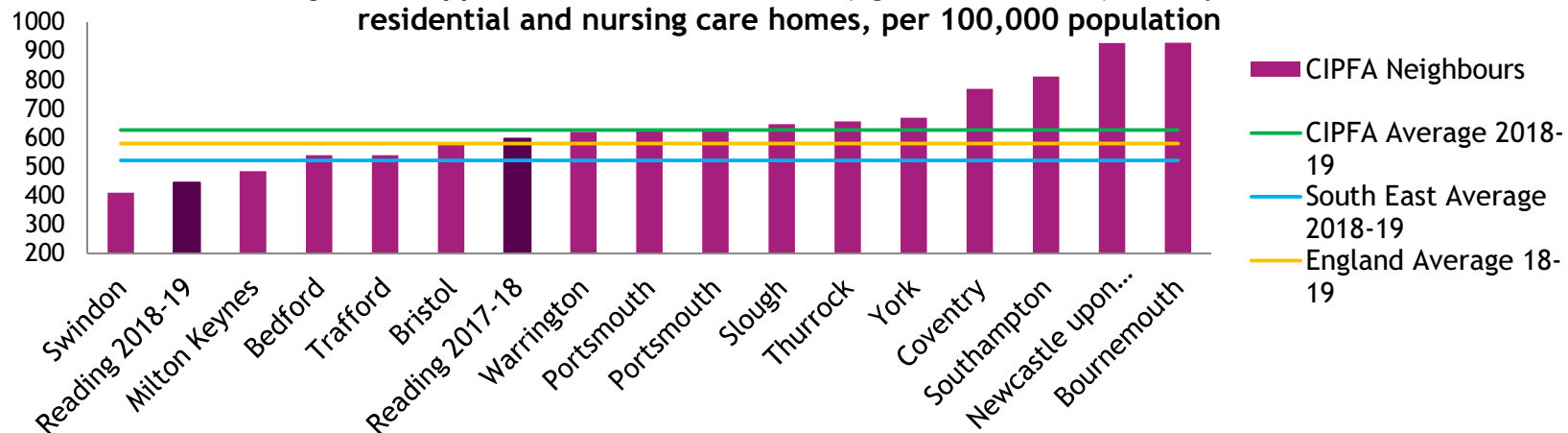
Adult Social Care Outcomes Framework 2018/19

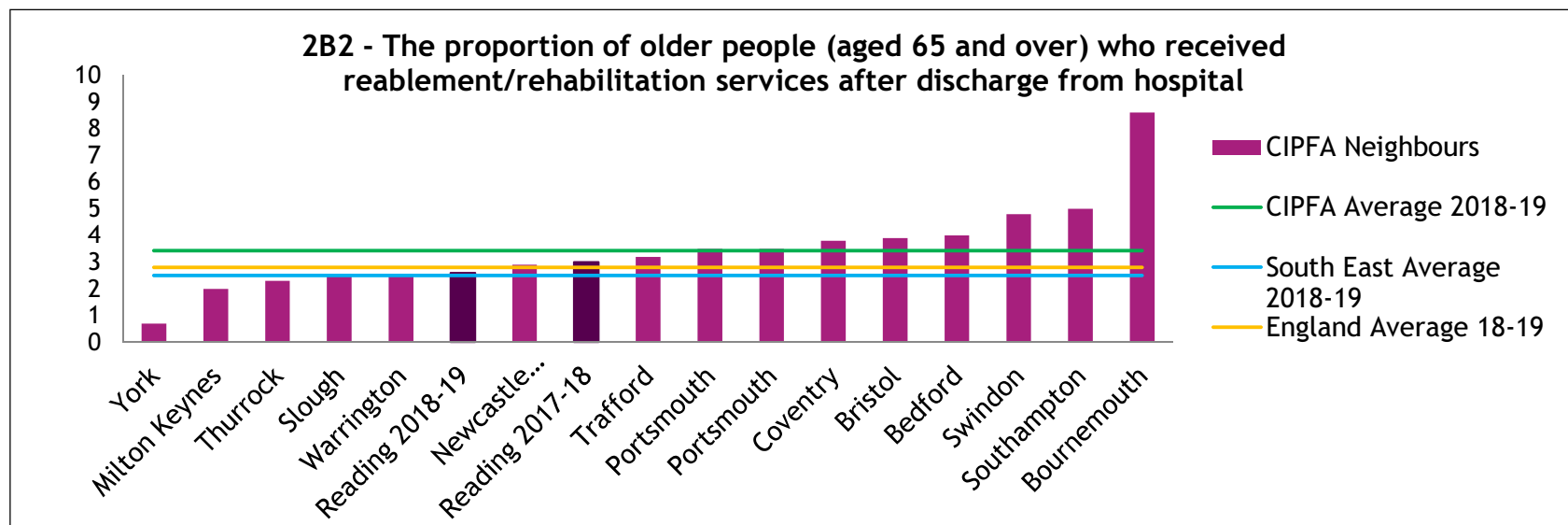
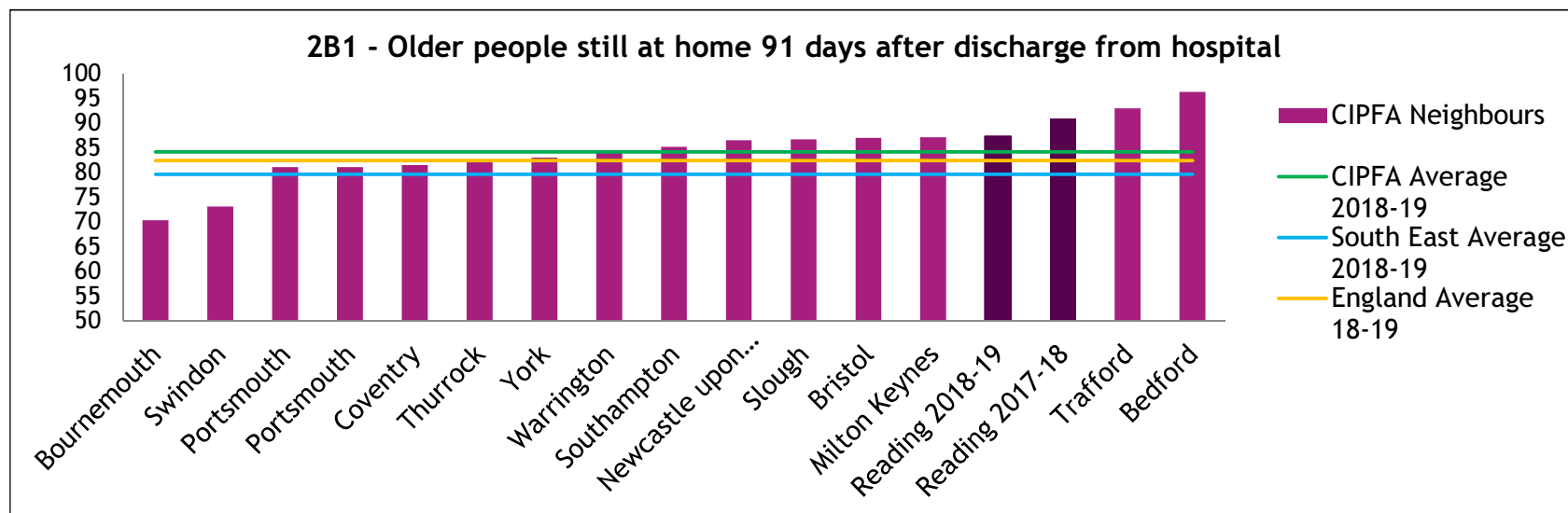
2: Delaying and reducing the need for care and support

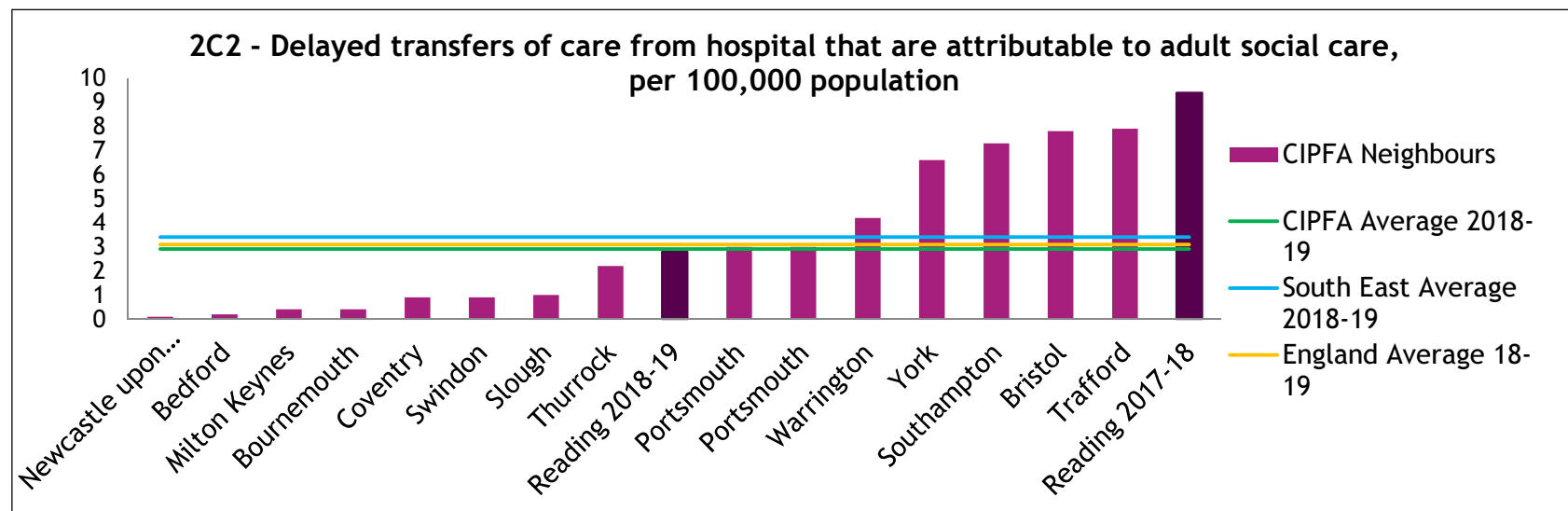
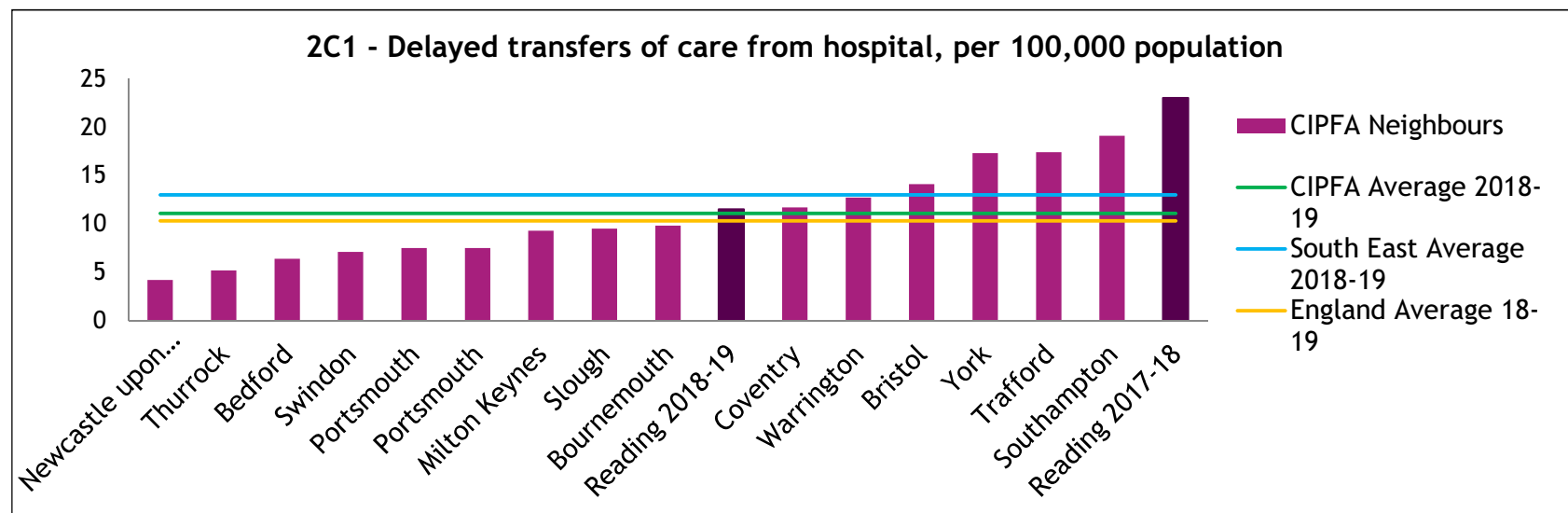
2A1 - Long-term support needs of younger adults (aged 18-64) met by admission to residential and nursing care homes, per 100,000 population

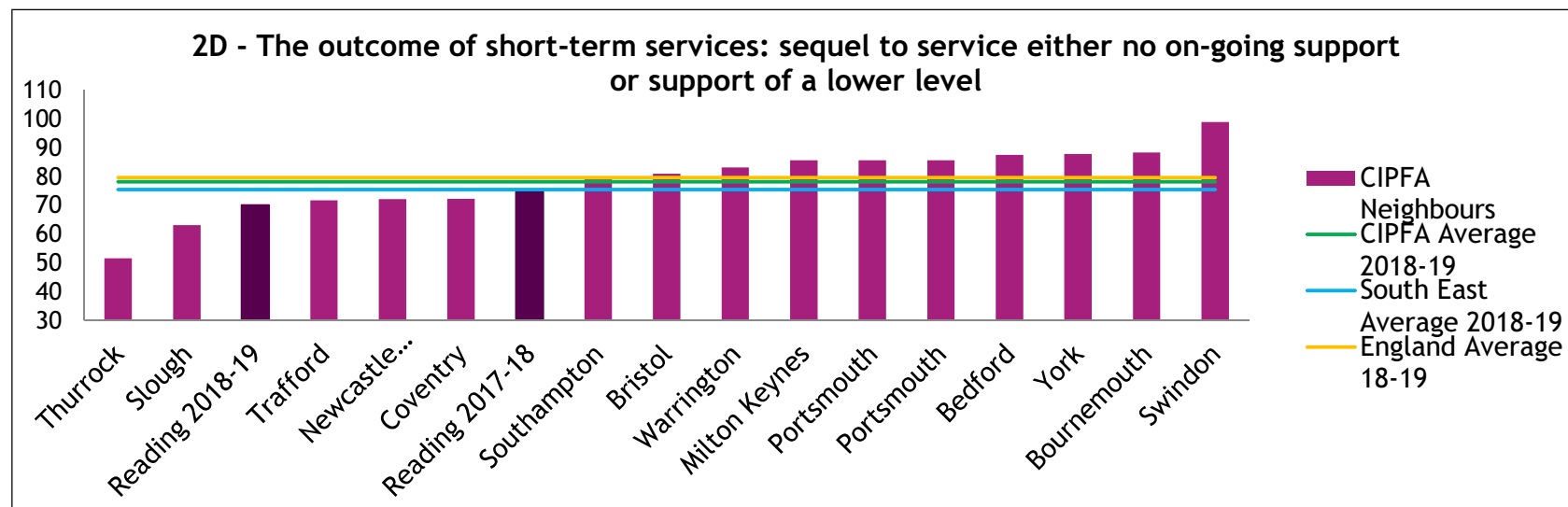
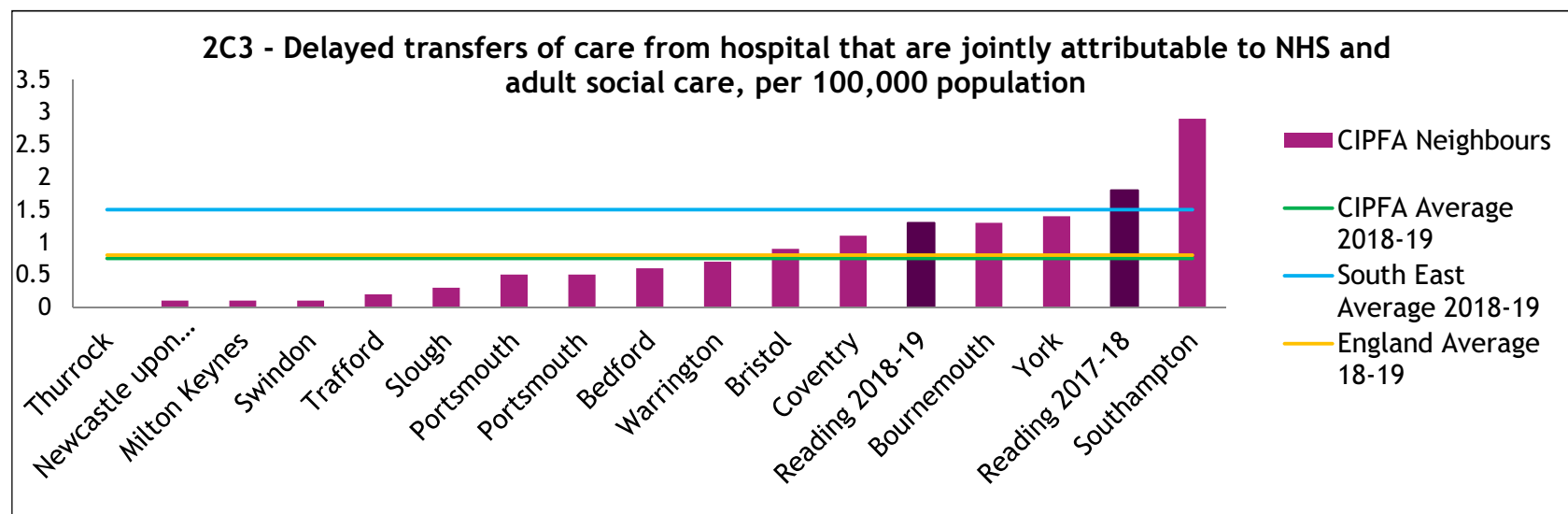


2A2 - Long-term support needs of older adults (aged 65 and over) met by admission to residential and nursing care homes, per 100,000 population





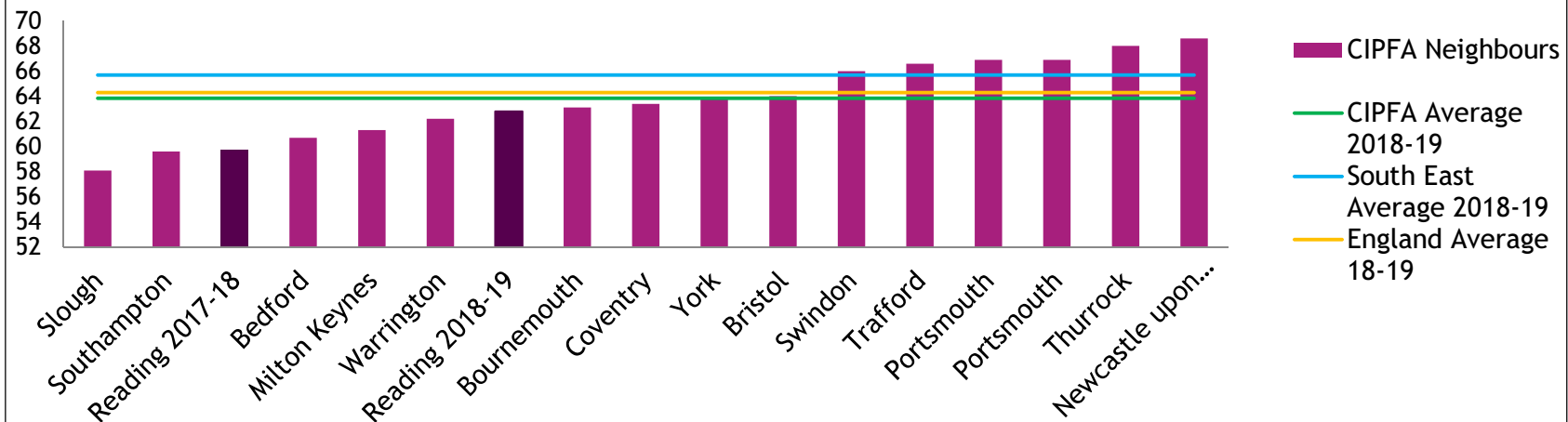




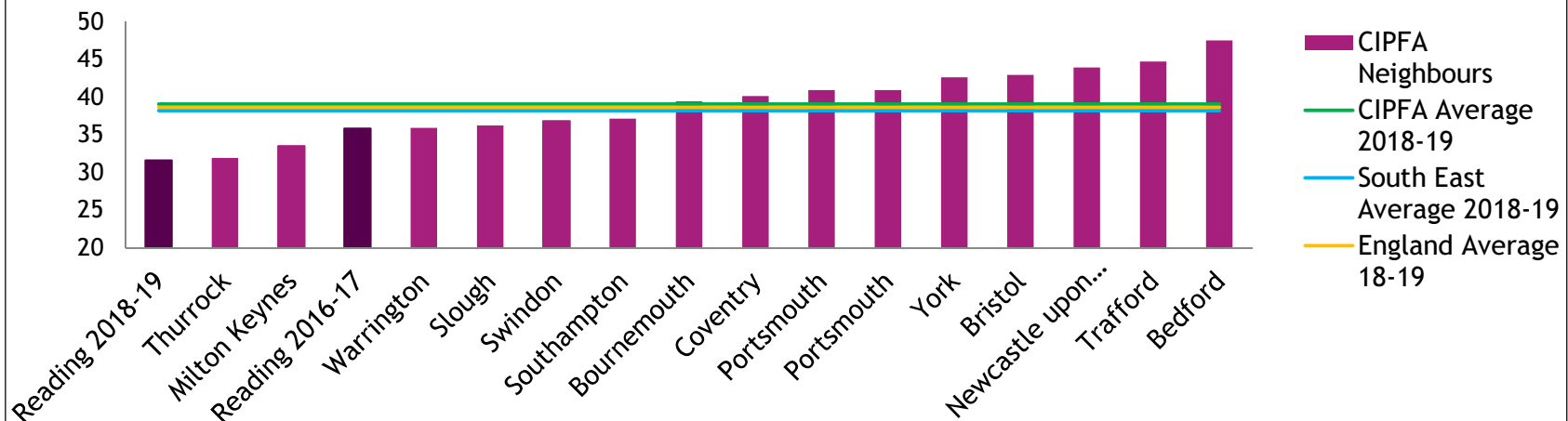
Adult Social Care Outcomes Framework 2018/19

