

# Corporate Parenting Committee

Tuesday 23 February 2016

2.00 pm

Ground Floor Meeting Room G02C - 160 Tooley Street, London SE1 2QH

## Membership

Councillor Victoria Mills (Chair)  
Councillor Evelyn Akoto  
Councillor Jasmine Ali  
Councillor Lorraine Lauder MBE  
Councillor Eliza Mann (Vice-chair)  
Councillor Kath Whittam  
Councillor Kieron Williams  
Barbara Hills (Co-opted Member)  
Florence Emakpose (Co-opted Member)

## Reserves

Councillor Lisa Rajan

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## INFORMATION FOR MEMBERS OF THE PUBLIC

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### Access to information

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### Contact

Paula Thornton 020 7525 4395 or email: [paula.thornton@southwark.gov.uk](mailto:paula.thornton@southwark.gov.uk)

Webpage: <http://www.southwark.gov.uk>

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Members of the committee are summoned to attend this meeting

### Eleanor Kelly

Chief Executive

Date: 15 February 2016



# Corporate Parenting Committee

Tuesday 23 February 2016  
2.00 pm

Ground Floor Meeting Room G02C - 160 Tooley Street, London SE1 2QH

## Order of Business

Item No.	Title	Page No.
	<b>MOBILE PHONES</b>	
	Mobile phones should be turned off or put on silent during the course of the meeting.	
	<b>PART A - OPEN BUSINESS</b>	
<b>1.</b>	<b>APOLOGIES</b>	
	To receive any apologies for absence.	
<b>2.</b>	<b>CONFIRMATION OF VOTING MEMBERS</b>	
	A representative of each political group will confirm the voting members of the committee.	
<b>3.</b>	<b>NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT</b>	
	In special circumstances, an item of business may be added to an agenda within five clear days of the meeting.	
<b>4.</b>	<b>DISCLOSURE OF INTERESTS AND DISPENSATIONS</b>	
	Members to declare any interests and dispensations in respect of any item of business to be considered at this meeting.	
<b>5.</b>	<b>MINUTES</b>	1 - 4
	To approve as a correct record the minutes of the open section of the meeting held on 2 November 2015.	

<b>Item No.</b>	<b>Title</b>	<b>Page No.</b>
6.	<b>ANNUAL VIRTUAL HEADTEACHER'S REPORT</b>	5 - 20
7.	<b>SOUTHWARK'S ALL AGE AUTISM STRATEGY AND HOW THIS IMPACTS LOOKED AFTER CHILDREN</b>	21 - 23
8.	<b>CHILDREN MISSING FROM CARE: UPDATE REPORT</b>	24 - 29
9.	<b>UPDATE ON CARE SERVICE RESPONSE TO ISSUES RAISED BY SPEAKERBOX</b>	30 - 33
10.	<b>PRESENTATION: PLACEMENT STABILITY AND UPDATE ON STATISTICS</b>	
11.	<b>PRESENTATION: SOUTHWARK INFORMATION ADVISORY SERVICE</b>	
12.	<b>CORPORATE PARENTING COMMITTEE: WORK PLAN 2015/16</b>	34 - 36

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

**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: 15 February 2016



## Corporate Parenting Committee

MINUTES of the OPEN section of the Corporate Parenting Committee held on Monday 2 November 2015 at 1.00 pm at the Council Offices, 160 Tooley Street, London SE1 2QH

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**PRESENT:** Councillor Victoria Mills (Chair)  
 Councillor Evelyn Akoto  
 Councillor Lorraine Lauder MBE  
 Councillor Eliza Mann  
 Councillor Kath Whittam  
 Councillor Kieron Williams  
 Barbara Hills (Co-opted)

**OFFICER SUPPORT:** Rory Patterson, Director, Children's Social Care  
 Alisdair Smith, Head of Service Permanence, Children's and Adults' Service  
 Jane Scott, Team Manager, Specialist Children Services  
 Elaine Gunn, Children's and Adults Services  
 Paula Thornton, Constitutional Team

### 1. APOLOGIES

Apologies for absence were received from Florence Emakpose and Councillor Jasmine Ali.

### 2. CONFIRMATION OF VOTING MEMBERS

The members listed as present were confirmed as the voting members for the meeting.

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

No urgent items were identified.

### 4. DISCLOSURE OF INTERESTS AND DISPENSATIONS

There were no disclosures of interests or dispensations.

**5. MINUTES****RESOLVED:**

That the minutes of the meeting held on 13 July 2015 be approved as a correct record and signed by the chair.

**6. UPDATE ON LOOKED AFTER CHILDREN (LAC) AUDIT BY PUBLIC HEALTH****RESOLVED:**

1. That the progress to date and the challenges caused by lack of staff capacity be noted.
2. That the committee receive an update to a future meeting (terms of reference/ project plan).

**7. FOSTERING SERVICE ANNUAL REPORT 2014-15****RESOLVED:**

That the annual report of Southwark Fostering Service 2014/15 be accepted.

**8. ADOPTION SERVICE ANNUAL REPORT 2014-15****RESOLVED:**

That the annual report of Southwark Adoption Service 2014/15 be accepted.

**9. CARE LEAVERS TRANSITIONING TO ADULTHOOD****RESOLVED:**

The information presented in the report was considered by the committee on transitional support for care leavers and that the actions the council are taking to ensure positive outcomes are achieved for care leavers in Southwark be noted.

**10. CHILDREN IN CARE AND CARE LEAVERS STRATEGY****RESOLVED:**

1. The committee considered an outline of the draft children in care and care leavers strategy and project plan for the delivery of the strategy, to be approved at cabinet.
2. The committee provided the following comments on the draft children in care and care leavers strategy ("the strategy"):

- Under “our vision, our values and principles” adjust the tone of the comments to be more ‘parent’ focussed and to change word “we” to read “as parents”
  - Joint foreword with SpeakerBox
  - Concern that children are not labelled as ‘different’ by virtue of their looked after status and that this is captured within the strategy
  - Reference to strategy in foster carers newsletter to be circulated in next of couple of weeks as part of the wider stakeholder consultation planned
  - Rework narrative to show the progress that we have already ,made in some areas
  - To look at information contained in pages 64-72 and take out any repetition regarding the strategic priorities and outcomes
  - Model of social work practice to be drawn out a bit more in the strategy.
3. That the proposed project plan for the adoption and delivery of the strategy be noted.
  4. That each department be requested to make a pledge to children in care and care leavers for 2016/2017.
  5. That the delivery of the actions in the strategy be monitored through the work plan of the committee.
  6. That once the strategy is considered by cabinet that the committee be advised of details of any changes/updates to the strategy.

## **11. CORPORATE PARENTING COMMITTEE - WORK PLAN 2015/16**

### **RESOLVED:**

1. That the work plan for 2015/16 as set out in paragraph 3 of the report be noted.
2. That the draft agenda for committee in February 2016 be agreed as follows:
  - Report back on St. Christopher’s project in order to review the process
  - Annual virtual headteacher report
  - Update on councillor workshops on children missing from care
  - SpeakerBox update to track actions and feedback (including communication, family and contact and placements)
  - Southwark Information Advisory Service to be invited to this meeting and work undertaken in respect of transitioning for looked after children
  - Autism strategy and how impacts looked after children
  - Placement stability and update on statistics. Committee to look at case studies of 15 unstable and 5 stable/positive placements.

The meeting ended at 3.03pm.

**CHAIR:**

**DATED:**

<b>Item No.</b> 6.	<b>Classification:</b> Open	<b>Date:</b> 23 February 2016	<b>Meeting Name:</b> Corporate Parenting Committee
<b>Report title:</b>		Annual Virtual Headteacher's Report	
<b>Ward(s) or groups affected:</b>		All	
<b>From:</b>		Director, Children's Social Care	

### RECOMMENDATIONS

1. That the corporate parenting committee notes the virtual headteacher's report for Southwark Looked After Children set out at Appendix 1.
2. To feed back any comments to the corporate parenting committee.

