

Corporate Parenting Committee

Wednesday 10 November 2010

7.00 pm

Town Hall, Peckham Road, London SE5 8UB

Membership

Councillor Catherine McDonald (Chair)
Councillor Lisa Rajan (Vice-Chair)
Councillor Patrick Diamond
Councillor Claire Hickson
Councillor Eliza Mann
Councillor Althea Smith
Barbara Hills
Chris Sanford

Reserves

Councillor James Barber
Councillor Helen Hayes
Councillor Darren Merrill

INFORMATION FOR MEMBERS OF THE PUBLIC

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Contact

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or email: bola.roberts@southwark.gov.uk; paula.thornton@southwark.gov.uk
Webpage: <http://www.southwark.gov.uk>

Members of the committee are summoned to attend this meeting

Annie Shepperd

Chief Executive

Date: 2 November 2010



Item No.

Title

Corporate Parenting Committee

Wednesday 10 November 2010
7.00 pm
Town Hall, Peckham Road, London SE5 8UB

Order of Business

Item No.

Title

Page No.

MOBILE PHONES

Mobile phones should be turned off or put on silent during the course of the meeting.

PART A - OPEN BUSINESS

CORPORATE PARENTING COMMITTEE – ENJOY AND ACHIEVE THEME

1. APOLOGIES

To receive any apologies for absence.

2. CONFIRMATION OF VOTING MEMBERS

A representative of each political group will confirm the voting members of the committee.

3. NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT

In special circumstances, an item of business may be added to an agenda within five clear days of the meeting.

4. DISCLOSURE OF INTERESTS AND DISPENSATIONS

Members to declare any personal interests and dispensation in respect of any item of business to be considered at this meeting.

Item No.	Title	Page No.
5.	MINUTES	1 - 4
	To approve as a correct record the Minutes of the open section of the meeting held on 22 September 2010.	
6.	PUPIL PERFORMANCE IN 2009/2010 ACADEMIC YEAR AND THE DEVELOPMENTS LINKED TO THE VIRTUAL SCHOOL	5 - 7
	7.00pm – 7.20pm	
7.	ACCESSING LEISURE, INCLUDING FUSION PARTNERSHIP	8 - 11
	7.20pm – 7.40pm	
8.	INTERIM REPORT NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEETS)	12 - 27
	7.40pm – 8.10pm	
9.	EFFECTIVENESS OF PERSONAL EDUCATION PLANS	28 - 39
	8.10pm – 8.30pm	
10.	CHILDREN LOOKED AFTER WITH 3 OR MORE PLACEMENTS	40 - 48
	8. 30pm – 8.35pm	
11.	CHILDREN IN CARE PLACEMENTS COMMISSIONING STRATEGY	49 - 58
	8.35pm – 8.40pm	
12.	CORPORATE PARENTING COMMITTEE WORKPLAN	59 - 62
	8.40pm – 8.45pm	

ANY OTHER OPEN BUSINESS AS NOTIFIED AT THE START OF THE MEETING AND ACCEPTED BY THE CHAIR AS URGENT.

Item No.

Title

Page No.

EXCLUSION OF PRESS AND PUBLIC

The following motion should be moved, seconded and approved if the sub-committee wishes to exclude the press and public to deal with reports revealing exempt information:

“That the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in paragraphs 1-7, Access to Information Procedure rules of the Constitution.”

PART B - CLOSED BUSINESS

ANY OTHER CLOSED BUSINESS AS NOTIFIED AT THE START OF THE MEETING AND ACCEPTED BY THE CHAIR AS URGENT.

Date: 2 November 2010



Corporate Parenting Committee

MINUTES of the OPEN section of the Corporate Parenting Committee held on Wednesday 22 September 2010 at 1.00 pm at Town Hall, Peckham Road, London SE5 8UB

PRESENT: Councillor Catherine McDonald (Chair)
Councillor Lisa Rajan
Councillor Patrick Diamond
Councillor Eliza Mann
Councillor Althea Smith

OFFICER SUPPORT: Rory Patterson (assistant director of specialist services & safeguarding, Chris Saunders (head of children looked after service), Beatrice Cooper (designated doctor for children looked after), Elizabeth Murphy (children's services), Shola Yemi-Akinyi, (nurse), Rachel Bartlett (Families Nurse Partnership) Sara Feasey (principal lawyer children's service), Bola Roberts (constitutional officer), Paula Thornton (constitutional officer).

1. APOLOGIES

Apologies for absence were received from Councillors Catherine Bowman and Claire Hickson. Apologies for lateness were received from Councillor Patrick Diamond.

It was noted that Councillor Catherine Bowman had resigned her position on the committee.

2. CONFIRMATION OF VOTING MEMBERS

The members present were confirmed as the voting members.

3. NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT

There were no urgent items.

4. **DISCLOSURE OF INTERESTS AND DISPENSATIONS**

There were no disclosures of interests or dispensations.

5. **MINUTES**

RESOLVED:

That the open minutes of the meeting of 7 July 2010 be agreed as a correct record and signed by the chair.

6. **DESIGNATED DOCTOR FOR CHILDREN LOOKED AFTER ANNUAL REPORT 2009/10**

RESOLVED:

1. That the annual report from the Designated Doctor for Children Looked After be received and comments raised at the meeting be noted.
2. That formal representations be made to the health commissioners to ensure that the needs of children looked after continue to be met in the newly commissioned provider arm.
3. That in light of major structural changes, work is undertaken by the Primary Care Trust (PCT) and the local authority to ensure that adequate procedures and statutory duties are in place to provide timely health assessments for looked after children.
4. That the report on the intergenerational review and its results be brought back to the corporate parenting committee.
5. That the needs of looked after children remain front-of mind in priority-setting exercises.

7. **DRAFT TEENAGE PREGNANCY STRATEGY**

RESOLVED:

1. That the progress of Southwark's draft teenage pregnancy strategy and action plan for children in care be noted.
2. That the draft strategy is informed by and incorporated in the work of the new Teenage Pregnancy Commission .
3. That the report on the intergenerational review and its results be brought back to the corporate parenting committee which it was noted would include measures and education in place to address teenage pregnancy for children in care.

8. YOUNG PEOPLES SUBSTANCE MISUSE (YPSM) UPDATE COMMISSIONING

RESOLVED:

1. That the progress of the specialist young peoples substance misuse service, policy implications and strategic alignment of the work be noted.
2. That the committee contribute to the forthcoming needs assessment beginning in November 2010, which will inform the 2011-12 Peoples Substance Misuse (YPSM) Treatment Plan and so ensure that the needs of looked after children are specifically considered.
3. That the committee receive the draft 2011-12 Young Peoples Substance Misuse Commissioning Update (YPSM) Treatment Plan for comment prior to its' presentation to the Southwark's Children & Families Trust (formerly Young Southwark) and the Drug and Alcohol Action Team Board.

9. CARELINK- SOUTHWARK CHILD AND MENTAL HEALTH SERVICES (CAMHS) FOR LOOKED AFTER CHILDREN AGES 0-16 YEARS

RESOLVED:

1. That SLAM, the Primary Care Trust and the local authority bring forward proposals to the committee for meeting the needs of 16-18 year old young people in care. These proposals should also include financial costings and other relevant implications for extending the 16 plus transition phase in adult and mental health care services.
2. That the work with under 5's be continued and supported as this is predicted to be invaluable with early identification and prevention. The relevant bodies should provide financial costings/implications to mainstream more comprehensive work in this area.
3. That the recommendations be reported to Helen Naylor, the Children's Services Commissioner at Southwark.

10. CHILDREN LOOKED AFTER FINAL END OF YEAR 2009/10 PERFORMANCE MONITORING REPORT

RESOLVED:

1. That the report and measures adopted to address performance in relation to long-term stability be noted.
2. That the committee receive a report back setting out a more detailed analysis of three plus placements.

11. CORPORATE PARENTING COMMITTEE - WORKPLAN 2010/2011

RESOLVED:

That the corporate parenting committee workplan for 2010-11 be noted.

The meeting ended at 3.00pm

CHAIR:

DATED:

Item No. 6.	Classification: Open	Date: 10 November 2010	Meeting Name: Corporate Parenting Committee
Report title:		Pupil performance in 2009/2010 academic year and the developments linked to the Virtual School	
Ward(s) or groups affected:		All	
From:		Alastair Wilson Interim Virtual School Headteacher	

RECOMMENDATIONS

- To note the report for information.
- To feedback any comments and recommendations to the Virtual Head to be incorporated in the Virtual Head Annual Report to be provided for a future Corporate Parenting Committee meeting.

BACKGROUND INFORMATION

- Pupil performance in 2010:** Data on attainment, attendance and exclusions is provisional as at the time of writing the returns from schools are not yet complete. Further at Key Stage 2 (KS2) not all schools entered their pupils for the national tests
- Attainment at GCSE and equivalent:** Pleasingly each of the headline indicators appears to have improved in 2010 and compare favourably against national figures in 2009. Nonetheless the gap in performance compared to all Southwark pupils remains high.

% Attainment at GCSE or equivalent							
	LAC Pupils (63 pupils)			Nat	All Southwark pupils		
	2008	2009	2010	2009	2008	2009	2010
% 5+A*-C inc Eng & Maths		13	16*	10	43	50	55*
% 5+A*-C	19.	13.	25*	15	56	68	78*
%5**A-G	46	37	60*	44	88	93	94
% 1+A*-G	68	67	68*	68	98	99	99
% who sat exams	71	70	78*	71			

*Provisional results subject to change

- Attainment at KS2:** (to be completed when full set of results returned as only a small number of pupils involved.)

% Attainment at Key Stage 2							
	LAC Pupils (63 pupils)			Nat	All Southwark pupils		
	2008	2009	2010	2009	2008	2009	2010
KS2 Level 4+ English		40	*	46		80	
KS2 Level 4+ Maths		45	*	46		79	
KS2 Level 4 Science		75	*	62		88	

*Provisional results subject to change. Not all pupils sat KS2 tests in 2010

6. **Attendance Exclusions and SEN:** There was only 1 permanent exclusion in 2010. There was an increase in the number of LAC having greater than 25 days absence but it is likely to be lower than the national average. The percentage of LAC with a statement was approximately a third lower than in the previous 2 years.

LAC % Attendance, Exclusions and SEN				
	Southwark Pupils			National
	2008	2009	2010	2009
Permanent exclusions	-	2	0.05	0.4
LAC missing at least 25 days	8	7	10.4	11.5
Children with statement	32	34	22	27

7. **Home Tuition:** Over the last 3 years Southwark pupils in Years 10 and 11 have had opportunity to access home tuition in English, maths and to a lesser extent science provided by Fleet Tutors. The contract has been extended for a further year albeit with some important changes in how it operates. Pleasingly a substantial saving has been negotiated. Provision will now be targeted on those who have the greatest need across Years 7-11 as identified through the PEP process. Tuition will be offered in English and/or maths over a period of 10 weeks. Whether tuition will extend beyond 10 weeks will depend on positive feedback from those involved, the impact on progress and whether attendance is high.
8. **1-2-1 Tuition:** This programme is in its second year and funds individual tuition from a teacher over a 10 week period normally after school or at the weekend. It is aimed at pupils who are at risk of not making appropriate progress in English and/or maths in KS2, KS3 and in KS4 in City Challenge Schools. LAC are deemed to be a priority group for 1-2-1. We have written to schools to establish if they are planning to offer 1-2-1 to the LAC pupils and if not the reasons why. It would appear that a greater proportion of LAC pupils will receive 1-2-1 than last year. However it has recently been announced that from April funding for 1-2-1 will not continue as a separate funding stream so it is unclear if schools will continue to fund the provision. We would hope the possible introduction of a pupil premium for LAC will encourage schools to so.
9. **Pupil premium:** At the time of writing there is only limited information about the nature and scale of the pupil premium. Given that LAC are not entitled to a free school it is likely that there will be a specific premium for LAC.
10. **Development of Virtual School:** CMST have agreed to the establishment of a Virtual School for Looked After Children led by a Virtual School Headteacher (VSH). It is proposed that the school will subsume the functions of the looked after children education services team (LACES). Initial moves to the establishment of a Virtual School have commenced with oversight of the LACES team being transferred to the Assistant Director 11-19 from the Assistant Director Social Care on 1 November.
11. The proposed structure of the Virtual School will be published later this term. The structure takes note of the financial pressure on the local authority and statutory responsibilities. At its heart will be the commissioning of specific services for LAC from specialist teams within the LA or externally. This is viewed as the sustainable approach in the longer term.
12. Work is currently being undertaken to strengthen the system to track and monitor the

attainment and progress of LAC as it does not meet the full needs of a virtual school.

13. Training for Designated Teachers is also being reviewed and a Strategy developed.

KEY ISSUES FOR CONSIDERATION

14. For information only

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Evaluation of the Virtual School Head Pilot	DFE Standards Website	Alastair Wilson
Improving the Educational Attainment of Children in care	DFE Standards Website	

AUDIT TRAIL

Lead Officer	Jane Bailey, Assistant Director Children's Services	
Report Author	Alastair Wilson, Interim Virtual School Head teacher	
Version	Final	
Dated	28 October 2010	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments included
Strategic Director of Communities, Law & Governance	No	No
Finance Director	No	No
List other officers here	No	No
Cabinet Member	Yes	Yes
Date final report sent to Constitutional Officer	28 October 2010	

Agenda Item 7

Item No. 7.	Classification: Open	Date: 10 November 2010	Meeting Name: Corporate Parenting Committee
Report title:		Children in Care accessing Leisure including Fusion Partnership	
Ward(s) or groups affected:		All	
From:		Strategic Director of Children's Services	

RECOMMENDATIONS

1. To note the framework for supporting leisure for looked after children as part of the Be Healthy agenda, and the initiatives to promote hobbies and leisure activities to develop a healthy lifestyle and build confidence as part of Enjoy and Achieve agenda.
2. Corporate Parenting Committee to formally request the council's procurement team and Cabinet Member for Culture, Leisure, Sport and the Olympics review and extend Fusion's partnership for a further three year period from April 2011

The review to include:

- a. raising the age by one year to aged 20
- b. improving data recording and tracking arrangements
- c. maintaining level of 150 top memberships
- d. streamlining registration processes for looked after children.