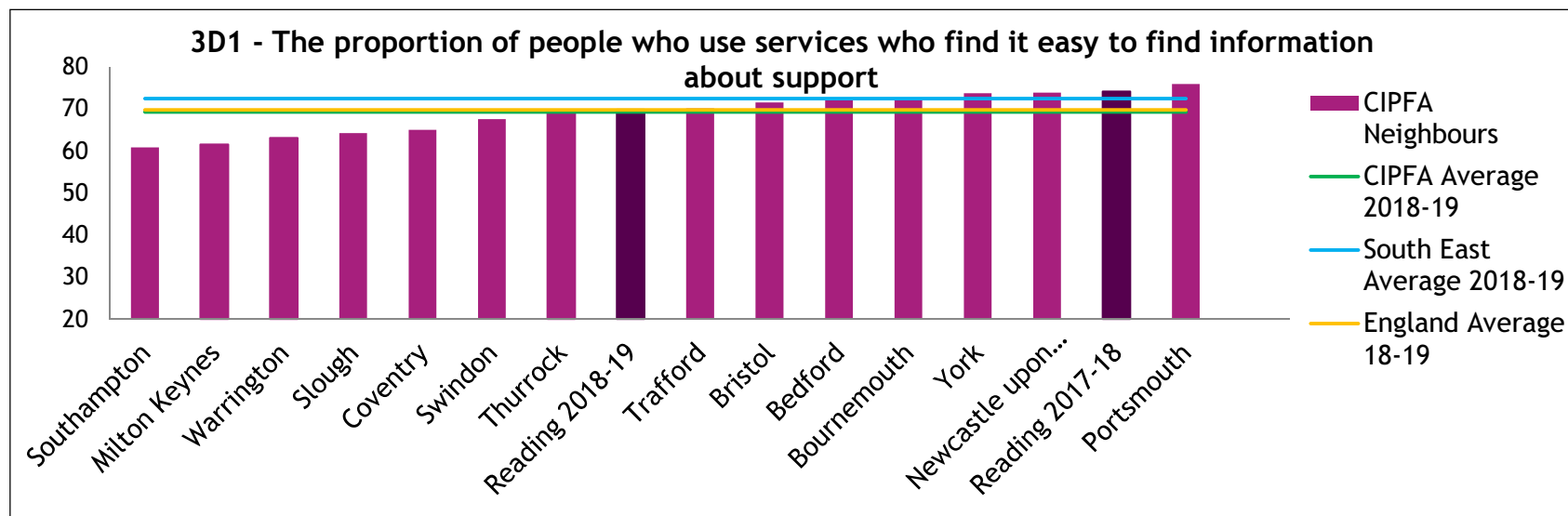
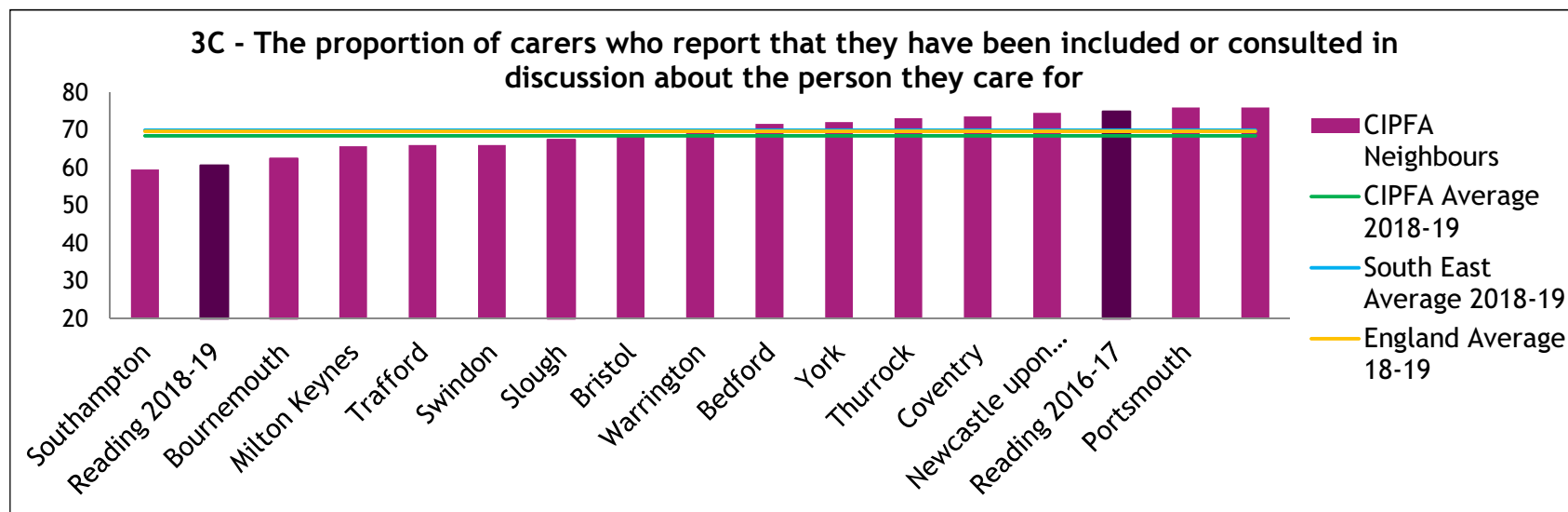
3: Ensuring that people have a positive experience of care and support

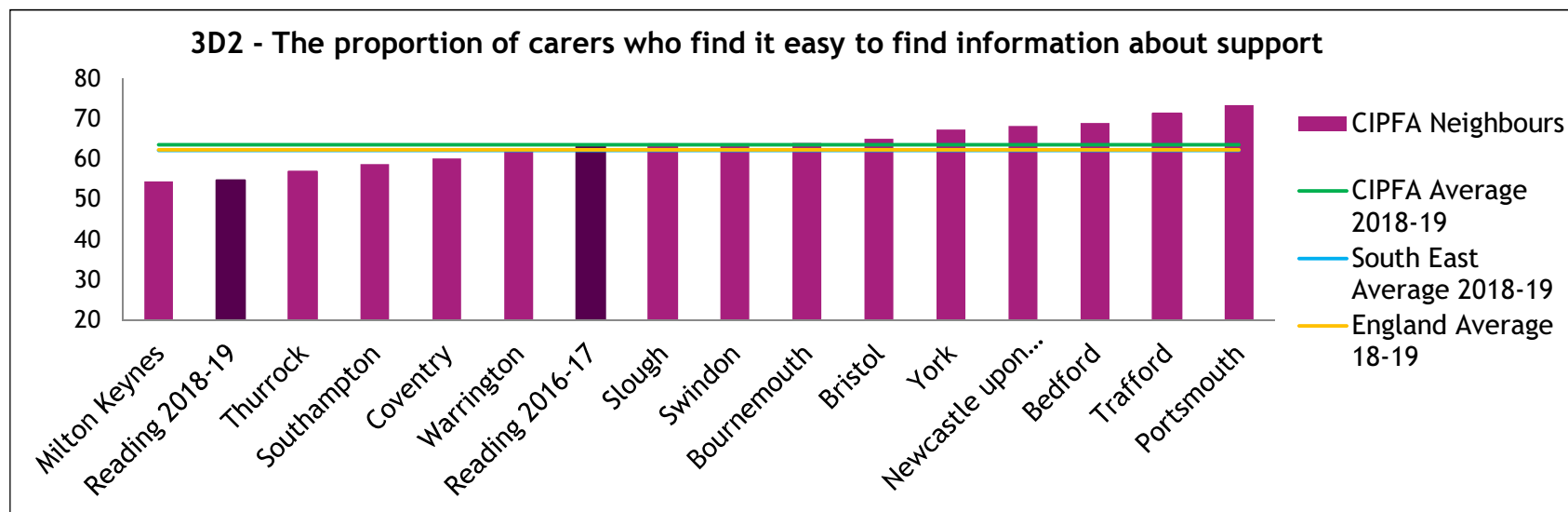
3A - Overall satisfaction of people who use services with their care and support



3B - Overall satisfaction of carers with social services

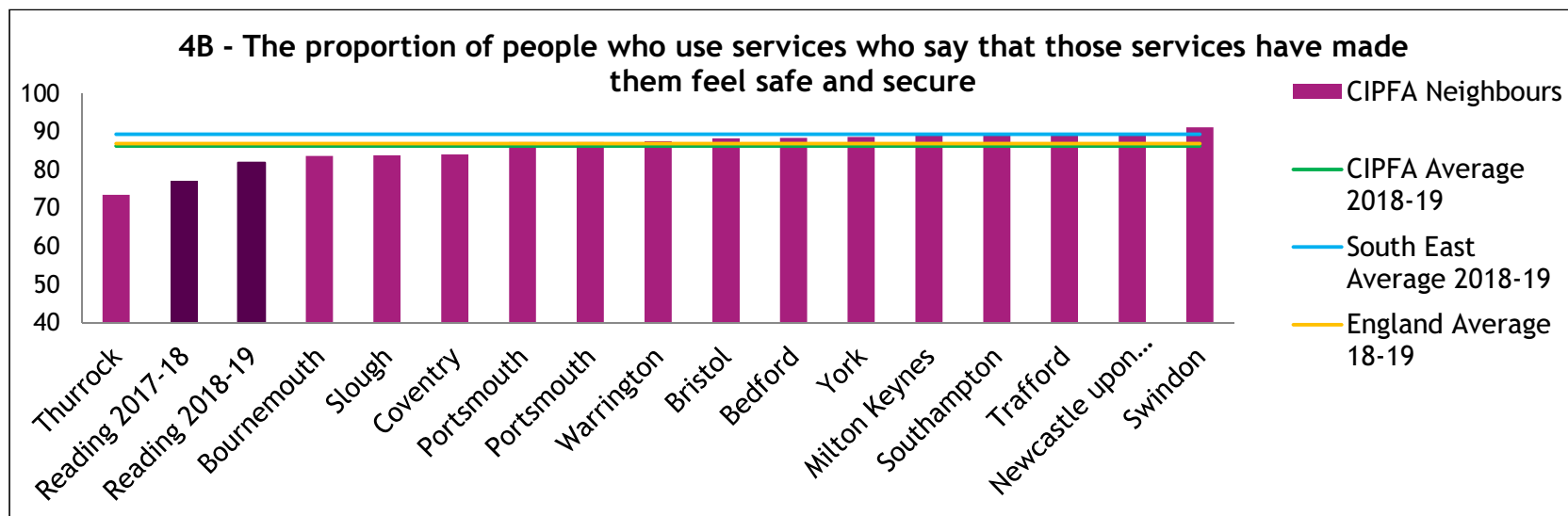
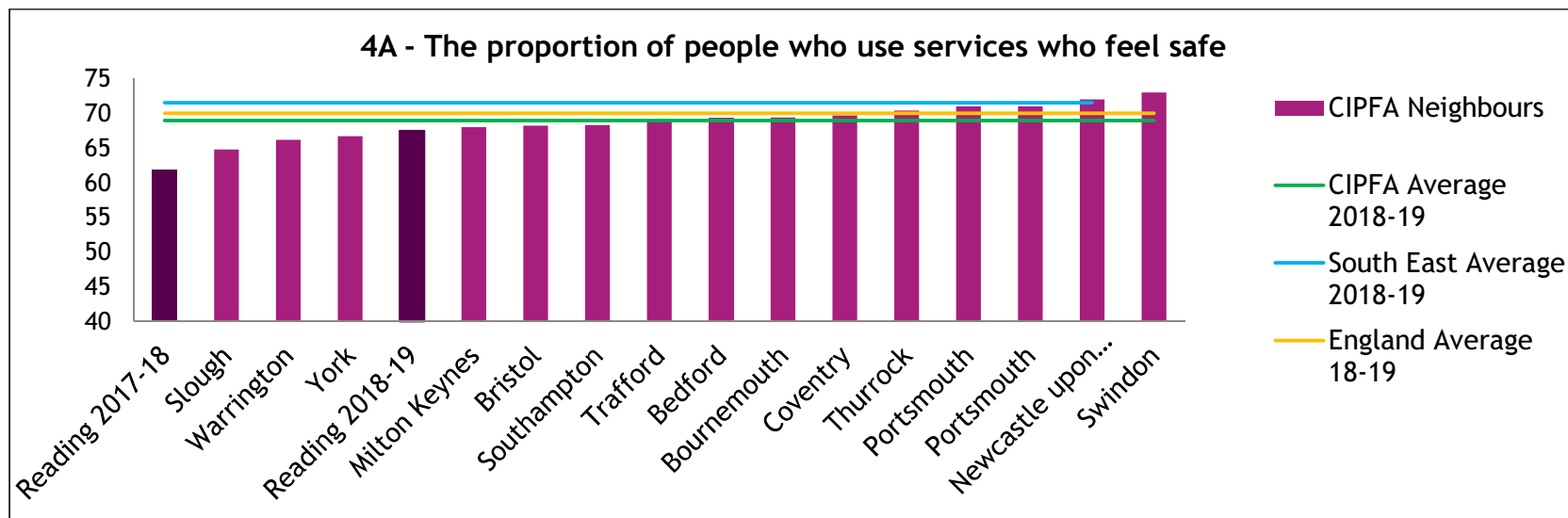






Adult Social Care Outcomes Framework 2018/19

4: Safeguarding adults whose circumstances make them vulnerable and protecting them from avoidable harm



This page is intentionally left blank

READING BOROUGH COUNCIL

REPORT BY EXECUTIVE DIRECTOR OF SOCIAL CARE AND HEALTH

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	8 JANUARY 2020	AGENDA ITEM:	8
TITLE:	BETTER CARE FUND PLANNING RETURN 2019/20		
LEAD COUNCILLOR:	COUNCILLOR JONES	PORTFOLIO:	ADULT SOCIAL CARE
SERVICE:	ADULT SOCIAL CARE	WARDS:	BOROUGHWIDE
LEAD OFFICER:	LEWIS WILLING	TEL:	0118 937 2477
JOB TITLE:	INTEGRATION PROJECT MANAGER	E-MAIL:	Lewis.willing@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to update on the Better Care Fund Funding planning template, which was completed for the financial year 2019/2020 and submitted in September 2019 in line with requested timescales. The return covered details of the plans to utilise the Better Care Fund and how Adult Social Care and Health services plan to use these funds in an integrated way to maximise system impact (pending NHS England agreement). The funds must be used to support the locality to meet the 4 Better Care Fund targets and the use of the funds must be jointly agreed.
- 1.2 The Better Care Fund has 4 targets which are nationally reported, and our progress will be measured against these. These targets relate to:
 - Reducing the number of placements made in residential and nursing homes
 - Reducing the number of delayed transfers of care (Commonly referred to as DTOC, see 1.3),
 - Reducing the number of people that return to hospital within 90 days of their discharge
 - Reducing non-elective admissions to hospital (commonly referred to as NEL, see 1.4).
- 1.3 NHS England define a delayed transfer of care (DTOC) as, "delayed transfer of care from acute or non-acute (including community and mental health) care occurs when a patient is ready to depart from such care and is still occupying a bed."
- 1.4 Non-Elective Admission is an NHS term for an unplanned, often urgent admission (often via Accident & Emergency), which occurs when a patient is admitted at the earliest possible time; generally understood to include at least one overnight stay on short notice because of clinical need or because alternative care is not available.
- 1.5 The agreement to allocate Better Care Fund funds, their amount and when they would become available has been significantly delayed. The return guidelines were delivered to local authorities on 18/07/2019 with a submission deadline of 27/09/2019. The funding is due to cover the financial year 2019/2020, pending NHS England's agreement. The

Reading area submission has been recommended for agreement by the Regional NHS England representative and Local Government Association representative.

- 1.6 This report seeks retrospective approval for the Better Care Fund Submission for 2019/20 and a delegated authority for Council and Clinical Commissioning Group Officers, with the support of Lead Members to sign off Better Care Fund returns in the future to meet submission deadlines outside Health and Wellbeing Board reporting timescales.

2. RECOMMENDED ACTION

- 2.1 That the report be noted;
- 2.2 That the content of the Better Care Fund submission (A summary Appendix 1 attached), which was submitted in September 2019 in order to comply with national deadlines outside of the Board meeting cycle be noted;
- 2.3 That the Executive Director of Adult Social Care and Health (Reading Borough Council) and the Director of Operations (Clinical Commissioning Group) be granted delegated authority to sign off Better Care Fund returns in conjunction with the Lead Councillor for Health, Wellbeing and Sport and Lead Member for Adult Social Care;
- 2.4 That progress to Health and Wellbeing Board for formal adoption of the plan be agreed.

3. POLICY CONTEXT

- 3.1 The Better Care Fund creates a financial incentive to facilitate system integration of health and social care. It requires Clinical Commissioning Groups and Local Authorities to pool budgets and to agree an integrated spending plan for how they will use their Better Care Fund allocation to promote / deliver on integration ambitions.
- 3.2 The Reading Integration Board (RIB) has responsibility for delivering the vision for integrated care for the residents of Reading and agreeing and delivering an agreed annual work programme including benefits realisation and associated financial savings.
- 3.3 The timing of this return and the Better Care Fund quarterly returns do not align with Health and Wellbeing Boards. This is compounded by short timescales to collect and draft the complex responses that are required by NHS England.
- 3.4 With this in mind, it is recommended that the ACE Committee delegate the sign off of all future Better Care Fund returns (and those linked to the Better Care Fund) to the Executive Director of Adult Social Care and Health and the Clinical Commissioning Group Director of Operations for Reading in conjunction with the Lead Member for Health, Wellbeing & Sport and Lead Member for Adult Social Care. To note this delegation has been granted previously in 2016 and 2017 as 'one off' actions.

4. SUMMARY OF BETTER CARE FUND SPEND

- 4.1 Table 1 below provides a summary of how the Better Care Fund budget will be spent in 2019/20:

Reading Better Care Fund	Amount
--------------------------	--------

Disabled Facilities Grant	£1,055,248
Minimum Clinical Commissioning Group Contribution	£10,090,016
Improved Better Care Fund	£2,043,970
Winter Pressures Grant	£569,502
Additional LA Contribution	£305,000
Additional CCG Contribution	£189,850
Total	£14,253,586

- 4.2 A more comprehensive breakdown of the budget for 19/20 and the services that it supports is available in Appendix 1.
- 4.3 The Local Authority additional contribution mentioned in Table 1, relates to £305,000 of RBC budget that has been pooled. This allows Carers Funding across the LA and CCG to be brought together and integrated.
- 4.4 The additional Clinical Commissioning Group contribution mentioned in Table 1, relates to £189,850 of underspends from 18/19. This has been brought forward to ensure that adequate funding is available in 19/20 to support improvements and projects within the Better Care Fund Plan.

5. NEXT STEPS

- 5.1 It is planned that this report will be presented to the Health and Wellbeing Board in January 2020 for formal adoption of the plans. Once this is complete and NHS England complete their decision making, the Council and Clinical Commissioning Group will be made aware of whether we will be awarded the funds. If NHS England does award the funds, there will be a need to finalise and sign Section 75 agreements. The plan has been recommended for agreement by the NHS England Representative and Local Government Association representative.

6. CONTRIBUTION TO STRATEGIC AIMS

- 6.1 While the Better Care Fund does not in itself and in its entirety directly relate to the Health and Wellbeing Board's strategic aims, Operating Guidance for the Better Care Fund published by NHS England states that: *The expectation is that Health and Wellbeing Boards will continue to oversee the strategic direction of the Better Care Fund and the delivery of better integrated care, as part of their statutory duty to encourage integrated working between commissioners [...] Health Wellbeing Boards also have their own statutory duty to help commissioners provide integrated care that must be complied with.* (<https://www.england.nhs.uk/wp-content/uploads/2018/07/better-care-fund-operating-guidance-v1.pdf>)
- 6.2 In Reading, the Health and Wellbeing Strategy sets out to create, "A healthier Reading", and our mission is, "to improve and protect Reading's health and wellbeing-improving the health of the poorest, fastest".

7. ENVIRONMENTAL IMPLICATIONS

- 7.1 The environmental impact of the projects and services will be considered on an individual basis with a view to seeking how we best limit any negative impact.

- 7.2 Whilst developing the plan, as many meetings as possible were held on conference calls, rather than face to face meetings. This reduced the mileage associated with meeting face to face. This reduced the amount of carbon associated with producing the plan.
- 7.3 Documents were shared and stored digitally; this meant that less physical post was used. This reduced carbon emissions from moving the papers around. It also meant that fewer trees were cut down to make paper to print documentation, also aiding the reduction of carbon emissions.

8. COMMUNITY & STAKEHOLDER ENGAGEMENT

- 8.1 As a part of developing the response, discussions were held with stakeholders. These included the members of Reading Integration Board, which includes representatives from the voluntary sector, Health Watch, Berkshire Health Foundation Trust and Reading Social Services.
- 8.2 Views were also included from Reading residents, who were involved in the 'Designing our neighbourhoods' events.
- 8.3 These views were used to support the shaping of the plan. This also supports the area to focus on delivering services and continue developing ways of working to better meet people's needs.

9. EQUALITY IMPACT ASSESSMENT

- 9.1 Each new project or commissioned service will go through an appropriate equality impact assessment, as required but at this stage there is no change to current services for 2019/20.

10. LEGAL IMPLICATIONS

- 10.1 The Section 75 agreements which underpins the Better Care Fund spend will be agreed by both the Council and Clinical Commissioning Group legal teams. This will be completed once the plan has been agreed and the fund awarded.

11. FINANCIAL IMPLICATIONS

- 11.1 If the Better Care Fund allocation is granted for Reading there will be £14,253,586 made available to the Clinical Commissioning Group and Council which will offer funding as detailed in 4.1.

ATTACHED

Appendix 1- Supplementary information in relation to the Better Care Fund budget and spend

APPENDIX 1 - Supplementary information in relation to the Better Care Fund budget and spend

READING BCF 2019/20		
Scheme Name	Source of Funding	2019/2020 £
RBC Hosted Schemes:		
Short Term/Hospital Discharge Team	CCG Contribution	1,424,641
Reablement	CCG Contribution	1,809,800
Step Down Beds - Discharge to Assess	CCG Contribution	326,742
Care Packages - Mental Health	CCG Contribution	65,000
Care Packages - Physical Support	CCG Contribution	360,000
Care Packages - Memory and Cognition	CCG Contribution	268,129
Equipment	CCG Contribution	184,500
Care Act Funding	CCG Contribution	377,696
Carers Funding - Grants, Voluntary Sector, Information and Advice	CCG Contribution	152,753
Carers Funding - Grants, Voluntary Sector, Information and Advice	RBC Contribution	305,000
Independent Mental Health Advocacy	CCG Contribution	41,850
Contingency = Brought Forward 18/19 Balance	CCG Contribution	189,850
BCF Reading Locality Project Management	CCG Contribution	156,938
iBCF	Grant Funding	569,502
Winter Pressures Funding	Grant Funding	2,043,970
Disabilities Facility Grant	Grant Funding	1,055,248
Total RBC Hosted Schemes		9,331,619
CCG Hosted Schemes:		
CCG Returned Funds from D2A Changes	CCG Contribution	266,500
BW10 Project Management Office	CCG Contribution	82,735
Contingency - general	CCG Contribution	40,975
Risk share	CCG Contribution	552,000
Re-ablement funding	CCG Contribution	868,100
Berkshire West CCG Hosted Schemes		1,810,310
South Central Ambulance Service Falls Service	CCG Contribution	266,000
CHS (Hospital based Self Funder Care Brokerage)	CCG Contribution	62,000
Carers Funding	CCG Contribution	111,412
Connected Care	CCG Contribution	300,000
Care Homes / Rapid Response and Treatment	CCG Contribution	510,523
Speech & Language Therapy	CCG Contribution	49,576
Care Home in-reach	CCG Contribution	97,042
Community Geriatrician	CCG Contribution	102,316
Intermediate Care (including integrated discharge, discharge to assess service)	CCG Contribution	825,908
Health Hub	CCG Contribution	379,728
Intermediate Care night sitting, rapid response, reablement and falls	CCG Contribution	272,138
Street Triage	CCG Contribution	135,014

Cross Berkshire CCG Hosted Schemes		3,111,657
Total CCG Hosted Schemes		4,921,968
Total 19/20 Reading BCF Funding		14,253,586

Better Care Fund monies will continue to continue to support delivery of:

- The Neighbourhood Care Planning Pilot Group (A Multi- Disciplinary Team meeting, to support complex support for people in the community)
- The Falls and Frailty Paramedic Service
- The Rapid Response and Treatment service for Care Homes
- Procuring the Hospital brokerage service for self-funders (a part of the integrated discharge service)
- Social Prescribing
- Commissioning the Community Reablement Team & Discharge to Assess Service to support people with reablement
- Using the winter pressures money to purchase additional homecare, additional care home placements and additional specialist care placements

In addition Reading Integration Board plans to continue the following projects that support the delivery against Better Care Fund targets:

- Continue using the 3 conversations model- A strength based approach to coach people in the community to continue to be as independent as possible.
- Reshaping the Reading Council Community Reablement Team
- The Development of Neighbourhood Model of Care in Reading- Using a data about health and social care need to target support to increase independence and better health outcomes

Reading Integration Board plans to continue working in the following ways to support integration that support the delivery against Better Care Fund targets:

- The Multi-disciplinary Integrated discharge service co-located at the Royal Berkshire Hospital (including social workers)
- Risk and Enablement meetings to support the person to access the most appropriate support
- The Discharge to Assess and Community Reablement service to support people to regain and retain skills
- Occupational Therapy in housing to support DFG activity
- On-Call Occupational Therapy
- Housing Occupational Therapy supporting discharges from hospital

The new services/ways of working that were identified in the Better Care Fund plan that will be led by Reading Integration Board during this financial year 19/20:

- A new Occupational Therapist in the Community Reablement Team to support reablement
- A refresh of the way that the Community Reablement Team Work. This will look to implement reablement across all of the teams at the Council, potentially implement a full intake model, and increase the amount of time for

reablement officers to work directly with people and more effective goal planning.

- Supporting a review of the Berkshire Health Foundation Trust of intermediate care, to support a better service to people that potentially may go to hospital
- A new project to further support people with technology to maintain independence (TECH- Technology Enable care at Home)
- Support easier access to Disability Funding Grant funding, supporting quicker access to equipment
- Support easier access to Disability Funding Grant funding
- Occupational Therapy assistants in the Housing team (Supporting discharges from hospital as a part of their work)
- Improved care planning across multiple services to enable speedier discharges

This page is intentionally left blank

READING BOROUGH COUNCIL

REPORT BY EXECUTIVE DIRECTOR FOR ADULT CARE AND HEALTH SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	8 JANUARY 2020	AGENDA ITEM:	9
TITLE:	MODERN DAY SLAVERY TRANSPARENCY STATEMENT 2019-20		
LEAD COUNCILLOR:	CLLR GRAEME HOSKIN	PORTFOLIO:	HEALTH, WELLBEING AND SPORT
SERVICE:	PUBLIC HEALTH	WARDS:	BOROUGHWIDE
LEAD OFFICER:	DAVID MUNDAY	TEL:	07718659995
JOB TITLE:	CONSULTANT IN PUBLIC HEALTH	E-MAIL:	David.Munday@Reading.gov.uk

1. PURPOSE OF THE REPORT AND EXECUTIVE SUMMARY

- 1.1 This report sets out the policy for Reading Borough Council with regard to Modern Day Slavery. Our Modern Slavery Transparency Statement outlines the approach we've taken, and continue to take, to make sure that modern slavery or human trafficking is not taking place within our business or supply chain.