### BACKGROUND INFORMATION

3. As Southwark Council is the "Corporate Parent" for these looked after children, it is the council's responsibility to ensure that the children within our care have the best possible chance at accomplishing high educational achievements. Through the role of virtual headteacher, it is ensured that the best education provision is upheld; along with continuous work to ensure swift action is taken in time of change and crisis to secure prompt change to the child's educational needs that are catered to them individually.
4. The virtual headteacher's report outlines the educational progress, attainment and attendance of Southwark's children in care and indicates key priorities for the virtual school.

### KEY ISSUES FOR CONSIDERATION

5. Where pupils remain in Southwark schools, progress is good. Pupil attendance and rates of fixed term exclusions are improving. The innovative use of Pupil Premium is impacting positively on education stability. Key Stage 5 (16, 17, 18 year olds) NEET is at its lowest recorded level.
6. Personal education plan completion rates are poor.

### Community impact statement

7. This item will have an impact on the work that the council does with looked after children.
8. The decision to note this report has been judged to have no or a very small impact on local people and communities.



**BACKGROUND DOCUMENTS**

<b>Background Papers</b>	<b>Held At</b>	<b>Contact</b>
None		

**APPENDICES**

<b>No.</b>	<b>Title</b>
Appendix 1	Virtual Headteacher's report

**AUDIT TRAIL**

<b>Lead Officer</b>	Rory Patterson, Director, Children's Social Care	
<b>Report Author</b>	Liz Britton, Lead Officer, Secondary & Further Education, Employment & Inclusion, Children's and Adults' Services	
<b>Version</b>	Final	
<b>Dated</b>	10 February 2016	
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments sought</b>	<b>Comments included</b>
Director of Law and Democracy	No	No
Strategic Director of Finance and Governance	No	No
<b>Cabinet Member</b>	No	No
<b>Date final report sent to Constitutional Team</b>		10 February 2016

## APPENDIX 1

**Virtual Headteacher's Report  
Southwark Children Looked After****Virtual Headteacher****Annual Report January 2016**

<b>Contents</b>	<b>Page No.</b>
<b>1. Introduction</b>	<b>2</b>
<b>2. Virtual School remit and structure</b>	<b>3</b>
<b>3. Performance data</b>	<b>4</b>
<b>4. Alternative Provision</b>	<b>11</b>
<b>5. Personal Education Plans</b>	<b>12</b>
<b>6. Pupil Premium</b>	<b>13</b>

# 1. Introduction

- 1.1 The local authority has a responsibility to promote the educational achievement of children looked after (Children & Families Act (April 2014)). In July 2014, government released 'Promoting the Educational Achievement of Looked After Children' which reinforces the local authority's duty to safeguard and promote the welfare of children looked after and promote the child's educational achievement. There is a clear ambition, at national and local level, to narrow the attainment gap between children looked after and their non-looked after peers.
- 1.2 The Children & Families Act 2014 requires local authorities to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its looked after children, wherever they live or are educated.
- 1.3 In Spring 2015, Southwark restructured the Priority Learners Team into a new Virtual School. The newly structured school provides more robust education support and guidance for looked after children. Close interest is taken by Corporate Parenting Committee re. academic progress of CLA. Equal priority is given to pupils in care regardless of where they are educated or live. There is a clear emphasis from the Virtual School that education is at the centre of decision making.
- 1.4 The remit of Southwark's Virtual School includes the authority's duty to provide education other than at school (EOTAS). This area of work is not included in this report which focuses specifically on the education of Southwark children looked after. The gains made by including EOTAS commissioning within the Virtual School are particularly beneficial where children are on the edge of care.
- 1.5 The Conditions of Grant for 2014/15 Pupil Premium gave responsibility for the management of this funding to the Virtual Head. This has provided opportunity to secure fixed-term resourcing at local authority level that will make a real difference to individual children.
- 1.6 The Virtual School is mindful of the Rees Centre report 'The Education Progress of Looked After Children in England: Linking Care and Educational Data' (November 2015) and the subsequent Joint Policy Paper from The Association of Directors of Children's Services 'The Educational Achievement of Children in Care' (December 2015). Both documents inform the strategic planning and operational delivery of Southwark Virtual School.
- 1.7 Strong working relationships within and beyond Southwark have been maintained during episodes of restructuring and high staff turnover. LAC Education Advisors are co-located with Care Practitioners. The Virtual School's aspiration for best possible education provision and improved outcomes for CLA is shared at every level of practice and management.

## 2. Virtual School remit and structure

- 2.1 Southwark Virtual School is responsible for 434 children looked after in the school age range Reception to Year 13. Learners in the school attend 261 schools across 54 local authorities. The school's work includes those children who have been placed for adoption until the court makes the adoption order giving parental responsibility to the adoptive parents.
- 2.2 Increasing numbers of Southwark children looked after are placed outside of Southwark. In 2014/15, 69.8% of pupils on the Virtual School roll attended non-Southwark schools. Approximately 23% of children are placed more than 20 miles from their home authority.
- 2.3 The Virtual School promotes the educational achievement of its looked after children, *wherever children live or are educated*. Each school and local authority has its own organisational structure and service offer. These must be effectively navigated by Southwark Virtual School officers to ensure tight systems around the child.
- 2.4 The priorities of the Virtual School remain to:
- Advocate for the best possible education provision for Southwark's children looked after, in multi-disciplinary contexts
  - Secure rapid, appropriate education provision at times of placement change
  - Support and challenge schools to be ambitious for every child looked after
  - Track pupil attainment and attendance, focussing on pupils' academic progress and raising alerts regarding those at risk of disengagement
  - Increase the quality of Personal Education Plans to improve education outcomes
- 2.5 Of the 306 school age children, 256 (84%) attend a school that has been judged good or better by Ofsted.
- 2.6 In the wider climate of organisational restructuring, the creation of Southwark Virtual School (Spring 2015) inevitably incurred some disruption to staffing. This was partly mitigated by the fixed-term addition of an Associate Headteacher who has extensive experience of disadvantaged pupil cohorts.
- 2.7 In addition, centrally held Pupil Premium (LAC) has been used to create separate fixed-term posts for the benefit of the local authority's looked after children. New post-holders have been selected from a high quality pool of well-qualified and experienced practitioners, adding to the existing team's expertise. The additional posts have increased the Virtual School's capacity to improve education outcomes for Southwark's children looked after. Additional staffing capacity has: increased the number of PEPs directly supported, significantly added to our capacity for dialogue with Designated Teachers, provided individual, impartial careers advice and

guidance, which has encouraged children looked after to be more involved in their education.

2.8 The Virtual School works strategically across schools, services and agencies within and beyond Southwark, to improve education outcomes, and life chances, for Southwark children looked After. Strategies and interventions used to raise attainment include:

- Weekly tracking of pupils listed as Children Missing Education, who are (a) in receipt of interim alternative provision while appropriate local education is secured or (b) attending planned alternative provision or (c) recorded as a persistent absentee with less than 90% school attendance
- Prioritisation of PEPs for those pupils with greatest academic drift, poor attendance or other cause for concern
- Early Education Psychologist's assessment to identify potential barriers to learning
- Letterbox, age-appropriate literacy and numeracy packages specifically for children looked after delivered to pupils at their carer's address
- 1-1 home tuition. This supplementary service is in addition to school learning and is offered to all pupils outside of school hours
- TextNow project - piloted early in the 2015/16 academic year to encourage targeted pupils' improved literacy through reading with their Foster Carer
- Attendance at Social Care's Resource Panel to position education at the centre of decision making
- A programme of professional development for partner agencies (including London Fostering Achievement programme).