BACKGROUND INFORMATION

3. Sports hobbies and leisure are recognised as key components of a child's care plan. Evidence indicates that looked after children are often able to build self esteem and rebuild their confidence and aspiration through development of performing arts, sports, music, constructive recreation and hobbies.
4. Active lifestyles support the Being Healthy agenda by encouraging physical fitness combating obesity and promoting stronger emotional health.
5. The CLA Service has developed a number of initiatives under the Being Healthy and Enjoy and Achieve agendas to enable care planning to address every area of a Child's health and well being.
6. Social workers are required to formally report twice a year to the young persons statutory review what efforts have been undertaken to promote leisure, sporting and hobby activities. This area is specifically discussed by the Independent Reviewing Officer at each review which offers further challenge to the foster carer or placement provider to articulate what steps they have taken to deliver positive extra curriculum and lifestyle activities. Each young person is invited at their statutory review to feedback how they are accessing and enjoying opportunities being made available and whether there are any other interests they would wish to pursue.
7. The Personal Education Plan (PEP) documentation also asks the school to identify extra curricular activities which might support attainment and the child's engagement with school life.
8. Schools have significant direct funding to deliver after school provision.
9. Where appropriate the Children Looked After Education team have access to funding streams (personal education allowance) to offer up to £500 to a school who wish to deliver targeted or extra curriculum activities for a looked after

child who is falling behind. This will have to be reviewed following the implementation of the pupil premium.

10. Southwark's fostering services also have a designated budget to assist foster carers to fund specialist music and sport tuition to develop potential.
11. Core fostering standards and placement contracts for all looked after children also have a requirement that carers should provide a regular and diverse range of extra curricular activities.
12. Carefirst, the social care database, has been developed to enable reporting extra curricular activities young people are undertaking (aged 5 to 16).
13. Publications for all Southwark foster carers (delivered by Southwark Fostering Team) provide information for Southwark foster carers relating to holiday provision delivered by Southwark Council.
14. Since January 2010 Southwark's Adolescent and Aftercare Service has been delivering a drop in service for looked after children (16+ and care leavers) who are isolated and not in employment, education and training. The drop in is being delivered in partnership with Southwark's targeted youth support programme to link/signpost leisure and recreational opportunities to facilitate young people remaining engaged with services and promoting confidence to resume education or employment activity.
15. The Speakerbox magazines (under 12 version, adolescent and aftercare version) all will provide information relating to key events and promote healthy lifestyles.
16. Since June 2008 looked after children and care leavers (13-19) have been able to access a free Fusion leisure centre pass. This is a gold standard card which enables unlimited access to Fusion's gyms, swimming facilities, aerobics/body pump classes.
17. The annual CLA GCSE and Celebration Award has a special award for sporting achievement and performing arts, indicating Southwark's commitment to recognising progress and application.

KEY ISSUES FOR CONSIDERATION

18. The Fusion partnership enables up to 150 "lifestyle memberships" to be accessed at any one time. Appendix 1 is the leaflet young people use to make their application.
19. This arrangement will be subject by review after three years (April 2011). It is proposed that young people will be involved in the evaluation and that development of the scheme going forward including leaflet redesign.
20. As at the 1st October there are 135 Fusion cards issued to 13-19 year olds.
21. Southwark currently has (1st October 2010) 142 looked after children out of 235 who have a current recorded regular (up to 2 hours a week) hobby, leisure activity or sport (59.9%). This is currently in excess of our target of 50% all school aged children accessing regular leisure activities (2 hours per week).
22. It is proposed that the revised arrangement with Fusion will include an annual report from Fusion identifying the numbers of sessions attended by each young person. This will provide information as to which activities are proving most attractive to looked after children and care leavers whilst also ensuring cards are

not issued to young people who are not using them (maximising use of resources). Feedback from some young people and Speakerbox have indicated that if possible could the upper age limit for care leavers could be raised – given the positive impact this has on some care leavers who are isolated and have limited funds.

23. This proposal will be put to Fusion in November 2010. (Annual review date)

Policy implications

24. There are no policy implications relating to this report.

Community impact statement

25. Southwark CLA Service works to promote the five outcomes for children in care as outlined in Every Child Matters. It is recognised that placement stability, engaged in education, access to additional activities linked with healthy lifestyles all contribute to building resilience in young people.

Resource implications

26. It is recognised that the Comprehensive Spending Review will have a significant impact upon resources available to Fostering Services to promote extra curricular activity. Southwark's and other local authority youth services will also come under pressure in the next few years..
27. Whilst children looked after may be a prioritised service given the vulnerability of the group, many of the services they access in the community are not statutory and may be affected.
28. Wherever possible the CLA Service will work closely with other council departments and mainstream services, carers and schools to promote active engagement and positive lifestyles.

Consultation

29. Young people are individually engaged in their care plans which encourage them to participate in extra curriculum activities, develop hobbies and sporting interests. Whilst not compulsory, carers, social workers and schools are asked to encourage wherever possible.
30. In 2008 Speakerbox played a major part in promoting the partnership with Fusion, arguing that looked after children and care leavers should have free access to leisure. This initiative has proved successful (popular) and Speakerbox/young people will be involved in reviewing the impact and how this agreement can be further improved from April 2011.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Minutes of meetings of Corporate Parenting Committee	Constitutional Team 160 Tooley Street SE1 5LX	Bola Roberts 020 7525 7232

AUDIT TRAIL

Lead Officer	Rory Patterson, Assistant Director Children's Specialist Services & Safeguarding	
Report Author	Chris Saunders Head of Services for Children in Care	
Version	Final	
Dated	28 October 2010	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments included
Strategic Director of Communities, Law & Governance	No	No
Finance Director	No	No
Cabinet Member	Yes	Yes
Date final report sent to Constitutional Officer	28 October 2010	

Agenda Item 8

Item No. 8.	Classification: Open	Date: 10 November 2010	Meeting Name: Corporate Parenting Committee
Report title:		Not in Education and Employment Training (NEET) Strategy – Progress Update	
Ward(s) or groups affected:		All	
From:		Strategic Director of Children's Services	

RECOMMENDATION(S)

1. To note interim progress report concerning Not in Education and Employment Training (NEET) Strategy for children in care (CiC). A full report will be presented at "Achieve Economic Wellbeing" Corporate Parenting Committee meeting scheduled for 26 April 2011.
2. To note the new CLA NEET Strategy and action plan introduced in April 2010 and comment on how this can be developed further.
3. To request the Cabinet Member for Children's Services makes a written enquiry to the Strategic Director of Children's Services to ask how the current review of early years provision will ensure looked after children and care leavers who are parents are supported in ensuring education or employment, and to share the response with the Committee.
4. To request the Cabinet Member for Children's Services writes to 14-19 partnership to ask them to set out how the current strategy to support Southwark College will specifically meet the needs of older children in care and care leavers and to share the response with the Committee.

BACKGROUND INFORMATION

5. Adolescent and Aftercare service was established in 2007 as part of a single business unit for looked after children and care leavers.
6. The Adolescent and Aftercare service (A & AC) is one of three services which make up the overall service for children in care and care leavers, these being the:
 - Adolescent and Aftercare service
 - Services for children in care 0-12
 - Adoption & Fostering Services
7. Each service area is led by a service Manager consisting of a number of social work teams and support from administration, finance and specialist co located staff.
8. The Adolescent and Aftercare service provides the care planning function for looked after children aged from the age of 13-18 and aftercare support until the education).
9. The Adolescent and Aftercare service has four teams which provide the full range of services for looked after children and care leavers (13-21). These being:-
 - Two teams for children in care aged 13-18
 - An aftercare team for care leavers aged 18-21 (24 if in university or higher education).

- One team for unaccompanied minors and unaccompanied minor care leavers.

The main remit of the Adolescent and Aftercare service is:

Effective care planning to include health, education, pathway and transition plans

Maintain meaningful contact and support for young people who have left care up to age of 21.

Deliver support to young people who wish to attend university/higher education up to the age of 24.

In partnership with PCT, SLAM and Specialist Health Trusts and the Drug Treatment Agency deliver effective health interventions to include reducing teenage pregnancy and substance misuse.

Deliver specialist partnerships with Police, Community Safety and Youth Offending Services to address issues relating to youth offending including children in care who are at risk of becoming involved in crime or associating with gangs.

To work alongside colleagues in schools and children's services to narrow the gap relating to attainment especially at Key Stage 4 (GCSE)

Deliver a range of interventions post 16 to promote semi independence training including group work, mentoring, life skill training and placement stability.

Deliver effective participation arrangements with young people and Speakerbox to improve and shape services.

Working in partnership with Southwark housing, supporting people (including Adult Services) and the private sector (commissioned services) deliver appropriate living accommodation for young people leaving care.

Deliver an effective strategy to support young people in employment, education or training from the age of 16 -21. Delivered in partnership with Connexions, Southwark works, Southwark College, Council Apprenticeship Scheme and targeted youth support.

Provide specialist advice, intervention and support, specific to unaccompanied minors and unaccompanied minors leaving care

KEY ISSUES FOR CONSIDERATION

Children Looked After Services Employment Education & Training Strategy 2010/12

10. There is a comprehensive service in place for care leavers providing a wide range of universal and targeted support including personal welfare, life skills, training and finance. This service is delivered by the Adolescent and Aftercare Service (A&AC's) for those aged 13-21 years, which is part of the overall service for children in care.
11. This service provides support across a range of partners and services including Named Nurses, Child and Adolescent Mental Health Service, Connexions, Employment Advisors, Substance Misuse Specialists, Housing and dedicated teams for unaccompanied minors

and education support.

12. The Adolescent and Aftercare service is committed to raising the standards of achievements for all 19 year old care leavers whether they are resident in Southwark or living elsewhere. This strategy paper sets out how the A&AC and key partners intend to do this within the context of Southwark's 14-19 year old strategic plan and the National 14-19 reform programme.
13. The A&AC's aim is therefore committed to developing creative, autonomous learners who, irrespective of background have a right to the very best learning opportunities and a genuine choice of how to participate in the knowledge economy in the 21st century" (*Southwark 2016*)

Context for the strategy

14. All care leavers are allocated their own personal advisor in the adolescent and aftercare service when they reach the age of 18. Each care leaver will have had a pathway plan developed with them from the age of 16 identifying how they will prepare for independence, achieve economic wellbeing and make a positive contribution.
15. The Southwark 2016 plan identifies reducing the proportion of 16 – 19 year olds not in education, employment or training as a priority. Care leavers have been identified by the government as a particularly vulnerable group requiring specific targeted activity within overall council strategies. This document and action plan will articulate those specific areas which will build upon Southwark's current public service agreement (PSA) and relate to Southwark's initiatives around increasing levels of achievement and development of 6th form places. The Adolescent and Aftercare Service recognise that care leavers do not routinely have access to extended family and social networks and are far more likely to have experienced trauma through their childhood and disruption to their education/curriculum journey.
16. Our Children's Trust (Young Southwark) Children and Young People Plan 2010-2013 will set out its legal commissioning intentions that will include joined up targeted support to reduce NEET and comprehensive support for Children Looked After Post 16.

A thriving Southwark College is key to delivering targeted learning support for older CLA and care leavers. In recent years, Southwark College has not specifically targeted this group. It is hoped that the reshaped Southwark College will be able to develop an effective partnership with CLA Services.

17. It is therefore of great importance that the Adolescent and Aftercare service is able to work with key partners to deliver a permanent and safe living environment for carer leavers from the age of 18 which incorporates easy access to a named personal advisor, secure housing, adequate finance and a sense of hope/aspiration. Attainment support and targeted interventions will not succeed unless these core supports are in place and effective.

Strategy Ownership and Overview

18. The strategy for delivering employment education and training opportunities for care leavers will sit within the Children and Young People Plan 2010-2013 commissioning intentions for joined up targeted support to reduce NEET and comprehensive support for Children Looked After Post 16. Our strategy will also be linked with the strategies for 14-19 and youth Offending Service.
19. The strategy for care leavers will be overseen by multi agency group responsible for the development, delivery and evaluation process (for group terms of reference please see appendix 1).

20. This group will meet three times a year and has lead decision makers from the following services

- Adolescent & Aftercare Service
- Connexions
- Southwark Works
- Southwark College
- Southwark Apprenticeship Programme
- 14-19 Partnership
- Job Centre Plus
- Commissioning –Regeneration Service
- Early Years
- CLA Education Team
- Children’s Services Policy Team

This group will have some representation on Southwark’s 14-19 year old partnership

Cohort Tracking

21. The steering group will have a small operational team (sub group) who will be responsible for tracking each year cohort at 16, 17 & 18 years of age to deliver support, preventative interventions and targeted interventions for each looked after child and care leaver between the ages of 16 and 19 who are NEET.

22. The cohort tracking group will also identify trends/issues /service gaps which impact upon the group not accessing Employment, Education and Training. This information will be fed back to the multi agency to develop new interventions, services and partnerships to address identified needs.

Strategic Priorities

23. The Strategy for delivering outcomes for the 16-19 year old age group to enhance achievement of education, employment and training by the age of 19 fall into three main priority areas, these being: -

Raising achievement

24. Delivering and promoting access to a diverse range of learning opportunities between the ages of 16 -19 to raise aspiration and engagement.

25. The key components of this priority is as follows:

- dedicated, co located education advisor for year 12 & 13 (part time post – part of the CLA educational team)
- partnership with Southwark College
- provision of secure and appropriate living accommodation for care leavers
- provision of PC or laptop to all looked after children and care leavers in HE/FE
- access to a matched coach (18+)
- provision of financial support from the Adolescent and Aftercare Service for care leavers wishing to attend university
- provision to facilitate care leavers remaining with their foster carers post 18 to complete their A levels or HE studies.
- co-located Employment Advisor to support education, employment and training advice

- allocation of a personal advisor at 18 with appropriate knowledge and training to provide assistance and motivation.
- delivery of pathway plans which articulate detailed objectives and goals for children in care and care leavers.
- Accessing 6th form and college placements

Reducing the number of children in care and care leavers (16-19) not in employment, education and training.

26. Evidence shows that early preventative measures coupled with interventions and supportive actions can make a significant impact. This function will be delivered through the cohort tracking group (see above) which will address the plans and progress of each looked after child and care leaver within each year cohort.

27. This priority area can be broken into three specific areas:

Preventative action

- group work programme delivered by Adolescent & Aftercare Service
- allocated Social Worker and Personal Advisor able to escalate concerns at early stage to support network and cohort tracking group
- cohort tracking group able to identify those most at risk and requiring additional support
- pathway plans (16-18), independently overseen by Independent Reviewing Officer (IRO) to ensure that targets/interventions identified are implemented within set timescales.
- delivery of finance management courses for 17 year olds as part of A&AC group work programme.
- Independent Reviewing Officers (IRO) to ensure that targets/interventions identified are implemented within set timescales.
- systematic support and tracking provided for all 16-18 year olds through the Connexions Service
- Support from co-located 16 plus education advisor, connexions advisor and employment advisor to assist CLA (16-18) maintain relationships with educational establishment or employer. (CLA Education Team)
- Matching with coach from Southwark's care leaver scheme (18+)
- Delivery work experience placements, apprenticeships through Southwark's regeneration commissioning arrangements.