We are proposing a zero tolerance approach to any form of modern slavery (slavery, servitude, human trafficking and forced labour).

1.2 LIST OF APPENDICES

- Appendix 1: Modern Day Slavery Transparency Statement 2019/20
- Appendix 2: Equality Impact Assessment

2. RECOMMENDED ACTION

- 2.1 That the Reading Borough Council Modern Day Slavery Transparency Statement 2019/20 is adopted be agreed;
- 2.2 That a zero tolerance approach to any form of modern slavery (slavery, servitude, human trafficking and forced labour) be agreed;
- 2.3 That the Executive Director For Adult Care And Health Services be granted delegated authority to adopt and update the Modern Day Slavery Transparency Statement each year on behalf of Reading Borough Council.

3. POLICY CONTEXT

- 3.1 This statement constitutes our actions to ensuring there is no slavery or human trafficking in its own business and its supply chains. This statement is for the financial year ending 31 March 2020 to meet the requirements of Section 54 of the Modern Slavery Act 2015.
- 3.2 Reading Borough Council is committed to improving its practices to identify and combat this crime. The Council recognises its responsibility to take a robust approach to modern slavery and human trafficking as an employer, commissioner and contractor of other bodies, and acknowledges its duty to notify the Secretary of State of suspected victims of slavery or human trafficking as required by section 52 of the Modern Slavery Act 2015.
- 3.3 The Council is absolutely committed to preventing and taking action against identified slavery and human trafficking in its corporate activities, its supply chains and the wider community, and ensuring these are free from slavery and human trafficking.
- 3.4 This statement covers the activities of Reading Borough Council. The statement covers direct employees of the Council, agency workers and services delivered on behalf of the Council by third party organisations and in the council's supply chains.

4. THE PROPOSAL

- 4.1 It is proposed that Reading Borough Council adopt the attached Modern Slavery Transparency document as required in legislation. This statement commits the council to ensure that it takes a "whole council" approach to this issue.
- 4.2 Reading Borough Council should continue to be an active member of the Berkshire-wide anti-slavery network and work in an ongoing way to deliver its safeguarding functions in this regard.
- 4.3 The option of not adopting a Modern Slavery Transparency Statement would mean the council is failing to meet a legislative requirement and failing the most vulnerable people in its Borough.

5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1 The Council's responsibilities are to prevent and take action against identified slavery and human trafficking and this supports meeting the priorities set out in the Corporate Plan 2018-21:
 - 1. Protecting and enhancing the lives of vulnerable adults and children
 - 2. Keeping Reading's environment clean, green and safe
 - 3. Ensuring the Council is *Fit for the Future*
- 5.2 The proposal to adopt the Modern Day Slavery Statement contributes to meeting the priorities set out in Reading's Health and Wellbeing Strategy.

The statement also applies to one of the underpinning principles of that strategy - To improve the health of the poorest fastest.

6. COMMUNITY ENGAGEMENT AND INFORMATION

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

7. EQUALITY IMPACT ASSESSMENT

- 7.1 The local authority, as a public body, is under a legal duty to comply with the public sector equality duties set out in Section 149 of the Equality Act (2010). In order to comply with this duty, the Council must positively seek to prevent discrimination, and protect and promote the interests of vulnerable groups. Many of those who would benefit from Public Health funded services in Reading will be in possession of 'protected characteristics' as set out in the Equality Act.
- 7.2 An Equality Impact Assessment is relevant to the decisions regarding the Modern Day Slavery Statement, and has been completed.

8. LEGAL IMPLICATIONS

- 8.1 There is a legal requirement on the local authority to develop this statement to meet the requirements of Section 54 of the Modern Slavery Act 2015.
- 8.2 Legal advice has been sought and complied with relating to the Modern Day Slavery Statement.

9. FINANCIAL IMPLICATIONS

- 9.1 There are no financial implications to be considered in the adoption of the Modern Day Slavery Statement.

10. BACKGROUND PAPERS

- 10.1 Risk Assessments and Prevention: Designated Modern Slavery Lead
- 10.2 Modern Slavery Act 2015, Section 54
<http://www.legislation.gov.uk/ukpga/2015/30/section/54/enacted>
- 10.3 The Designated Modern Slavery Lead within Community Safety is responsible for:
- Working with Team Leaders to identify high risk activities and appropriate actions relating to modern slavery and human trafficking;
 - Ensuring appropriate information and training for staff and Councillors;
 - Ensuring that this Statement and resulting actions are embedded within the Council's Safeguarding Policies and Procedures and Strategic Plans

APPENDIX 1:
**Reading Borough Council
Modern Slavery Transparency Statement
For the financial year 2019-20**

Introduction

This Statement constitutes Reading Borough Council's actions to ensure there is no slavery or human trafficking in its own business and its supply chains.

This statement is for the financial year commencing the 1 April 2019 to meet the requirements of Section 54 of the Modern Slavery Act 2015.

As a public sector body and a member of the Berkshire-wide anti-slavery network, the Council is committed to improving its practices to identify and combat this crime.

The Council recognises its responsibility to take a robust approach to modern slavery and human trafficking as an employer, commissioner and contractor with other bodies and acknowledges its duty to notify the Secretary of State of suspected victims of slavery or human trafficking as required by [section 52 of the Modern Slavery Act 2015](#).

The Council is committed to preventing and taking action against identified slavery and human trafficking in its corporate activities, its supply chains and the wider community, and ensuring these are free from slavery and human trafficking.

This statement covers the activities of Reading Borough Council. The Statement covers direct employees of the Council, agency workers and services delivered on behalf of the Council by third party organisations and in the Council's supply chains.

Our Structure, our business and our supply chains

Reading Borough Council is a principal local authority for the purposes of the Local Government Association (LGA) 1972.

Reading Borough Council aims to be "An efficient and high performing council, delivering high quality, value for money services".

The Council Plan 2018-2021 advises that by working together with our partners and local communities, we want Reading to have:

- Economic success
- Improvement in access to decent housing to meet local needs
- Protecting and enhancing the lives of vulnerable adults and children
- An environment that is clean, green and safe
- The promotion of great education, leisure and cultural opportunities for people in Reading.
- A Council which is fit for the future

The Council is currently split into three directorates.

- DEGNS - Economic Growth & Neighbourhood Services
- DACHS - Adult Care & Health Services
- DOR - Directorate of Resources.
- Children's services sit in a separate company- Brighter Futures for Children

Reading Borough Council has responsibility for providing a wide range of statutory and discretionary services for its residents, businesses, visitors and partners. The council manages a wide range of services which are delivered directly and through external contractors.

1702 people work for the Council, with an annual budget of £111million, making it one of the largest employers in Reading. The services provided by the Council range across a large number of areas such as social care (adults and children), education, children centres and nurseries, highways (roads and footpaths), street lighting, trading standards, community safety, libraries, economic development, tourism, countryside & parks, leisure and waste management.

The Council procures goods and services from various suppliers and this is governed by its Financial Regulations and Procurement Strategy.

Policies

The Council reviews its policies and procedures on an ongoing basis to ensure they remain compliant with legislation and fit for purpose. The following policies and procedures are considered to be key in meeting the requirements of the Modern Slavery Act.

Council Plan 2018-2021

The Council Plan is a key document that describes the Council's priorities, resources and how progress is monitored. The Plan also shows how we will work closely with our partners in district and parish councils, the voluntary sector and health services to ensure we maximise our resources and provide better joined-up services.

For more information about the Council Plan 2018-2021 go to:

http://www.reading.gov.uk/media/4621/Shaping-Readings-Future---Our-Corporate-Plan-2018-21/pdf/CouncilCorporate_Plan_refresh_130619website.pdf

Safeguarding

The Council embraces its responsibility to develop, implement and monitor policies and procedures to safeguard the welfare of children and adults at risk. The Council has a comprehensive Safeguarding Policy which all staff and Councillors are expected to read and work within. The Council works within multi-agency partnerships to protect and safeguard people.

ADULTS

<http://www.sabberkshirewest.co.uk/practitioners/berkshire-safeguarding-adults-policy-and-procedures/>

CHILDREN

www.readinglscb.org.uk

HR / Employment Policies and Practices

The Council remains committed to advancing equality, eradicating unfair treatment, and promoting good relations across and between all our communities.

We have clear and rigorous HR policies and procedures and high standards for employees that minimise the risk of any form of modern slavery existing within the organisation.

The Council has procedures and policies in place on all major employment issues. For example - disciplinary, grievance, harassment and bullying. There is a employee Code of Conduct, Confidential Reporting Procedures as well as other policies that support fair treatment of employees including; attendance management and ill health capability, performance capability, performance management, recruitment & selection etc.

Our management guidance supplements the above to make sure the policies are applied consistently and fairly to employees and the service in different circumstances. Policies are reviewed and reissued at least every three years to ensure they are fit for purpose.

Recruitment

The Council's recruitment processes are transparent and reviewed regularly. They include robust procedures for vetting new employees, which ensure they are able to confirm their identities and qualifications. Salaries are paid directly into an appropriate, personal bank account.

To comply with the Asylum, Immigration and Nationality Act 2006, all prospective employees are asked to supply evidence of their eligibility to work in the UK. References are also requested and followed up.

Agency Workers

The Council uses only reputable employment agencies to source labour and verifies the practices of any new agency it is using before accepting workers from that agency.

Pay

The Council use a job evaluation scheme, thereby ensuring that all employees are paid fairly and equitably. All new and changed jobs are evaluated by a panel of trained evaluators including trade union representatives.

Employee Code of Conduct

The Council's Code of Conduct for Employees makes clear the actions and behaviours expected of them when representing the Council. The Council strives to maintain the highest standards of employee conduct and ethical behaviour and breaches are investigated. The code also applies to contractors, agency staff, volunteers and those on student / work experience placements working on behalf of the Council.

Confidential Reporting

The Council encourages all its employees, customers and other business partners to report any concerns related to the direct activities or the supply chains of the

Council. The Council's procedure is designed to make it easy for employees to make disclosures, without fear of harassment or victimisation.

Procurement Contractors and Service Providers

The Council is committed to ensuring that its contractors adhere to the highest standards of ethics. The Council expects its key contractors to have safeguarding policies, procedures and training in place. From April 2016, all tender processes require bidders to provide confirmation that they are compliant with the Modern Slavery Act 2015.

Equality and Diversity

The Council's Equality and Diversity Policy is a declaration of its commitment to making equality an integral part of the Council's business embedding equality and diversity into our everyday business. We expect our Councillors, managers, employees and contractors to treat everyone with dignity and respect and provide the best possible standards of service to all our customers.

As a major employer and provider of services we are committed to advancing equality of opportunity and providing fair access and treatment in employment and when delivering services.

Partnerships

Through its Community Safety function, the Council along with Berkshire's Modern Slavery Partnership which brings together public, private and voluntary organisations to disrupt perpetrators and support victims of human trafficking & modern day slavery in Reading, Berkshire and further afield. We strive for a community wherein awareness of all forms of human trafficking and modern day slavery is commonplace and that across all sectors people work collectively to eradicate its existence in our community.

The Council works in partnership with a wide range of agencies to prevent abuse and neglect, to detect and report occurrences and to support victims. This includes the Reading Safeguarding Adults and Children Boards.

Training and Awareness

The Council has a programme of induction and ongoing mandatory training that all employees must complete, including Safeguarding Awareness Training for the all council employees paid or voluntary . This enables officers in community-facing roles to identify and know how to report incidents of abuse and neglect, including modern slavery and human trafficking. E-learning training on Modern Slavery is available to all employees and partners training@reading.gov.uk

The content includes:

- What is modern slavery
- Risk occupations, environments, sectors and case studies.
- How the crime can be identified
- What can be done to flag potential concerns
- How to support potential victims
- Who to speak to for support and guidance
- The National Referral Mechanism and the Duty to Notify

The Council recognises that certain employees within the organisation should be required to complete training on modern slavery. To date, this has focussed on safeguarding roles. We are currently reviewing training; consideration will be given to prioritising staff responsible for supply chain management, working in HR and Procurement within the Council to complete training on modern slavery.

Performance indicators

We will know the effectiveness of the steps that we are taking to ensure that slavery and / or human trafficking is not taking place within our business of supply chains through:

- Investigating all allegations, complaints, whistleblowing reports received from employees, the public or law enforcement agencies regarding modern slavery and human trafficking.
- Undertaking a number of community awareness programme for adults and children.
- Requiring all staff working in supply chain management, Procurement and HR to have completed training on modern slavery.
- Reviewing and evaluating high risk supply chains, occupations and contracted services as part of on-going contract management activity.

Working with suppliers and due diligence

The nature of global supply chains for goods and services is increasing complex. Modern Slavery can be found anywhere in the chain but it tends to be much worse the further down the value chain, where there is little visibility and where the poorest and most vulnerable work.

Human rights due diligence is also a key concept in the UN Guiding Principles on Business and Human Rights (UNGPs). The UNGPs specify that due diligence processes should “include assessing actual and potential human rights impacts, integrating and acting upon the findings, tracking responses, and communicating how impacts are addressed”.

Home Office - Transparency in Supply Chains etc., A practical guide (2017)

Reading Borough Council adheres to Section 52 of the Modern Slavery Act - Duty to Notify. Incidents of modern slavery are referred to the Police and the Designated Modern Slavery Lead within Community Safety, who is the Council’s direct link to the Thames Valley Constabulary and Local Serious and Organised Crime Boards.

The Council works to ensure the safeguarding of all vulnerable people and recognises at-risk groups including workers in certain occupations such as car washes, care work and large numbers of adults in multiple occupancy domestic properties.

Any investigation and/or victim support in relation to modern slavery is conducted through the Berkshire Modern Slavery Partnerships Multi Agency Tactical Response Agreement.

Review and Approval

This statement has been approved by the DACHS DMT, and the Corporate Management Team. The Statement will be reviewed on a regular basis. Responsibilities for the Statement and Modern Slavery are designated as:

Modern Slavery Transparency Statement: Portfolio Holder Seona Douglas Director of Adult Care and Health Services. The Portfolio Holder is responsible for the Council's Modern Slavery Statement.

Developing and Updating the Statement: Designated Modern Slavery Lead

- The Designated Modern Slavery Lead within Community Safety, in conjunction with HR, Commissioning, Safeguarding and Legal, monitors and updates the Statement in line with national guidelines and organisation development priorities.

Risk Assessments and Prevention: Designated Modern Slavery Lead

The Designated Modern Slavery Lead within Community Safety is responsible for:

- Working with Team Leaders to identify high risk activities and appropriate actions relating to modern slavery and human trafficking;
- Ensuring appropriate information and training for staff and Councillors;
- Ensuring that this Statement and resulting actions are embedded within the Council's Safeguarding Policies and Procedures and Strategic Plans.

Early Identification and Notification:

Team Managers will notify any suspected modern slavery concerns encountered in the course of their work to the Designated Modern Slavery Lead within Community Safety and use the relevant directorate's Escalation Policy.

Identifying and Reporting Concerns: All Staff and Councillors

As with all safeguarding concerns, all staff and Councillors are required to report concerns in order that they can be investigated and action taken as required.

Appendix 2 - Equality Impact Assessment

Provide basic details

Name of proposal/activity/policy to be assessed

Modern Day Slavery Transparency Statement 2019-20

Directorate: Adult Care & Health Services

Service: Public Health

Name of person doing the assessment

Name: Marion Gibbon

Job Title: Interim Consultant in Public Health

Date of assessment: 18 March 2019

Scope your proposal

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

As part of the public sector and a member of the Berkshire-wide Modern Slavery Partnership, the Council is committed to improving its practices to identify and combat this crime.

The Council recognises its responsibility to take a robust approach to modern slavery and human trafficking as an employer, commissioner and contractor with other bodies and acknowledges its duty to notify the Secretary of State of suspected victims of slavery or human trafficking as required by section 52 of the Modern Slavery Act 2015.

The Council is committed to preventing and taking action against identified slavery and human trafficking in its corporate activities, its supply chains and the wider community, and ensuring these are free from slavery and human trafficking.

This statement covers the activities of Reading Borough Council. The Statement covers direct employees of the Council, agency workers and services delivered on behalf of the Council by third party organisations and in the Council's supply chains.

Who will benefit from this proposal and how?

This proposal will benefit the Council and its partners and ensure that modern day slavery and human trafficking are not countenanced, that they are committed to prevention and taking action against identified slavery and human trafficking as an employer, commissioner and contractor with other bodies.

What outcomes does the change aim to achieve and for whom?

The outcome of this change is that modern day slavery or human trafficking are prevented and where identified action will be taken to ensure that Reading Borough Council adheres to Section 52 of the Modern Slavery Act - Duty to Notify. Incidents of modern slavery are referred to the Police and the Designated Modern Slavery Lead within Community Safety, who is the Council's direct link to the Thames Valley Constabulary and Local Serious and Organised Crime Boards.

The Council works to ensure the safeguarding of all vulnerable people and recognises at-risk groups including workers in certain occupations such as car washes, care work and large numbers of adults in multiple occupancy domestic properties.

Any investigation and/or victim support in relation to modern slavery is conducted through the Berkshire Modern Slavery Partnerships Multi Agency Tactical Response Agreement.

Who are the main stakeholders and what do they want?

The main stakeholders are communities and individuals who benefit from the services and activities provided by Reading Borough Council. Other stakeholders include public bodies in Reading such as the NHS, Police, Fire and Rescue Services; the voluntary sector, church and faith groups who work in partnership with the aim of preventing and taking action against identified slavery and human trafficking for the Reading population.

Assess whether an EqlA is Relevant

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

Do you have evidence or reason to believe that some (racial, disability, gender, sexuality, age and religious belief) groups may be affected differently than others? (Think about your monitoring information, research, national data/reports etc.)

The Council's Equality and Diversity Policy is a declaration of its commitment to making equality an integral part of the Council's business embedding equality and diversity into our everyday business. We expect our Councillors, managers, employees and contractors to treat everyone with dignity and respect and provide the best possible standards of service to all our customers. This policy has been considered in the drawing up of the Modern Day Slavery Transparency Statement 2019-20 which was first developed in 2018

As a major employer and provider of services we are committed to advancing equality of opportunity and providing fair access and treatment in employment and when delivering services.

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

No

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

If No you **MUST** complete this statement

An Equality Impact Assessment is not relevant because

Signed (completing officer) Marion Gibbon

Date 18 March 2019

Signed (Lead Officer) Seona Douglas

Date 18 March 2019

Assess the Impact of the Proposal

Describe how this proposal could impact on Racial groups

Is there a negative impact?

No

Describe how this proposal could impact on Gender/transgender (cover pregnancy and maternity, marriage)

Is there a negative impact?

No

Describe how this proposal could impact on Disability

Is there a negative impact?

No

Describe how this proposal could impact on Sexual orientation (cover civil partnership)

Is there a negative impact?

No

Describe how this proposal could impact on Age

Is there a negative impact?

No

Describe how this proposal could impact on religion or belief?

There is no evidence that this proposal would impact differently on different faith groups.

Is there a negative impact?

No

Make a Decision

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

Tick which applies (Please delete relevant ticks)

1. **No negative impact identified** **Go to sign off**
2. **Negative impact identified but there is a justifiable reason**

You must give due regard or weight but this does not necessarily mean that the equality duty overrides other clearly conflicting statutory duties that you must comply with.

Reason

3. **Negative impact identified or uncertain**

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

The general equality duty requires the Council to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations - when making decisions and setting policies.

How will you monitor for adverse impact in the future?

- As with all safeguarding concerns, all staff and Councillors are required to report concerns in order that they can be investigated and action taken as required. There will be regular monitoring and review as required.

Signed (completing officer): Marion Gibbon

Date 18 March 2019

Signed (Lead Officer): Seona Douglas

Date 18 March 2019

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN'S SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	8 JANUARY 2020	AGENDA ITEM:	10
TITLE:	OFSTED INSPECTION 2019		
LEAD COUNCILLOR:	COUNCILLOR TERRY	PORTFOLIO:	CHILDREN
SERVICE:	CHILDREN	WARDS:	BOROUGHWIDE
LEAD OFFICER:	DEBORAH GLASSBROOK	TEL:	0118 937 4665
JOB TITLE:	DIRECTOR OF CHILDREN'S SERVICES	E-MAIL:	deborah.glassbrook@brigh-terfuturesforchildren.org

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 This brief report will provide context and information about the inspection of Children's Social Care Services which resulted in a positive 'requires improvement to be good' judgement.
- 1.2 In June 2016 Reading children's services were judged inadequate by Ofsted. This led to a Children's Commissioner being appointed - Dr Nick Whitfield, the establishment of a Children's Services Improvement Board chaired independently by Di Smith and nine follow up monitoring visits by Ofsted over the following three years.
- 1.3 The expectation is that children's social care services are inspected every three years on average. Where the previous judgement was 'inadequate' or 'requires improvement to be good' the services receive a standard two week inspection with a weeks' notice during which significant preparation and sharing of documents and evidence takes place. The team of four inspectors then spend two weeks on site meeting with practitioners, speaking with partners and auditing case files.
- 1.4 There are four judgements used by Ofsted when make judgements - 'inadequate', 'requires improvement to be good', 'good' and 'outstanding.' And there are four judgement areas:
 - The impact of leaders on social work practice with children and families.
 - The experiences and progress of children who need help and protection.
 - The experiences and progress of children in care and care leavers.
 - Overall effectiveness.

We are delighted to report that the judgements were 'requires improvement to be good' across all four areas. This is a significant achievement.

- 1.5 Since December 2018, services for children have been delivered by Brighter Futures for Children. Ofsted stated that 'the company and council are working collaboratively, and appropriate arrangements for scrutiny and challenge are in place.'
- 1.6 There was evidence of improvement in most areas of practice since the inspection in June 2016 with recent practice being stronger although variable. It was noted that senior leaders have rightly focused on strengthening the recruitment and retention of staff, caseloads are reducing and there has been an increase in management capacity.
- 1.7 Early help services continue to be a strength with well-targeted interventions and the establishment of the multi-agency hubs contributed to a reduction in the number of referrals to children's statutory services.
- 1.8 There were seven areas identified for improvement in the Ofsted report (see page 3 of the Ofsted report attached). In order to address these, an Ofsted Action Plan has been developed which is reviewed at the Children's Services Improvement Board.

Appendix 1 - Ofsted Inspection of Children's Social Care Services Report.

2. RECOMMENDED ACTION

- 2.1 That the contents of the Ofsted Inspection Report of Children's Social Care Services in September 2019 be noted.

3. CONTRIBUTION TO STRATEGIC AIMS

- 3.1 The improvement to the inspection judgement and the improved services to the children and families of Reading meet strategic aim number 3 - to protect and enhance the lives of vulnerable adults and children.
- 3.2 The improvements achieved thus far and plans for ongoing improvement will support promoting equality, social inclusion and a safe and healthy environment for all.
- 3.3 The safety of Reading children is being improved by them receiving strong services from those based in Early Help and Prevention and from more impactful services within social care. For children looked after, there is ongoing focus on their health and well-being and achieving successful transitions to adult life.

4. COMMUNITY ENGAGEMENT AND INFORMATION

- 4.1 Partners from a range of agencies were consulted as part of the Inspection and some are contributing eg police and health, to the Ofsted Action Plan.

Children and young people were spoken to as part of the inspection.

5. EQUALITY IMPACT ASSESSMENT

- 5.1 There are no decisions to be made therefore the Equality Impact Assessment is not relevant.

6. LEGAL IMPLICATIONS

- 6.1 There are no legal implications.

7. FINANCIAL IMPLICATIONS

- 7.1 There was overtime paid for social care staff during the inspection to enable them to be more up-dated on recording and preparing for the inspection.

8. BACKGROUND PAPERS

- 8.1 Reading Borough Council: Inspection of children's social care services report September 2019.