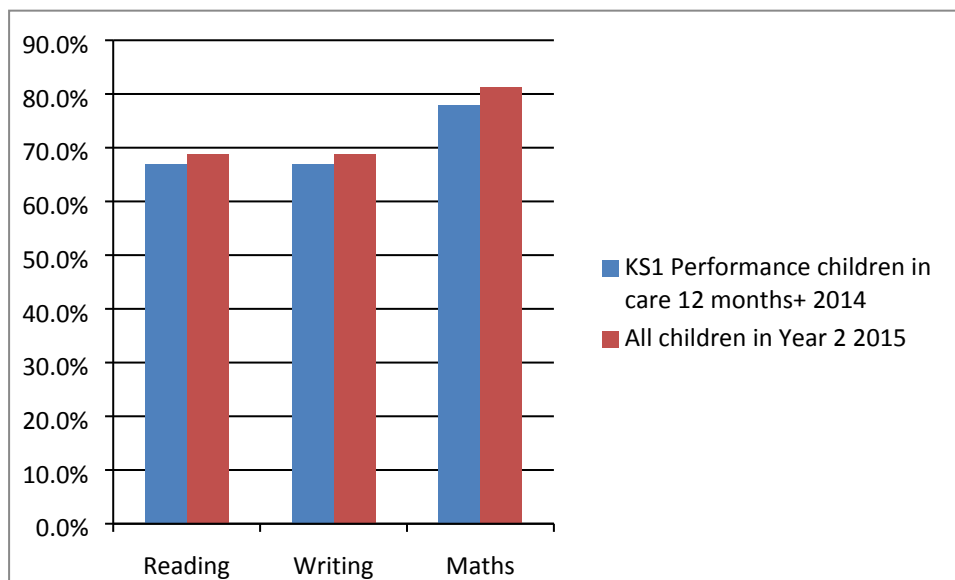
2.9 Southwark Virtual School's SEF identifies a range of key areas for improvement and development. These will be achieved through collaborative working within and beyond Southwark services, to improve education outcomes for children in care. Southwark Virtual School's SEF was tabled at Southwark's Achieving Excellence Programme Group in Autumn 2015 and a final version, with agreed leads and timescales will be shared in the January 2016 meeting.

### **3. Performance data**

3.1 In previous years, the DfE has published education performance data for children looked after in early December. The publication of this data has now moved to Spring 2016. This means that comparative statistics at national and local level will not be available until that time. The provisional performance data given in paragraphs 3.2 to 3.5 and 3.7 below is based on information collected by Southwark Virtual School and its agents. Data remains provisional until the DfE's statistical first release is published.

- Attainment at Key Stage 1, 2014/15

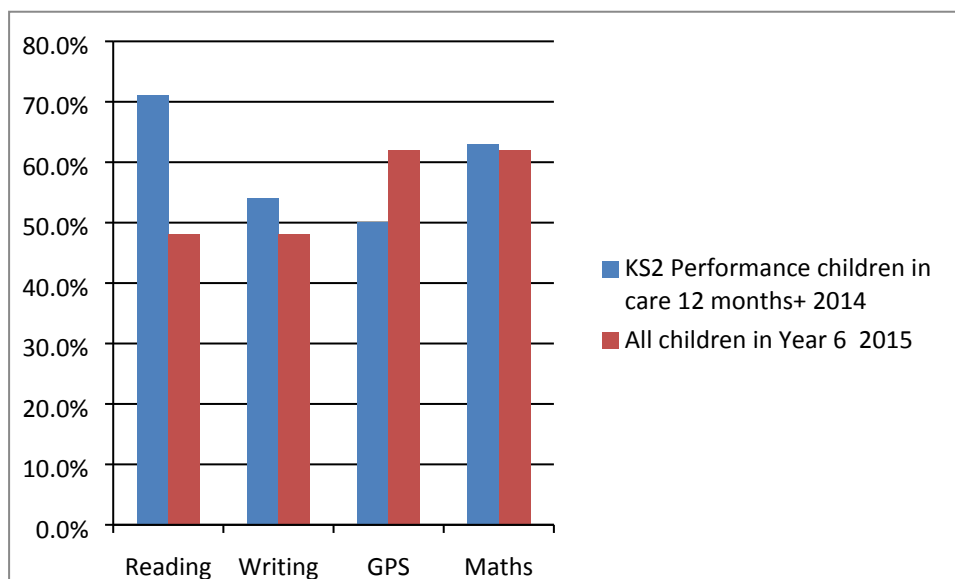
Figure 3 – KS1 Performance, all Southwark LAC



3.2 The full KS1 cohort comprised of 18 pupils. Provisional data shows that KS1 outcomes were stronger in all 3 outcomes compared with the previous year. In this phase of education, children are assessed through pieces of work set by their teacher.

### 3.3 Attainment and progress at Key Stage 2, 2014/15

Figure 4 – KS2 Performance, all Southwark LAC



- 3.3.1 Provisional results are available for all 24 pupils in Southwark's care at the time of the Key Stage 2 tests. Compared with the previous year, Level 4+ outcomes were stronger in Spelling, Punctuation and Grammar, marginally lower in maths and lower in reading and writing. Twenty pupils in this cohort had special educational needs, eight had a statement/EHC Plan.
- 3.3.2 At the time of KS2 testing, pupils in care to Southwark for 12 months or more as at March 2015 (i.e. the cohort on which nationally benchmarked data is based) were housed in 10 different local authorities. Pupils educated in authorities outside of Southwark generally achieved poorer results and here generally the gap is increasing with their non-looked after peers.
- 3.3.3 Where children looked after remained in Southwark schools, the attainment gap narrowed with all Southwark pupils.

Figure 5 – Attending Southwark Schools, narrowing the gap with all Southwark pupils at KS2, comparing 2014 with 2015

	Gap with all Southwark Pupils 2014	Gap with all Southwark Pupils 2015
Reading	33.5%	1.3%
Writing	23.6%	13.6%
GPS	46.0%	17.6%
Maths	32.3%	18.6%

- 3.3.4 It is expected that pupils will make 2 full levels of progress from KS1 to KS2. The progress of pupils who remained in-borough was stronger than those attending non-Southwark schools. This is in contrast to previous years.

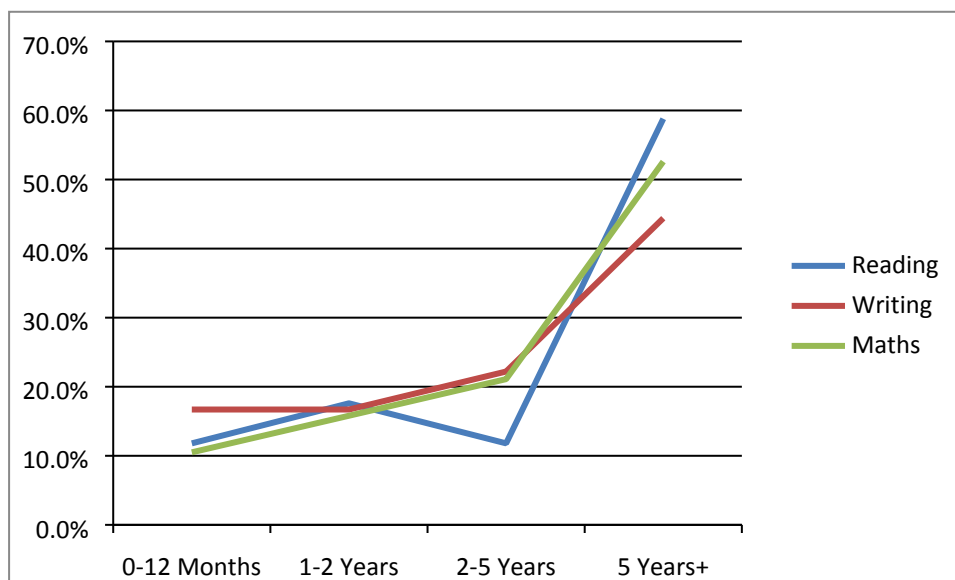
Figure 6 –Pupils making 2 levels of progress at KS2, comparing pupils attending in- and out-of- borough schools, 2015 outcomes

	In Borough	Out of Borough
Reading	85.7%	64.3%
Writing	85.7%	64.3%
Maths	85.7%	78.6%

- 3.3.5 The four pupils attending schools judged by Ofsted to require improvement achieved proportionately better than those in good or outstanding schools. Girls represented a quarter of the cohort and out-performed boys at reading, while boys performed better than girls at maths.