Targeted Intervention

Within the 16-19 year old cohort of looked after children and care leavers there are number who have very specific needs due to chaotic lifestyles.

The Adolescent and Aftercare Service and Partner Agencies will deliver a number of targeted interventions to provide opportunities for this most difficult to reach group.

- role of co-located employment advisor to develop tailored employment opportunities
- partnership with Job Centre Plus
- partnership with council's apprenticeship scheme
- accessing services available through Southwark's Youth Offending Service to support young people being discharged from Youth Offending Insitutions
- targeted Interventions overseen by cohort tracking group to ensure delivery and service cohesion for those not in EET.
- partnership with early years service to deliver support and advice concerning day care to CLA mothers (parents)
- Southwark College – targeted 19 year old project.

- Adolescent and Aftercare drop in service targeted at NEET. Ref Appendix 4

Sustainability

The strategy needs to ensure that where preventative action or targeted intervention is required, there is ongoing support to ensure that young people do not slip back. It is also important that there are support networks in place which are available and flexible to respond quickly when young people are ready to re-engage with employment, education and training.

This priority will be delivered through: -

- targeted programmes provided through partnership with Southwark College
- tracking afforded through co located connexions staff, employment advisor and 16+ education worker
- allocated social worker, personal advisors and specialist staff are able to work with those young people placed outside of Southwark and engage local resources
- role of cohort tracking group and independent reviewing officers to ensure that agreed interventions and pathway plans are delivered to sustain young people in employment, education and training opportunities

Effective information advice and guidance

28. It is recognised that a key to achieving both the above priorities is the need for effective information, advice and guidance. This is a key element of the strategy as it will assist looked after children and care leavers to become more self reliant and informed – thereby managing their personal and career development. This will be delivered through a number of key mechanisms: -

- provision of accurate and up to date information on opportunities, progression routes, choices and where to find help and how to access it
- the provision of advice through the adolescent and aftercare group work and drop in programme
- direct input from employment advisors, coaching scheme, connexions and CLA education team.
- training and comprehensive service guide available for social workers and personal advisors in the adolescent and aftercare service
- information guide available to Southwark Foster Carers concerning choices for young people in years 12 & 13 and beyond.

Achievement Framework

29. The Adolescent and Aftercare Service have a number of key performance indicators relating to care leavers. These are as follows:-

- The percentage of care leavers who are in suitable accommodation on their 19th birthday
- The percentage of care leavers who on their 19th birthday are in employment education and training
- The percentage of young people leaving care who have obtained 5 GCSE's Grade A to G (APA 3073 SC)
- The percentage of young people leaving care having obtained 1 GCSE Grade A to G (APA 3072 SC)

30. These performance indicators are part of the performance framework and are published annually and specifically cross referenced with Southwark's statistical neighbours.

31. In addition to the statutory performance indicators it is proposed that this strategy is appraised against the following additional outcome indicators:-

- the number and percentage of young people on their 19th birthday who are attending university
- the number and percentage of young people on their 19th birthday who have been matched to a coach under Southwark's scheme
- the percentage of young people on their 19th birthday are resident in the London Borough of Southwark
- the percentage of young people on their 19th birthday who have a Southwark tenancy

32. Key Performance Areas 2010-11

Care Leavers at 19 in appropriate accommodation 97%
(reflects strong partnership with Southwark Housing)

Care Leavers at 19 in employment education and training 58%
60% Year 11 pupils achieving GCSE success at S A-G

Percentage of looked after children who left school in June 2010
currently in employment, education and training 82%

33. It should be noted that the issues facing those care leavers who are NEET on their 19th birthday centre primarily around imprisonment (22%) and young parenthood (27%) Performance data is constantly updated during the year by allocated social workers and personal advisors. Young people who obtain the age of 19 during the last quarter have not all been fully inputted as information is required that they have actually started their further higher education courses in September/October and have continued to attend (subject to early drop out rates).

Policy implications

34. The strategy is consistent with the aspirations for care leavers set out in the Children and Young People's Plan. As outlined above there are a number of key national performance indicators associated with this area of activity which highlights the importance of maintaining an effective strategy for ensuring care leavers are supported in education, employment and training.

Community impact statement

35. Southwark CLA Service works to promote the 5 outcomes for children in care as outlined in every child matters. It is recognised that placement stability, engagement in education, access to additional activities, linked with health, lifestyles, all contribute to building resilience in young people.

36. The Looked After Children Service recognises that adolescent aftercare may be a concern for the community. The Looked After Children Service has a range of specialist services and staff who provide targeted support.

Resource implications

37. The CLA Service has fully implemented the new requirements relating to university support which has required additional budget allocation.

38. Following the Comprehensive Spending Review, reductions in expenditure across departments and the private sector will place additional pressures upon availability

of apprenticeship opportunities for care leavers and employment.

39. The proposed changes in higher education fees will act as a potential deterrent for many young people leaving care who may then become not in employment, education and training on their 19th birthday.
40. Wherever possible the CLA Service will effectively utilise partnerships across the council and grants to target care leavers achieving employment, education and training.

Background Papers	Held At	Contact
Minutes of meetings of Corporate Parenting Committee	Constitutional Team 160 Tooley Street SE1 5LX	Bola Roberts 020 7525 7232

APPENDICES

No.	Title
Appendix 1	Strategic Action Plan
Appendix 2	Terms of Reference
Appendix 3	Drop In Service

AUDIT TRAIL

Lead Officer	Rory Patterson, Assistant Director Children's Specialist Services & Safeguarding	
Report Author	Chris Saunders Head of Services for Children in Care	
Version	final	
Dated	28 October 2010	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES CABINET MEMBER		
Officer Title	Comments Sought	Comments included
Strategic Director of Communities, Law & Governance	No	No
Finance Director	No	No
Cabinet Member	Yes	Yes
Date final report sent to Constitutional Team	1 November 2010	

Appendix 1 CLA NEET Strategy 2010/12 Delivery Plan

Task	Success Criteria	Service "in place" or timescale
Dedicated, co-located education advisor for years 12 & 13 (part time post – part of CLA education team)	In Post Attends tracking group	In Place
Access to a matched coach (18+ optional) Delivery of phase two coaching scheme	Coaching scheme in place Phase 2 delivered	April 2010 in place 2010
Co-located employment advisor to support education, employment and training advice – Job Centre Plus Partnership	Joint funded post in place Supported by Cohort tracking group	April 2010
Accessing 6 th form and college placements. Tracked by 16+ CLA education advisor	Tracking Group Data	Sept 2010
Access to co-located connexions advisor	Funded worker in place NEET PI's	April 2010
Group work programme delivered by Adolescent & Aftercare Service	Group work programme delivered	April 2010
Cohort tracking group able to identify those most at risk and needing additional support	Meet monthly PI's Partners ensure relevant staff attend	April 2010
Delivery of finance management courses for 17 year olds as part of independent skills training, 18+ induction & group work programme, incorporating and partnership with Southwark's bankers (Nat West)	Integrated into 18+ Life Skills Programme	March 2011
Delivery of 18+ induction and Life skills programme for care leavers (which include support systems available to access the world of work and further education).	Three times per annum	May 2010
Develop active links and protocols with regeneration services re: access to apprenticeships and work experience placements	Protocol developed Targets met for CLA work experience	September 2010
Systematic support and tracking provided for all CLA aged 16 -18 year old by Connexions Service	Co located Connexions worker – protocol in place for targeted work Member of cohort tracking group	April 2010

Matching with coach from Southwark's care leaver scheme	Numbers on scheme. PI's	
Role of co-located employment advisor to develop tailored employment	NEET PI's	April 2010
Deliver apprenticeship prep course through protocol with OD apprenticeship scheme	Courses delivered	April 2010
Partnership with Job Centre plus – flexible new deal	Access courses for care leavers NEET PI's	Cohort tracking group from April 2010
Accessing services available through Southwark's Youth Offending Service to support young people being discharged from Youth Offending Institutions	Cohort tracking group overseeing post discharge plans	Sept 2010
Delivery of Drop In Service Appendix 4 refers	NEET attending Access to support	April 2010
Targeted Interventions overseen by cohort tracking group to ensure delivery and service cohesion for those <u>not</u> in EET	Core PI's Bi monthly meetings supported by key agencies	April 2010
Partnership with early years services to deliver support and advice concerning day care for young NEET care leavers	Young mothers accessing day care to support return to work	Protocol with early years and child care support scheme Sept 2010
Southwark College – targeted 19 year old project	Cohort tracking key PI's	April 2010 Termly intake
Seek specific partnership grants to purchase core entry/level one courses in Literacy/Numeracy	NEET have access to entry level/entry level 1 literacy or numeracy courses	May 2010
Targeted programmes provided through partnership with Southwark College	Cohort tracking NEET's engaged PI's	April 2010
Tracking afforded through co-located connexions staff, employment advisor and 16+ education worker	Sustained improvement in performance NEET PI's	March 2011 and 2012
Provision of accurate and up to date information on opportunities, progression routes, choices and where to find help and how to access it	Provided by co located staff and drop in service	Aug 2010
Training and comprehensive service guide available for social workers and personal advisors in the adolescent and aftercare service	Guide available for staff Appendix 2 refers	Sept 2010
Information guide available to Southwark Foster Carers concerning choices for young people in years 12 & 13 and beyond.	Guide available Posted to all carers	Sept 2010
Delivery of Inspiration Event to include information to young people and their carers	Event delivered by partnership	July 2010

Appendix 2

Children Looked After Services: **Employment Education & Training Strategy** **Terms of Reference – Steering Group**

- Maintain an overview of all services which provide support and services to assist children in care (16-18) and care leavers (18-21) in accessing employment, education and training. This will include:-
- Ensure all relevant services have working protocols for children in care including referral pathways.
- Promote staff awareness across the system of the particular needs of children in care/ care leavers and the range of support programmes available.
- To track each cohort of children in care and care leavers to ensure individual plans are in place for each child to access employment, education and training.
- To review service delivery to this particular vulnerable group and identify areas for improvement and commissioning opportunities.
- To consider any new government guidance or performance indicators and shape any required changes to the overall strategy or contributions made component agencies.
- Ensure all agencies contributing towards the strategy are able to support evaluation, tracking and data collection activities.
- To ensure the CLA strategy fully supports the CYPP 2010-2013 commissioning intentions for targeted support to reduce the number of young people who are NEET.
- Monitor progress against CYPP priorities and Key Performance Indicators – priority input to CAA, OC3, reporting to Corporate Parenting Committee and other bodies as appropriate.

Appendix 3

CLA and Care Leaver Drop in Service

Introduction

This document outlines the “drop in” service delivered by the CLA Adolescent and Aftercare Service in partnership with the Southwark Stakeholders.

The drop in service was introduced in response to a number of identified needs and clear feedback from service users.

The Adolescent and Aftercare Service is part of the Child in Care Service responsible for delivering all care planning and ECM outcome activity for looked after children aged 13-18 and care leavers from 18-21. Located at Bradenham Close SE17, 4 the Adolescent and Aftercare Service has dedicated resources for dedicated work with teenagers which have been utilised to deliver the drop in service.

Background

As well as accessing services, service users have generally made use of reception spaces to network and socialise. This has given rise to incidents of aggressive and violent behaviour, principally because adequate supervision is not available in the reception area. These incidents and their aftermath place additional strain on the duty function and may create a negative environment for direct work or deter some from seeking assistance.

The service asked a care leaver to carry out research into service delivery, principally around how our “walk in” service is perceived amongst service users and staff. He interviewed 50 young people and a range of staff members and found that whilst there was good practice, there were several areas that could be improved.

The introduction of a drop in service is one component of a wider strategy, which is focussed on improving service delivery, assisting those who are NEET and prioritising staff safety.

Regretfully the increase in violent incidents over the last eighteen months has created a degree of tension and unease amongst the staff team, which is evidenced by staff reporting lower morale, demonstrating an over cautious approach to more challenging clients or conversely higher risk taking and “bravado”.

For a few older CLA and care leavers a culture of dependency has developed, who are beginning to react against more consistent messages around service provision, particularly in relation to reducing levels of financial support available.

It is recognised that many of these young people/adults are NEET and are relatively isolated in their living environment, with limited social contact. For some, the Adolescent and Aftercare Service remain the sole agency with whom they have any meaningful contact.

Whilst the service does not seek to promote or encourage dependency, it is recognised that this group have limited external resources and require support and assistance in making links with relevant services in order to develop a degree of resilience and financial responsibility. To facilitate this, we want to encourage participation and positive engagement in an informal setting, whilst promoting and providing information concerning our more formalised programmes and re-introduce service users to external community based resources.

When interviewed 90% of a sample group said that if a more informal drop in service existed, they would make use of it. They were also helpful in making suggestions about what they would like the drop in service to provide.

Outline and Aims

The formulation of a structured “drop in” service, seeks to meet young people on their terms. It is recognised that for some disassociation from societal norms has been a factor in their care history and that formalised, structured and enforced activity might lead to further alienation. The introduction of an informal drop in service provides a transitional “taster” of our services whilst maintaining some level of engagement. It will also provide a stepping stone to more formalised and structured work programmes.

The “drop in” service will deliver constructive activities in a welcoming and safe environment. Utilising effective partnerships and role models (esp male) the service will tackle issues of exclusion, isolation, challenging behaviour and disengagement

The key aims of the drop in service are:-

- minimise disruption in reception,
- serve as a link between reception and our more structured group work sessions,
- offer networking opportunities for young people,
- provide regular access to education and careers advisors for those who are NEET
- maintain constructive contact with those isolated/vulnerable CLA/Care Leavers
- Re-engagement with care services

Service Links and Information

- Community based leisure, health services, faith groups and 3rd sector sources of support and advice
- Formal Group Work programme
- Speaker box
- Southwark’s youth service (TYS)
- Targeted Entry Level/Level 1 Literacy/Numeracy courses
- CAB/Welfare Advice
- TP/TDS services
- Banking/Financial Advice Services

NB: These will be provided through partner agencies taking part directly in the drop in programme or through agreed referral pathways where A&AC staff will actively facilitate engagement.

Service Description

The service operates on Monday, Tuesday and Thursday each week. Each day will provide one morning, lunch time and afternoon session (10-12noon) (1-12pm 2-4pm)

The drop in service utilizes space already provided within the Adolescent and Aftercare Services. In general activities will take place in “The Pink room”, the IT suite, the kitchen and activity room. Some off site excursions may be planned for one to one

work, (subject to risk assessment).

Activities/sessions will broadly adopt a youth work model of working in corporately.