This page is intentionally left blank

Reading Borough Council

Inspection of children's social care services

Inspection dates: 16 September 2019 to 27 September 2019

Lead inspector: Tracey Scott
Her Majesty's Inspector

Judgement	Grade
The impact of leaders on social work practice with children and families	Requires improvement to be good
The experiences and progress of children who need help and protection	Requires improvement to be good
The experiences and progress of children in care and care leavers	Requires improvement to be good
Overall effectiveness	Requires improvement to be good

Reading children's services were judged inadequate in 2016. Frequent, and often sudden, changes in the senior leadership team since then have hampered progress in improving services for children. This, combined with the high turnover of frontline staff, has meant that improvements, when they have been made, have not always been sustained. Some children have experienced too many changes of social workers, which have contributed to delays in improving their circumstances or have led to children disengaging from their worker.

Despite this, there has been evidence of improvement in most areas of practice since the last inspection. Recent practice is stronger but remains variable. Early help services, which were a strength at the last inspection, continue to provide children with well-targeted interventions, and the establishment of the multi-agency hub has contributed to a reduction in the number of referrals to children's statutory services. Senior leaders have rightly focused on strengthening the recruitment and retention of staff, caseloads are reducing, and there has been an increase in management capacity.

For some children, particularly those in private fostering arrangements, 16- and 17-year-olds at risk of homelessness, and children living with family and friends, the support they receive is not good enough. Since December 2018, services for children have been delivered by Brighter Futures for Children (BFfC). The company and council are working collaboratively, and appropriate arrangements for scrutiny and challenge are in place.

What needs to improve

- The quality of assessment, planning and provision for children in need, 16- and 17-year-old young people who are homeless, children living in private fostering arrangements and children living with connected carers.
- The participation and engagement of the police in child protection processes.
- The timeliness of initial health assessments for children in care.
- The number of local placements for children in care, the completeness and accuracy of foster carer records, and the quality assurance oversight of commissioned placement arrangements.
- Care leavers' access to their health histories, and staff and young people's understanding of care leavers' rights and entitlements.
- The impact of quality assurance processes on children's cases.
- The stability of the workforce to reduce the numbers of changes of social workers for children.

The experiences and progress of children who need help and protection: requires improvement to be good.

1. Overall, services for children who need help and protection in Reading have improved since the last inspection. However, some significant areas for improvement remain, and, consequently, these services are judged to require improvement to be good. The quality of practice is variable. For some children, their circumstances aren't properly understood or assessed, and plans are insufficiently detailed. This includes children in need, children living in private fostering arrangements and 16- and 17-year-old homeless young people.
2. Early help services are a real strength in Reading. Early help assessments and plans lead to helpful, targeted interventions to support children and their families. The recently launched 'One Reading Partnership' framework promotes a cooperative approach to early help and prevention across all agencies, and there is a strong commitment to its implementation. The recently established multi-agency hub has led to a reduction in the number of referrals to children's social care and is helping agencies to identify alternative approaches to supporting children's needs.
3. The number of referrals to children's services has reduced as a result of purposeful work with partners to ensure that thresholds for referral to statutory services are well understood. The quality of referrals to social care is improving, but not all partners, particularly the police, provide timely information to inform initial decision-making. Children and families receive a prompt and proportionate response to contacts made to the Children's Single Point of Access (CSPoA). Thresholds are well understood and are appropriately applied by the professionals in the multi-agency team. Consent is routinely sought when necessary. Historical information is carefully considered to inform decision-making. Managers have good oversight of all referrals, and decision-making is supported by a clear rationale.
4. As the result of the legacy of weak practice, the number of children referred for a second or subsequent time is too high. Some children had not previously received the help they needed to improve their circumstances, and their cases had been closed too soon. A review of all children subject to child in need plans is currently underway to ensure that intervention is effective.
5. When child protection concerns are identified, including for disabled children, responses from social workers are mostly effective and swift. Inspectors saw a small number of strategy discussions that had not been held when they were needed. For a small number of children, the lack of police involvement during the early stages of child protection investigations meant that some potential crimes were not investigated, and there were delays in making effective decisions. During the inspection, the police committed to providing additional resources to the CSPoA in Reading to better meet demand.

6. Most child protection enquiries are thorough and lead to the right actions to reduce risk to children. Inspectors identified a small number of children's cases where a child protection conference had not been convened, and the subsequent planning for children was insufficient to meet their need. These children's cases were reviewed during the inspection by senior leaders, and further action was taken to address the level of concern for a small number of children.
7. The quality of assessments has improved, but not all are completed in a timely manner. Most assessments are comprehensive and take good account of family history, the child's wishes and feelings and their diverse needs. The quality of analysis is variable, and some assessments include strong analysis of risk and protective factors, as well as parental capacity to sustain change.
8. In recent months, visits to children have been in keeping with their level of need. Children are seen, and are seen alone. However, the high turnover of social workers means that children experience too many changes of social worker. This has a negative impact on children's capacity to form meaningful relationships with their social workers, and it is more difficult for workers to understand the child's experience or for children to make sense of what is happening to them. Some children have stopped talking to their social workers. Changes of social workers have contributed to a loss of momentum and delay in progressing some children's plans.
9. Child protection plans are mostly effective and well targeted. Plans for children in need are not sufficiently specific or measurable and lack timescales for action. Many child in need plans are a list of actions to be undertaken, and the template used for recording plans does not assist social workers. Consequently, it is difficult to measure progress and to hold parents and professionals to account when outcomes are not achieved. Specialist primary mental health and substance misuse workers bring considerable added value to the support and intervention offered to families where parental mental health or substance misuse are factors. Co-working arrangements with early help workers provide additional and effective support to adolescents and unborn children.
10. Disabled children receive a good level of support that is responsive to their changing needs. They are safeguarded effectively through timely recognition and response to risk. Early planning ensures a smooth and coordinated approach to supporting disabled young people into adulthood.
11. Work before the instigation of court proceedings is improving. While there is some variability in the quality of letters before proceedings, they all outline the concerns and actions required. When children's circumstances deteriorate or do not improve, legal planning meetings are convened. In the past, a small number of children have experienced delays in decisions being made. The pre-proceedings tracker is not used effectively to ensure that all children's plans are progressed in a timely way. Applications to court, and the length of subsequent care proceedings, are mostly timely. Appropriate pre-proceedings work takes place

prior to the application. The quality of court work is variable, and this is, in part, the result of the high turnover of social workers and frontline managers.

12. Families who elect to educate their children at home are supported well in order to ensure that this is in the best interests of the child.
13. Close links and information-sharing are evident between missing and exploitation operational and strategic groups, and these serve to ensure that responses to young people are well coordinated. Sexual exploitation risk assessments are strong. However, risk assessments are not as well used when young people are at risk from gang activity. Exploitation and missing risk assessment conferences lead to well-targeted intervention and individual work with young people in order to reduce risk. However, when children go missing from home or care, they do not always receive timely return home interviews. There are well-coordinated strategic arrangements to gather local intelligence, contribute to local mapping and create an intelligence profile of the area. A revised and strengthened multi-agency meeting now identifies links and patterns between children, places and perpetrators when there are concerns regarding possible exploitation.
14. Reading has a diverse population and there is a good multi-agency understanding, and a timely response, to potential risks of female genital mutilation and honour-based violence to ensure that children are safeguarded effectively.
15. Private fostering is not well understood, and the number of private fostering arrangements is very low. There has been no activity by the company to promote the awareness of private fostering this year, and there is a lack of understanding of what constitutes a private fostering arrangement. Assessments do not always assess the needs of the child and the capacity of the carer to meet these needs. Visits to children are mainly at school. This means that there is limited opportunity to observe the quality of relationship with the carers and the arrangements for the child's care.
16. A small number of young people aged 16 and 17 years old who present as homeless are placed in bed and breakfast accommodation, and not all are offered the support they would benefit from if they were children in care. Senior leaders have recognised that their response to young people who present as homeless is inconsistent and they are strengthening their response to ensure that young people are appropriately supported.

The experiences and progress of children in care and care leavers requires improvement to be good.

17. Many children in care in Reading live in good homes that meet their needs well. However, too many children live too far from their family and friends, and do not receive initial health assessments quickly enough when they come into care. Not all care leavers receive their health history when they leave care, and there is a lack of understanding by staff and young people of care leavers' rights and

entitlements. As a result, the experience of children in care and care leavers is judged to require improvement to be good.

18. Social workers build meaningful relationships with children in care through regular visiting. Social workers are persistent, particularly when children are ambivalent about engaging with them, and find creative ways to work with them. However, some children, particularly those whose social workers are in the family intervention teams, continue to experience too many changes of social worker. Children told inspectors that this makes it hard for them to trust social workers, and that they don't want to keep building relationships with someone new. While there are some good examples of purposeful, creative, direct work to understand children's experiences or to help children understand their situation, this is not always recorded on children's files.
19. A small number of children do not come into care soon enough. When some children first come into care, the right foster home is not always available. When children move to live with carers, meetings about what children need and expectations for their care take place, but these are not always recorded. This means that some important information is not known when social workers change.
20. There are not enough local foster homes available to meet demand. Once children are matched with the right foster carer, these relationships are enduring, and many foster carers continue to support young people into adulthood. Children and young people told inspectors that they want to be able to live closer to their homes and friends and families. The appointment of a dedicated marketing officer and a recent targeted recruitment campaign have led to an increase in the number of enquiries from prospective carers, but it is too soon to measure this in terms of approvals of new foster carers.
21. Senior managers' understanding, scrutiny and oversight of children living in unregistered settings is insufficiently rigorous. This has led to some children living in inappropriate arrangements that are unable to sufficiently meet their complex needs.
22. Assessments of children in care are comprehensive and clear. Care plans are mostly detailed and consider children's wider needs. Children have access to a wide range of recreational activities and are encouraged to develop and pursue hobbies. Plans are reviewed regularly by independent reviewing officers (IROs), who provide consistency and stability. Children value their IROs; they trust them and feel listened to. Most children attend their reviews and some chair the meetings. The review records are powerful documents written to the child, and in plain language. They are comprehensive, and they capture children's views and experiences effectively. Actions are mostly specific, with clear timescales and progress against plans. However, IROs are not always effective in ensuring that actions are completed when they need to be or that they escalate their concerns to senior managers when they are not.

23. The time that children spend with their family and friends is carefully considered and informed by children's wishes and feelings. The question of whether brothers and sisters should live together or apart is routinely considered, and most decisions are effective.
24. Most children have the benefit of comprehensive annual health checks. Good attention is paid to their emotional health and online safety, as well as to their physical health. However, most children do not benefit from timely health assessments when they first come into care, and too many children's dental checks are overdue. Leaders are aware of this, and have taken steps to strengthen processes, but these processes are yet to show significant impact.
25. The virtual school is a strength and a strong advocate for children in care. Schools value the support and challenge that leaders provide them. Effective personal education plans, completed in a timely way, ensure that additional funding is used appropriately. As a result, children in care achieve well and are prepared successfully for the future.
26. Most children live in good-quality homes with carers who meet their needs and advocate for them. Assessments of foster carers are generally of a good quality, and annual reviews are effective. However, some foster carer records are incomplete or inaccurate. Unannounced visits are not always accurately recorded. This poor-quality data and recording do not readily provide leaders with the information they need.
27. The circumstances and legal status of a small number of children being cared for by family and friends is not always well understood or properly assessed. This means that some carers and children are not receiving the appropriate level of support, and that plans for permanence are delayed.
28. Plans for children to return home are timely, and purposeful work is undertaken to support the transition and ensure success. Life-story work helps most children living in long-term foster placements to understand their histories.
29. Permanence, including adoption, is considered at an early stage. When adoption is the plan for children, they receive an effective service. The regional adoption agency (Adoption Thames Valley) is effective in delivering plans for children in Reading where adoption is the plan for permanence. Social workers and managers know adopters and children well. Matching is effective, and children achieve permanence without delay. Foster-to-adopt is well used and carefully considered. It also encourages early attachments and helps to avoid delays in children achieving permanence.
30. The quality of assessments of potential adopters is variable, but all assessments contain enough detail and provide a clear rationale for recommendations and decision-making. An effective adoption panel provides independent scrutiny of

adoption practice, helping to mitigate some of the examples of weaker assessments. Adopters are prepared well to care for their children. They are supported to understand the complexity of children's needs and the impact of trauma. In addition to regular visits from social workers, adopters are well supported through workshops, training events and support groups. They highly value the support of the adoption team through the different stages of the adoption process. Adopters and children do not always receive life-story books and later-life letters in a timely way. Leaders are aware of this, and additional capacity is now in place to address this.

31. The Children in Care Council 'Your Choice, Your Voice' is beginning to have some influence on service delivery. Children have been involved in the recruitment of senior leaders and have delivered training to social workers and foster carers. A recent summer holiday programme enabled children to participate in a wide range of activities. This provided a forum for children to have their voices heard, but not enough children are involved in this group and the influence and impact of this group is limited.
32. An advocacy service and independent visitor service are commissioned via an independent provider. Although the service is in its infancy, the numbers of children accessing advocacy has doubled over the last six months. Children and young people speak positively of the support they receive.
33. Arrangements to support care leavers have been maintained since the last inspection. Leaving care advisers and social workers know young people well and successfully keep in touch with most of them. Young people told inspectors that they had experienced a number of changes in social worker and leaving care advisers, but that this had improved recently. All young people are visited by their leaving care advisers at least once every three months. However, this is not enough for a small number of young people who have more complex needs.
34. All care leavers have pathway plans which are completed with them every six months, but these are not always reviewed in response to significant changes in the young people's circumstances. This means that some young people's plans do not reflect their current circumstances. Most pathway plans are comprehensive and contain a helpful insight into young people's day-to-day experiences. The role of the leaving care adviser in the pathway plan is not always specifically defined in terms of building relationships and supporting the young person to achieve independence. The approach to supporting young people into independence and the use of an overarching assessment framework is inconsistent. Despite this, young people are supported and are enabled to maintain tenancies and live independently.
35. Most care leavers live in appropriate accommodation and receive specialist support from a range of agencies. Their health needs are well considered, but not all young people have access to their health histories. Early consideration is given to young people remaining with their carers when this is in their best interests.

Foster carers sustain enduring relationships with young people into adulthood. The number of young people aged 17 and 18 who are in education, employment or training has fallen and is below the national average, but the number of 19- to 21-year-olds who are in education, employment or training has increased. Work by the virtual school and care leaving service to increase the proportion of care leavers who are in education, employment and training is starting to have a positive impact, but remains an area of ongoing work.

36. The rights and entitlements of care leavers are not consistently understood by young people or leaving care advisers, and some young people experience inequity in how it is applied, for example the provision of a laptop or funds toward gym membership. There is no active care leavers forum, which means that the capacity of care leavers to influence service development is limited. Attempts have been made to re-launch and re-energise the group, but this has been unsuccessful.

The impact of leaders on social work practice with children and families: requires improvement to be good.

37. The pace of progress following the inspection in 2016, which found children's services inadequate, has been slow and inconsistent. Frequent changes of senior leaders, including the directors of children's services, led to a 'start again' approach to practice improvement and workforce development. Leaders in the council, and subsequently in the company, have begun to work more effectively to tackle the longstanding weaknesses in services for children.
38. A lot of time, energy and resources went into setting up the company arrangement, but this is beginning to deliver results. Partners now view the senior leadership team as responsive and visible. In the last six months, leaders have focused on building the foundations to develop a resilient and sustainable service. The focus on improving the quality of social work practice is beginning to show some positive results. However, the quality of child in need plans, the understanding of some children's legal status, timely support to connected carers and the quality and effectiveness of supervision all need to improve at pace.
39. Leaders have a broad understanding of the service strengths and areas for improvement. They recognise that there is further work needed to be done in order to make an in-depth analysis of the service and to ensure that they effectively tackle the areas for improvement, with continued pace.
40. At the point that responsibility for children's services transferred to BFFC, some key elements to run an effective service were not in place. The staffing structure and budget were not clear. This has now been resolved, and the partnership between the council and the company is collaborative but appropriately challenging. Clear governance arrangements ensure clarity regarding accountabilities. There is a recognised interdependence and a shared commitment to improving outcomes for vulnerable children.

41. The development and launch of the 'One Reading' early help strategy has been successful in aligning partners' contribution to ensuring that children get the right help. The recently implemented multi-agency hub to consider referrals that do not reach the threshold for statutory services has contributed to a reduction in the number of referrals to children's social care. It has also been successful in empowering partners to identify alternative approaches to supporting children.
42. Sufficiency of placements close to home remains a challenge, despite a targeted recruitment campaign. Provision for care leavers and supported accommodation have recently been strengthened through work with housing and a new provider framework. However, provision for some 16- and 17-year-old homeless young people has been inappropriate and insufficient. The management oversight and quality assurance of a small number of young people placed in B&B accommodation or in unregistered provision have not provided enough assurance about the suitability and quality of placements.
43. Corporate parenting roles and responsibilities have been recognised by the council and senior leaders as areas for renewed focus and attention. A recent workshop has assisted councillors to better understand their responsibilities.
44. Performance management arrangements have been strengthened since the last inspection. Performance information is now readily available and is beginning to support managers to provide more effective oversight of day-to-day practice. Arrangements to track permanence and pre-proceedings work are not always used effectively to ensure timely progression of children's plans. The recently introduced quality assurance board facilitates an understanding of performance data and professional accountability across the service. However, this is not yet embedded.
45. Regular case audits, practice weeks, thematic audits and observations of social workers' practice take place. However, these are not yet sufficiently effective in identifying and addressing shortfalls in practice and improving outcomes for children. Audits lack clear action plans, and opportunities for learning are not embedded.
46. The recruitment and retention of social workers remain real challenges. Turnover of staff remains high, although it is beginning to reduce. The churn of social workers and a number of transition points mean that children experience too many changes of social worker. This is particularly the case in the family intervention teams. The company has taken action to reduce caseloads and they are now lower and are described by social workers as manageable.
47. The council and company have successfully sponsored a number of unqualified staff to train as social workers. This group of staff are very positive about the support and training they have received and plan to continue their careers in Reading. More frontline managers have been appointed to increase managerial

capacity. Practice improvement mentors are supporting social workers effectively to improve the quality of their practice. The company recognises the need to invest in frontline managers, and recent training has been welcomed by practitioners.

48. The regularity and quality of management oversight and supervision have improved, but are not yet consistently regular or effective in ensuring children's cases progress in a timely way. Changes in social worker and in supervisor have hampered the progression of some children's plans. Recent supervision training for managers has been welcomed and is beginning to have a positive impact on the quality of supervision.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019

This page is intentionally left blank

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF EDUCATION

TO:	ADULT SOCIAL CARE, CHILDRENS SERVICES AND EDUCATION COMMITTEE		
DATE:	8 January 2020	AGENDA ITEM:	11
TITLE:	SCHOOL ADMISSIONS ARRANGEMENTS 2021/22		
LEAD COUNCILLOR:	ASHLEY PEARCE	PORTFOLIO:	EDUCATION
SERVICE:	BFfC	WARDS:	BOROUGHWIDE
LEAD OFFICER:	KATE REYNOLDS	TEL:	01189374717
JOB TITLE:	DIRECTOR OF EDUCATION	E-MAIL:	Kate.Reynolds@brighterfuturesforchildren.org

1. PURPOSE AND SUMMARY OF REPORT

- 1.1 This report invites the Committee to determine;
- The admissions arrangements for Community Primary Schools in Reading for the school year 2021/22.
 - The coordinated scheme for primary and junior schools for the 2021/22 school year.
 - The coordinated scheme for secondary schools for the 2021/22 school year.
 - The Relevant Area.
 - Maps of the catchment areas.
- 1.2 These arrangements for 2021/22 comply with the School Admissions Code 2014.

2. RECOMMENDED ACTION

- 2.1 That the scheme attached at Annexes A, B and C as the admissions arrangements for 2021/22 for community schools in Reading and the local arrangements for complying with the national coordinated primary school admission procedures for the allocation of primary school places for residents of Reading Borough be agreed.
- 2.2 That the scheme attached at Annex D as the local arrangements for complying with the national coordinated secondary admissions procedure for the allocation of secondary school places for 2021/22 for residents of Reading Borough be agreed.
- 2.3 That the relevant area as attached in Annex E which sets out the organisations that must be consulted for any admissions arrangements for schools in Reading be agreed.

3. POLICY CONTEXT

- 3.1** School admissions are subject to detailed requirements, set out in law and particularly the School Admissions Code 2014, published by the Government and approved by Parliament. As part of those requirements, local authorities must draw up schemes for coordinating admissions to all maintained schools in their area. The purpose of coordinated schemes is to ensure that every parent/carer of a child living in Reading who has completed and submitted an on time application receives one offer of a school place at the conclusion of the normal admissions round. The schemes set out a process and timescale to enable the offer of a single school place. They do not affect the right of individual admission authorities to set and operate their own admission arrangements but they do include arrangements for resolving multiple offers, where a place can be offered at more than one school. Reading Borough Council is the admitting authority for community and voluntary controlled schools within the borough.
- 3.2** In addition, the Council is also required to determine the admission policy for community schools which includes the number of places to be made available at each school and the oversubscription criteria to be applied where there are more applicants than places available. Where the over-subscription criteria include catchment areas these must also be approved. The governing bodies of academies, free schools, voluntary aided and foundation schools are required to determine their own admission number and oversubscription criteria. Those schools also operate their own arrangements as part of the coordinated scheme - and where they are oversubscribed, continue to decide which applicants best meet their oversubscription criteria.
- 3.3** Reading Borough Council last consulted on the policy in 2018 and therefore there is no duty to consult this year.
- 3.4** Reading Borough Council deliver its school admissions service through Brighter Futures for Children (BFfC). BFfC is an independent, not-for-profit company, wholly owned by Reading Borough Council, set up in December 2018 to deliver children's services, early help, education and SEND services in Reading
- 3.5** The documents have to be determined by the 28 February 2020 to ensure Reading is compliant with the school admissions code and published on the BFfC website by 15 March 2020.

4. THE PROPOSAL

- 4.1 Primary and Secondary School Co-ordinated schemes 2021-22**
These schemes have been amended to reflect appropriate dates. Both policies were approved on the previous consultation for 2018 entry and there are no significant changes.
- 4.2 Admission Policy for Community Primary, Infant and Junior Schools 2021-2022**
The policy has no significant changes from the proposals for 2020/21.

4.3 Relevant Area

The Relevant area outlines the organisations that must be consulted by all schools in Reading when consulting on admissions policies. No amendments have been made to this.

5. CONTRIBUTION TO STRATEGIC AIMS

- 5.1** The admission schemes contribute to the aims of establishing Reading as a Learning City and a stimulating and rewarding place to live and visit and to promote equality and social inclusion.

6. EQUALITY IMPACT ASSESSMENT

- 6.1** *An Equality Impact Assessment (EIA) is not relevant to this decision.*

7. LEGAL IMPLICATIONS

- 8.1** Compliance with School Admissions Code (2014)

8. FINANCIAL IMPLICATIONS

- 8.1** None arising directly from this report.

9. BACKGROUND PAPERS

- 9.1** None.

This page is intentionally left blank

**Coordinated Admissions scheme for Reading Borough Council
Primary, Infant and Junior Schools for the 2021/2022 academic
year.**

For September 2021 entry

Determined on xxx

Contents

Introduction.....	3
Applications	4
Late Applications	5
Changes of preference	5
Change of Address	6
Processing Applications	6
Exchange of information	6
Resolving multiple offers	6
Informing schools	7
Informing Parents	7
Waiting Lists	7
Withdrawing a place.....	8
Requests for admission outside the normal age group	8
Disputes between Parents.....	9
In-Year Admissions	9
Timetable for the Primary & Junior School Admissions Round 2021-22	10

Introduction

Reading Borough Council delivers its school admissions service through Brighter Futures for Children (BFfC). BFfC is an independent, not-for-profit company, wholly owned by Reading Borough Council, set up in December 2018 to deliver children's services, early help, education and SEND services in Reading.

There are no major changes to the coordinated scheme for 2021/22 and therefore no requirement for a public consultation.

This Scheme is made under section 84 of the Standards and Framework Act 1998 and in accordance with the school Admissions (Admissions Arrangements and Coordination of admissions arrangements (England) Regulations 2014.

The purpose of this coordinated scheme for primary/infant/junior school admissions is to ensure that every parent/carer of a child **resident in Reading Borough**, who has submitted an application, receives **one offer** of a school place at the conclusion of the normal admissions round. At its heart is clear communication between **Reading school admissions**, other Local Authorities, community, and all state schools in Reading.

Parents/carers who live in the Borough of Reading **must** submit an application to **Reading school admissions** if they require a place for their child in any state school as part of a routine admissions round, including schools in other local authorities, academies and free schools. Applications cannot be submitted to a school or to the local authority in which the school is situated. Parents/carers living within any other local authority areas must apply through their own local authority admissions service.