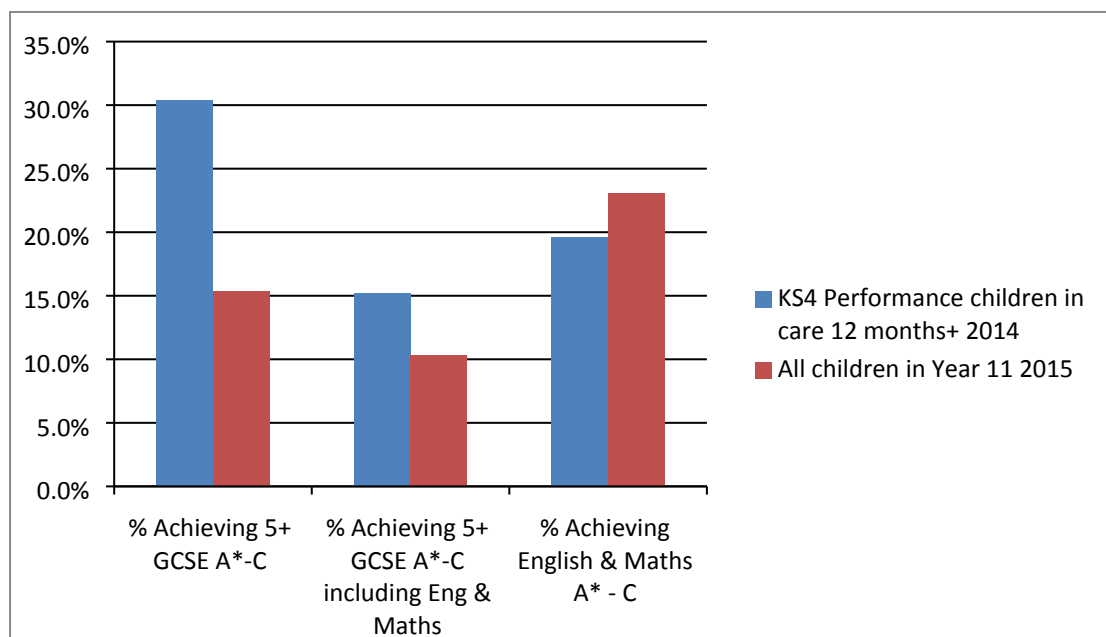
### 3.3.6 Pupil outcomes in this age group improved the longer they had been in care:

Figure 7 – KS2 Progress of all Year 6 pupils and length of time in care, 2015 outcomes



### 3.4 Attainment and progress at Key Stage 4, 2014/15

Figure 8 – KS4 Performance, all Southwark LAC





- 3.4.1 Provisional results are available for all 48 pupils in care to Southwark at the time of Year 11 public examinations. Targetted approaches to GCSE English and maths A\* - C resulted in higher outcomes in 2015 than the previous year. Results were lower for five GCSEs at A\* - C and five GCSEs at A\* - C to include English and maths. Fifty-six per cent of this cohort had a special educational need and one third had a statement.
- 3.4.2 At the time of KS4 examinations, pupils in care to Southwark for 12 months or more as at March 2015 (i.e. the cohort on which nationally benchmarked data is based) were housed in 15 different local authorities. Pupils educated in authorities outside of Southwark generally achieved poorer results and here the gap is increasing with their non-looked after peers.
- 3.4.3 Where children looked after remained in Southwark schools, the attainment gap narrowed with all Southwark pupils.

Figure 9 – Attending Southwark Schools, narrowing the Gap with all Southwark pupils at KS4, 2015

	% Gap in 2014	% Gap in 2015
<b>5 A* - C</b>	40.0%	32.5%
<b>5 A* - C Including English &amp; Maths</b>	31.5%	22.9%

- 3.4.4 *The progress of pupils who remained in-borough was stronger than those attending non-Southwark schools, echoing the trend of previous years.*

Figure 10 – Progress data for pupils attending schools in and out of Southwark at KS4, 2015

	In Borough	Out of Borough
<b>English</b>	70.0%	27.6%
<b>Maths</b>	50.0%	20.7%

- 3.4.5 Children who had been in care for 12 months or more at at March 2015 performed better than those who had been in care for less than a year.
- 3.4.6 As before, we have experienced unrealistic Year 11 GCSE predictions from schools. The Rees Centre report found that '[pupils] entering care in adolescence with more challenging difficulties [are] less likely to do well educationally'.

3.4.7 In academic year 2015/16 the Virtual School will target Year 11 progress and attendance, maintaining regular contact with Designated Teachers and increasing the challenge to schools where there appears to be a risk of drift. High aspirations are encouraged and the Virtual School will work with schools and other agencies to maximise our pupils' opportunities to achieve their target grades.

### 3.5 Attendance

3.5.1 The most recent published data shows that Southwark's attendance improved in 2014. Absence decreased in each of the performance indicators:

	2013 (6 terms)	2014 (6 terms)
Authorised	3.3%	3.1%
Unauthorised	1.5%	1.2%
Overall	4.8%	4.3%
Persistent Absence	5.4%	5.3%

3.5.2 Welfare Call is commissioned by Southwark Virtual School to monitor children's attendance on a daily basis. Schools are contacted every morning and, where a pupil is not attending, the Foster Carer and Virtual School are notified. Social care is notified of any pupil absence of 3 days or more. Individual attendance figures are tracked monthly and RAG rated by the Virtual School. The PEPs of pupils with persistent absenteeism (attending less than 90%) are prioritised by the Virtual School's LAC Education Advisers.

3.5.3 Attendance data provided by Welfare Call provides us with pupil-level information. It shows that greatest school absence occurs in academic years 9, 10 and 11. Pupils entering care in this age phase may have histories of habitual poor attendance. The Virtual School works with other agencies to effect improved school attendance, impacting positively on pupils' education and attitudes to learning.

3.5.4 In academic year 2015/16, children with poor school attendance are included in the 'Children Missing Education List' and are treated as a priority. Using this proactive approach in the period between PEPs, the Virtual School will target key

groups and, working with other agencies, stimulate early intervention to improve school attendance.