- Breakfast club
- Children's play time
- Homework club
- Quiz hour
- Arts & Crafts – painting drawing, knitting, sewing
- Journalism/graphics session (production of newsletter)
- Afternoon Tea
- Games afternoon
- Education & Careers clinic
- Fluff and fold (do your laundry & ironing)
- DJing/music studio – build your own track
- Forum/Discussion Groups
- CAB/DTA/TP/Dental/Informal Clinics

These will be advertised on message boards, posters, reception tv and mail shots.

Target group

The target group would be NEET and/or those who are socially isolated,(aged 16-21). By offering informal access to leisure, education and meals/refreshments (without the need for appointment), it is hoped this group will begin accessing services and specialist staff.

Identified young people will have the service included in their pathway plan and will be encouraged to attend by their allocated personal advisor, social worker and independent reviewing officer.

Resource Options – staffing & equipment

Service Resources

Personnel

- Group worker – 3 sessions per week
- Apprentice group worker - 4 sessions
- Volunteers (x2) – all sessions
- Social work/health and social care students (x4) – 1 session per student
- Male group worker/youth worker – employed specifically to work on drop in function – all sessions *
- Floating Managers (x1) – as and when required
- 1 member of staff (PA/SW) for each session (note: social workers and personal advisors will be placed on the rota for either group work or drop in)
- Connexions Advisor and NRF worker available one session per week
- Volunteer Care leavers (x2) (who has already exited the service) – 4 sessions

NB: Given current financial constraints all of the above personnel resources are to be funded within current resources (except marked *)

Equipment

- Pool table
- Dart board (Velcro darts)

- Selection of board games, etc. – e.g. Ludo, dominoes, Monopoly, Pictionary, backgammon, Connect 4, Jenga, chess, draughts, cards, etc
- Toys, educational books for small children
- Electronic consoles – Wii/PS3
- Arts and crafts table – selection of Arts and crafts
- Coffee machine and tea urn
- Writing materials
- IT suite
- Tumble Dryer/Washing Machine
- Sewing machine
- Ironing board & Iron
- DVLA theory test – CD Rom
- Kitchen/Cooking Facilities

Security of equipment: - all games will be supervised and moved to locked cupboards in the activity room when the sessions end.

Budget:

a) **2009/10 Start up costs were incurred to purchase core equipment from A & AC direct work budget.**

b) 2010/11 Running Costs

- Experienced male youth worker part time delivered in partnership with TYS
- Ex care leavers will be provided with a nominal payment of £20 per session
- Replacement costs – wear and tear/breakages
- food/transport/refreshments

Risk Assessments

Each activity will be subject to a Risk Assessment in keeping with Health & Safety practice.

Evaluation of Drop in Service

Whilst the service will be drawing upon existing resources from within CLA services and partnerships with Youth Service, Southwark Works Connexions and Health, it is important that it's impact is evaluated to further shape the service and to confirm its effectiveness.

The CLA service therefore intends to undertake the following evaluation steps:

- Evaluation period January to December 2010
- Statistical analysis against the following measurable outcomes:
 - a) Number of young people attending and engaging with the drop in service (16-18) who are NEET.
 - b) Number of care leavers (18-21) who were isolated in community and NEET attending and engaging with drop in service.

Those

- c) still NEET
- d) now engaged in formal group work programme or other day time project
- e) now engaged in employment, education and or training

18-21 who

- f) remain isolated in the community and NEET

- Qualitative feedback via direct interviews with participants (undertaken by care leaver during university recess over summer period) to assess:
 - a) enjoyment of drop in service
 - b) which parts were most beneficial
 - c) impact upon daily routines and motivation
 - d) Impact upon becoming engaged in employment, education and training
 - e) how could drop in service be improved to achieve a b c and d above
- Impact upon young people accessing formal group work programmes delivered by the Adolescent and Aftercare Service during review period
- Reduction in violent and aggressive incidents in reception recorded area during review period.

Agenda Item 9

Item No. 9.	Classification Open	Date: 10 November 2010	Meeting Name: Corporate Parenting Committee
Report title:		Effectiveness of Personal Education Plans	
Ward(s) or groups affected:		All	
From:		Strategic Director of Children's Services	

RECOMMENDATIONS

1. To note Children's services Approach to delivering effective personal education plans (PEP's) for every school aged looked after child.
2. The Committee to ask Southwark Children's Services to write to all designated teachers, outlining: a) the role of the virtual head and the importance of the personal education plans; and b) asking designated teachers to set out their aspirations for CLA and their role in improving performance.

BACKGROUND INFORMATION

3. The PEP became a legal requirement for looked after children as part of Section 52 of the 2004 Children Act.
4. The associated guidance under the "Every Child Matters – change for children Framework" placed a range of statutory duties upon local authorities to promote the educational achievement of looked after children.
5. The guidance refers to a PEP as a record of what needs to happen for a looked after child to enable them to fulfil their potential whilst reflecting any existing educational plans such as statement of special educational needs and individual education plan.
6. The recommended PEP content is outlined in paragraph 49 of the guidance (Appendix 1)
7. CLA Services and the Southwark CLA Educational Team developed an individual PEP for each school year group which asks specific questions relevant to the child's expected development, key stage and attainment eg: selection of GCSE subjects in Year 9.
8. Each year PEP proforma is available as part of each child's electronic record which enables immediate access to all relevant professionals in Children's Services including the Independent Reviewing Officer, Virtual Head Teacher, SEN Services, Social Workers, Managers and the CLA Education Team.
9. Children's Services have adopted a core principal that a child's personal education plan should be held at the child's place of education and attended by the child's carer and social worker. Wherever possible the child should also attend. It is recognised that the PEP is a crucial focal point to bring together the partnership of school and home learning whilst providing a clear message to the child in care that education is valued and supported by their social worker and carer.
10. ICS has been developed so that the Social Worker and Independent Reviewing Officer can "pull through" the PEP action plan directly into the statutory looked after review to ensure that the actions are tracked and integrated into the child's care plan.

Foster carers are trained as part of their pre approval training about the role of the Foster Carers to promote education and are given direct input the PEP process and their contribution. Appendix 2 contains the two specific leaflets produced for carers, children and for young people

11. The CLA Education Team undertake two formal PEP audits (each academic year) (junior and secondary) to review quality, participation and timeliness. These audits include the Virtual Head Teacher, front line Managers, CLA Education Team and colleagues from SEN services.
12. Audit findings and action plans are fed back to the relevant Service teams. PEP findings have resulted in developing clear social work guidance and advice. (Appendix 3).
14. Delivery of PEP's to all school aged looked after children are managed through Carefirst tracking reports.
15. The CLA Education team advisory teachers may be asked to attend a PEP by the allocated social work team if there are significant problems with regards to school conduct, bullying, poor attendance, behaviour or home learning support issues. In addition new children entering into the system are allocated to education team advisory teachers to liaise with the new social worker to ensure that the first PEP happens within timescales and to provide additional support should the worker be inexperienced.
16. Each school has a designed teacher for looked after children who has a specific role to track the progress of each looked after child and maintain key information with regards to care arrangements and relevant local authority.

KEY ISSUES FOR CONSIDERATION

17. The CLA Education team have reported year on year improvements in the quality of PEP's being delivered by Southwark social work staff.
18. During the academic year 2009/10, 100% of school aged children had their PEP completed.
19. 97% of all school aged looked after children had that PEP conducted by half term (Feb 2010)
20. By the end of the 09/10 academic year 77% of all school aged looked after children had both their main PEP and follow up PEP conducted (it should be noted that this figure cannot be 100% as CLA Services do not conduct a second PEP for Year 11 pupils as they are in the process of sitting their GCSE's in May).
21. A revised target has been set for the 2010/11 academic year that 100% of school aged children (who have been in care four months or more at the 1 September 2010) will have their first PEP undertaken by the 23 December 2010. This revised target reflects the CLA services drive to fully engage schools, young people and carers fully as soon as possible in developing effective education plans at an early point each academic year. The PEP will have a key role to play in developing best possible practice and tracking the progress of children in care.
22. During 2010/11 Carefirst is being developed to enable key information (sections) from each PEP to be extrapolated into tracking reports for the CLA Education Team and Virtual Head Teacher. This "in year" progress reporting will then be cross referenced with the child's previous end of year report to enable early

identification if expected progress is not being made or children are falling further behind This initiative will support the developing framework of a virtual school and when appropriate enable the Virtual Head Teacher to allocate additional resources or require named schools to review their interventions.

23. Feedback from young people in care has been mixed with regards to PEP meetings in that whilst a few find it embarrassing, the majority appreciate the direct focus and attention given to their education and what additional help can be provided. Steps are taken to ensure that PEP's are not scheduled to have pupils missing their lessons or having attention drawn to them through being called out of lessons. (Appendix 2)
24. The Virtual Head Teacher and CLA Education Team are developing a strategy to induct, train and support Southwark designated teachers for looked after children which will include an annual information sharing forum to improve awareness and learning.
25. It is proposed that the 2010/11 PEP audits will also include some designated teachers from Southwark schools.
26. Southwark designated teachers value the fact that they can also contact the Southwark education team to seek advice at any time relating to a named child if they are experiencing difficulty.

Policy implications

27. There are no new policy implications relating to this report.

Community impact statement

28. Southwark CLA Service works to promote the five outcomes for children in care as outlined in Every Child Matters. It is recognised that placement stability, engaged in education, access to additional activities linked with healthy lifestyles all contribute to building resilience in young people.
29. Successful school outcomes are also strongly linked to placement stability. Research also shows that a sound and enjoyable educational experience assists a child's sense of worth and well being which has a positive impact upon placement stability. It is recognised that school exclusions or truancy can place additional pressure upon Foster Carer's resilience to maintain the placement.
30. Equally it is recognised that for a young person to flourish at school and to achieve to their maximum potential, they need a safe, caring and permanent home environment. Placement stability and school success are therefore intertwined and it is recognised that the school need to be effectively included in a child's life and care plan where everybody is involved in addressing any potential issues at the earliest possible opportunity whilst having high aspirations for attainment.

Resource implications

31. There are no resource implications

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Minutes of meetings of Corporate	Constitutional Team	Bola Roberts

Parenting Committee	160 Tooley Street SE1 5LX	020 7525 7232
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APPENDICES

No.	Title
Appendix 1	Paragraph 49 of guidance – ref: Section 52 2004 Children’s Act
Appendix 2	Sample PEP leaflets for carers and young people (to be circulated at the committee meeting)
Appendix 3	Social Work PEP Guidance

AUDIT TRAIL

Lead Officer	Rory Patterson, Assistant Director Children’s Specialist Services & Safeguarding	
Report Author	Chris Saunders Head of Services for Children in Care	
Version	Final	
Dated	28 October 2010	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments included
Strategic Director of Communities, Law & Governance	No	No
Finance Director	No	No
Cabinet Member	Yes	
Date final report sent to Constitutional Officer	28 October 2010	

A Appendix 1

PEP content

49. Effective and high quality PEPs should:

- 49.1. be an achievement record (academic and otherwise);
- 49.2. be linked to information in other education plans, including a statement of special educational needs and IEPs;
- 49.3. identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences;
- 49.4. set short term targets, including progress monitoring against each of the areas identified against development and educational needs; and
- 49.5. set long term plans and educational targets and aspirations (e.g. in relation to public examinations, further and higher education, work experience and career plans and aspirations).

The range of education and development needs that should be covered in a PEP includes:

- Accessing nursery or other high quality early years provision where appropriate to the child's age (e.g. playgroups)
- On-going catch-up support for those who have fallen behind with school work
- Providing suitable education where a child is not in school, e.g. because of temporary or permanent exclusion
- Transition support needs and integration when children begin to attend a new school or return to school (e.g. following illness or exclusion)
- Out of school hours learning activities /study support and leisure interests
- School attendance and, where appropriate, behaviour support
- The necessary level of support to help the child to achieve well at each National Curriculum Key Stage, particularly in completing an appropriate range of approved qualifications
- Support needed to achieve long term aspirations for further and higher education, training and employment

APPENDIX 3

SOCIAL WORK PEP GUIDANCE

Southwark Personal Education Plans (PEP)

The purpose of PEPs

PEPs provide a way for all those involved with the education of a child in care to help them achieve their potential by providing a focus on the actions required by carers, child and professionals. Their progress is tracked to try and ensure they continue to make appropriate progress throughout their school life. Relevant pre-care history or current care plans can be shared, educational needs can be identified and implications for their continued progress can be planned for. PEPs are statutory for every looked after child from 3 until the end of their compulsory education at 16.

Timing of PEPs

It is the social worker's responsibility to ensure that PEP meetings take place and are within the following statutory timescales:

- Within 28 days of coming into care, then after 3 months, then every six months
- Within 20 school days of a child starting a new school, then every six months

2 PEPs should therefore take place each school year. The first PEP taking place in the first school term of the academic year (Sep – Dec) and the second PEP taking place in the last school term of the academic year (Apr – July)

If a child has a Statement of Special Educational Need (SEN) then if possible one PEP each year should take place alongside the SEN annual review

Understanding the PEP forms

There are 2 main PEP forms: An academic year PEP e.g. year 1 or year 5 and a review PEP. (There is also a different PEP form for CLA who are not in school.) In each school year the appropriate year group PEP should be completed in the first term (Sep – Dec) and providing the child is in the same school and with the same carer the review PEP should then be used for the 2nd PEP of the school year (completed usually in Apr – July) The year group PEPs are divided into 5 parts. Section 1 will have information downloaded from carefirst. Social workers will need to check the accuracy of this information and see if any additional information is required. Section 2 will be filled in during the meeting. Section 3 is information provided by the school (preferably filled in by the school before the meeting) and discussed at the meeting. Section 4 is filled in during the meeting, although the child's view will more appropriately be completed prior to the meeting. Section 5 should be filled in at the meeting and concerns the actions required by adults and appropriate target(s) for the child

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How to do a PEP (ensuring good quality PEPs)

Before the PEP meeting

The social worker should, in consultation with all those to attend, arrange a date and time for the PEP meeting. The school, carers, child, parents if appropriate and other education personnel involved in child's education should be invited to attend the PEP meeting. The Designated teacher for CLA is usually the social workers first point of contact in schools. The meeting usually takes place at the educational setting.

The social worker should remind the school about the information they need to bring to the meeting. Fax or email section 3 of the PEP through to the school prior to the meeting and ask them to fill in as much of the information as possible prior to the meeting.

The social worker should discuss the PEP meeting with the child before the meeting and ask the child for their views on their education. (See later section – 'Involving children in their PEPs') If this is not possible then the social worker should make alternative arrangements for someone else to find out child's view of their education prior to the meeting and make sure their views are available for the PEP meeting – unless the child is happy to talk at the meeting about how they are doing and their likes and dislikes in school etc.