Coordination with Reading school admissions does not affect the right of individual admission authorities to set and operate their own admission arrangements. Admission authorities for Reading schools will need to comply with the timetable set out below.

These arrangements deal mainly with a child's first admission to school during the school year from September **2021** to August **2022**. The children concerned are those born between 1 September **2016** and 31 August **2017**. The place offered is a full-time place from September **2021**.

Admission to Junior School in September is for children born between 1 September **2013** and 31 August **2014**.

National Offer Day for Primary and Junior Admissions is 16 April 2021

Applications

Reading Borough Council will put in place procedures that, where possible, ensure all parents/carers living in the Borough of Reading (with a child eligible to start school in September 2021) will be aware of the application process. Children on roll at a Reading nursery school/early years setting in September 2020 will receive an information pack in November 2020.

Children living in Reading and attending an infant school will be sent information about the application process for admission to a junior school.

Parents/carers are encouraged to apply online via the [Reading Citizen Portal](#). The site will be open from **12 November 2020 until 15 January 2021**.

Parents/carers will be invited to list four preferred schools and rank them in priority order. Parents/carers may also give reasons for their preferences. Parents/carers may list any state schools, including those outside the local authority; this includes academies, voluntary aided and voluntary controlled Schools.

The Reading [common](#) application form (and the online terms and conditions) will include a statement requiring parents to confirm they have read the *Guide for Parents and Carers* and accept the policies and procedures in that document.

Parents/carers should return their completed forms directly to the school admissions team at [BFFC](#).

Parents/carers will complete the common application form online by the agreed deadline. The school admissions team will validate the application address. Validation, where possible, will be by reference to Council Tax data held by the local authority. Where this is not possible, proof of residence will be required in the form of ownership documents or tenancy agreement.

Where, as part of its admission arrangements, a school requires additional information, parents/carers may also choose to complete a supplementary form to support their application. This should be submitted separately to the school. The *Guide for Parents and Carers* will identify those Reading schools for which a supplementary form may be necessary. These forms will be available from the BFFC [website](#). Supplementary forms are not applications and parent/carers must submit an application to [Reading school admissions](#) either on the common application form or online.

The National Closing Date is **15 January 2021**.

Late Applications

Applications received after the closing date will be treated as 'late' applications. However, if the late submission of the application is caused by extenuating circumstances (e.g. sudden illness or death of a close family member or the family having very recently moved to the area), written evidence may be provided to support this. In such cases, the application may be treated as on time if evidence is received before **1 February 2021**.

Where no evidence is provided, it will be assumed that the application could reasonably have been submitted by the closing date. In such cases, the application will be treated as late and considered after all on time applications have been allocated.

All applications received from the **2 February** are considered late and will be passed to the appropriate admission authority in Reading (or to the appropriate local authority) after **3 May 2021**.

In these cases, parents/carers will be informed about the outcome of their application as per the timetable below, after National Offer Day. Applications for oversubscribed schools will be added to the waiting lists of those schools and ranked according to their oversubscription criteria.

Late applications will be processed after **3 May 2021**. The second round of allocations will start on **31 May 2021** and will consider all applications received up to 1 week prior. Further allocations will be made every 4 weeks until the end of **August 2021**. In each case, the cut-off date, for consideration in each round of allocations, will be 1 week prior to the allocation date.

Changes of preference

Changes of preference must be submitted using a new application form (paper or online). If received by the school admissions team before **15 January 2021** it will be accepted as on time and will replace any previous application. Any preferences to be retained from a previous application should be listed on subsequent applications.

Changes of preference received after **15 January 2021** will be treated as late applications in the way described above. However, applications for late change of preference where there are extenuating circumstances (e.g. sudden illness or death of a close family member or the family having very recently moved to the area) may be treated as on time, provided written evidence is supplied to support the late submission. This should be received by the school admissions team before **1 February 2021**. If no evidence is provided, the application will be treated as late. Any application for change of preference(s) received after **1 February 2021** will replace any previous application and be marked as late. Please think very carefully about submitting an application after this date, particularly if you have already submitted an on time application.

After **1 May 2021**, late changes of preferences will be passed to the appropriate admission authority in Reading or to the appropriate local authority to be considered.

Change of Address

As required by the School Admissions Code 2014, changes of address made after **15 January and before 1 February 2021** will be considered as on time. If an applicant changes address after the **1 February 2021** they will need to submit a new application, based on the new address. The new application will be marked as late and their previous application will be withdrawn. Documentary evidence of the change of address will be required.

Processing Applications

Exchange of information

As per the timetable below, the **Reading school admissions team** will forward applications to other local authorities and admission authorities in Reading. At the same time other local authorities will forward applications to Reading for their residents to be considered for Reading schools.

Depending on the arrangements agreed with the governing body of each school, the **school admissions team** will provide the school with relevant information to enable them to rank against their oversubscription criteria, **as per the timetable**. **Reading school admissions** will not pass on the details of the parent/carers preference ranking to the school, and no school will be told about other schools a parent has listed.

As per the timetable, each admission authority in Reading will rank the applications according to their published oversubscription criteria and return ranked lists to the school admissions team.

Resolving multiple offers

As per the timetable, **Reading school admissions** will inform other local authorities of places offered in Reading schools to their residents. During the exchange of information, **Reading school admissions** will consider all cases where a child can be offered more than one of their preferences. In such cases, a place offered will be at the school a parent/carer listed highest in preference.

If a place cannot be offered at one of the preferred schools listed by the parent/carer, a **place will normally be offered at the catchment school (if that school has spaces remaining) or, the nearest Reading school with a place available**. If the offered school is one where Reading Borough Council is not the admission authority, this will be in consultation with the governing body of the school in question. If the nearest school with places is a faith school, parents/carers will be offered this as an option. Should the parent/carer be unhappy with a faith school being offered, they will be informed of other schools with available spaces (which may be further from their home). Where no places are available at any Reading schools, parents/carers will be informed and alternative schools (outside Reading Borough) may be offered. Such an offer will depend on availability and the agreement of the appropriate admission authority. This will not preclude parents/carers from requesting an alternative school, nor from lodging an appeal for their preferred school with the admission authority.

Informing schools

As per the timetable, the school admissions team will send each Reading primary and infant school, a list of pupils to be offered a place at their school. This will be confidential to the school and must not be passed on to parents/carers.

Informing Parents

On **National Offer Day**, letters will be posted (2nd Class), to all Reading-resident parents/carers who submitted an on time application, offering a school place for their child in a primary/infant school. The letter will identify whether the offer is made on behalf of the governing body of a school or another local authority. The letter will:

- Inform parents of the school offered;
- Indicate how to accept a school place and the deadline for accepting.
- Provide information about the right to defer admission to a later term and any option for part-time provision.
- Provide information on school transport;

If the school offered is not their first preference, parents/carers will also be supplied with the following information:

- Where they can find information showing how places were allocated at oversubscribed schools in Reading.
- How to submit an appeal.
- If the place offered is not their highest preference school(s), the child's name will be added to the waiting list(s) of all of the school(s) they listed higher in preference. Parents/carers are required to advise Reading school admissions if they do not wish their child's name to remain on a waiting list.
- Contact information for other local authorities.

Parents/carers who submitted an online application will receive an email and may view their offer online on **National Offer Day**. The email is for information only. The letter posted on National Offer Day is the formal offer of the school place.

Waiting Lists

After 3 May 2021 'waiting lists' will be administered for schools with more applicants than places available. A child's position on a waiting list is determined according to the oversubscription criteria of the school. When a place becomes available, this will be offered to the child who is top of the waiting list. A child's position on a waiting list may go up or down for a number of reasons (e.g. pupil withdrawals or new and revised applications). When a place is allocated from the waiting list, the child's current allocation (for a lower preference school) will be removed and allocated to another student, if appropriate. It is the responsibility of the parent to inform the school admissions team if they no longer wish to

remain on the waiting list of a school. It will be assumed that a child is to remain on the waiting list of all schools listed as a higher preference than the allocated school, unless the parent/carer indicates otherwise.

Waiting lists, for all schools in the Reading Borough, will be kept until **31 August 2021**. After this date, the policy of the individual school(s) will be followed. After the coordinated admissions round ends on **31 August 2021**, any waiting list will be treated as In-Year admissions and will follow the individual policy of the school.

Withdrawing a place

If the offered place is not accepted within two weeks of **30 April 2021**, Reading **school admissions** will send a reminder and allow a further seven days for a reply. If there is still no response, the place **may** be withdrawn. If a school place has been offered on the basis of fraudulent, or intentionally misleading, information (which denied the place to another child), the place will be withdrawn

Requests for admission outside the normal age group

Parents/carers may seek a place for their child outside of their normal age group, to be admitted to Reception, rather than Year 1 in **September 2022**. In such cases, applicants should submit an application on the common application form by **15 January 2021 and also** complete the offset request form (having read the separate guide). The offset request form should be submitted to the school admissions team before **1 February 2021 to be considered prior to National Offer Day**. The application will be forwarded to the relevant admissions authority of the listed schools for consideration and the school admissions team will seek the views of the child's early years setting. Each case will be carefully considered by the admissions authority. Parents/carers will be informed of the decision in writing, before the National Offer Day, setting out clearly the reasons for the decision. Any request received after **1 February 2021**, will be processed after National Offer Day.

If the offset request is agreed, parents/carers must formally accept the offset. Following their acceptance, the application submitted for September **2021** will be withdrawn. A new paper application must then be submitted for September **2022**. **Parents/carers will not be told which school their child would have been allocated before the decision is accepted or declined.**

Requests for schools outside Reading will be referred to the relevant local authority for consideration under that Council's scheme.

One admission authority cannot be required to honour a decision made by another admission authority on admission outside the normal age group. Therefore, if an application for **2022** entry lists different schools to the application withdrawn in **2021**, it will, if required, be forwarded to different admissions authorities for their consideration. Where this is the case, the offset request form must be resubmitted.

Disputes between Parents

When completing the application, a parent/carer must tick the box to declare they have parental responsibility for the child. It is assumed that the application is made with the agreement of all parties having parental responsibility. Where one or more applications is received for a child, and there is dispute about the preferences or preference order on the application, the applications will be withdrawn until a court order is provided detailing the arrangements for schooling. If consensus between parents or a court order is not received by the **1 February 2021**, all preferences will be removed and new preferences will be inserted in the following order: catchment area schools(s), closest appropriate Reading schools by straight-line distance to the home address. This is to ensure there is an allocated school for the child. The home address used will be that of the parent/carer receiving child benefit for the child or, where no parent claims this, the address registered with the child's current school.

In-Year Admissions

The In-Year admissions arrangements for the school year 2020-2021 will use the determined policies of 2020-2021

Parents/carers seeking admission for their child into Year 1 – Year 6 of a primary/Infant or Junior school in Reading Borough must apply to **Reading school admissions**. Parents/carers may apply direct to some voluntary-aided, academy or free schools in the Borough, however, the majority of these schools have opted to be part of the coordinated admission arrangements and applications are normally submitted to the **Reading school admissions team**. A list of schools to which a direct application is necessary is available from the **BFfC** website. Where a school listed is in another local authority, the parent/carer will be advised to apply directly to that local authority and the application for that school will follow the relevant local authority's scheme

Timetable for the Primary & Junior School Admissions Round 2021-22

Action	Date
<i>Guide for Parents and Carers</i> to be placed on BFFC Website.	By 12 September 2020
Parents/carers to receive application information.	By 12 September 2020
Online admissions site open.	12 November 2020 – 15 January 2021
National Closing date for receipt of applications.	15 January 2021
Late/change of preference applications accepted in extenuating circumstances, written support must be submitted at time of application.	1 February 2021
Application details sent to voluntary-aided/Academes schools in Reading and other local authorities.	By 9 February 2021
Own Admissions Authority schools to provide Reading school admissions team with a list of children ranked according to the school's oversubscription criteria.	By 5 March 2021
Reading school admissions to inform other local authorities of offers that can be made to their residents in Reading schools.	From 23 March 2021
Final coordination.	By 2 April 2021
Reading primary & junior schools sent list of children to be offered a place.	15 April 2021
National Offer Day - Offer letters posted to Reading residents.	16 April 2021
Online applicants can view outcome of application.	16 April 2021
Deadline for parents to accept.	30 April 2021
Late applications for over-subscribed schools added to the waiting lists/change of preferences processed.	From 3 May 2021
Coordination with other LA's ends.	31st August 2021
Waiting lists held for Reading schools.	Until at least 31 July 2021



ADMISSION POLICY FOR COMMUNITY INFANT, JUNIOR
AND
PRIMARY SCHOOLS 2021-2022

For September 2021 entry
Determined on XX

Contents

Introduction.....	3
Other admitting authorities within Reading Borough Council	3
Cohort.....	3
Admission of children outside the normal age to Reading Borough Council Community Primary Schools.....	3
Oversubscription Criteria for Community Primary and Infant Schools	4
Priority within the Oversubscription Criteria.....	5
Oversubscription Criteria for Community Junior Schools – Geoffrey Field Junior School	5
Priority within the oversubscription criteria.....	6
Notes relating to the above oversubscription criteria.....	6
Note 1 – Category 1 – Looked After Children and Previously Looked After Children.....	6
Note 2 – Category 2 – Children who were previously in state care outside England	7
Note 3 – Category 3 Medical/Social Reasons	7
Note 5 – Category 4 – Siblings	8
Catchment area	8
Tiebreaker.....	8
Multiple births (twins, triplets etc.).....	8
Parent/Carers	9
Home address.....	9
Split living arrangements	10
Siblings.....	11
Deferring a Place	11
Part Time Admissions	11
Waiting Lists	12
Returning Crown Servants and Armed Forces Personnel.....	12
In-Year Admission Arrangements for the School Year 2021-2022	12
Appeals	13
Admissions Numbers – Reading Community Infant, Junior and Primary Schools.	13

Introduction

Reading Borough Council is the admitting authority for community and voluntary controlled schools within the borough.

Reading Borough Council deliver its school admissions service through Brighter Futures for Children (BFfC). BFfC is an independent, not-for-profit company, wholly owned by Reading Borough Council, set up in December 2018 to deliver children's services, early help, education and SEND services in Reading

This document sets out the local authority's admission arrangements for entry to schools in September 2021.

There are no changes to the admission arrangements for 2020/21 and therefore no requirement for a public consultation.

These arrangements comply with the School Admissions (Admission Arrangements and Coordination of Admission Arrangements) (England) (Amendment) Regulations 2014, the School Admissions Code 2014 and the School Admissions Appeals Code 2012.

Other admitting authorities within Reading Borough Council

Voluntary aided schools, free schools and academies are their own admitting authorities and are required to publish their own proposals for consultation (if required) and determine their own admissions arrangements. Details of their proposals and/or determined arrangements should be obtained from each individual school.

National Offer Day for Primary and Junior Admissions is 16 April 2021

Cohort

Applications for children born between 1-9-2016 and 31-8-2017 will be considered for admission to a reception class in 2021 as part of the 2021/2022 routine admission round.

Applications for admission to junior schools in September 2021 will be considered for those born between 1-9-2013 and 31-8-2014.

Admission of children outside the normal age to Reading Borough Council Community Primary Schools

Children are normally allocated according to their chronological age. Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to Reception rather than Year 1 - in September 2022.

Reading Borough Council, as the Admission Authority for community primary schools, will consider each case individually and make a decision in every case that is in the best interest of the child, taking into account:

- The parents'/carers' views;
- Information about the child's academic, social and emotional development from their current setting;
- The child's medical history and the views of a medical professional (where relevant);
- Whether they have previously been educated out of their normal age group;
- Whether they may naturally have fallen into a lower age group if they had not been born prematurely.
- DfE document 'Advice on the admission of summer born children';
- DfE document 'School Admissions Code'
- LGO document 'Summer born admissions';
- the views of the head teacher of the school(s) concerned
- the views of the child's early years setting (if attending one)

To request a child's admission is delayed to start in September 2022, parents/carers need to read the offset guide and complete the required form . It is recommended they make an application for a Reception place in the normal way for September 2021 by 15 January 2021 so that the application can be considered. Each case will be carefully considered and parents/carers will be informed of the decision in writing, before the National Offer Day, setting out clearly the reasons for the decision. If the request to delay admission is agreed, the parents/carers must issue a formal acceptance, declaring their intention to proceed on this basis. In this case, the application submitted for September 2021 entry will be withdrawn (before a Reception place is offered) and a new paper application must then be submitted (for entry in September 2022) when the next primary admissions round opens in November 2021. Parents will not be made aware of the school they would have been allocated before the decision is accepted or declined. The decision made by Reading school admissions panel is not binding on any other Admission Authority and therefore schools may come to different decisions based on the evidence. If the request is refused, parents must decide whether to accept the offered place for Reception 2021, or refuse it and make an in-year application for a Year 1 place in September 2022.

Oversubscription Criteria for Community Primary and Infant Schools

Children with an Education, Health and Care Plan (EHCP) naming a preferred community primary or infant school will be allocated a place above all other children.

The oversubscription criteria takes no account of the parents/carers order of preference. Applications for each school named by the parents/carers will be ranked according to the criteria set out below if there are more applications than places available.

Category		Notes
1	Looked after Children in the care of a Local Authority or Children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order) immediately after they had been looked after.	Provided appropriate evidence is submitted – See Note 1.
2	Children who were previously in state care outside England (children who were looked after or accommodated by a public or state authority or a religious organisation or any other provider of care whose sole purpose is to benefit society. The care may have been provided in an orphanage or other	Provided appropriate evidence is submitted – See Note 2.

	setting) but have been adopted and are no longer in state care.	
3	Families who have strong medical or social grounds for their child's admission to a particular school.	See Note 3.
4	Children whose permanent home address is in the catchment area of the school and have a sibling at the school at the time of application who is expected to be attending the school when the child is due to start school.	This category may apply in other circumstances - See Notes 4 and 5.
5	Children whose permanent home address is in the catchment area of the school.	
6	Children whose permanent home address is not in the catchment area of the school but have a sibling at the school at the time of application who is expected to be attending the school when the child is due to start school.	See Note 5.
7	Children in receipt of Early Years Pupil Premium (EYPP) at the time application who attends the nursery unit at the school.	
8	Other Children	

Priority within the Oversubscription Criteria

Within each of the above categories 1-6 and 8, priority will be given to children who are in receipt of the Early Years Pupil Premium (EYPP), Service Premium or Pupil Premium (PP) at the time of application. To be considered for these priorities, parents/carers will be required to complete a Supplementary Information Form which **must be endorsed by the child's current school or nursery** confirming that they receive **Early Years Pupil Premium (EYPP), Service Premium or Pupil Premium (PP)** for the child. This form must be completed and returned to the **school** admissions team prior to **1 February 2021** in order to be awarded this priority on time for the routine admissions round. Any applications received later than this date will be awarded the priority after the **3 May 2021**.

Oversubscription Criteria for Community Junior Schools – Geoffrey Field Junior School

Children with an Education, Health and Care Plan (EHCP) naming the school will be allocated a place above all other children.

The oversubscription criteria take no account of the parents/carers order of preference and applications for each school named by the parents/carers will be ranked according to the criteria set out below if there are more applications than places available.

Older siblings still attending the linked junior school will be considered as siblings for admission to the infant school.

Category		Notes
1	Looked after Children in the care of a Local Authority or children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order) immediately after they had been looked after.	Provided appropriate evidence is submitted – See Note 1.
2	Children who were previously in state care outside England (children who were looked after or accommodated by a public or state authority or a religious organisation or any other provider of care whose sole purpose is to benefit society. The care may have been provided in an orphanage or other setting) but have been adopted and are no longer in state care.	Provided appropriate evidence is submitted – See Note 2
3	Families who have strong medical or social grounds for their child's admission to a particular school.	See Note 3.
4	Children whose permanent home address is in the catchment area of the school and have a sibling at the school, or Geoffrey Field Infant School at the time of application who is expected to be attending the school when the child is due to start school.	This category may apply in other circumstances - See Notes 4 and 5.
5	Children whose permanent home address is in the catchment area of the school.	
6	Children whose permanent home address is not in the catchment area of the school but have a sibling at the school or Geoffrey Field Infant School at the time of application who is expected to be attending the school when the is due to start school.	See Note 5.
7	Children who are attending Geoffrey Field Infant School at the time of application.	
8	Other Children.	

Priority within the oversubscription criteria

Within each of the above categories 1-8, priority will be given to children who are in receipt of Pupil Premium (PP) or Service Premium at the time of application. To be considered for this priority, parents/carers will be required to complete a Supplementary Information Form which must be endorsed by the child's current school confirming that they receive pupil premium or **Service Premium** for the child. This form must be completed and returned to the **school** admissions team prior to **1 February 2021** in order to be awarded this priority on time for the routine admissions round. Any applications received later than this date will be awarded the priority after the **3 May 2021**.

Notes relating to the above oversubscription criteria.

Note 1 – Category 1 – Looked After Children and Previously Looked After Children

A 'Looked After' child is a) in the care of a local authority, or b) being provided with accommodation by a local authority in the exercise of their social services functions as defined in Section 22(1) of the Children Act 1989 at the time of making an application for a school place.

A previously 'Looked After' child is a child who was looked after, but has been adopted or became subject to a child arrangement order or special guardianship order immediately following having been 'Looked After'. Confirmation will be required from the local authority that last looked after the child that the child was looked after immediately prior to the issuing of one of the following orders:

These are children adopted under the Adoption Act 1976 (Section 12) and children adopted under the Adoption and Children's Act 2002 (Section 46). The Children and Families Act 2014 amended the Children Act 1989 and replaces residence orders with child arrangement orders.

Note 2 – Category 2 – Children who were previously in state care outside England

These are children who were previously in state care outside England (children who were looked after or accommodated by a public or state authority or a religious organisation or any other provider of care whose sole purpose is to benefit society. The care may have been provided in an orphanage or other setting) but the child may have been adopted and is no longer in state care. Evidence of the previously looked after status and/or the adoption will be requested. Where such evidence is not available, the Admissions Authority will work closely with **BFFC Virtual School for Children Looked After** to make a pragmatic decision based on the information available so that there is a local consistent approach.

Note 3 – Category 3 Medical/Social Reasons

When submitting an application under criterion 3, families who have strong medical or social grounds for their child's admission to a particular school must provide written evidence. This may come from an independent professional aware of the case relating to the child, parent/carer or other children living at the same address (e.g. doctor, hospital consultant or psychologist for medical grounds or registered social or care worker, housing officer, the police or probation officer for social needs). This evidence must: be specific to the school in question; show why that school is the most suitable; what facilities will benefit the child, and why no other school can offer the same support. It is not enough for the professional to report what the parent/carer has told them.

If failure in awarding this priority would result in no appropriate school being allocated, the panel, after taking into account the evidence submitted, the parental preference and the catchment school, will allow categorization of medical/social grounds to the most appropriate school. This applies to those children whose social/medical needs can be met by one than one school but not many schools. For example, when reasons are due to mobility issues and a number of schools are equal distance and failure to award this would result in no appropriate school being allocated.

In addition, this category includes children who are subject to a child arrangement order or special guardianship order awarded to a family member in order to prevent the child being taken into care by a local authority. A copy of the order must be provided.

No individual officer will take responsibility for determining whether a case is ranked in the category. A panel of officers **in the form of the School Admissions Panel** will make the final decision. Evidence must be provided by **1 February 2021** to be considered as on time for National Offer Day. If evidence is received by the team after this date then it is at the discretion of the panel whether to accept these documents for "on time" allocations. The admissions team will not prompt parents to send evidence to support admission under this category but they may ask for further evidence if this is required to make a decision. If evidence is received before the **1 February 2021** parents will be informed, in writing, before National Offer Day as to whether this has been granted. This is not a

guarantee of a place at a particular school.

Note 4 – Category 4 – Siblings

Children whose home address is in the former catchment area of a school and have a sibling at the school and that sibling was admitted to the school from the same address will be treated as category 3 of the over-subscription.

Note 5 – Category 4 – Siblings

If parents/carers applied for a place at their catchment area school for their child and it was not possible to offer a place at that school because the school was oversubscribed, a sibling protection applies. Where the child was admitted to a lower preference Reading community primary school, or allocated a place by the authority at an alternative Reading community primary school, the application for any younger siblings for that school will be treated as “catchment area” and considered under category 4. Where a parent does not list all schools in the catchment area for the home address at the time of application and a place would have been offered at a catchment area school had it been listed, they forfeit the right to sibling protection. Parents/carers must inform the admissions team at the time of application if they consider this exemption applies.

Where a space is allocated as part of an in-year admission at a school listed second preference or lower, or if a school closer to the child’s home address was available to parents and was refused, parents forfeit the right to this sibling protection for future admissions. Parents will be informed at the time of allocation if this right has been forfeited.