### **3.6 Exclusions**

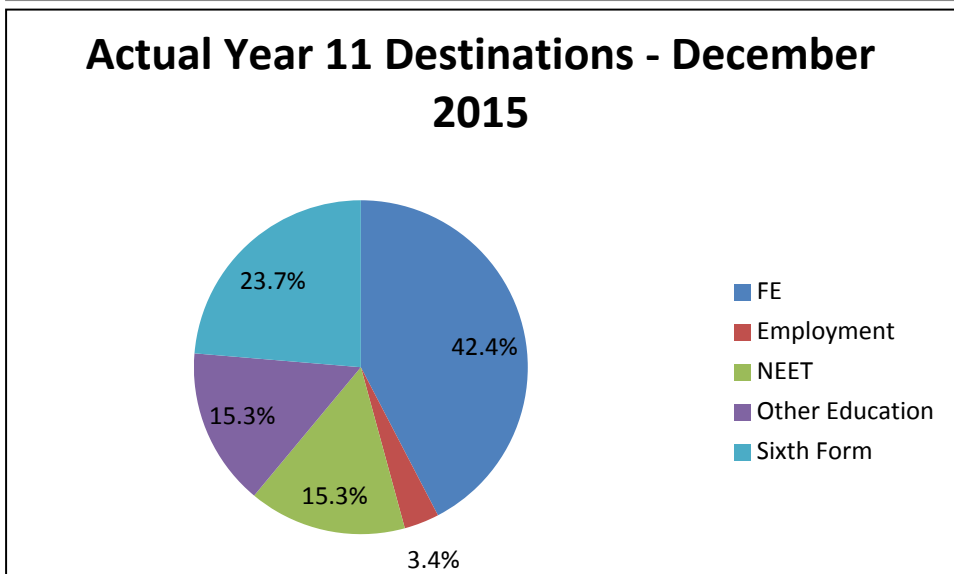
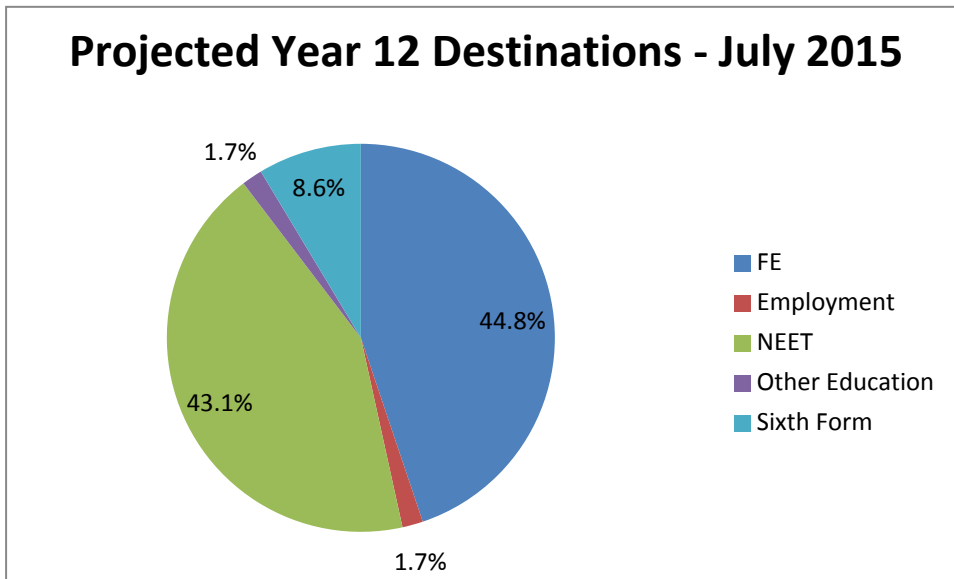
- 3.6.1 The most recent published data shows that the rate of fixed term exclusions improved in 2013 and that the gap narrowed with the national rate, however at 13.46% (reduced from 15.98% in 2012) this is still unacceptably high and needs to be addressed.
- 3.6.2 It is clearly recognised that attachment difficulties and trauma impact on learning and better use of Strengths and Difficulties Questionnaires would give the Virtual School an early indicator of exclusion risk factors.
- 3.6.3 In 2015/16, the Virtual School is working closer with behaviour and attendance specialists to strengthen schools' earliest intervention at times of disruptive behaviour. We work with schools where pupils are at significant risk of exclusion and, in some cases, use centrally retained Pupil Premium to fund local alternative provision on an interim basis.

### **3.7 EET at 16**

- 3.7.1 At the end of academic year 2014/15, Year 11 destination data suggested that 51% would be EET the following September.
- 3.7.2 The restructuring of the Virtual School allowed the creation of fixed-term posts specifically to re-engage this vulnerable cohort with education, employment and training. Careers Information Advice & Guidance continued to be offered to all learners during the Summer 2015 break.
- 3.7.3 From the start of the new academic year, Year 12 EET improved on a month-by-month basis, reaching 85% as at December 2015. Weekly KS5 meetings track individuals, identifying those learners who are at risk of/NEET and ensuring those in care have access to high quality, appropriate provision. When including Yr 13 learners, the EET figure decreased in January 2016 to 80%. This compares favourably with national trends for CLA at this time of the year.
- 3.7.4 In 2015/16, the Virtual School is strenuously addressing the NEET profile of learners in Key Stage 5. Qualified CIAG specialists are providing 1-1 advice and guidance in Years 11 and 12. All CIAG is impartial and is offered from a principle of high expectation, to encourage and support each learner to achieve their potential.
- 3.7.5 Key Stage 5 NEET is at its lowest recorded level since the remit of the Virtual School expanded to include academic Years 12 and 13. Post-16 entrants to care

Liz Britton, Virtual Headteacher

are also considered for the Adult Dyslexia Diagnosis and Support assessment so that they may be able to access specialist support that wouldn't meet EHCP thresholds.



## 4. Alternative Provision

- 4.1 Alternative provision is made available in exceptional circumstances. In some situations, pupils receive alternative provision as a result of an emergency care placement change. In these cases, 25 hours alternative provision is delivered as an interim arrangement while local education is secured. In exceptional circumstances, a pupil will receive less than 25 hours, in accordance with need.
- 4.2 Southwark Virtual School attends Social Care's Resource Panel in rotation with other educational professionals to promote education stability at times of change, reducing the reliance on interim education provision at times of placement

Liz Britton, Virtual Headteacher

instability.

- 4.3 In a very small number of cases, individually tailored packages are secured for pupils who enter care with histories of education disruption, disengagement or gaps in schooling. High quality alternative provision is secured to maximise opportunities for success, with a view to re-integrating pupils into school as soon as is appropriate.
- 4.4 During academic year 2014/15, a maximum of 26/306 (8.5% of the school age cohort) attended Alternative Provision at any one time. Pupils attending alternative provision are placed on the Virtual School's 'Children Missing Education List' and are tracked as a priority.
- 4.5 With the exception of 1-to-1 home tuition, all Alternative Provision directly commissioned within Southwark is quality assured by the council, is Ofsted registered and graded good or better.
- 4.6 In 2015/16, the Virtual School has capacity to be actively involved with care planning decisions at times of transition. It would be timely to make changes to Mosaic workflow so that the Virtual School's input is an unavoidable requirement at times of placement change for statutory school age pupils.
- 4.7 The Virtual School is piloting a 'virtual classroom' for pupils who are in emotional crisis but below SEMH thresholds. In situations where Key Stage 4 pupils are temporarily placed in care in remote locations, an externally commissioned provider will deliver an on-line curriculum of maths and English, tailored to meet pupil needs. This will be an interim arrangement, maintaining an engaging education offer, until the pupil is able to re-join school.

## 5. Personal Education Plans

- 5.1 PEPs in Southwark are managed by Social Care. In 2014/15 PEP completion rates recorded in CareFirst peaked at 86%; 61% of PEPs were completed within timescales. PEP completions continued to suffer in academic year 2015/16, with a reported rate at 55% (January 2016). This is unacceptably low
- 5.2 A redraft of the PEP template was agreed in consultation with social care, to coincide with the transition to the new case management system (Mosaic).
- 5.3 The PEPs of pupils with greatest academic drift or significant absence are prioritised for VS attendance, wherever the pupil lives or is educated.
- 5.4 PEP quality is variable. Improvements are needed in target setting and monitoring.