The social worker should access the appropriate PEP form from ICS. They will need to know which academic year the child is in and access the corresponding PEP form. If this is the second PEP within an academic year, and the school and care placement haven't changed then the review PEP should be used for the second PEP.

NB The first section of the school year PEP will automatically be filled in with information from Carefirst. The social worker needs to check the accuracy of this information and change it if it is not correct. If there are any individual circumstances around parental responsibility or contact arrangements these need to be added manually.

At the PEP meeting

(The social worker should take the last PEP to the PEP meeting so that actions required by carers and professionals, and the child's targets can be reviewed)

School or education personnel should chair the meeting.

The social worker's role during the meeting is to:

- Offer to take notes and ensure all sections of the PEP form are discussed and completed
- Ensure sensitive information about child's pre-care history, current care plan and any contact arrangements are shared appropriately, probably when child is not present

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- Ensure that there is a clear picture of the progress the child is making in school and how they are doing in relation to what is expected of them at their age
- Ensure that there is a clear understanding of what the child needs to develop next so that they can make satisfactory progress
- Ensure that any help the child needs to make appropriate progress is planned
- Ensure that there is a balance of discussion around strengths and weaknesses and the child's achievements are recognised
- Ensure that any health or emotional issues that could affect child's progress are shared and planned for
- Ensure that actions required by carer and professionals are clearly noted and understood
- Ensure the child is involved in identifying their target(s) and they are appropriate and realistic (See later section – 'The child's targets')

The first section of the PEP will have been filled in by carefirst when accessing the form in Care assess. The second section should be filled in at the PEP meeting as should any of section 3 and 4 not filled in prior to the meeting. Section 5 should also be filled in at the meeting when all views have been shared

If the PEP is a review PEP then the main focus should be on reviewing progress for the academic year but the school should also be brought up to date with any changes in the child's circumstances. New targets for child and any actions for adults should also be made clear.

Social workers don't need to have lots of knowledge about education, but will need to ask relevant questions (See later section – 'Questions to ask at PEP meetings')

The child should be encouraged to attend all or part of the meeting according to their age, maturity and their ability and interest in participating in the meeting.

The child should be involved in deciding their targets as appropriate. There should be at least one academic target. If a child has an IEP (children at school action, school action plus or those with a statement usually have an IEP) the targets from the current IEP can be used.

A date for the next PEP should be set if this is the first PEP in the academic year. If this is the second PEP (ie the review PEP) in the academic year then it is best not to set a date for the next PEP as this could involve different school staff personnel as the child will be in a different school year.

After the meeting

Following the meeting the social worker will need to enter all the information into the appropriate year or review PEP in care assess and send a copy to the school, carer and

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anyone else who requires a copy eg child if appropriate. Any school reports etc should be scanned into ICS

The social worker should ensure that the actions agreed by professionals and carers at the PEP meeting are all carried out within the agreed timescales.

IROs will also want to know about the child's targets, which actions (by professionals and carers) agreed at the PEP meeting have been carried out or not and any difficulties child is continuing to experience at school.

Involving children in their PEPs

Talking to a child about their education should be ongoing, however a child will benefit from preparation for their PEP meeting. This will help the young person feel part of the process and understand the purpose of the meeting. It will hopefully help them feel as if it is not just one more meeting that is happening to them with other people making decisions about their life.

It is best for social workers to have a discussion about PEPs and gain the child's view about school during their last visit to the child before the PEP meeting. If this is impractical then a chat at the school just before the PEP meeting or a telephone conversation a day or two before the meeting would be the next best option. Alternatively the social worker will need to arrange for someone else to discuss how child feels they are doing with someone else prior to the meeting and ensure that this information is made available at the meeting

Points to consider covering:

- Tell them who will be at the meeting
- The purpose of the meeting. (For those who are concerned and involved in their education to all get together and find ways to help them achieve their best in school)
- What will be discussed at the meeting (The child's, school's and carer's view about their education, their strengths, weaknesses and achievements, out of school activities, any issues e.g. anything relating to homework, behaviour, friendship or learning difficulties etc, new targets for the next 6 months and any actions that need to be carried out to help child do well in school. If the child is changing school soon then this should be part of the discussion too)
- Discuss and encourage them to attend the meeting. Share with them how difficult it is to have a meeting about someone if they are not there and that their view is as important as anyone else's. The expectation is that they will attend at least part of the meeting. They may need help to be clear about what they want to say about

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any concerns they have about school and how they feel they are doing. Social workers have a key role in helping them clarify their view about school.

- Ask if there is anything they want an adult to say at the meeting that they are uncomfortable about saying themselves and who they would like to say it for them. This would include whether or not they want to talk about how they feel about school or would prefer an adult to speak for them
- Discuss what they want to achieve and get out of school during the next six months or so (also longer term for older children) eg academically, extra activities, any choices being made, any friendship/social issues, and career and college choices etc.
- Ask the child if they would like a copy of the PEP
- After the meeting discuss how it went and if they agree with what was said. Check that they understand what the PEP should help them achieve.

Some questions to ask at PEP meetings

(These questions will help to give a full picture of how child is progressing and find out more about any relevant issues)

Academic

Are they achieving what is expected of them (in terms of the national average for their age group) in English/Maths?

If not, how far behind are they and how significant is this?

Why does school/child think they aren't achieving as well as they should be doing? (E.g. poor concentration, lack of motivation, learning difficulty)

What can the school/carer do to help them catch up?

What progress would you expect them to make by the end of the academic year?

If that progress isn't made do you think they should be put onto school action/be put up a stage on the SEN code of practice?

What subjects do they enjoy the most/least? What can we do to help them enjoy the subjects they do not like much?

For children with significant educational needs it is often helpful to ask the school what they believe to be the over-arching educational need/focus.

Social

What are their relationships like with adults/other children?

Does child have any difficulty making and keeping friends?

If this is an issue what can be done to help them?

How do children/adults respond to them?

Do you think they are vulnerable to bullying/have bullied others?

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What form does the bullying take?
 What can be done to prevent the bullying?

Behaviour

Are there any behavioural concerns?
 If so, what inappropriate behaviours do they present with?
 What does school/child think triggers these behaviours?
 What lessons/times of the day do these behaviours happen e.g. playtime, maths lessons, with particular school staff or after lunch etc?
 What strategies have been tried to change the behaviour?
 How successful were they? What else can be tried?
 How can the carer/social worker help?
 Does emotional distress effect their learning?
 Has the LEA behaviour support team been asked for advice?
 If there were any exclusions find out what they were for and how significant the school view the exclusions. Also what actions are being taken to try and improve child's behaviour and help prevent another exclusion occurring?

General

Do they bring the appropriate equipment to school?
 Do they do homework on time and is it done well?
 If there are homework issues what suggestions can school make to help child and carer?

To ask carer

How do you encourage them to do their homework?
 Do you feel they enjoy reading with/to you?
 What interests do you think could be developed outside of school?

The child's targets

The child should be asked what they would like to achieve in school over the next 6 months. 1 to 3 targets should be agreed with the child. The child's targets should be SMART: specific, measurable, achievable, realistic and timed (usually PEP targets are for the next 6 months) It is very helpful to identify a target that the carer can support at home as we want to identify ways to encourage our carers to actively support child's education (School or education adviser for CLA may need to offer some extra help to carer)

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There should be at least one academic target e.g.

I will learn my 2, 3, 4 and 5 times table.

I will read and talk about 6 books by my favourite author

I will learn to use the following initial blends in my reading and writing: sp, pr, pl, gr, sh, th, ch, fl, bl and cr

I will read the text for my English literature GCSE

There can be other targets as well e.g.

I will line up when asked to, quickly and without touching anybody else

I will get the equipment I need to do my work and try to start my work on my own

If I do not understand what work I need to do I will put up my hand until an adult is able to help me

I will get to all lessons on time

I will show that I need time out (in a way agreed by the school staff) if I am feeling angry or troubled.

It should be made clear which adults are going to help the child achieve their target and how they are going to help and how often (if appropriate)

The progress towards achieving targets should then be reviewed at the next PEP and new targets set.

Existing school targets e.g. from IEPs can be used as PEP targets if they are appropriate

For children not in school

If a child is not attending school or alternative educational provision the 'PEP for children with no school' form should be used. The main aim of the PEP should be to find out why the child is not in school and form an action plan to help the child access some appropriate educational provision.

For children attending schools not in Southwark

If a child attends a school in a Local Education Authority (LEA) other than Southwark then that school has the right to use the PEP used by their LEA. Many schools and LEAs are happy for Southwark social workers to use the Southwark PEP form but Kent schools in particular have to use the Kent PEP form. Where the Local Authority insists on using their form a Southwark PEP will also need to be filled in so that the relevant information can be entered on care assess. .

Item No. 10.	Classification: Open	Date: 10 November 2010	Meeting Name: Corporate Parenting Committee
Report title:		Children looked after with 3 or more placements	
Ward(s) or groups affected:		All	
From:		Strategic Director of Children's Services	

RECOMMENDATION

1. That the committee considers the report as set out in Appendix 1 on children in care with 3 or more placements and raises any comments at the meeting.

BACKGROUND INFORMATION

2. This report was produced to gain an insight into children in care with 3 or more placements.

KEY ISSUES FOR CONSIDERATION

3. As at 12th October there were 546 children in care at Southwark of which 27 had 3 or more placements.
4. Age of children in care with 3 or more placements differed from all children in care with a higher proportion of children aged 6 or under.
5. There were a higher proportion of girls in care with 3 or more placements compared to boys.
6. A quarter of children in care with 3 or more placements were white British.
7. Compared with all children in care a higher proportion of children in care with 3 or more placements were on interim care orders and a lower proportion on full care orders.
8. Placement type of children in care with 3 or more placements was similar to all children in care.
9. A high proportion of children care with 3 or more placements have been in care for less than 1 year.
10. Of those children in care with 3 or more placements on interim care orders most of the children were aged under 6 and were in care for a year or less.

Policy implications

11. This decision has been judged to have no policy implications.

Community impact statement

12. The decision to note this performance report has been judged to have no or a very small impact on local people and communities. Clearly the quality of these services has a big impact on children looked after from all communities.

Resource implications

13. This decision has no resource implications.

Consultation

14. The management teams of Children's Safeguarding and Specialist Services have discussed the analysis set out in this report.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Minutes of meetings of Corporate Parenting Committee	Constitutional Team 160 Tooley Street SE1 5LX	Bola Roberts 020 7525 7232

APPENDICES

No.	Title
Appendix 1	Children in Care with 3 or more placements
Appendix 2	NI 62 Definition

AUDIT TRAIL

Lead Officer	Rory Patterson, Assistant Director Children's Specialist Services & Safeguarding	
Report Author	Monika Ciurej, Children's Services Department	
Version	Final	
Dated	28 October 2010	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments included
Strategic Director of Communities, Law & Governance	No	No
Finance Director	No	No
List other officers here	No	No
Cabinet Member	Yes	Yes
Date final report sent to Constitutional Officer	28 October 2010	

Appendix 1

Children in care with 3 or more placements

The following analysis is based on children in care with 3 or more placements since 1st April 2010 as at 12th October 2010. Note: analysis on all children in care includes those with 3 or more placements. As there are small numbers of children in care with 3 or more placements caution must be exercised when interpreting the data.

As at 12th October there were 546 children in care at Southwark of which 27 had 3 or more placements. Over half of the children in care with 3 or more placements were aged 6 or under (51.9%) and slightly under half were aged 12 or over (48.1%). This is different from all children in care where 25.5% were aged 6 or under, 18.3% were aged between 7 and 11 and 56.2% were aged above 12 currently.

Table 1 – Current age of children in care

(years)	All Children in care		Children in care with 3+ placements	
		%		%
0	29	5.3%	2	7.4%
1	33	6.0%	4	14.8%
2	16	2.9%	4	14.8%
3	14	2.6%	1	3.7%
4	15	2.7%	0	0.0%
5	18	3.3%	2	7.4%
6	14	2.6%	1	3.7%
7	21	3.8%	0	0.0%
8	18	3.3%	0	0.0%
9	16	2.9%	0	0.0%
10	20	3.7%	0	0.0%
11	25	4.6%	0	0.0%
12	25	4.6%	2	7.4%
13	40	7.3%	2	7.4%
14	34	6.2%	2	7.4%
15	52	9.5%	1	3.7%
16	74	13.6%	5	18.5%
17	81	14.8%	1	3.7%
18	1	0.2%	0	0.0%
Total	546	100%	27	100%

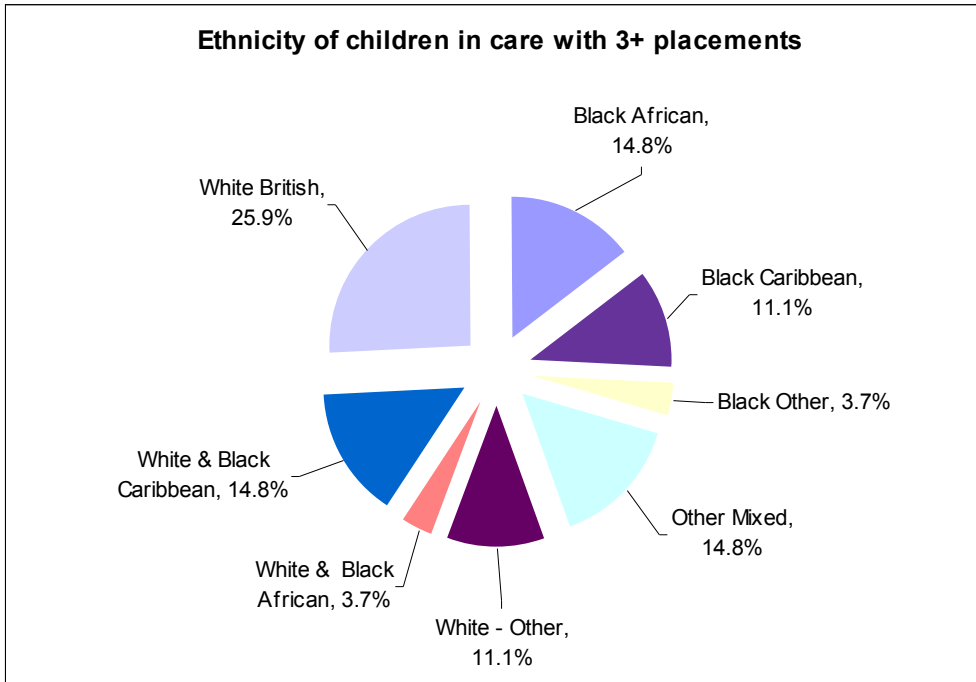
There were a higher proportion of boys in care compared to girls, however, for children in care with 3 or more placements this is the opposite with a higher proportion of girls compared to boys.