Catchment area

The catchment area of the schools can be seen from attached maps. These are a guide only. Exact catchment area information for individual addresses can be found on Reading Borough Council’s website <https://my.reading.gov.uk/>

Tiebreaker

If a school does not have enough places for all children in a particular category, places will be allocated to those living nearest the school. The distance is measured in miles as a straight line between the Ordnance Survey data point for the child’s home address and the school using Reading Borough Council digital mapping software. This distance is measured to three decimal places. In the rare event that it is not possible to decide between the applications of those pupils who have the same distance measurement, the place will be offered using random allocation. A member of Committee Services staff for Reading Borough Council will supervise the selection process.

Multiple births (twins, triplets etc.)

Places are offered according to the oversubscription criteria. In the event that this would result in splitting multiple birth families, in the majority of cases the other child/children will be offered a place. In very exceptional circumstances, where the admission of more than one additional child to the year group causes prejudice to the provision of efficient education and efficient use of resources it may not be possible to offer a place to all multiple birth children.

In the event that siblings with a different date of birth, but in the same year group, are split by the oversubscription criteria, only one child will be offered a place. This applies to children during Key

stage 1, up to and including Year 2, if admission would take a class over 30. Selection will be made randomly by a representative of Reading Borough Council's Committee Services.

It is open to the parents to decline this offer and seek places for all their children at another school or suggest the place is given to one of the other siblings. The other sibling(s) name(s) will put on the waiting list. If the admission is in Key Stage 2 or admission of the other siblings will not contravene infant class size regulations then each case will be considered and in most cases the other child/children will be offered a place (on the condition that the admission will not prejudice the provision of efficient education and efficient use of resources).

Parent/Carers

A parent/carer is any person who has parental responsibility or care of the child. Parental responsibility for a child is set out in the Children Act 1989. Normally this parent/carer would reside with the child at the permanent home address stated on the application.

Home address

Applications are processed on the basis of the child's single permanent home address, where the child lives with parent(s) or a carer/legal guardian and are living at this address on the closing date for applications. By submitting an application, the parent/carer/legal guardian is confirming the child will be living at that address on National Offer Day. An address will not be accepted where the child was resident - other than with a parent or carer - unless this was part of a private fostering or formal care arrangement.

Checks will be made to determine whether an address declared on the application form is that of a second home with the main home being elsewhere. Some residential arrangements will be considered to be temporary arrangements. The Reading school admissions team will consider the available evidence to determine if, on the balance of probability, the declared home address is the child's permanent home. Where the applicant, or their partner or spouse, is reasonably considered to be living with them as a single family unit owns another property, has previously lived in it and has chosen not live in it (including where a home is rented out to a third party) the owned property will ordinarily be considered to be the permanent home. Special circumstances that might lead to the declared address being considered as a permanent home despite another home being owned or otherwise available for occupation will need to be declared at the point of application by parents. Without being exhaustive these might include:

- an owned property being a considerable distance from the preferred school, indicating that the family had permanently relocated to the new home; or
- an owned property that is uninhabitable and cannot reasonably be made habitable in the period leading up to admission to the school; or
- an owned property that is in the process of being sold and the family live permanently in the declared property; or
- a situation, following divorce or separation, where the family home cannot be occupied by the applicant or otherwise treated as the child's permanent home.

Where the declared address is rented and the applicant has no claim on any other property, the declared address may be considered to be a temporary address if there is evidence the applicant has chosen to rent the property solely for the period necessary for a child to be admitted to a particular school.

Reference to Reading Borough Council tax records will be made to determine a single address for consideration of a place under criteria 3 or 4. It is for the applicant to satisfy the admissions authority that they live at the address stated.

Applicants will be asked to declare that the address used is expected to be their place of residence beyond the date of the pupil starting school. Applicants are required to advise of any change of circumstance at any time prior to the child starting school. If the applicant does not declare such arrangements, or a different address is used on the application where the child does not usually live; it will be considered that a false declaration has been made and it may be decided to decline to offer a place at a particular school, or to withdraw the offer of a place. In deciding whether a place was allocated on the basis of a misleading or fraudulent application, an admissions panel will consider any supporting evidence giving reasons why the move was necessary prior to the child starting school.

It is important to declare if there is to be a change of address prior to the child starting school. If the applicant already owns a property which is in the process of being sold, the admissions team are able to accept the address of the new property only on submission of the appropriate evidence in support (e.g. completion of contracts letter on both the new property and, where possible, disposal of their current property). The deadline for submission of evidence to support a move is **1 February 2021**. If the move takes place later or evidence is submitted later, the application will be marked late and considered after National Offer Day.

If the applicant is renting the property, the tenancy agreement must be dated **1 February 2021** or prior, to be accepted as on time. If the tenancy agreement then expires prior to **National Offer Day**, the applicant must provide evidence showing that they still reside at the property past that date. If the applicant moves to a new rented property after the **1 February** the application will be marked late and considered after National Offer Day.

A temporary address cannot be used to obtain a school place. Temporary addresses will only be considered where evidence is provided of a genuine reason for the move e.g. flooding or subsidence.

Reading school admissions reserves its right to carry out further investigation and require additional evidence and to reject applications or withdraw offers of places if it believes it has the grounds to do so. In such cases, the applicant will have recourse to the independent appeals process. Where it is believed an address provided is not the only address then the Corporate Audit & Investigation Team will look into the address.

The home address should be the child's current address and is assumed to be the address on the National Offer Day. Any change of address after submitting the application must be notified to the Reading admissions team and the application will be reviewed using the new address. Any place offered based on misleading information, with the intention of deception or fraud concerning a permanent home address, will have the place withdrawn even if the child has started at the school.

Split living arrangements

Where a family claims to be resident at more than one address, justification and evidence of the family's circumstances will be required, e.g., formal residence order, child arrangements order or legal separation documentation. The application must be completed by the parent using the address which is owned, leased or rented where the child lives for the majority of the school week. This is based on the number of school nights a child spends at the home (Sunday night 1800hrs to Friday 0900hrs).

Where there is an equal split or there is any doubt about residence, the school admissions team will assess and make a judgment about which address to use for the purpose of the allocation of a school place where necessary requesting further information, for example:

- any legal documentation confirming residence;
- the pattern of residence;
- the period of time over which the current arrangement has been in place;
- confirmation from any previous school or early years setting of the contact details and home address supplied to it by the parents;
- the address where child benefit or other benefit (if applicable) is paid;
- where the child is registered with the GP;
- any other evidence the parents may supply to verify the position.

It is recommended that consensus is reached by both parents and child on the school preferences to be expressed and it should be noted that only one offer letter will be sent to the main applicant unless otherwise requested and agreed by both parents.

The information provided to determine the home address to be used will be considered by an admissions panel of at least two officers and their decision is final.

Siblings

Siblings are older siblings for purposes of admission criteria during the routine admission rounds, except those for Geoffrey Field Junior School, which will consider a younger sibling at Geoffrey Field Infant School. In-year applications will consider younger siblings, but not a sibling attending the nursery class of a school.

Siblings are children who have either the same mother or father, or they are children who live together in a family unit and with their parent(s)/carer(s). Siblings must live at the same permanent home address as each other. If they do not live at the same address, then they are not treated as siblings for the purpose of admission.

Deferring a Place

There is a legal requirement to offer a full-time place to every child whose parents wish to take up that option from the September following a child's fourth birthday. Places offered in a Reading school are on a full-time basis from September 2021 as a "rising 5" admission. Children do not need to be in statutory education until the September, January or April after their fifth birthday. When children are offered "rising 5" places, parent/carers may defer the place until January 2022 or April 2022 or until their child reaches statutory school age whichever is earlier, but may not defer after April 2022 as admissions beyond that are in the next school year. Parents will then need to re-apply for a place in Year 1. However, it should be considered that places may not be available in Year 1, as those places may already have been allocated to children in the previous year as part of the routine admissions round.

Part Time Admissions

Where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age. If parents choose this option they cannot insist on part-time provision that is individually tailored to their needs. Parents/carers must discuss this with the Headteacher of the allocated school to agree the best arrangements for the child and school.

Waiting Lists

After **3 May 2021** 'waiting lists' will be created for Reading schools where it has not been possible to offer a place at a school the parents/carers listed as a higher preference than the school which has been offered. A child's position on the waiting list is determined according to the oversubscription criteria and will be re-ranked when new children are added to the list as a result of late applications or change of preference. When a place becomes available this will be offered to the child ranked highest on the waiting list. After the 1 September **2021**, children identified for placement as part of the Fair Access Protocol can be placed above those on the waiting list. Positions on the waiting lists may go up or down due to pupil withdrawals, new or revised applications. **Reading school admissions** will keep waiting lists until end of **July 2022** (End of Term 6 for Reception classes). After this date, the waiting lists will be abandoned. Parents/carers must then re-apply for a place in Year 1 as an in-year admissions application if they are still interested in obtaining a place for their child.

Returning Crown Servants and Armed Forces Personnel

Families of Crown servants returning from overseas to live in the Reading Borough or applicants relocating in the armed forces may apply for a place in advance of their move provided the application is accompanied by an official letter confirming the posting to the UK and the expected relocation date. A school will be offered in advance of a move and held until the appropriate time. If the schools listed on an application form are oversubscribed, the family will need to provide an address in order to be ranked accordingly. Where a parent is unable to provide confirmation of a relocation address, an indication of the area may be provided, narrowed down as far as possible, to which the family intend to return. Preferences will be processed but applications will be considered under criterion 7 (other children) until the parent is able to provide confirmation of the new address such as proof of exchange of contracts or a signed rental agreement. If a place cannot be offered at a preferred school, an alternative school will be offered and parents will be advised of the right of appeal for a place at the preferred school. It is the responsibility of parents to keep the school admissions team informed of any changes to their planned address during the application process.

In-Year Admission Arrangements for the School Year **2021-2022**.

The In-Year admissions arrangements for the school year 2020-2021 will use the determined policies of 2020-2021.

Parents/carers seeking admission for their child into Year 1 – Year 6 in a community primary school in Reading Borough must apply **to Reading school admissions using the In-Year Application form**. Parents/carers may apply direct to some voluntary-aided or academy schools in the Borough but the majority of these schools have opted to be part of the coordinated admission arrangements and applications are normally submitted to the **Reading school admissions team**. A list of those schools to which a direct application is necessary is available from the **Brighter Futures for Children** website.

If there is a place in the parents'/carers' preferred school, the place will be allocated, however, if there are more applications than places available the oversubscription criteria (as outlined above) will apply with places allocated to the child(ren) ranked highest. Remaining applicants will be added to the waiting list which will also be ranked according to the oversubscription criteria. Children allocated according to the Fair Access Protocol will take precedent over children on the waiting list.

Children new to the area, or those who have moved within the borough, will be able to start at the school as soon as possible after their move. If the request is to move schools within the borough without a move of home, these children will normally be expected to start at the beginning of the

following term.

Waiting lists for admission in Years 1 to 6 will be held until 31 December 2021 after which parents/carers must reapply for their child to remain on the waiting list until July 2021. The waiting list will be abandoned after 31 July 2021 and parents/carers must reapply if they are still seeking a place for September 2022.

Appeals

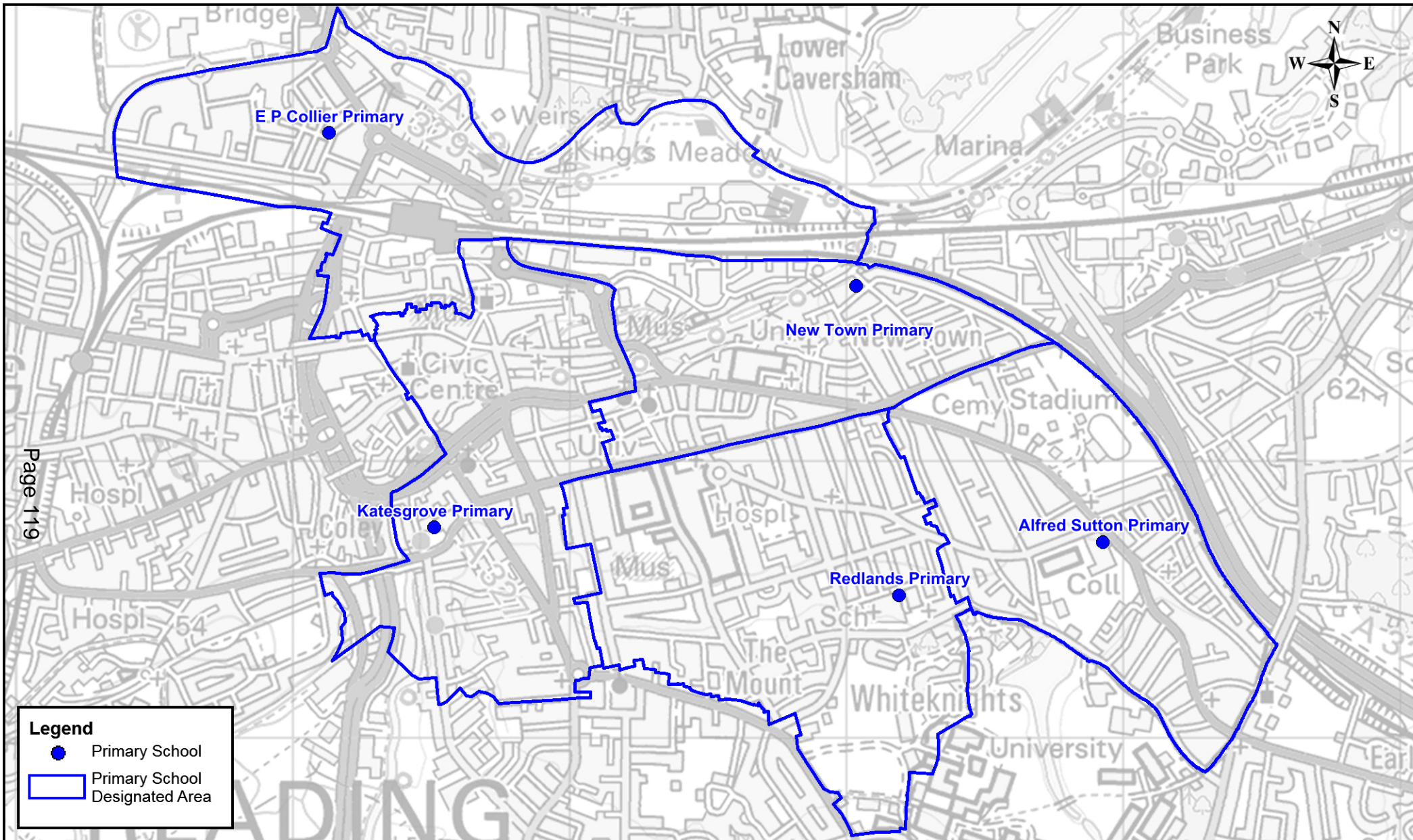
If it is not possible to offer a place at the preferred school(s) parents/carers will be advised of their right of appeal.

Admissions Numbers – Reading Community Infant, Junior and Primary Schools.

The following are the proposed admission numbers for 2021

School	September 2021 - Admission Number
Alfred Sutton Primary	90
Caversham Park Primary	30
Caversham Primary	60
Coley Primary	30
Emmer Green Primary	60
EP Collier Primary	60
Geoffrey Field Infant	90
Geoffrey Field Junior	90
Katesgrove Primary	90
Manor Primary	45
Micklands Primary	60
Moorlands Primary	60
Oxford Road Community	30
Park Lane Primary	60
Redlands Primary	30
Southcote Primary	90
St Michael's Primary	60
Thameside Primary	60
The Hill Primary	60
The Ridgeway Primary	60
Whitley Park Primary School	90
Wilson Primary	60

This page is intentionally left blank



Title: **Primary Schools Designated Areas**
Central and East Reading

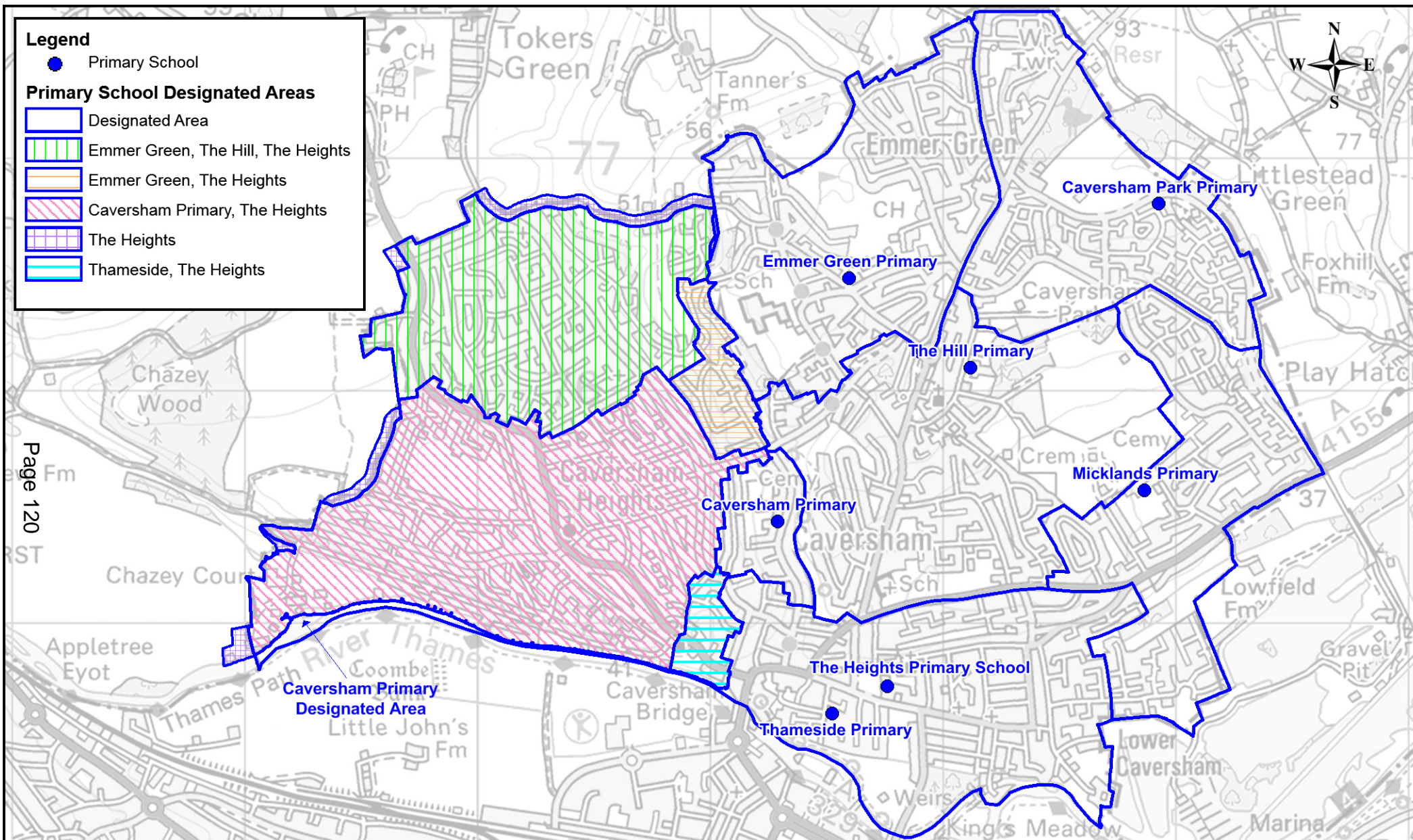
Drg.No.: GIS00015

Date: 09/08/2018 Scale at A4: 1:18500

Produced by GIS & Mapping Services

Ref:7223 - G:\Mapinfo\Data\Client datasets\Education & Community\School Admissions\updated primary schools\designated areas maps





Title: **Primary Schools Designated Areas**
North Reading

Drg.No.: GIS00012

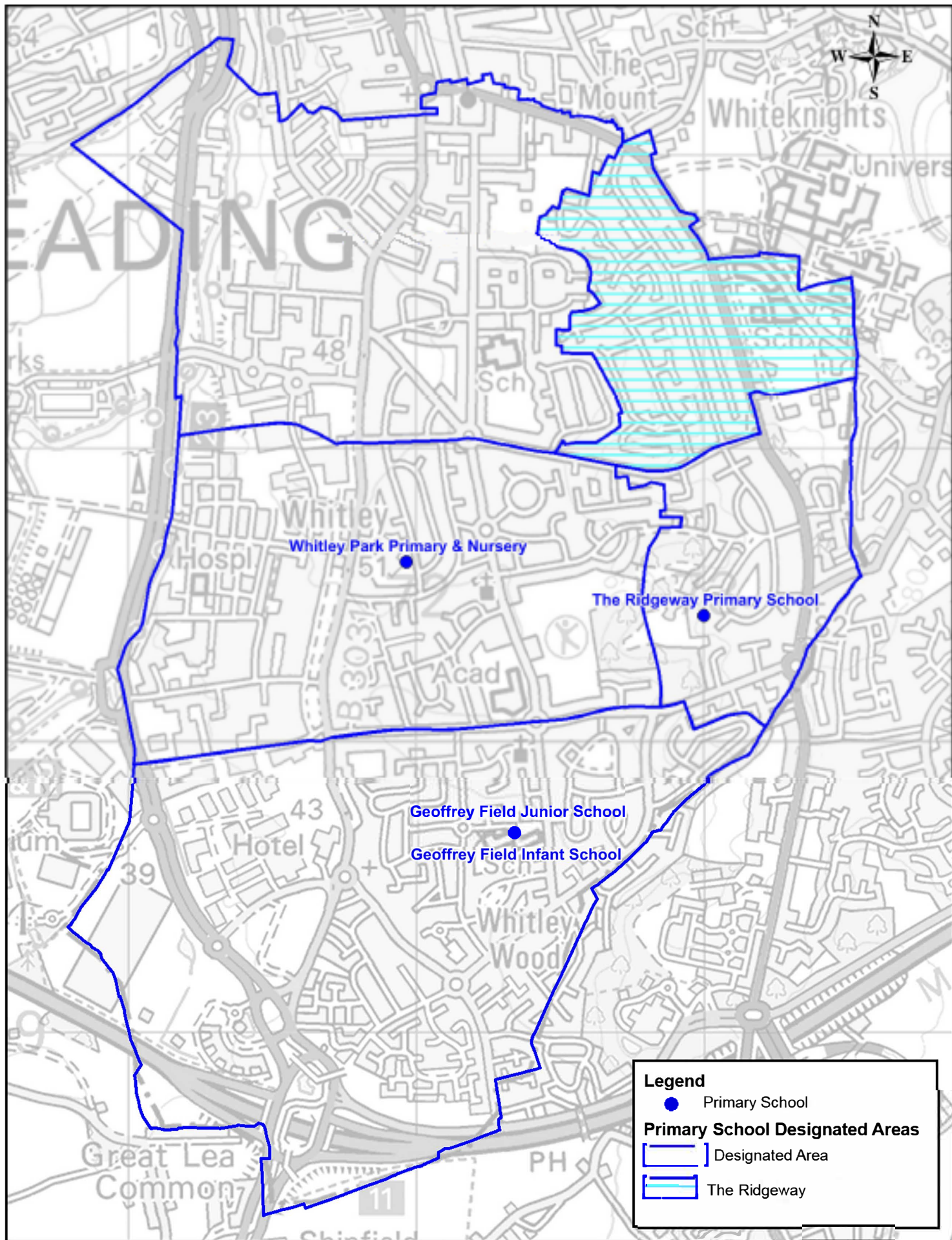
Date: 09/08/2018

Scale at A4: 1:22000

Produced by GIS & Mapping Services

Ref: 7223\G:\Mapinfo\Data\Client datasets\Education & Community\School Admissions\updated primary schools\designated areas maps