- 5.5 In 2015/16, the Virtual School is introducing a one-year fixed term administrator

post with key responsibility to track PEP scheduling and completion. The post-holder joined the Virtual School in January 2016 with the aim of ensuring timely PEP uploads to Mosaic and establishing a regular cycle of quality auditing to improve quality consistency. Through this post, the Virtual School will (i) increase the challenge to social care where there is drift in PEP scheduling, recording, quality and follow-up (ii) increase support for Social Workers and Designated Teachers

- 5.6 The Virtual School will introduce a whole-school education review in Spring term 2016. This exercise will identify those pupils in the school with greatest academic drift or other cause for concern and will stimulate a school-based multi-agency PEP meeting where necessary.

## 6. Pupil Premium

- 6.1 Southwark retains 20% (£400) of allocated PP (LAC) per child; 80% (£1,500 per child) is offered to schools. Schools submit costed plans to support their applications for Pupil Premium (LAC). In those cases where intervention costs have exceeded £1,500, schools have made clear how they will use the additional monies to remove barriers to learning and have been successful in their application for additional funding.
- 6.2 In 2014/15, female pupils were over-represented in submissions for Pupil Premium (LAC). Submissions for all pupils in the lower Key Stages were higher than for pupils in higher Key Stages (72% of Pupil Premium (LAC) was issued to Year 3, 26% was issued to Year 10). Schools in Kent, London Borough of Bexley and London Borough of Bromley submitted the highest proportion of applications. Schools in seventeen authorities, educating a total of 22 Southwark children looked after, did not submit a single application, despite repeated reminders from Southwark Virtual School.
- 6.3 Where high-cost education provisions submitted applications for materials, equipment or support that should have already been made available to pupils, submissions were returned for reconsideration.
- 6.4 The retained element of funding is used to address individual pupil needs (e.g. additional therapeutic support, out-of-school hours' study, extra tuition, additional support for school re-integration) as well as drive up standards across the wider looked after cohort (e.g. improve quality of education planning, reduce number of pupils at risk of school exclusion)
- 6.5 In 2015/16, the retained element of Pupil Premium (LAC) has also been used to secure fixed-term posts, to drive up the quality, completion, tracking and monitoring of Personal Education Plans fund interim alternative education

provision, either at times of emergency or when individually tailored education provision is most appropriate as a short-term solution

- 6.6 At time of writing this report, Post-holders have been in place for one academic term and gains include: significant reduction in NEET, reduction in Children Missing Education long-list (reduced from 18 cases to 12), swifter access to interim Alternative Provision (arrangements are made for AP delivery inside 20 days for all known pupils), increased capacity to attend PEPs and additional, school-based meetings.

<b>Item No.</b> 7.	<b>Classification:</b> Open	<b>Date:</b> 23 February 2016	<b>Meeting Name:</b> Corporate Parenting Committee
<b>Report title:</b>		Southwark's All Age Autism Strategy and How This Impacts Looked After Children	
<b>Ward(s) or groups affected:</b>		All	
<b>From:</b>		Senior Commissioning Manager	

## RECOMMENDATION

1. That it be noted that officers will undertake an audit to understand the numbers of Southwark looked after children and care leavers with autism. The audit will then be followed by a review of the support needs of those children, and the support and training needs of those providing the support.

## BACKGROUND INFORMATION

2. The council and Southwark Clinical Commissioning Group (CCG) have committed to ensuring that local people with Autism Spectrum Disorder (autism) of all ages are able to fulfill their potential, with the care and support they need to lead safe, healthy, independent lives as part of their local communities.
3. Five strategic priorities were identified through the consultation process as being core to achieving this:
  - Lifelong Care and Support
  - Choice and Control (including Health and Wellbeing)
  - Education
  - Employment and Training
  - Living in the Community.
4. These priorities have formulated the structure of an all age joint autism strategy, capturing the local level of need / demand; understanding where the gaps in support are now and likely to be in the future and incorporating what parents and young people have said works for them.
5. The strategy aims to deliver better outcomes for local people with autism throughout their lives. The success of the implementation of the strategy will be measured against national quality outcomes, ensuring that people with autism:
  - Have better health outcomes
  - Are included and economically active
  - Live in accommodation which meets their needs
  - Benefit from the personalisation agenda in health and social care and can access personal budgets
  - Are satisfied with local services, as are their families and carers
  - Are involved in planning these services.



6. An initial draft strategy was developed and a formal consultation held between 31 July and 23 October 2015.
7. The final strategy was presented and adopted by cabinet in December 2015.

### **KEY ISSUES FOR CONSIDERATION**

8. Current information suggests that there are roughly 1,100 children and approximately 3,229 people (or 1.1% of the population) in Southwark who are living with autism. However, this data is based on best analysis of current populations and national comparators. One of the primary aims of the strategy is to develop a much greater understanding of the prevalence of autism in both children and adults in Southwark. This will enable services to be commissioned appropriately.
9. The majority of looked after children are placed out of the borough and this makes it more challenging to monitor and address issues in relation to their health and wellbeing. Further work will be undertaken to improve oversight of children on the autistic spectrum so that their longer term needs are identified and that there is a smooth transition to adults' services.
10. To ensure there is oversight of the delivery on the short and long-term goals, targets will be set from January 2016 and these will be monitored by the Learning Disability Partnership Board which meets four times annually.

### **Policy implications**

11. The development of the strategy has been shaped by the National Autism Strategy for Adults: *Fulfilling and Rewarding Lives*<sup>1</sup> and the refreshed national strategy *Think Autism* (2014).
12. The statutory guidance<sup>2</sup> requires implementation of the adult autism strategy and provides clear requirements for local authorities, NHS bodies and NHS Foundation Trusts on what they need to do to meet the needs of people with autism living in their area. The Care Act (2014)<sup>3</sup> confirms the need to put people and their carers in control of their care and support, which is further supported by the National Institute for Clinical Excellence (NICE) Guidelines<sup>4</sup>.

### **Community impact statement**

13. The strategy and action plan will affect people across the borough from all equality groups, with a particular focus on disability, gender and age. However, the aim of the strategy is to improve access to diagnosis and support. The intention is to improve the life outcomes achieved by residents with autism, thereby increasing the independence, inclusion and wellbeing of these equality groups.

### **Resource implications**

14. There are likely to be resource implications that arise from this strategy, particularly relating to training and development for staff across the council and CCG.

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<sup>1</sup> Adult Autism Strategy (2014). Available at: <https://www.gov.uk/government/publications/think-autism-an-update-to-the-government-adult-autism-strategy>

<sup>2</sup> Adult Autism Strategy Statutory Guidance (2015). Available at: <https://www.gov.uk/government/publications/adult-autism-strategy-statutory-guidance>

<sup>3</sup> Care Act (2014). Available at: <https://www.gov.uk/government/publications/care-act-2014-statutory-guidance-for-implementation>

<sup>4</sup> NICE Guidelines (2011-2014). Available at: <http://www.nice.org.uk/guidance/conditions-and-diseases/mental-health-and-behavioural-conditions/autism>

15. Recommendations that arise from the implementation of the strategy will be submitted in accordance with decision making requirements, and it is understood that these will be considered within the context of reducing budgets, but also a full understanding of the expected benefits and the potential impact any changes will have on future use of services.

### Consultation

16. An initial draft strategy was developed and a formal consultation held between 31 July and 23 October 2015. 56 individual responses were received, plus 3 summary responses from teams who support people with autism (approximately 25 people) and 14 attendees at consultation events. These responses have been reviewed and the strategy has been updated to respond to the key issues raised.

### BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
None		

### APPENDICES

No.	Title
None	

### AUDIT TRAIL

<b>Lead Officer</b>	Peta Smith, Commissioning Manager	
<b>Report Author</b>	Simon Mitchell, Senior Commissioning Manager	
<b>Version</b>	Final	
<b>Dated</b>	10 February 2016	
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments Sought</b>	<b>Comments Included</b>
Director of Law and Democracy	No	No
Strategic Director of Finance and Governance	No	No
<b>Cabinet Member</b>	No	No
<b>Date final report sent to Constitutional Team</b>	10 February 2016	

<b>Item No.</b> 8.	<b>Classification:</b> Open	<b>Date:</b> 23 February 2016	<b>Meeting Name:</b> Corporate Parenting Committee
<b>Report title:</b>		Children Missing from Care: Update Report	
<b>Ward(s) or groups affected:</b>		All	
<b>From:</b>		Director, Children's Social Care	

## RECOMMENDATION

1. That the committee note the information presented in this report from St Christopher's Missing Children Service which provides independent return interviews to looked after children who go missing from home and care.

## BACKGROUND INFORMATION

2. The corporate parenting committee has previously received an information report on the St. Christopher's Missing Children Service in July 2015. This report provides an update since then.
3. Two councillor briefing sessions have taken place on children missing from care and how Southwark addresses these cases, and more have been planned.
4. When a child goes missing or runs away they are at risk. It is a key priority for Southwark to ensure they are effectively safeguarded and protected them from this risk. Local authorities are responsible for protecting children whether they go missing from their family home or from local authority care.
5. Southwark Multi-Agency Safeguarding Hub (MASH) is the point of referral for missing children. The MASH ensures intelligence is shared between all agencies and that action is taken to find young people and return them safely to their placement. Southwark's Safeguarding Children Board (SSCB) has developed a multi-agency protocol designed to ensure effective multi-agency action to respond to the needs of children and young people who go missing and may be at risk.
6. Southwark has put in place processes and procedures to assess and respond to potential risks to missing children or young people, including risk of suicide/self-harm, offending behaviour and risk of sexual exploitation. A multi-agency child sexual exploitation (CSE) operational group, including St Christopher's, meet regularly to jointly oversee all children who known to be at risk or victims of CSE to ensure the right connections are being made by agencies and risks are thoroughly assessed. The CSE operational group provides reports on trends and patterns to Southwark Multi Agency Sexual Exploitation (MASE) for strategic oversight and action.
7. Children may run away from a problem, such as abuse or neglect at home, or to somewhere they want to be, such as visiting a girlfriend or boyfriend or to be closer to their family. They may have been persuaded to run away by someone else. There are particular concerns about the links between children running away and the risks of sexual exploitation. Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, or to drug and alcohol misuse.

8. The DfE statutory guidance<sup>1</sup> on children who run away or go missing states that local authorities have a duty to offer children missing from home or care an independent return interview. The interview should be carried out within 72 hours of the child returning to their home or care setting. This should be an in-depth interview and is normally best carried out by an independent person (i.e. someone not involved in caring for the child) who is trained to carry out these interviews and is able to follow-up any actions that emerge.
9. The guidance also states that where children refuse to engage with the independent interviewer, parents and carers should be offered the opportunity to provide any relevant information and intelligence. This should help to prevent further instances of the child running away and identify early the support needed for them.
10. St Christopher's Fellowship has been commissioned to offer an independent return interview to those children who have returned after being missing from care. St Christopher's Missing Children Service is in addition to other activities undertaken by the police, social worker, foster carer or residential staff.

### **KEY ISSUES FOR CONSIDERATION**

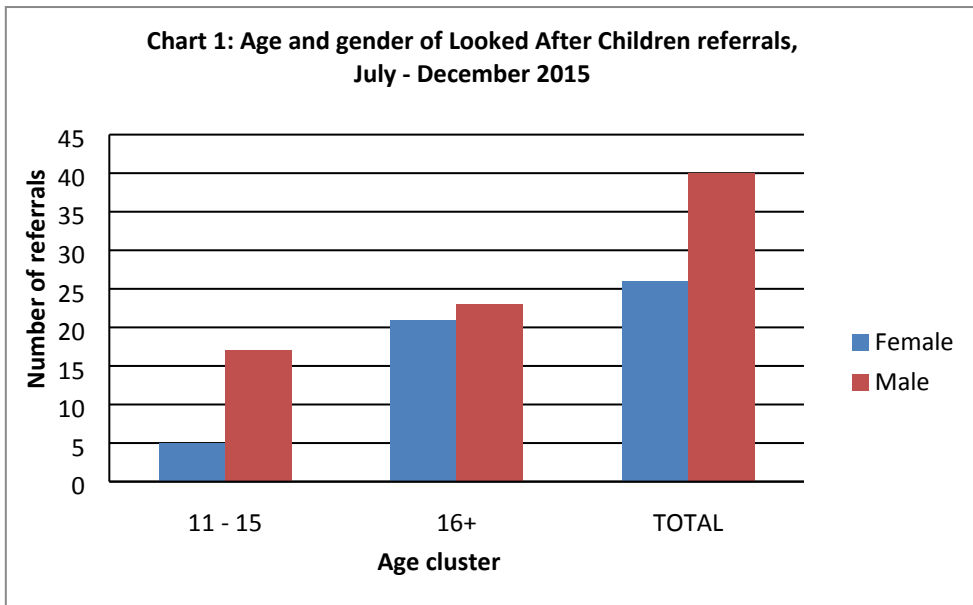
11. The following data outlines activity from July – December 2015 and references the particular activity of looked after children and services they have received.
12. 159 children and young people were referred to the St Christopher's Missing Children Service between July – December, comprising of 322 missing episodes. Children who were missing from their care placement or absent without permission of their carers (unauthorised absence) accounted for 65% of all missing episodes.
13. Where young people have been missing for consecutive days, this has been counted as one referral. More than half of all notifications concerned children and young people who had been re-referred, and the vast majority of these concerned looked after children (182 out of 216 re-referral notifications). There are a number of open cases of those young people who go missing on a regular basis, who want to visit their family or their partners. In the last quarter (October – December 2015) almost 33% of referrals were for only five looked after children.
14. All young people who go missing from care are offered a return interview by the service. The majority of cases have received an interview within the set timescale. In order to be responsive to the on-going needs of young people St Christopher's have weekly or fortnightly one-to-ones with the young people and provide support alongside their social worker.

### **Age and gender**

15. More referrals are made about males than females and males made up 60% of looked after children (LAC) referrals. Chart 1 shows most LAC referrals were for those aged 16 and older and males aged 16 and older comprised a third of all LAC referrals (23 referrals). A high number of referrals were made concerning females aged 17 (17 referrals). Significantly more referrals were therefore received for older looked after children.