Table 2 – Gender of children in care

	Female	Male	All	% of All	
				Female	Male
All Children in care	230	316	546	42.1	57.9
Children in care with 3+ placements	16	11	27	59.3	40.7

A quarter of children in care with 3 or more placements were white British and 14.8% were black African, mixed white and black Caribbean and of other mixed backgrounds.

Figure 1 – Ethnicity of children in care with 3 or more placements



This is slightly different to the ethnicity of all children in care with a slightly lower proportion of black African and white British children in care with 3 or more placements and a considerably higher proportion of other mixed, other white and mixed white and black Caribbean ethnic backgrounds.

Figure 2 – Ethnic comparison of all children in care and children in care with 3 or more placements

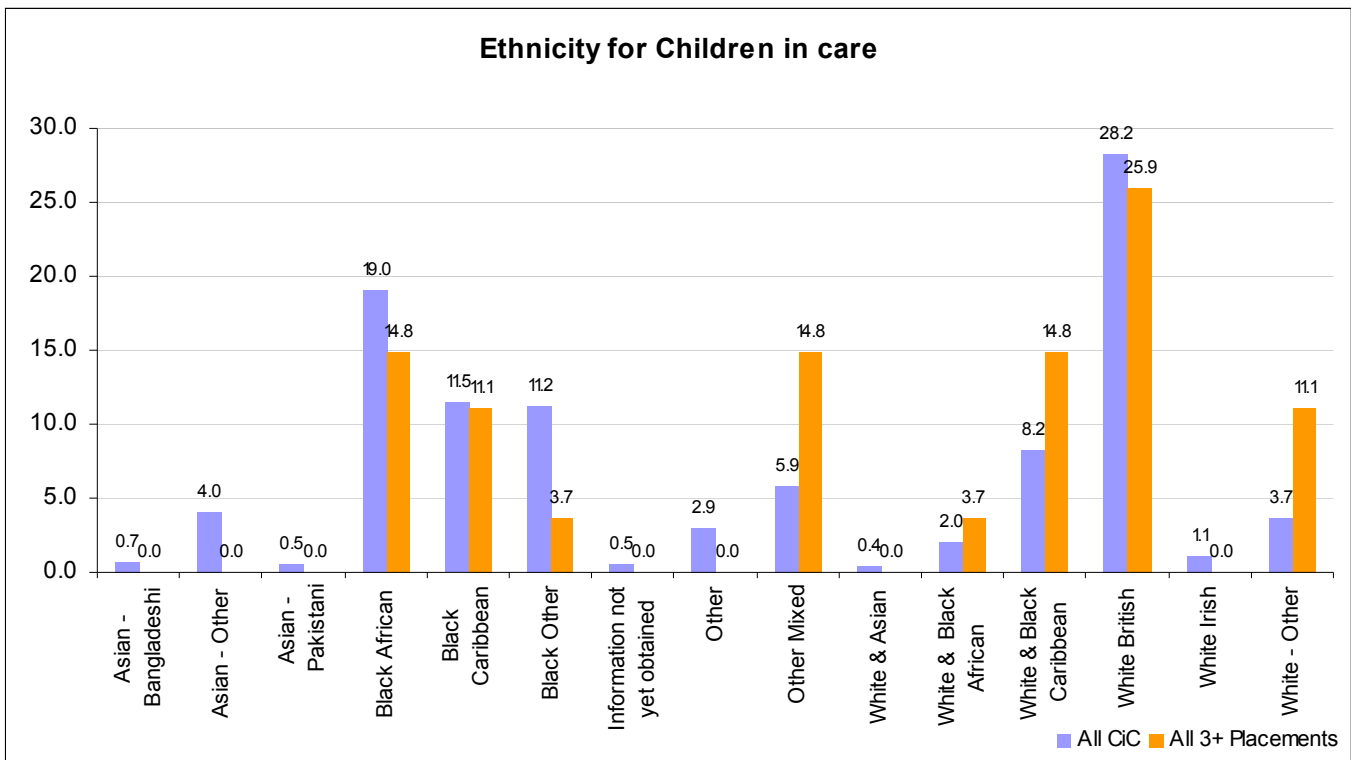


Table 3 – Ethnicity of children in care

	All Children in care		Children in care with 3+ placements	
	care	%	placements	%
Asian - Bangladeshi	4	0.7	0	0.0
Asian - Other	22	4.0	0	0.0
Asian - Pakistani	3	0.5	0	0.0
Black African	104	19.0	4	14.8
Black Caribbean	63	11.5	3	11.1
Black Other	61	11.2	1	3.7
Information not yet obtained	3	0.5	0	0.0
Other	16	2.9	0	0.0
Other Mixed	32	5.9	4	14.8
White & Asian	2	0.4	0	0.0
White & Black African	11	2.0	1	3.7
White & Black Caribbean	45	8.2	4	14.8
White British	154	28.2	7	25.9
White Irish	6	1.1	0	0.0
White - Other	20	3.7	3	11.1
Total	546	100.0	27	100

A high proportion of children in care with 3 or more placements were on interim care orders (44.4%), which was nearly double the proportion of all children in care (18.9%). On the other hand only half of the children in care with 3 or more placements were on full care orders (18.5%) compared with all children in care (39.7%). A similar proportion of children in care with 3 or more placements were accommodated under section 20 (29.6%) as all children in care (30.4%).

Table 4 – Legal status of children in care

Legal Status	All Children in care		Children in care with 3+ placements	
	care	%	placements	%
Accomm under S20 (single period of accommodation)	166	30.4%	8	29.6%
Full Care Order	217	39.7%	5	18.5%
In LA on Remand or Committed for Trial/Sentence	8	1.5%	1	3.7%
Interim Care Order	103	18.9%	12	44.4%
Placement Order granted (adoption)	48	8.8%	1	3.7%
Subject to Emergency Protection Order	1	0.2%	0	0.0%
Under Child Assessment Order in LA Accommodation	1	0.2%	0	0.0%
Under Police Protection in LA Accommodation	2	0.4%	0	0.0%
Total	546	100%	27	100%

The main placement type for children in care with 3 or more placements was foster placement with other foster carer (40.7%) followed by home or hostel subject to children's home (22.2%) and foster placement with relative or friend (11.1%). This was similar to the placement type of all children in care.

Figure 3 – Placement type of (a) Children in care with 3 or more placements (b) all children in care

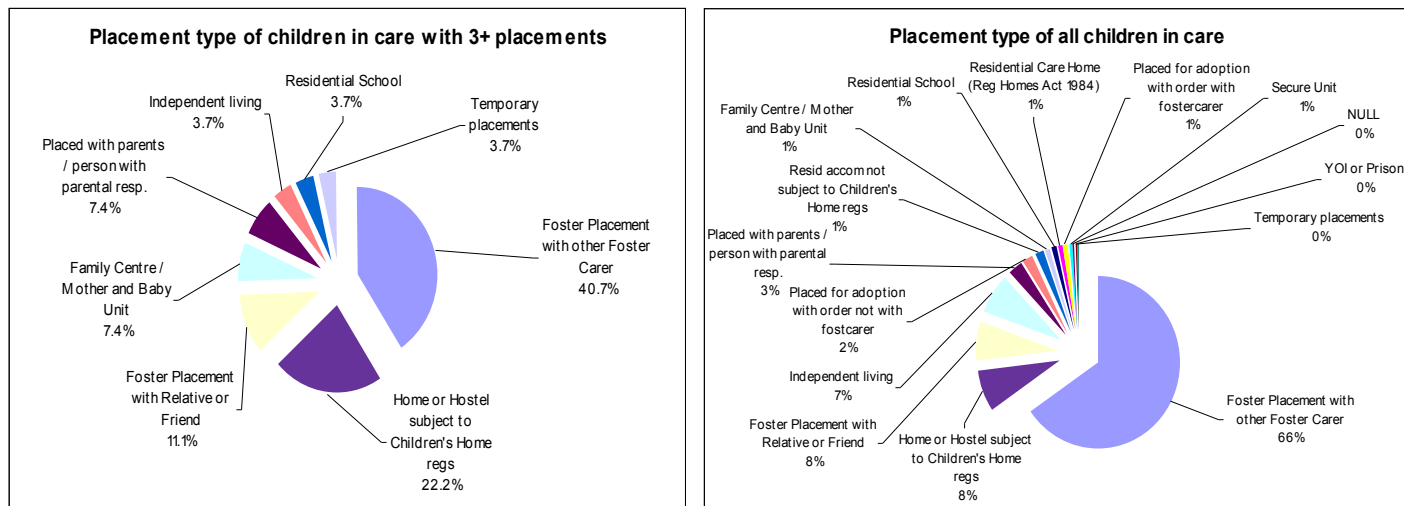
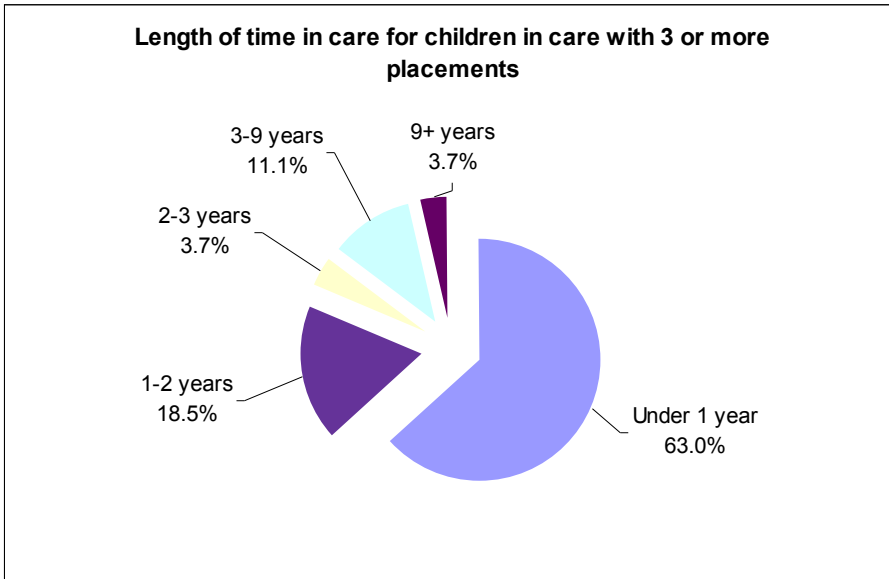


Table 5 – Placement type of children in care

	All Children in care		Children in care with 3+ placements	
		%		%
Family Centre / Mother and Baby Unit	7	1.3%	2	7.4%
Foster Placement with other Foster Carer	356	65.2%	11	40.7%
Foster Placement with Relative or Friend	41	7.5%	3	11.1%
Home or Hostel subject to Children's Home regs	43	7.9%	6	22.2%
Independent living	39	7.1%	1	3.7%
NULL	2	0.4%	0	0.0%
Placed for adoption with order not with fostercarer	11	2.0%	0	0.0%
Placed for adoption with order with fostercarer	4	0.7%	0	0.0%
Placed with parents / person with parental resp.	17	3.1%	2	7.4%
Residential School	6	1.1%	1	3.7%
Temporary placements	1	0.2%	1	3.7%
Resid accom not subject to Children's Home regs	8	1.5%	0	0.0%
Residential Care Home (Reg Homes Act 1984)	5	0.9%	0	0.0%
Secure Unit	4	0.7%	0	0.0%
YOI or Prison	2	0.4%	0	0.0%
Total	546	100%	27	100%

A high proportion (63.0%) of children in care with 3 or more placements have been in care for under 1 year and nearly one fifth (18.5%) between one and two years.

Figure 4 – Length of time in care for children in for 3 or more placements



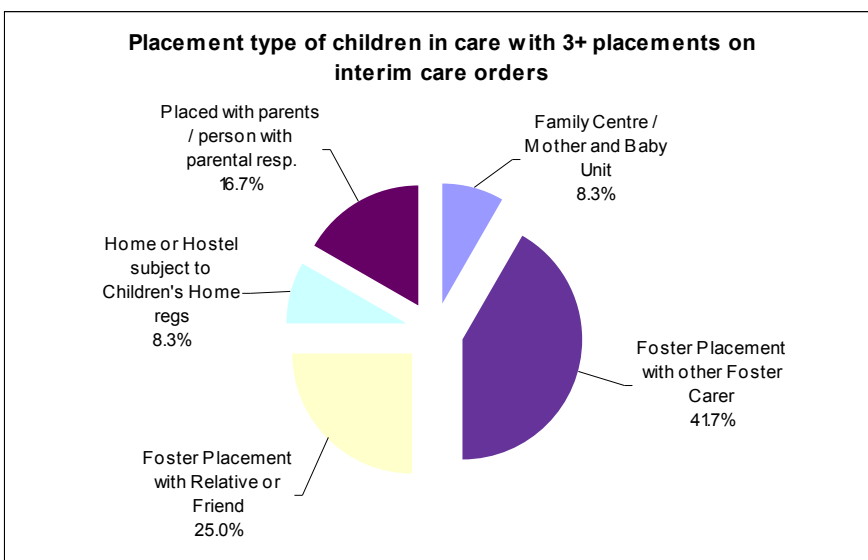
Interim care orders

Of those 12 children in care with 3 or more placements on interim care orders most of the children (83.3%) were aged under 6. Most of these children were also in care for a year or under (83.3%).

Current age (years)	Children in care with 3+ placements	%
0	2	16.7%
1	2	16.7%
2	3	25.0%
3	1	8.3%
5	2	16.7%
13	1	8.3%
15	1	8.3%
Total	12	100%

Length of time in care (years)	Children in care with 3+ placements	%
0.25	2	16.7%
0.42	4	33.3%
0.50	2	16.7%
1.00	2	16.7%
1.17	1	8.3%
1.42	1	8.3%
Total	12	100%

A high proportion of the placement type of these 12 children is foster placements, either with other foster carer (41.7%) or with a relative or friend (25.0%).



National Indicator for Local Authorities and Local Authority Partnerships

Title:

NI 62 Stability of placements of looked after children: number of placements

Existing Indicator:

Yes

Sourced from LA/Partner:

Yes

Rationale:

This indicator is an important measure of the stability of care that a child has experienced. On the whole stability is associated with better outcomes - placement instability was highlighted by the Social Exclusion Unit as a key barrier to improving educational outcomes. Proper assessment of a child's needs and an adequate choice of placements to meet the varied needs of different children are essential if appropriate stable placements are to be made. Inappropriate placements often break down and lead to frequent moves. The circumstances of some individual children will require 3 or more separate placements during a year if they and others are to be kept safe, but the variation between local authorities' performance in this area suggests that more can be done in many areas to reduce the number of moves.