Title: **Primary Schools Designated Areas**
South Reading

Drg.No.: GIS00013

Produced by GIS & Mapping Services

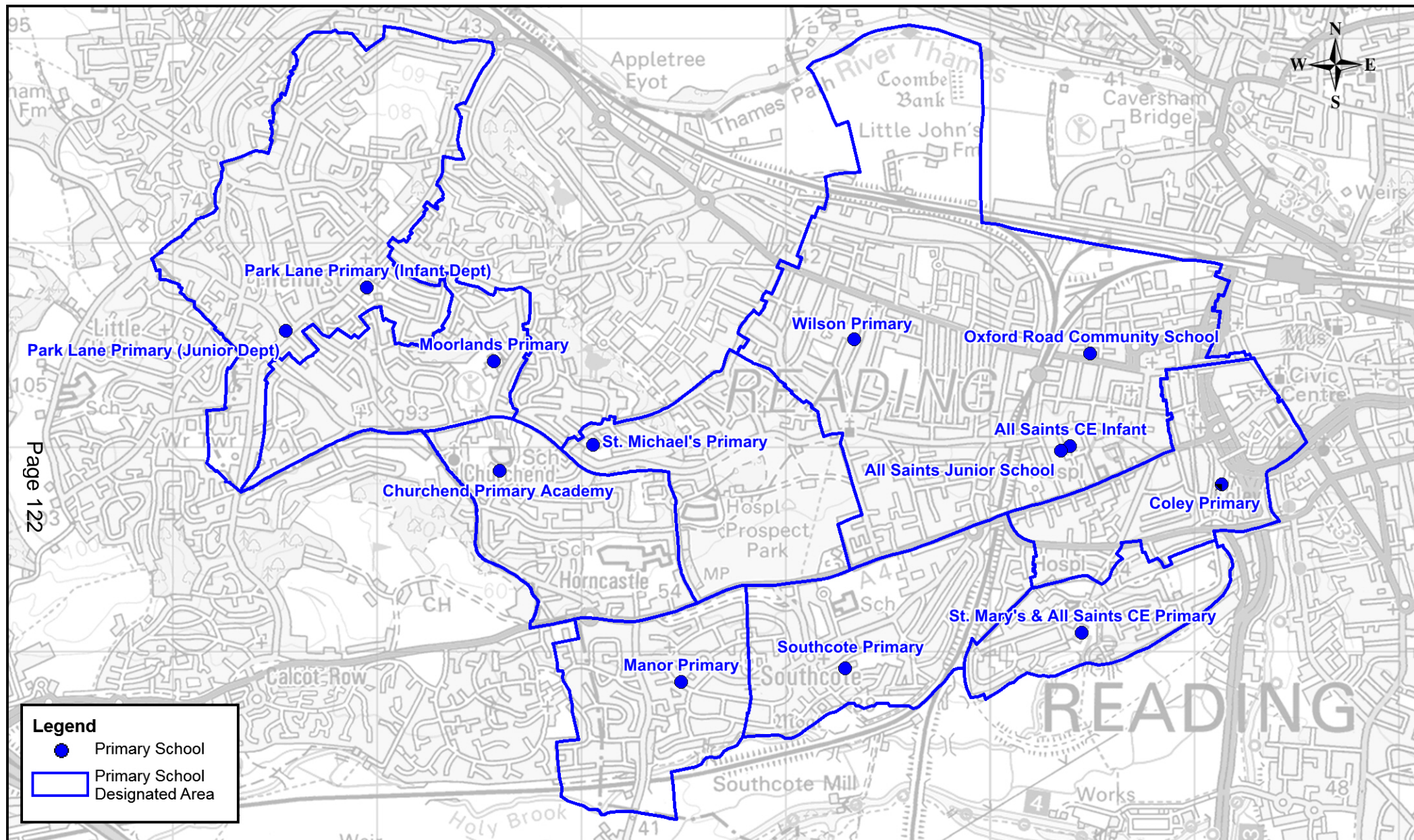
Date: 09/08/2018

Scale at A4: 1:18000

Ref: G:\MIND\CD\Edu & Commu\School Admissions\updated primary\designated



Reading
Borough Council
Working better with you



Title: **Primary Schools Designated Areas**
West Reading

Drg.No.: GIS00014

Date: 09/08/2018 Scale at A4: 1:25000

Produced by GIS & Mapping Services

Ref:7223 - G:\Mapinfo\Data\Client datasets\Education & Community\School Admissions\updated primary schools\designated areas maps





**Coordinated Admissions scheme for Reading Borough Council
Secondary Schools for the 2021/2022 academic year.**

For September 2021 entry

Determined on xxx

Contents

Introduction.....	3
Applications	4
Late Applications	5
Changes of preference	5
Change of Address	6
Processing Applications	6
Exchange of information	6
Resolving multiple offers	6
Informing schools	7
Informing Parents	7
Waiting Lists	7
Withdrawing a place.....	8
Requests for admission outside the normal age group	8
Disputes between Parents.....	9
In-Year Admissions	9
Timetable for the Secondary School Admissions Round 2021-22	10

Introduction

Reading Borough Council delivers its school admissions service through Brighter Futures for Children (BFfC). BFfC is an independent, not-for-profit company, wholly owned by Reading Borough Council, set up in December 2018 to deliver children's services, early help, education and SEND services in Reading.

There are no major changes to the coordinated scheme for 2021/22 and therefore no requirement for a public consultation.

This Scheme is made under section 84 of the Standards and Framework Act 1998 and in accordance with the School Admissions (Admissions Arrangements and Coordination of admissions arrangements (England) Regulations 2014.

The purpose of this coordinated scheme for secondary school admissions is to ensure that every parent/carer of a child **resident in Reading Borough**, who has submitted an application, receives **one offer** of a school place at the conclusion of the normal admissions round. At its heart is clear communication between **Reading school admissions**, other local authorities, community, and all state schools in Reading.

Parents/carers who live in the Borough of Reading **must** submit an application to **Reading school admissions** if they require a place for their child in any state school as part of a routine admissions round, including schools in other local authorities, academies and free schools. Applications cannot be submitted to a school or to the local authority in which the school is situated. Parents/carers living within any other local authority areas must apply through their own local authority admissions service.

Coordination with Reading school admissions does not affect the right of individual admission authorities to set and operate their own admission arrangements. Admission authorities for Reading schools will need to comply with the timetable set out below. As all schools in Reading are foundation, voluntary aided or academy schools, the governing body of each school will consult (if necessary) and determine their own admission arrangements for September **2021**.

These arrangements deal mainly with a child's admission to secondary school during the school year from September **2021** to August **2022**. The children concerned are typically those born between 1 September **2009** and 31 August **2010**. The place offered is a full-time place from September **2021**.

National Offer Day for Secondary Admissions is 1 March 2021

Applications

Reading Borough Council will put in place procedures that, where possible, ensure all parents/carers living in the Borough of Reading (with a child eligible to start secondary school in September 2021) will be aware of the application process. Eligible children living in Reading will receive an information pack in September 2020. Children who attend Reading schools but who are not resident in Reading will be advised to apply to their home local authority.

Parents/carers are encouraged to apply online via the [Reading Citizen Portal](#). The site will be open from **12 September 2020 until 31 October 2020**.

Parents/carers will be invited to list four preferred schools and rank them in priority order. Parents/carers may also give reasons for their preferences. Parents/carers may list any state schools, including those outside the local authority; this includes academies, voluntary aided and voluntary controlled Schools.

The Reading [common](#) application form (and the online terms and conditions) will include a statement requiring parents to confirm they have read the *Guide for Parents and Carers* and accept the policies and procedures in that document.

Parents/carers should return their completed forms directly to the school admissions team at [BFFC](#).

Parents/carers will complete the common application form online by the agreed deadline. The school admissions team will validate the application address. Validation, where possible, will be by reference to Council Tax data held by the local authority. Where this is not possible, proof of residence will be required in the form of ownership documents or tenancy agreement.

Where, as part of its admission arrangements, a school requires additional information, parents/carers may also choose to complete a supplementary form to support their application. This should be submitted separately to the school. The *Guide for Parents and Carers* will identify those Reading schools for which a supplementary form may be necessary. These forms will be available from the BFFC [website](#). Supplementary forms are not applications and parent/carers must submit an application to [Reading school admissions](#) either on the common application form or online.

National Closing Date is **31 October 2020**.

Late Applications

Applications received after the closing date will be treated as 'late' applications. However, if the late submission of the application is caused by extenuating circumstances (e.g. sudden illness or death of a close family member or the family having very recently moved to the area), written evidence may be provided to support this. In such cases, the application may be treated as on time if evidence is received before **31 December 2020**.

Where no evidence is provided, it will be assumed that the application could reasonably have been submitted by the closing date. In such cases, the application will be treated as late and considered after all on time applications have been allocated.

All applications received from the **1 January 2021** are considered late and will be passed to the appropriate admission authority in Reading (or to the appropriate local authority) after **16 March 2021**.

In these cases, parents/carers will be informed about the outcome of their application as per the timetable below, after National Offer Day. Applications for oversubscribed schools will be added to the waiting lists of those schools and ranked according to their oversubscription criteria.

Late applications will be processed after **16 March 2021**. The second round of allocations will start on **11 May 2021** and will consider all applications received up to 1 week prior. Further allocations will be made every 4 weeks until the end of **August 2021**. In each case, the cut-off date for consideration in each round of allocations will be 1 week prior to the allocation date.

Changes of preference

Where the parent/carer wishes to change their preferences, they must submit a new application form (paper or online). If this is received by the school admissions team before **31 October 2020** it will be accepted as on time and will replace any previous application. Any preferences to be retained from a previous application must be listed on any subsequent applications.

Changes of preference received after **31 October 2020** will be treated as late applications in the way described above. However, applications for late change of preference where there are extenuating circumstances (e.g. sudden illness or death of a close family member or the family having very recently moved to the area) may be treated as on time, provided written evidence is supplied to support the late submission. This should be received by the school admissions team before **1 January 2021**. If no evidence is provided, the application will be treated as late. Any application for change of preference(s) received after **1 January 2021** will replace any previous application and be marked as late. Please think very carefully about submitting an application after this date, particularly if you have already submitted an on time application.

After **15 March 2021**, late changes of preferences will be passed to the appropriate admission authority in Reading or to the appropriate local authority to be considered.

Change of Address

As required by the School Admissions Code 2014, changes of address made after **31 October 2020 and before 1 January 2021** will be considered as on time. If an applicant changes address after the **1 January 2021** they will need to submit a new application, based on the new address. The new application will be marked as late and their previous application will be withdrawn. Documentary evidence of the change of address will be required.

Processing Applications

Exchange of information

As per the timetable below, the **Reading school admissions team** will forward applications to other local authorities and admission authorities in Reading. At the same time, other local authorities will forward applications to Reading for their residents to be considered for Reading schools.

Depending on the arrangements agreed with the governing body of each school, the **school admissions team** will provide the school with relevant information to enable them to rank applicants using their oversubscription criteria, **as per the timetable**. **Reading school admissions** will not pass on the details of the parent/carers preference ranking to the school, and no school will be told about other schools a parent has listed.

As per the timetable, each admission authority in Reading will rank applications according to their published oversubscription criteria and return ranked lists to the school admissions team.

Resolving multiple offers

As per the timetable, **Reading school admissions** will inform other local authorities of places offered in Reading schools to their residents. During the exchange of information, **Reading school admissions** will consider all cases where a child can be offered more than one of their preferences. In such cases, a place offered will be at the school a parent/carer listed highest in preference.

If a place cannot be offered at one of the preferred schools listed by the parent/carer, **a place will normally be offered at the catchment school (if that school has spaces remaining) or, the nearest Reading school with a place available**. If the offered school is one where Reading Borough Council is not the admission authority, this will be in consultation with the governing body of the school in question. If the nearest school with places is a faith school, parents/carers will be offered this as an option. Should the parent/carer be unhappy with a faith school being offered, they will be informed of other schools with available spaces (which may be further from their home). Where no places are available at any Reading schools,

parents/carers will be informed and alternative schools (outside Reading Borough) may be offered. Such an offer will depend on availability and the agreement of the appropriate admission authority. This will not preclude parents/carers from requesting an alternative school, nor from lodging an appeal for their preferred school with the admission authority.

Informing schools

As per the timetable, the school admissions team will send each Reading Secondary school a list of pupils to be offered a place at their school. This will be confidential to the school and must not be passed on to parents/carers.

Informing Parents

On **National Offer Day**, letters will be posted (2nd Class), to all Reading-resident parents/carers who submitted an on time application, offering a school place for their child in a secondary school. The letter will identify whether the offer is made on behalf of the governing body of a school or another local authority. The letter will:

- Inform parents of the school offered;
- Indicate how to accept a school place and the deadline for accepting.
- Provide information on school transport;

If the school offered is not their first preference, parents/carers will also be supplied with the following information:

- Where they can find information showing how places were allocated at oversubscribed schools in Reading.
- How to submit an appeal.
- If the place offered is not their highest preference school(s), the child's name will be added to the waiting list(s) of all of the school(s) they listed higher in preference. Parents/carers are required to advise Reading school admissions if they do not wish their child's name to remain on a waiting list.
- Contact information for other local authorities.

Parents/carers who submitted an online application will receive an email and may view their offer online on **National Offer Day**. The email is for information only. The letter posted on National Offer Day is the formal offer of the school place.

Waiting Lists

After 16 March 2021 'waiting lists' will be administered for schools with more applicants than places available. A child's position on a waiting list is determined according to the oversubscription criteria of the school. When a place becomes available, this will be offered to the child who is top of the waiting list. A child's position on a waiting list may go up or down for a number of reasons (e.g. pupil withdrawals or new and revised applications). When a place is allocated from the waiting list, the child's current allocation (for a lower preference school) will be removed and allocated to another student, if appropriate. It is the responsibility of the parent to inform the school admissions team if they no longer wish to

remain on the waiting list of a school. It will be assumed that a child is to remain on the waiting list of all schools listed as a higher preference than the allocated school, unless the parent/carer indicates otherwise.

Waiting lists for all schools in Reading Borough will be kept until the end of the **31 December 2021**. After this date, the policy of the individual school(s) will be followed. After the coordinated admissions round ends on **31 August 2021** any waiting list will be treated as an In-Year admission and will follow the individual policy of the school.

Withdrawing a place

If the offered place is not accepted within two weeks of **15 March 2021**, Reading school admissions will send a reminder and allow a further seven days for a reply. If there is still no response, the place **may** be withdrawn. If a school place has been offered on the basis of fraudulent, or intentionally misleading, information (which denied the place to another child), the place will be withdrawn

Requests for admission outside the normal age group

In exceptional circumstances, applications may be received for children who are not in the school year appropriate to their age. Where this arises, the schools requested will consider the circumstances of each case. Applications for these children will normally be processed with all other children, and these children will be permitted to enter their allocated secondary school.

Applicants should submit an application on the common application form by **31 October 2020**. Parents must outline their reasons for the request and supply supporting documents (e.g. information from their child's education setting or medical evidence). They should also provide **confirmation from their current school that their child is studying outside their normal year group, in Year 6**. The school admissions team will forward this information to the listed schools for consideration. Each case will be carefully considered by the admissions authority and parents/carers will be informed of the decision in writing, before National Offer Day, setting out clearly the reasons for the decision. One admission authority cannot be required to honour a decision made by another admission authority on admission out of the normal age group.

Requests for schools outside Reading will be referred to the council in whose area the school is located for consideration under that council's scheme.

Transgender Students

Where a transgender pupil wishes to apply for a single-sex school, they must do so in the normal way (outlined in this policy) by completing the Common Application Form. Reading [school admissions](#) will coordinate these admissions; however, it is for the admissions authority of the school(s) listed on the application to make a decision on the case. Where a place is refused, parents will be notified of their right to appeal.

Disputes between Parents

When completing the application, a parent/carers must tick the box to declare they have parental responsibility for the child. It is assumed that the application is made with the agreement of all parties having parental responsibility. Where one or more applications is received for a child, and there is dispute about the preferences or preference order on the application, the applications will be withdrawn until a court order is provided detailing the arrangements for schooling. If consensus between parents or a court order is not received by the **31 December 2020**, all preferences will be removed and new preferences will be inserted in the following order: catchment area schools(s), closest appropriate Reading schools by straight-line distance to the home address. This is to ensure there is an allocated school for the child. The home address used will be that of the parent/carers receiving child benefit for the child or, where no parent claims this, the address registered with the child's current school.

In-Year Admissions

The In-Year admissions arrangements for the school year 2020-2021 will use the determined policies of 2020-2021

Parents/carers seeking admission for their child into Year 7 – Year 11 of a secondary school in Reading Borough must apply to [Reading school admissions](#). Parents/carers may apply direct to some voluntary-aided, academy or free schools in the Borough, however, the majority of these schools have opted to be part of the coordinated admission arrangements and applications are normally submitted to the [Reading school admissions team](#). A list of schools to which a direct application is necessary is available from the [BFfC](#) website. Where a school listed is in another local authority, the parent/carers will be advised to apply directly to that local authority and the application for that school will follow the relevant local authority's scheme

Timetable for the Secondary School Admissions Round 2021-22

Action	Date
<i>Guide for Parents and Carers</i> to be placed on BfC Website.	By 12 September 2020
Parents/carers to receive application information.	By 12 September 2020
Online admissions site open.	12 September 2020 – 31 October 2020
National Closing date for receipt of applications.	31 October 2020
Late/change of preference applications accepted in extenuating circumstances, written support must be submitted at time of application.	By 31 December 2020
Application details sent to secondary schools in Reading and other local authorities.	By 7 December 2020
Own Admissions Authority schools to provide Reading school admissions team with a list of children ranked according to the school's oversubscription criteria.	By 15 January 2021
Reading school admissions to inform other local authorities of offers that can be made to their residents in Reading schools.	From 25 January 2021
Final coordination.	By 12 February 2021
Reading secondary schools sent list of children to be offered a place.	By 26 February 2021
National Offer Day - Offer letters posted to Reading residents.	2 March 2021
Online applicants can view outcome of application.	2 March 2021
Deadline for parents to accept.	15 March 2021
Late applications for over-subscribed schools added to the waiting lists/change of preferences processed.	From 16 March 2021
Coordination with other LA's ends.	31 August 2021
Waiting lists held for Reading schools.	Until at least 31 st December 2021

Relevant Area.

Reading Borough Council delivers its school admissions service through Brighter Futures for Children (BFFC). BFFC is an independent, not-for-profit company, wholly owned by Reading Borough Council, set up in December 2018 to deliver children's services, early help, education and SEND services in Reading.

The School Standards & Framework Act 1998 requires Local Authorities to establish Relevant Area(s) for admission policy consultations. The Relevant Area is the area in which admission authorities must consult with schools regarding their proposed admission arrangements before finalising them.

Once the relevant area has been determined, any school or academy proposing to change arrangements will need to consult with all other interested parties within this area in line with the Schools Admission Code.

Reading's last consultation ran from 17 October until 9 December 2018 and was determined on the 14 February 2019 to ensure that schools and academies use the defined relevant area to inform their statutory consultation process on admission arrangements.

Reading has reviewed the current relevant area and as there is no change, this will be retained for school year 2021/22 and 2022/23. The relevant area was determined as follows:

1. **Admissions Authorities must** consult on admission arrangements for primary/infant and junior schools with

- Headteachers and Governing Bodies of all schools in Reading Borough
- Neighbouring Local Authorities – Oxfordshire County Council, West Berkshire Council and Wokingham Borough Council
- Diocesan Authorities - Oxford Church of England Diocese, Portsmouth and Birmingham Catholic Diocese
- All Academies, Voluntary Aided or Foundation Secondary Schools within 8 kilometres (5 miles) of the Reading Borough border
- All Academies, Voluntary Aided or Foundation primary/junior/infant schools within 3.2 kilometres (2 miles) of the Reading Borough border

2. Having first consulted with the appropriate Diocese, **primary** Voluntary Aided schools must consult with:

- Reading Borough Council/ **Brighter Futures for Children**
- All primary/infant and junior and maintained nursery schools in Reading Borough
- Neighbouring Local Authorities – Oxfordshire County Council, West Berkshire Council and Wokingham Borough Council
- All Academies, Voluntary Aided or Foundation primary/junior and infants schools outside Reading Borough within 3.2 kilometres (2 miles) of the school

3. Primary Academies and Foundation and Trust schools must consult with

- Reading Borough Council / **Brighter Futures for Children**
- All primary/infant/junior and maintained nursery schools in Reading Borough
- Neighbouring Local Authorities – Oxfordshire County Council, West Berkshire Council and Wokingham Borough Council
- All Academies, Voluntary Aided or Foundation primary/junior and infants schools outside Reading Borough within 3.2 (2 miles) kilometres of the school

4. Secondary Academies and Foundation schools must consult with:

- Reading Borough Council / **Brighter Futures for Children**
- All primary/junior and secondary schools within Reading Borough
- Neighbouring Local Authorities – Oxfordshire County Council, West Berkshire Council and Wokingham Borough Council
- All Academies, Voluntary Aided or Foundation Secondary Schools within 8 kilometres (five miles) of the Reading Borough border
- All Academies, Voluntary Aided or Foundation primary/junior schools within 3.2 kilometres (2 miles) of the Reading Borough border

5. Having first consulted with the appropriate Diocese, **Secondary** Voluntary Aided schools must consult with:

- Reading Borough Council / **Brighter Futures for Children**
- All primary/junior and secondary schools within Reading Borough
- Neighbouring Local Authorities – Oxfordshire County Council, West Berkshire Council and Wokingham Borough Council
- All Academies, Voluntary Aided or Foundation Secondary Schools within 8 kilometres (5 miles) of the Reading Borough border
- All Academies, Voluntary Aided or Foundation primary/junior schools within 3.2 kilometres (2 miles) of the Reading Borough border

READING BOROUGH COUNCIL

REPORT BY CUSTOMER RELATIONS MANAGER ON BEHALF OF MANAGING DIRECTOR AND DIRECTOR OF CHILDREN'S SERVICES OF BRIGHTER FUTURES FOR CHILDREN (BFfC)

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES & EDUCATION COMMITTEE		
DATE:	7 JANUARY 2020	AGENDA ITEM:	12
TITLE:	ANNUAL COMPLAINTS REPORT 2018-19 FOR CHILDREN'S SOCIAL CARE		
LEAD COUNCILLOR:	COUNCILLOR TERRY	PORTFOLIO:	CHILDREN'S SERVICES
SERVICE:	BRIGHTER FUTURES FOR CHILDREN (CHILDREN'S SOCIAL CARE)	WARDS:	BOROUGHWIDE
LEAD OFFICER:	NAYANA GEORGE	TEL:	0118 937 3748
JOB TITLE:	CUSTOMER RELATIONS MANAGER	E-MAIL:	Nayana.george@reading.gov.uk

1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 Brighter Futures for Children (BFfC) recognises that there will be occasions when the service provided to children, young people and their families is not to a satisfactory standard or where the customer is unhappy with the service they have received and complaints are made. Complaints are an important source of information to help the company understand where and why changes need to be made to improve the service provided. Children's Social Care, Early Help, Education and Special Educational Needs and Disabilities Services in Reading are delivered by Brighter Futures for Children (BFfC), a not-for-profit company which is wholly owned by, but independent of, Reading Borough Council. Through a Service Level Agreement Reading Borough Council's Customer Relations Team handles the administration for complaints and Subject Access Requests.
- 1.2 The purpose of this report is to provide an overview of complaints activity and performance for Children's Social Care for the period from 1 April 2018 to 31 March 2019.
- 1.3 During this period the service received 96 statutory complaints, which is a decrease of 40 (29.4%) over 2017/18. Of the 96 received:

- 19 were resolved through Alternative Dispute Resolution (ADR) by the Social Care Teams
- 77 progressed to a formal investigation

- 1.4 During the same period, 11 complaints progressed to a Stage 2 investigation, although these were not all progressions of Stage 1 complaints received in the same period, as some related to Stage 1 investigations carried out in 2017/18.

The Customer Relations Team have continued to raise awareness of the complaints process and in accord with recommendations from Ofsted have in particular worked with operational teams to encourage children and young people to submit complaints where they are dissatisfied with the service they receive. Brighter Futures for Children went live on 3 December 2018.

The Council and BFfC have worked closely to drive improvement in the services for children.

- 1.5 The 'Children's Social Care Complaints 2018/19 - Summary Report' attached at Appendix A provides an analysis of the data; it explains how complaints are managed and how the learning is used to improve services. This will also be made publicly available through both the Council and \brighter \futures for \children's websites from 10 January 2020.

2. RECOMMENDED ACTION

- 2.1 That the Committee notes the contents of the report and intended actions to further improve the management of representations and complaints in 2019/20 for Children's Social Care.
- 2.2 That the Committee notes the continuing work to raise awareness of the complaints process and encourage its use by children and young people.

3. POLICY CONTEXT

- 3.1 The NHS & Community Care Act 1990, Children Act 1989, The Children Act 2004, Department of Health and Department for Education Guidance & Regulations require that the Children's Social Care service sets up and maintains a complaints procedure. They also require that Local Authorities operate the procedure within specified time scales and methods of investigation and that a summary of statistical information on complaints and a review of the complaints process are included in the annual report.

4. ACTIVITY

- 4.1 Brighter Futures for Children operates a 3-stage procedure in respect of statutory complaints about Children's Social Care made by 'qualifying individuals', as specified in the legislation. Qualifying individuals are defined in national guidance as the child or young person, their parent, carer or foster carer or 'anyone who could be seen to be acting in the best interests of the

child'. The timescale for responding to complaints at Stage 1 is 10 working days, which can be extended to 20 working days in certain circumstances. The Customer Relations Manager, who is the designated Complaints Manager for BfFC, also has to be aware of all complaints as they are being dealt with.

- 4.2 The Corporate Complaints Procedure gives an opportunity for those who are not 'qualifying individuals' under the social services legislation, to still be able to complain about Children's Social Care.

5. CONTRIBUTION TO STRATEGIC AIMS

5.1 The Complaints Service provided by the Customer Relations Team contributes to the Service's aims to enhance emotional wellbeing and deliver outstanding services for children in need and those needing protection. It does this by providing an impartial and supportive service to children and families who wish to complain or raise a concern and ensuring that there is learning from complaints. The Customer Relations Team and the Customer Relations Manager will continue to provide this service to the children's company, Brighter Futures for Children, under a service level agreement.

6. COMMUNITY ENGAGEMENT AND INFORMATION

- 6.1 Information about the complaints process is provided verbally to service users via the Social Care Teams and Independent Reviewing Officers as well as the Customer Relations Team. Leaflets on the procedures are widely distributed and available in a variety of formats and languages on request.
- 6.2 In all Children Looked After care reviews and all Child Protection conferences, the Chair always specifically mentions the complaints process so that our most vulnerable children are regularly reminded of their right to complain and a leaflet is given out. Service users are also able to register a complaint via the web, text, the Mind Of My Own App, e-mail direct to the Customer Relations Team, in person, by phone and in writing or via an advocate.
- 6.3 The Brighter Futures for Children website has a direct link to the complaints service and the Customer Relations Team has published the details of the Customer Relations Manager and the BfFC advocacy provider Reconstruct. The Customer Relations Team also work closely with Healthwatch Reading organisations who all offer a free help line support to children in care and carers who may wish to complain and require assistance.
- 6.4 Translation services are provided for complainants whose first language is not English and advocacy support is available for young people who wish to make a complaint.

7. EQUALITY IMPACT ASSESSMENT

- 7.1 The Customer Relations Manager will ensure that the statutory complaints process is accessible to all customers regardless of their race, gender, disabilities, sexual orientation, age or religious belief.
- 7.2 The statutory complaints process is designed to ensure that any concern or issue faced by vulnerable children and their carers is addressed in a timely and impartial manner.

8. LEGAL IMPLICATIONS

- 8.1 The Statutory foundation for the Children's Social Care Services Complaints Procedures are The Local Authority Social Services Act (1970), The Children Act (1989), The Children Act (2004), The Human Rights Act (1998), The Adoption and Children Act (2002) and The Children Act 1989 Representations Procedure (2006).
- 8.2 It is a requirement of the Department of Health's Standards and Criteria for Complaints Management for Children's Social Care that an annual report on complaints activity is presented to a public meeting.

9. FINANCIAL IMPLICATIONS

- 9.1 There are no Capital or Revenue implications arising from this report.
- 9.2 **Value for Money** - The Council's Customer Relations Team provides value for money in effectively discharging the complaints process for BFfC by attempting informal resolution of complaints and also ensuring that most statutory complaints are resolved within the Stage 1 process so that expensive Stage 2 investigations and Stage 3 Panels are minimised.
- 9.3 **Risk Assessment** - There are no specific financial risks arising from this report.

10. BACKGROUND PAPERS

- 10.1 'Getting the Best from Complaints' Government Publication, August 2006

CHILDREN'S SOCIAL CARE COMPLAINTS for Brighter Futures for Children 2018/19 SUMMARY REPORT

Introduction

This is a summary report of the data for Statutory complaints received by Brighter Futures for Children (BFfC) for the financial year 2018/19 when the number of complaints received has decreased compared to the previous year. This report will also be made available to the public through the Reading Borough Council (RBC) and BFfC websites following agreement of the report at the Committee Meeting on 8 January 2020.

In addition to the quality of service provided there are many factors that can affect the number of complaints received such as satisfaction, customer expectations, awareness of the complaints process, and the extent of promotional activity. Therefore a high number of complaints should not be interpreted simply as meaning the Council is providing a bad service, whilst at the same time a low number of complaints should not be interpreted as meaning people are satisfied with the service.

When interpreting the meaning of the statutory complaints statistics it is important to take into account not just the number received but the number and proportion that are upheld.

Brighter Futures for Children welcomes feedback through the complaints process which, as well as providing the opportunity to identify where services have not been provided as they should be, also provides customer insight and helps identify any deficiency in practice, policies and procedures. It is from these that the Service and those who work within it can continue to learn and improve practice and service delivery.

Statutory Complaints Procedure

Complaints dealt with through the statutory procedure involve three stages.

At Stage 1, complaints are investigated and responded to by a manager in the relevant service area.

If the complainant feels that the issues they have raised remain unresolved, they have the right to progress their complaint to Stage 2. Consideration of complaints at Stage 2 is normally achieved through an investigation conducted by an Investigating Officer and an Independent Person. The Independent Person is involved in all aspects of consideration of the complaint including any discussions in the authority about the action to be taken in relation to the child. At the conclusion of their investigation the Independent Person and the Investigating Officer prepare independent reports for adjudication by a senior manager (usually the Deputy Director of Children's Social Care).

Where Stage 2 of the complaints procedure has been concluded and the complainant is still dissatisfied, they are eligible to request a review of the Stage 2 investigation of the complaint by a Review Panel at Stage 3. The Panel must consist of three independent people.

The Statutory Children's Social Care Complaints process encourages the complainant and BFfC to consider Alternate Dispute Resolution (ADR) at every stage of the complaints process. This means resolving a complaint or concern informally through a face to face meeting or telephone discussion. Entering into ADR does not restrict the complainant's right to request a formal investigation at any stage. It is the complainant's right to request the presence of the Customer Relations Manager at any face-to-face meeting.

Summary of Compliments and Complaints Activity, Quality Assurance & Learning

There has been a slight decrease in the number of complaints received compared to the previous year. The top three themes for complaints continue to be Service Provision, Staff Conduct and Communication.

Examples of complaints recorded as Service Provision are where the parent or carer may disagree with the content of an assessment or care plan proposed for a child or young person, there has been concerns from parents or carers about contact arrangements with their looked after child or child or young person being unhappy about the move to a different placement.

Staff conduct complaints are recorded as such when complaints are received around specific individual members of social work staff.

Communication complaints are mainly about the customer/young person not being notified in advance of contact arrangements, staff not returning telephone calls or responding to emails.

This report details information for the past year, analysis of the data, quality assurance and information on service developments as a result of learning from complaints.

Under the current monitoring system, information about complaints received directly by teams is reported to the Customer Relations Manager upon receipt. This is to ensure that the Customer Relations Manager is aware of all current complaints in order to monitor their progress and highlight cases that can be resolved through Alternate Dispute Resolution (ADR) to Team Managers and senior staff.

Quality Assurance

The Customer Relations Team carry out checks of all complaint responses to ensure the quality of the response and that the language and terminology used is made easy for the complainant to understand, particularly if the complaint is from a child or young person. Statistics indicate 100% of responses were checked by the Customer Relations Team before being sent out. The findings and recommendations are shared regularly with Directors and operational managers. The Customer Relations Manager

and her Team are also available to the complainant and the investigator for advice on best practice during the complaint investigation, but remain impartial.

The Customer Relations Manager delivers training on investigating and responding to statutory Stage 1 complaints and also on the Corporate Complaints Procedure. The Customer Relations Manager also attends Team Meetings to provide training and advice to front line staff. Training is now available online also; this can be accessed by all social care staff through the Council's Training Department. Take up of this on-line training has been very low. Two training sessions for operational managers were arranged and the first was completed in November 2019, the second session is scheduled for February 2020

The Customer Relations Team promotes the Social Care complaints service on behalf of BFfC. Promotional activity has included outreach work to external groups, publicity material for staff, children and young people and close links with Healthwatch Reading. Parents or carers with learning difficulties or other needs will be signposted to local charitable advocacy providers.

The Customer Relations Team has also improved processes to ensure upcoming responses are discussed and monitored at weekly meetings. BFfC Directors and the Senior Leadership Team get a weekly update report on all complaints which are live and under investigation. BFfC staff are in more regular contact with the Customer Relations Manager and her team and are aware of their processes which has led to improved joint working for the benefit of the complainant.

Monthly reports of the Service Level Agreement are provided to BFfC Contract Manager. Quarterly reports are prepared for the Council's Management Team (CMT), and the Senior Leadership Team for BFfC.

Support Network

The Customer Relations Manager participates in the Southern Region Complaints Managers' Group and is the current Vice Chair of the group and as such also attends the National Complaints Managers' Group. Both groups continue to support Customer Relations and Complaints Managers in sharing good practice, both nationally and locally. Where cases are complex the Customer Relations Manager often seeks advice and guidance from Legal Services and the Local Government & Social Care Ombudsman's advice line.

Learning from Complaints

In 2018/19 these were the learning areas and below each one the progress made on these actions is noted:

- Recruitment and Retention of Social Workers: Stabilising the social workforce is a priority; as this leads to continuity for children and families and prevents delay and drift in care planning for children. Brighter Futures for Children have focussed on recruitment to all vacant social work posts; albeit also filling the posts with agency social workers. Filling all vacant posts has led to less delay for children; although the focus remains on permanent recruitment of social workers. A further focus has been on developing an Induction Programme for

all new social workers - permanent or agency. This enables a staff to have a positive start with BFfC and enhances retention rates. Reducing caseloads also increase staff retention. A Principal Social Worker was appointed in February 2019. This post led on developing a learning and development offer to new and existing staff; inclusive of a career pathway which will further aid retention of social workers and valuing our staff.

- Improvement of the quality of practice is one of the 6 priority areas for Brighter Futures for Children. The focus has been on enhancing practice around assessment, visiting children and intervention through direct work with children. Management direction and oversight is also a priority area and supervision practice has also been strengthened through practice and compliance monitoring. Auditing and quality assurance practices are further supporting the learning and quality of supervision.

The DfE guidance asks for the Council or its representative, such as BFfC, to ensure that we report the learning and service improvements implemented as a result of complaints. Some learning was pertinent to individual workers and led to bespoke advice and training. Some learning was shared in reminder to all staff regarding good practice and some learning led to review of services and processes.

Some individual and staff learning included:

Complaint received about a Team Manager not being aware of the complaint procedure.

The Customer Relations Manager attends the Senior Leadership Team meeting every quarter and has planned two complaints training workshops for Team and Assistant Team Managers. In the meantime a process document has been sent to all managers to refer to and they have been advised to access the online training course.

Complaint received about lack of clarity around transition planning for disabled Service Users aged 18 - 25 years old from BFfC to Adult Social Care.

The social care service, for Service Users aged between 18 and 25 transferred from (BFfC) Children's Social Care to Adult Social Care in July 2018. Allocated Social Worker to support the young person, keep them and their carers informed about the transfer.

Complaints received about the lack of information and processing of carers assessments for carers of disabled children.

Where there is a Social Worker from Children and Young People's disability team the assessment is given to the worker to include in the single assessment.

If the carer needs support and the child is under 18, the carer is advised to contact the Children's Single Point of Access Team for review.

The online application form will be revised to make this clearer for all and avoid parents sending in carers assessments to adult services where the cared for is under 18.

Complaints and concerns provide essential and valuable feedback from our customers. Listening to customers and reflecting on examples of where we have not got it right can reveal or highlight opportunities for improvement (for example, a deficiency in practice, communication or service delivery). Even if a complaint is not upheld, lessons can be learnt from that complaint with service developments and improvements as a result. The complaints process and the feedback gained is an integral part of the quality assurance process, which feeds into the development and monitoring of services.

Once a complaint is investigated, the Investigating Officer (IO) will complete a Learning Action Plan for complaints which have been upheld or partially upheld and which may have recommendations to the services about improving services; these are collated by the Customer Relations Team for reporting purposes and shared with BfFC senior managers.

BfFC recognises the need to improve the timescales for responding to complaints. Two-weekly reports have been provided to the Head of Communications & Marketing who shares this with other senior managers and highlights deadlines and responses needed, which has allowed for better tracking of the timeliness of complaints. This remains a priority area to be improved.

Complaints Activity Statistics

In the year 2018/19, Children's Social Care received 96 statutory complaints, which is a decrease of 40 (29.4%) compared to the 136 received in 2017/18.

To give this some context, in 2018/19, 2,765 children in total were referred to Children's Social Care. The number of statutory complaints represents 3.47 of the total number of referrals for the service last year.

We also received 11 requests for a complaint to be progressed to Stage 2 during this period. These complaints are not included in the reporting statistics for this report, as they are deemed to be duplicates of the Stage 1 complaint for reporting purposes.

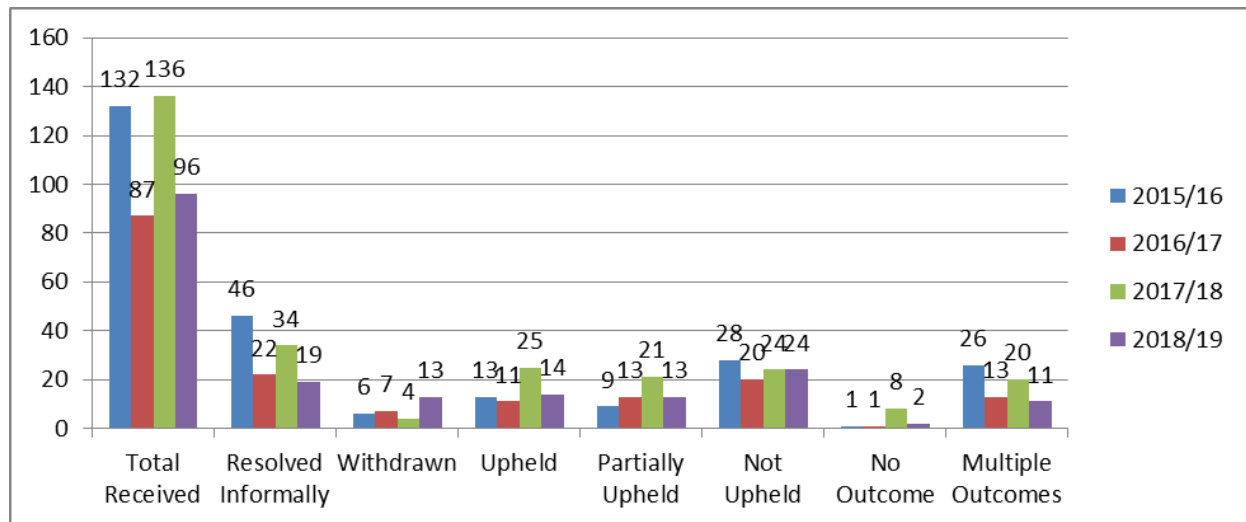
Of the 96 complaints received, 19 (19.8%) were resolved as representations informally through Alternative Dispute Resolution (ADR) by the Social Care Teams.

13 (16.9%) of the remaining 77 complaints were withdrawn by the complainant following a resolution with the service after the investigation had commenced, leaving 64 which were investigated at Stage 1 to an outcome.

Of the 64, 26 (40.6%) were responded to within timescale, and 38 (59.4%) complaints were responded to over timescale. The decline in the timeliness of complaints responses is attributable to the company being in a state of adjustment following a

number of management changes. This has had a knock on impact to responsiveness to complaints. Going forward with more Senior Leadership Team oversight and training for all Team Managers and Assistant Team Managers, we hope to improve on the response times.

Of the 64 complaints investigated to an outcome, 14 (21.9%) were recorded as Fully Upheld, 13 (20.3%) as Partially Upheld, 24 (37.5%) as Not Upheld, and 2 (3.1%) as having no recordable outcome. The remaining 11 (17.2%) were complaints with multiple strands where several outcomes were recorded.



Total number of Stage 1 complaints (including those resolved by Alternative Dispute Resolution (ADR) and eventually withdrawn) received in the last 5 years

Year	Number of complaints received	% Increase against previous year	Number of cases referred to Children's Services	% of complaints against referrals
2013/14	81	6.5	1,698	4.77
2014/15	86	6.17	1,489	5.78
2015/16	87	1.2	3,078	2.83
2016/17	132	51.7	3,169	4.16
2017/18	136	3.03	2,717	5.01
2018/19	96	-29.4	2765	3.47

Outcomes for those Investigated to a completion (excluding those resolved via ADR and those eventually withdrawn)

Outcome	Number	% of Total
Upheld	14	21.9
Partially Upheld	13	20.3
Not Upheld	24	37.5
No Outcome	2	3.1
Multiple Outcomes	11	17.2
Total	64	100

Timescales

Total Investigated to an Outcome	In Timescale	% of Total	Over Timescale	% of Total
64	26	40.6%	38	59.4%

Total Resolved Informally	In Timescale	% of Total	Over Timescale	% of Total
19	15	78.9%	4	21.1%

The average response time for the 26 Stage 1 complaints responded to in timescale was 15 working days.

Of the 38 Stage 1 complaints responded to over timescale, 21 (55.3%) were responded to in 20 working days or fewer. These are still deemed to be over timescale, as the agreed timescale for these was 10 working days. The average response time for all of the 38 complaints over timescale was 23 working days.

Main Theme of ALL complaints received during 2018/19

(NOTE: This includes all complaints resolved informally and investigated at Stage 1, plus on-going complaints, but DOES NOT include complaints investigated at Stages 2 & 3, as these themes are duplicates of Stage 1)

Theme of Complaint	Number	% of Total
Assessment	1	1.04
Communication	10	10.42
Discrimination	1	1.04
Financial Issue	2	2.08
Inaccuracies in Report	2	2.08
Lack of Support	1	1.04
Quality of Service Provided	72	75
Staff Conduct	7	7.3
Total	96	100

Who the complaint was received from

Who Made the Complaint	Number	% of Total
Advocate	4	4.17
Carer	8	8.34
Child / Young Person	7	7.29
Extended Family (Grandparents / Aunts & Uncles, Etc)	8	8.34
Other	1	1.04
Parent	65	67.7
Sibling	2	2.08
Solicitor	1	1.04
Total	96	100

The majority of complaints are from the birth parents who disagree with social care involvement and outcomes from assessments, care plans and wish to challenge a professional decision. Complaints of this nature are inevitable, however high quality record keeping, clear communication with a clear distinction between fact and opinion reduces the opportunity for dispute.

Complaints received by Team

Access & Assessment Team	15
Access & Assessment Team 1	2
Access & Assessment Team 2	1
Access & Assessment Team 4	1
Children in Need Team	1
Children & Young Persons' Disability Team (CYPDT)	11
Court Team	5
IRO/QA Team	1
LADO	1
Leaving Care Team	5
Children Looked After Team	18

Children Looked After Team 1	3
Children Looked After Team 2	4
Multi-Agency Safeguarding Hub (MASH)	1
Safeguarding Team	9
Safeguarding Team 1	5
Safeguarding Team 2	4
Safeguarding Team 4	3
School Admissions Team	2
SEND Team	1
Total	96

The three areas which received the highest number of complaints were the Children Looked After Teams with 25 (26.04%), the Safeguarding Teams with 21 (21.9%), and the Access & Assessment Teams with 19 (19.8%). This can mainly be attributed to the challenging circumstances in which these particular services work in and the volume of their direct contact with the customers.

Methods used to make a complaint

Method	Number	% of Total
E-mail	31	32.3%
Feedback Form	2	2.08%
In Person	1	1.04%
Letter	13	13.54%
Telephone	35	36.46%
Webform	14	14.58%
Total	96	100

The above demonstrates that the complainants have a number of methods they can use to contact the Customer Relations Manager with their complaints.

Demographic Information

Ethnicity	Number of complaints received	% of Total
Asian Other	0	0
Black African	1	1.04
Black British/African	1	1.04
Black British Caribbean	5	5.2
British Asian	3	3.1
Mixed Black & White	0	0
Mixed Black African & White	0	0
Mixed Black Caribbean & White	0	0
Mixed Other	0	0
Not Stated	54	56.25

Other	0	0
Pakistani	0	0
White British	31	32.2
White Irish	0	0
White Mixed	0	0
White Other	1	1.04
Total	96	100

For Equality Monitoring purposes in 2018/19 Officers have been encouraged to seek personal demographic information from people who make a complaint to help in assessing if there are groups of people who are proportionally complaining more or less and to explore the possible reasons. We have found that people who complain do not always wish to state their ethnicity.

The offer of the Translation Service and Easy Read versions of complaint responses are made available by the Customer Relations Manager to those complainants that need these.

Complaints from Young People Involving Advocates

Between 1 April 2018 and 31 March 2019, 8 complaints were received from Young People, of which 2 were received via the advocacy provider.

The Customer Relations Manager also meets teams and managers to reinforce the importance of capturing verbal complaints. Staff are encouraged to record and analyse comments or concerns, as many children's and young people's issues are resolved this way rather than using the complaints process. If the young person is unhappy but does not wish to make a formal complaint the Customer Relations Team also offers to try to resolve matters informally.

Local Government and Social Care Ombudsman

Between 1 April 2018 and 31 March 2019 the Local Government Ombudsman (LGO) received 3 representations from dissatisfied service users for issues relating to Children's Services, This is the same as the previous year. 1 of these cases was for BFfC and Adult Social Care which the Ombudsman investigated and found no maladministration. The other 2 cases had not progressed through the Statutory Complaints Procedures so were rejected by the Ombudsman as premature.

Benchmarking

Attempts to collate information from our statistical neighbouring authorities have proven to be difficult over the years. However through the Southern Regional Complaints Managers group which the Customer Relations Manager is a member of, she has obtained the following information. This should not be used as a direct comparison as the size of the authority and the number of referrals to Children's Services would differ to that of Reading. Also it is worth noting that each authority

record their data and report in different formats.

Complaints investigated & outcomes for other local authorities :

Local Authority	Number of complaints investigated	Number of Complaints upheld or partially upheld	Number of Complaints not upheld	Withdrawn/rejected or ongoing/other
Reading Borough Council	96	27	24	13
West Berkshire	146	Not available	Not available	Not available
Bracknell	107	36	56	15
Royal Borough of Windsor & Maidenhead	38	Not available	Not available	Not available
Bournemouth	46	13	30	3
Southampton City Council	66	37	24	5

Subject Access Requests (SARs)

The Customer Relations Team process all SARs which relate to closed Children's Social Care cases. The live cases are all dealt with by the relevant Social Care Team.

In 2018-19 the Customer Relations Team received 32 requests for records relating to closed cases. Of these 32, 15 were not progressed due to either no records being held or a lack of further contact from the requestor. Of the remaining 17, 3 were processed within the 30 day timescale, and 14 were processed over timescale. The main reason for the requests being processed over timescale was due to the size of the files the team had to redact. In all cases the Customer Relations Team kept in regular contact with the requestor to ensure that they were kept up to date on the progress of their request.

Compliments

The Customer Relations Team now own the logging of compliments for Children's Services and the directorate as a whole. Staff are reminded and encouraged to pass on all compliments to the Customer Relations Team's generic mailbox.

23 compliments were recorded for Brighter Futures for Children between 1 April 2018 and 31 March 2019; this an increase of 6 from the 17 received in 2017/18. These were received by the following Teams:

Children's Action Teams (CAT)	-	1
Children & Young Persons' Disability Team (CYPDT)	-	1
Fostering/Family Placements	-	3

Court Team		2
LADO/IRO Team		4
Safeguarding Teams	-	8
Child In Need Team	-	1
Customer Relations Team & Safeguarding Team		1

The number of compliments recorded has risen compared to the previous year. There is good work being carried out across the Service and staff are encouraged to feed back compliments received.

Contact Information: How to make a complaint

Some complaints can be sorted out by discussing your problem with your Social Worker or a manager. If you want to make a complaint, you can contact the Customer Relations Team, phone, letter, in person or by email. Telephone the Customer Relations Manager (Complaints & Representations) on 0118 937 2905 or e-mail:

socialcare.complaints@reading.gov.uk. Or contact BFfC by e-mail:complaints@brighterfuturesforchildren.org

If you wish to make your complaint to us in writing, our address is:

Customer Relations Team
Reading Borough Council
Floor 2 North Front
Civic Offices
Bridge Street
Reading
RG1 2LU

You can also text us with your complaint, type SPKUP & your message to 81722. Your complaint will be recorded and if we can't sort out the problem immediately it will be passed for further investigation and action. The Customer Relations Team can take your complaint over the telephone and explain the complaints procedure in more detail or send you a leaflet explaining how to complain. The leaflet is also available in Council buildings or via the Brighter Futures for Children's website (www.brighterfuturesforchildren.org). You can also use these contact details to tell us if you have a concern (but do not want to make a complaint) or if you want to make a compliment about a service.