Definition:

The percentage of children looked after at 31 March with three or more placements during the year.

Looked after children are defined in the [Children Act 1989 \(external link\)](#) (S22 1a).

All placements of 24 hours or more are counted, regardless of duration. Any placements that were already open on 1 April at the beginning of the year, and any which were open on 31 March at the end of the year are included.

All placements regarded as temporary are included, the only exceptions being the following special cases:

- temporary periods on holiday or in hospital;
- where a foster carer goes on holiday for 21 days or less and the child temporarily stays with another carer during this time (only two such breaks allowed in any one year);
- other temporary absences of seven consecutive days or less, where the child then returned as planned to the previous placement.

These exceptional categories of placement are likely to be infrequent; they are not automatically recorded on the SSDA 903, and for consistency, are not included in this count of looked after children. Where a child had placements during the year separated by periods of not being looked after, each placement is counted, even if they were with the same carer. Any placements that formed part of an agreed series of short term placements (under the provisions of Reg 13 of the [Arrangement for Placement of Children \(General\) Regulations \(external link\)](#), 1991) are not counted.

This indicator replaces PAF CF/A1, JAR/APA 2043SC, as was collected for 2007/08.

Formula:

$(X/Y) * 100$ where:

X = Of the children looked after in the denominator, the number who had three or more separate placements during the year.

Y = The total number of children who were looked after at 31 March, excluding any children who were looked after on that date under an agreed series of short term-placements (under the provisions of Reg. 13 of the Arrangement for Placement of Children (General) Regulations, 1991).

A child being placed for adoption with their existing foster carers is not included as a change of placement for the purposes of this indicator.

Appendix 2

Worked Example:

If 450 children are looked after at 31 March, 31 of whom have experienced 3 or more placements during the year, then the percentage is

$$(31/450) * 100 = 6.9\%$$

Good Performance:

Good performance is typified by a lower percentage.

However, Bandings for 2006-07 described performance as:

- 0 < 16.01 - Very Good
- 16.01 < 20 - Ask questions about performance
- 20 <= 100 - Investigate urgently

As a key threshold indicator, performance of > 20% has also limited overall performance judgements.

Collection interval:

Annually

Collection interval notes:

Collected on a financial year basis.

Data Source:

Statutory SSSDA903 data collection from local authorities to DCSF

Return Format:

Percentage

Reporting Organisation:

Department for Children, Schools and Families based on data reported by local authorities.

Decimal Places:

One

Spatial Level:

Single tier and county council

Spatial level exception:

-

Further Guidance:

[Department for Children, Schools and Families: SSSDA903 guidance \(external link\)](#)

AC FAQs:

-

Clarifications and corrections:

-

Record of changes:

-

Last Modified:

15/04/2010 16:05:12

Today's Date :

18/10/201009:35

Item No. 11.	Classification: Open	Date: 10 November 2010	Meeting Name: Corporate Parenting Committee
Report title:		Outline Commissioning Strategy	
Ward(s) or groups affected:		All	
From:		Strategic Director of Children's Services	

RECOMMENDATIONS

- 1) To agree the outline commissioning strategy for Children in Care and proposed priorities as set out in paragraphs 8, 9, and 10.
- 2) Members of the Committee to comment on any issues raised in the needs assessment.

BACKGROUND INFORMATION

- 3) Stable, good quality placements that support improved outcomes for children in care (CIC) is central to our commissioning approach. Frequent moves between care placements can have a drastic effect on the ability of children and young people to succeed across the five Every Child Matters outcomes.
- 4) Care Matters prioritises improving local authority commissioning of placements, ensuring that children are placed outside of their local area in exceptional circumstances and improving placement stability by increasing placement choice. The Children and Young People Act requires local authorities to have regard to the benefit of having a number of providers and a diverse range of placements to reflect the needs of children in care.
- 5) Children's Services currently commissions all children's placements from a range of in house and external providers. Almost half of the specialist children's services budget is spent on the children in care population. External placement commissioning accounts for 60% of all expenditure for the children in care service which is broadly made up of placement related costs. The nature of children's placements is that they are very high cost, therefore the management of the placement market is crucial to ensure cost effective placements that achieve the best possible value for money.
- 6) Following on from our last Joint Area Review, there were a number of key recommendations for Children Looked After Services to support this area of work. These included undertaking a robust analysis of the reasons for recent declines? And to develop a commissioning strategy to drive forward local commissioning priorities and developments to support improved stability and outcomes for children in care. These recommendations have informed work to date, however we are now reviewing our commissioning strategy to ensure it reflects current priorities and needs.
- 7) The following sets out the proposed commissioning priorities going forward, as well some of the issues the strategy needs to address.

KEY ISSUES FOR CONSIDERATION

Proposed local commissioning priorities for children in care are as follows:

- 8) Priority one – redirect resources to prevent children coming into care and to remain with their families
- A) In line with the Children Act (1989), Southwark believes that wherever possible children should remain with their families. Every effort should be made to offer targeted, joined up support for children on the cusp of care, so children come into care when there is no other alternative. When children come into care, we will seek to reunite children with their parents and extended family as an alternative to remaining in the care system on a long term basis. Whenever possible placements with family will be exhausted unless there is clear indications that this is not in the child's best interests
- 9) Priority two – improve outcomes for children in care
- B) The outcomes for children in care are the same as for all children and whilst in care they are supported to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. Stable placements that meet a child's needs is central to achieving these outcomes for children in care. This will be delivered through a mix of corporate parent and external resources, delivered in partnership with placement providers to ensure that those in care have access to the right support, at the right time.
- 10) Priority three – ensure provision for children care is good quality, efficient and effective
- C) All provision, especially placements should be of good quality. In working with providers we will ensure that we put in place mechanisms to improve the efficiency and effectiveness of provision. We will monitor quality and ensure it is in line with agreed standards and proactively manage the costs of providers.

Summary of Needs Assessment

- 11) In Southwark, the number of children in care is generally above that of statistical neighbours. The trend for the past few years has been of decline, but figures are once again on the rise and currently standing at around 540. Analysis of trends of those entering care shows that of our current children in care population 235 children entered into care at aged five or under (41.7%), of these 89 were under one (15.8%) and 145 (25.7%) were aged 13 or above at time of entry. On average around 5-6 children became subject to care proceedings each month. Analysis shows that the majority of children aged 13-17 years old have been looked after for three years or less.
- 12) There is a significant proportion of these young people that go home within the first year, of those the majority go home within the first month. The vast majority of children who leave care within the first year go home to their parents or others with parental responsibility. Once in care, 65.2% of children are placed with foster carers, 8% are placed in a home or hostel, 8% with relative or friend, 7% within independent living, and the remainder placed within a variety of other placement types.

- 13) Placement stability has declined over the previous years rising to 14.1% of children experiencing three placements or more in 12 months. However, long term stability has improved since the 2008 Joint Area review, 72.2% of children aged 16 or under and looked after continuously for at least 2.5 years are in the same placement for 2 years or more or placed for adoption. In both cases, performance is in line with statistical neighbours. Outcomes for children in care across the five Every Child Matters outcomes remain in line or slightly above statistical neighbours in most cases. Refer to relevant appendices for further detail.

Policy implications

- 14) There are no new policy considerations.

Community impact statement

- 15) The work of the corporate parenting committee contributes to community cohesion and stability.

Resource implications

There are no specific implications arising from this report.

Background Papers	Held At	Contact
Minutes of meetings of Corporate Parenting Committee	Constitutional Team 160 Tooley Street SE1 5LX	Bola Roberts 020 7525 7232

APPENDICES

No.	Title
Appendix 1	Summary of Issues to be addressed through the commissioning strategy
Appendix 2	Age distribution of children looked after as at 4 th October 2010
Appendix 3	Children in care as at 4 th October 2010 by Ethnicity
Appendix 4	Legal status of Southwark children in care as at 4 th October 2010
Appendix 5	Length of time spent in care as at 4 th October 2010
Appendix 6	Type of placements as at 4 th October 2010

AUDIT TRAIL

Lead Officer	Rory Patterson, Assistant Director Children's Specialist Services & Safeguarding	
Report Author	Elaine Allegretti, Children's Services Department	
Version	Final	
Dated	28 October 2010	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments included
Strategic Director of Communities, Law & Governance	No	No
Finance Director	No	No
List other officers here		
Cabinet Member	Yes	No
Date final report sent to Constitutional Officer	28 October 2010	

Appendix 1

Summary of Issues to be addressed through the commissioning strategy

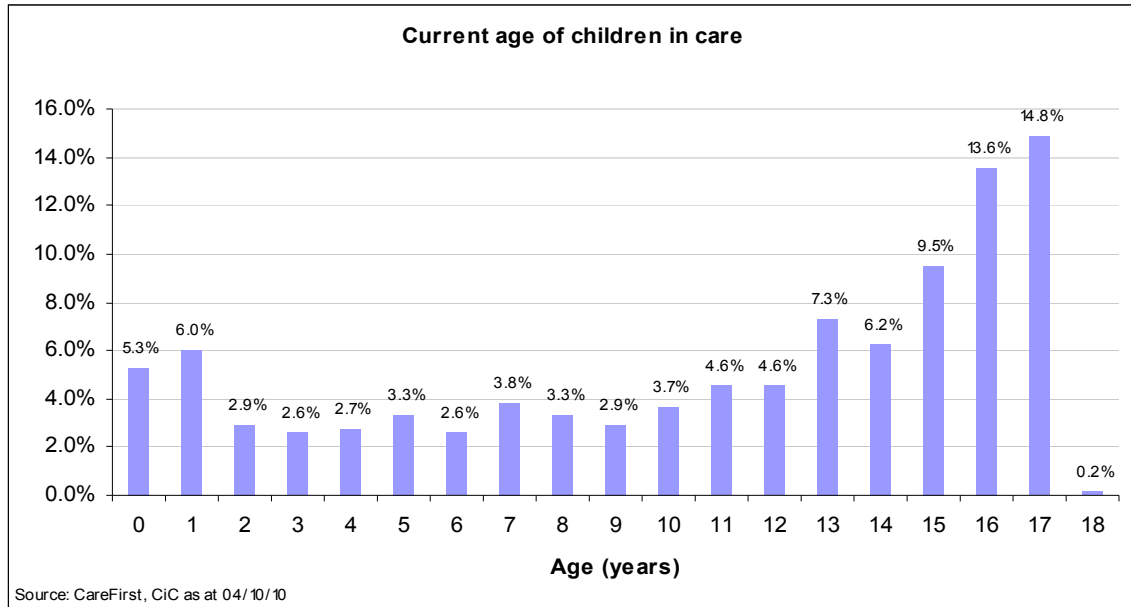
The following table sets out the issues to be addressed through our commissioning strategy in regard to each priority area. These have been developed through an in house review of current ways of working and provision.

Commissioning priority	Issues to be addressed
<i>Priority one – Redirect resources to prevent children coming into care and to remain with their families</i>	<ul style="list-style-type: none"> • Better use of the range of preventative and parenting support resources across the borough to ensure that only those children for whom there is no alternative within their own family come into care • Reduce number of children coming into care, particularly those entering within the older age groups for short periods of time
<i>Priority two – Improve outcomes for children in care</i>	<ul style="list-style-type: none"> • Improve placement stability by minimising disruption through monitoring of placements and early intervention activities • Increase in house services ability to provide for the most complex children that are often placed within the independent market. These include <ul style="list-style-type: none"> - Develop a local, in house market of long term foster carers, particularly for those with specialist placement needs such as sibling groups and those with LDD (i.e. autism). This should include commissioning of multi agency provision to support these placement types - Improve range and type of placements for teenagers with challenging behaviours that are alternative to semi independent and residential care • Where possible and appropriate ensure more children are placed inside the local area in line with new sufficiency requirements • Targeted services to support carers and children in placement. That is, Care Link (CAMHS), CLA education advisers, Designated LAC nurse, out of hours foster carer support • Screening at 13 years to identify vulnerability with teenage pregnancy, substance misuse and crime
<i>Priority three – Ensure provision for children in care is good quality, efficient and effective</i>	<ul style="list-style-type: none"> • Improve range of procurement frameworks around the commissioning external providers that support cost reduction, increase quality and meet local needs of the care population • Reduce the use of independent placement providers and residential care proportionate to the numbers of children in care • Ensure value for money reviews are undertaken in all areas of children in care commissioning where high costs are associated and that costs of providers are managed (placements, assessments etc)

Appendix 2

Age Distribution

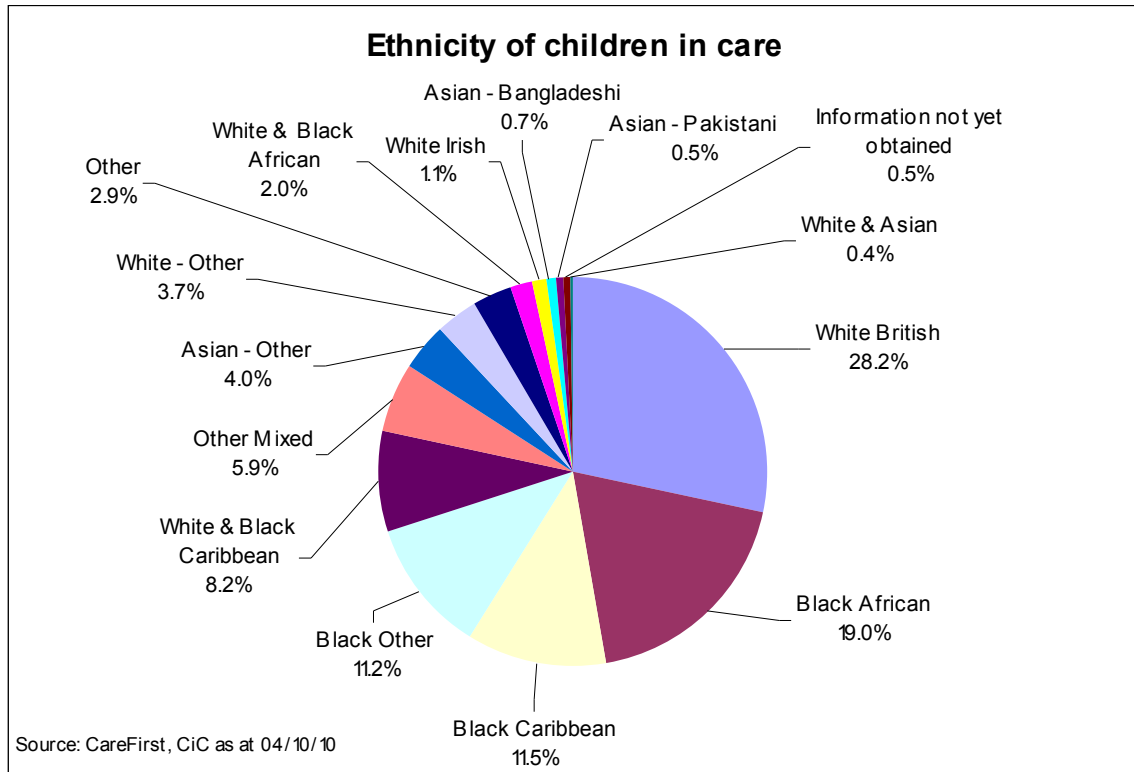
Figure 1 – Age distribution of children looked after as at 4th October 2010



Appendix 3

Ethnicity

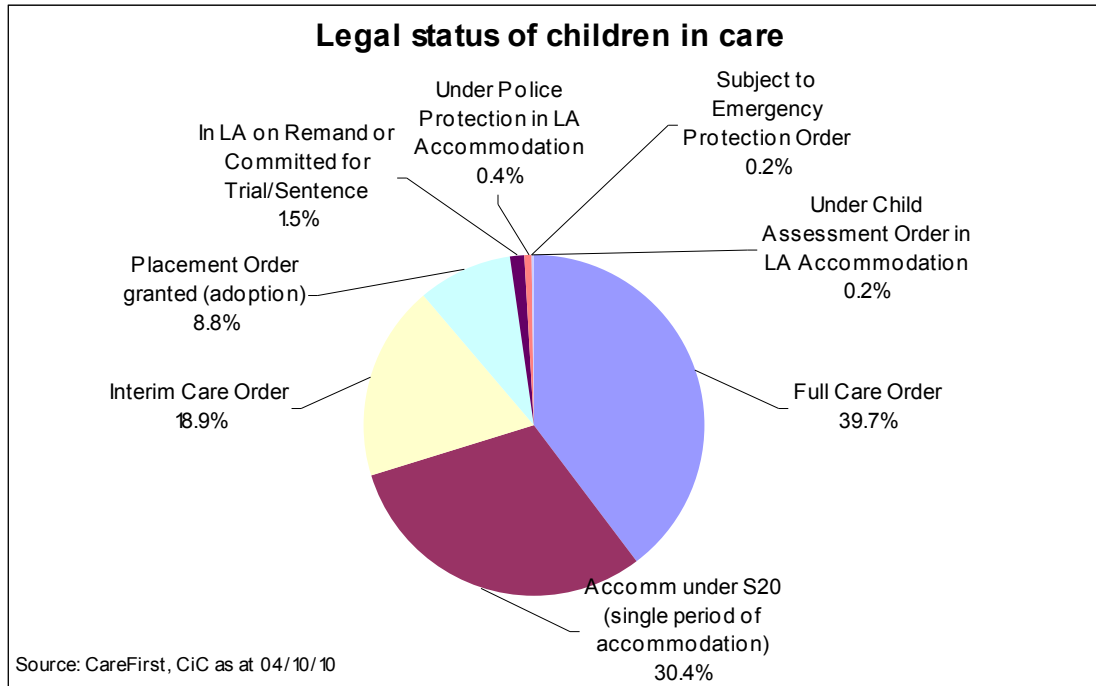
Figure 2 – Children in care as at 4th October 2010 by Ethnicity

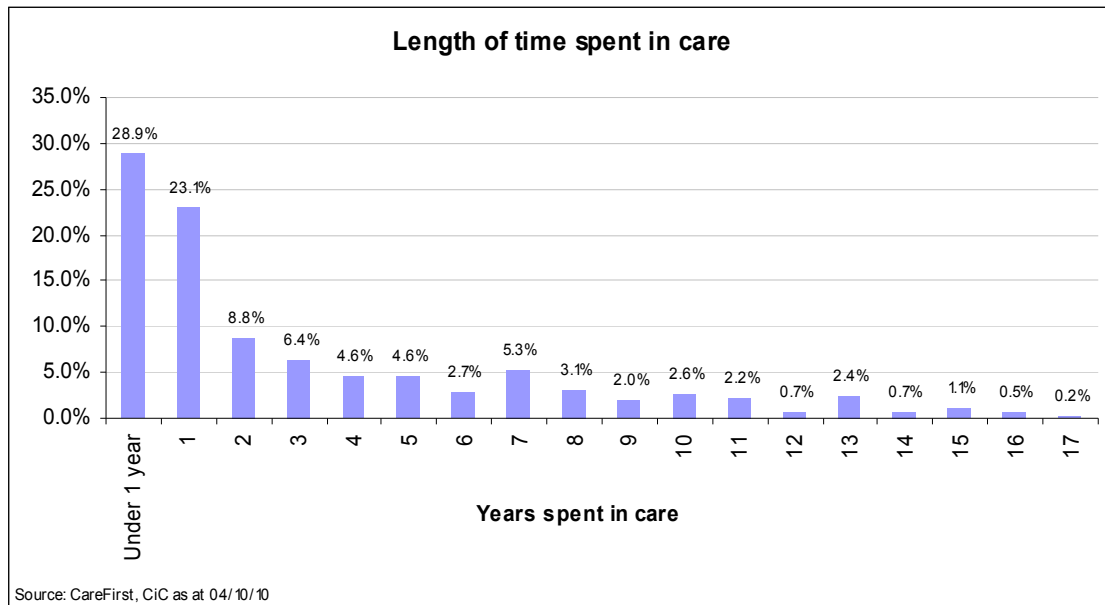


Appendix 4

Legal Status

Figure 3 – Legal status of Southwark children in care as at 4th October 2010

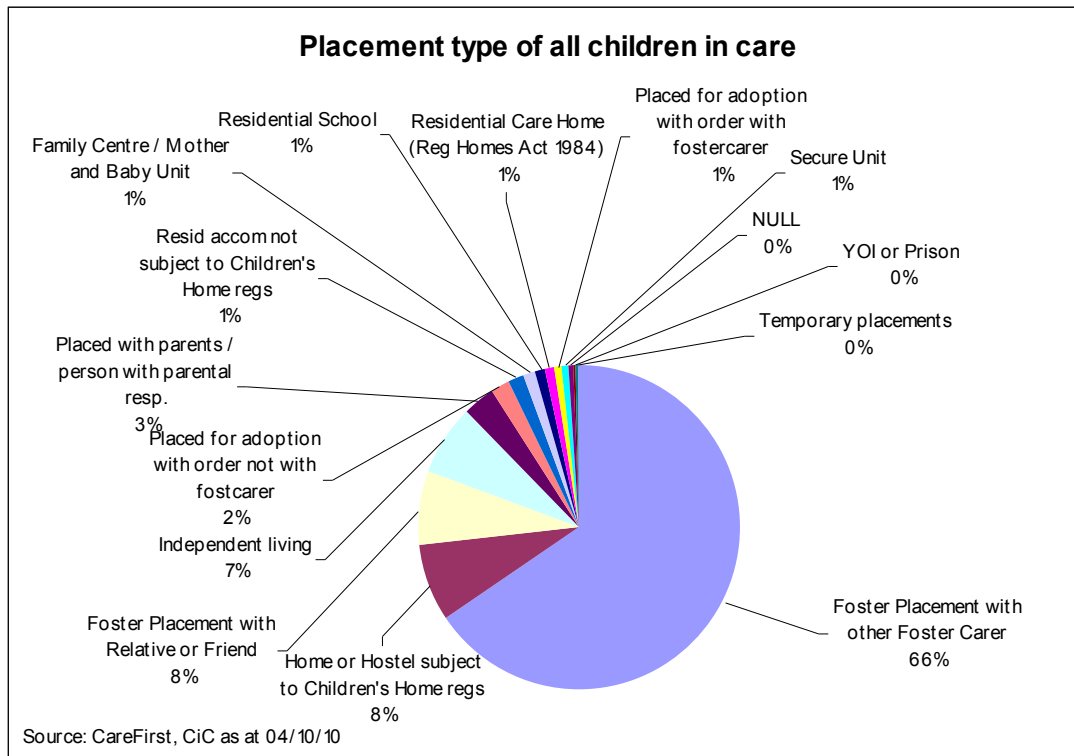


Appendix 5**Length of Time in Care**Figure 4 – Length of time spent in care as at 4th October 2010

Appendix 6

Type of Placements

Figure 5 – Type of placements as at 4th October 2010



Item No. 12.	Classification: Open	Date: 10 November 2010	Meeting Name: Corporate Parenting Committee
Report title:		Corporate Parenting Committee – Workplan 2010/2011	
Ward(s) or groups affected:		All	
From:		Strategic Director of Children's Services	

RECOMMENDATIONS

1. That the corporate parenting committee review the workplan for 2010-11.
2. That in respect of the 'items to be allocated' the committee consider the timescale for these to be considered and programme into the work plan.

BACKGROUND INFORMATION

Role and function of the corporate parenting committee

3. The constitution for the municipal year 2010-2011 records the corporate parenting committee's role and functions are as follows:
 1. To secure real and sustained improvements in the life chances of looked after children, and to work within an annual programme to that end.
 2. To develop, monitor and review a corporate parenting strategy and work plan
 3. To seek to ensure that the life chances of looked after children are maximised in terms of health educational attainment, and access to training and employment, to aid the transition to a secure and productive adulthood.
 4. To develop and co-ordinate a life chances strategy and work plan to improve the life chances of Southwark looked after children.
 5. To recommend ways in which more integrated services can be developed across all council departments, schools and the voluntary sector to lead towards better outcomes for looked after children.
 6. To ensure that mechanisms are in place to enable looked after children and young people to play an integral role in service planning and design, and that their views are regularly sought and acted upon.
 7. To ensure performance monitoring systems are in place, and regularly review performance data to ensure sustained performance improvements in outcomes for looked after children.
 8. To receive an annual report on the adoption and fostering services to monitor their effectiveness in providing safe and secure care for looked after children.
 9. To report to the council's cabinet on a twice yearly basis.
 10. To make recommendations to the relevant cabinet decision maker where responsibility for that particular function rests with the cabinet.
 11. To report to the scrutiny sub-committee with responsibility for children's services after each meeting.

12. To appoint non-voting co-opted members.

KEY ISSUES FOR CONSIDERATION

4. The committee has previously received an annual report on adoption and fostering services and independent review officers service, quarterly reports on performance indicators for children looked after, regular reports from the speakerbox service for children looked after and ad hoc statistical analyses and the outcome of statutory service inspections. The corporate parenting committee agreed on 7 July 2010 to move towards thematic meetings.

Policy implications

5. The policy agenda has been measured against the government's five "Every Child Matters" outcomes: Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Well-Being. The committee's programme of work has been developed to meet these outcomes.

Future agenda items

6. The following workplan sets out the allocation of items for future meetings. The committee may wish to review the scheduling.

9 November 2010

Enjoy and Achieve Theme

- KEY stage results and confirmed GCSE results
- Report from the Virtual Head Teacher (Celebration, Special needs, attendance, exclusion) with interim findings
- Accessing Leisure, including Fusion Partnership
- Children in Care Placements Commissioning Strategy
- Children Looked After (CLA) performance indicators 2010-2011 Quarter 2, focusing on key indicators for the enjoy and Achieve theme and wider performance data.
- Effectiveness of personal education plans
- Interim report Not in Education, Employment or Training (NEETS)
- Pupil Premiums

16 February 2011

Stay Safe Theme

- Annual report on the adoption and fostering services
- Safeguarding children – trends and court actions (report from legal services and CLA 0-12 services)
- Stability and Permanency for Children in Care, including life story work
- Children in Care and Youth Offending (including data analysis and joint working).
- Independent Reviewing Officers (IRO) Annual report
- Children looked after (CLA) performance indicators 2010-11 Quarter 3, focusing on key indicators for the Stay Safe theme and wider performance data.

26 April 2011

Economic Wellbeing Theme

- Unaccompanied minors
- Adolescent and After Care Service
- NEET Strategy (Not in Education, Employment or Training) (including university support, apprenticeships, coaching, drop-in services, connexions, Southwark Works, training partnerships.
- Children Looked After (CLA) performance indicators for the Economic Wellbeing theme and wider performance data.

To be allocated:

- Speakerbox Action Plan
- Children in Care Annual Report
- Feedback from joint meetings between Speakerbox and members of the Corporate Parenting Committee
- Report on the intergenerational review and the results to be reported back to corporate parenting committee (as requested under Designated Doctor for Children Looked After Annual report 2009/10 and Draft teenage pregnancy strategy items considered 22.09.10)
- To receive the draft 2011-12 Young People's Substance Misuse Commissioning Update Treatment Plan for comment prior to its presentation to the Southwark Children and Families trust and the Drug and Alcohol Action Team Board
- Financial costings for extending the 16 plus transition phase and to mainstream more comprehensive work in respect of the work of the under 5's.

Community impact statement

7. The work of the corporate parenting committee contributes to community cohesion and stability.

Resource implications

8. There are no specific implications arising from this report.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Minutes of meetings of Corporate Parenting Committee	Constitutional Team 160 Tooley Street SE1 5LX	Bola Roberts 020 7525 7232

AUDIT TRAIL

Lead Officer	Rory Patterson, Assistant Director Children's Specialist Services & Safeguarding	
Report Author	Bola Roberts, Constitutional Officer	
Version	Final	
Dated	5 October 2010	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments included
Strategic Director of Communities, Law & Governance	No	No
Finance Director	No	No
Cabinet Member	No	No
Date final report sent to Constitutional Officer	1 November 2010	

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**CORPORATE PARENTING COMMITTEE AGENDA DISTRIBUTION LIST MUNICIPAL YEAR
2010-11**

NOTE: Original held by Constitutional Team; all amendments/queries to
Bola Roberts 020 7525 7232

To	Copies	To	Copies
Membership	1 each	Constitutional Officer to Bola Roberts, Tooley Street	10
Councillor Catherine McDonald		Total:	37
Councillor Lisa Rajan			
Councillor Eliza Mann			
Councillor Claire Hickson			
Councillor Patrick Diamond			
Councillor Althea Smith			
Reserves			
Councillor James Barber			
Councillor Helen Hayes	1 each		
Councillor Darren Merrill			
Co-opted members			
Barbara Hills			
Chris Sanford	1 each		
Libraries			
Albion			
Dulwich	1 each		
Newington			
Local Studies Library			
Children's Services			
Romi Bowen			
Rory Patterson			
Chris Saunders			
Adrian Ward			
Debbie Walsh			
Eleanor Parkin			
Legal		Dated: 5 October 2010	
Sarah Feasey			
Jill Easty			
Organisational Development			
John Howard			