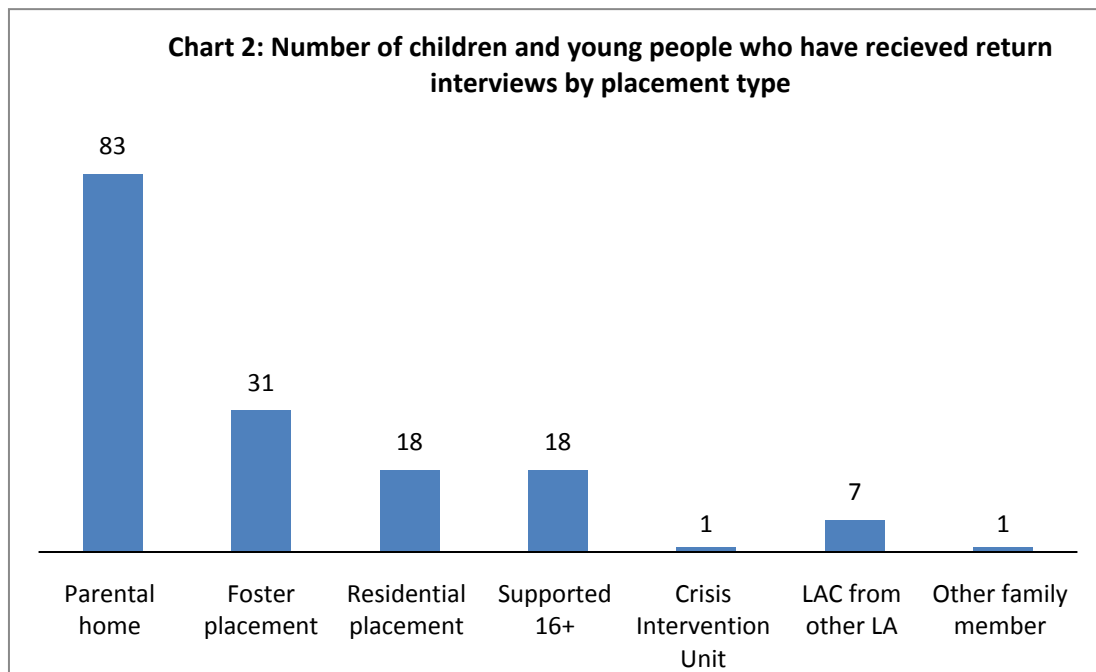
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<sup>1</sup> DfE, January 2014, Statutory Guidance: Children who run away or go missing from home or care



### Placement type

16. Although many children and young people went missing from their parental home, over 40% of those who went missing were from foster or residential placements.



### Timeliness of return interviews

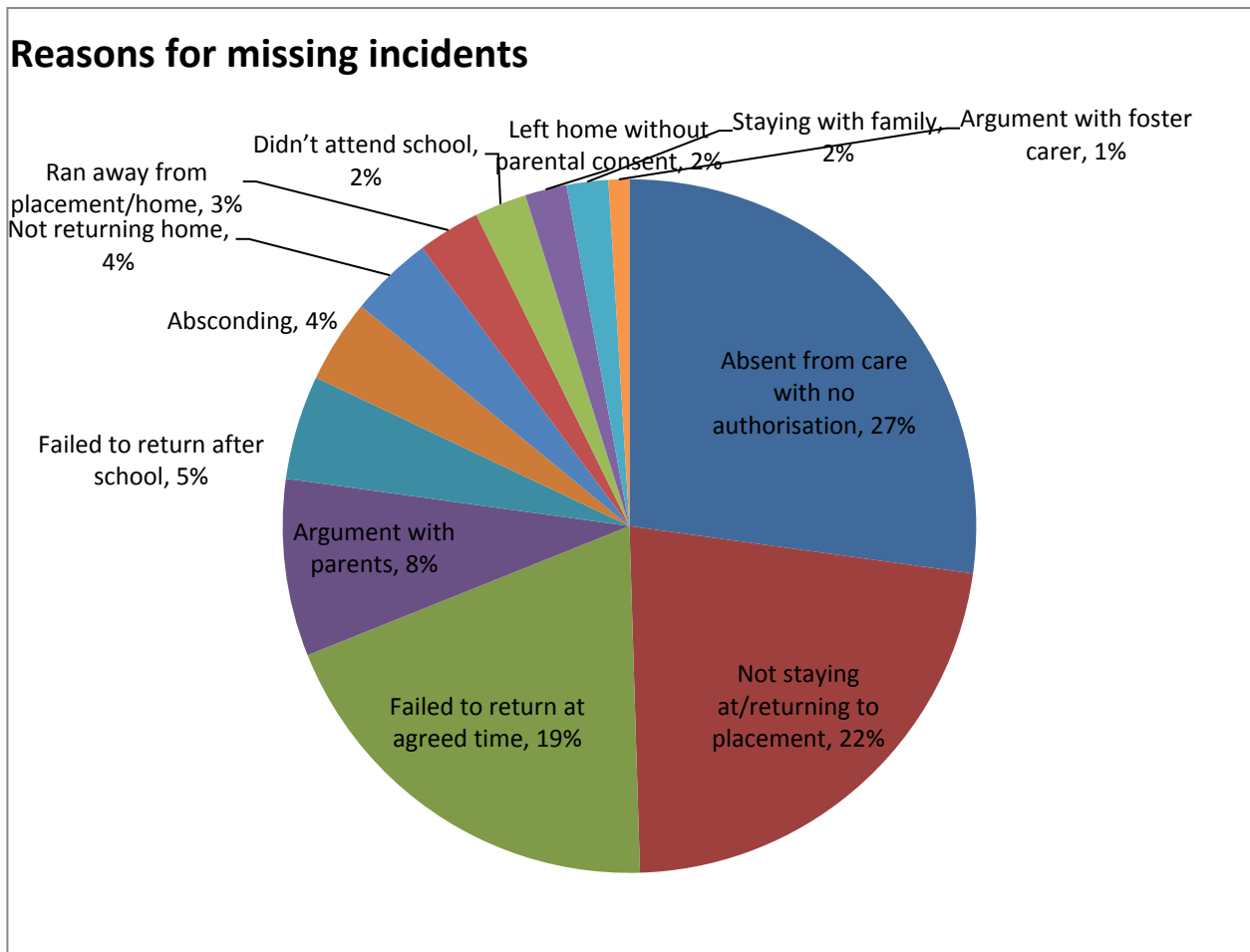
17. St Christopher's has been making contact with the parent or the carer of the child within 24 hours from receiving the referral in order to adhere to the recommended timescale of 72 hours for the delivery of independent return interviews. However, a number of factors have been identified that may delay the process, including:

- The child is a frequent missing person who spends very limited time at home or at the placement
- The child is still missing at the time of referral
- The child is absconding from a pending court order and is due to be arrested upon being found or returning to care / home
- The agreed time for a return interview would have to fit with the existing schedule of the child's commitments (e.g. education, visits from other professionals, etc.)
- Parents or carers might have limited availability due to other commitments
- Parents or carers might be unable to answer our initial calls
- Contact details may be unavailable or incorrect
- Missing person reports received from the police might take a few days before they are processed.

18. St Christopher's have worked with the local authority to review the timeliness of return interviews and will be taking a number of steps to reduce the delay and maintain the effectiveness of interventions, including exploring regular meetings with frequent missing persons to provide ongoing support with the aim of reducing the number of missing episode and prevent further incidents.

### Reasons from missing episodes

19. There are a number of reasons why children or young people may be missing. In addition to the main reasons below, children and young people also report arguments with siblings as a reason.



### **Emerging themes from missing return interviews**

20. The following emerging themes are evident from missing return interviews:

- Family - Most looked after children who have been referred to our service are placed in other local authorities and would often return to their family in Southwark when going missing.
- Friends and Peer Pressure – Staying out with friends, peer pressure and the desire for more independence are another common reason for missing incidents. While some of these young people might be ready to manage their lives more independently and become more settled once they move on from their current care placement, in most cases though they may still be very vulnerable and exposed to higher risks
- Relationships – Some young people would be absconding to stay with their boyfriend or girlfriend.
- Criminal Activity – involvement with criminal activities is a determining factor for repeat absences of some children and young people, including drug dealing and gang related activities.

### **Policy implications**

21. Southwark's *Children in Care and Care leavers Strategy 2016-19* prioritises developing services and our understanding of the needs of looked after children who are missing from care and those vulnerable children and young people who are missing from home.

### **Community impact statement**

22. Southwark Looked After Children services works to promote the best possible outcomes for children in care. The care population is diverse in terms of age, gender and ethnicity and we closely monitor these protective characteristics to ensure we understand specific needs and are able to deliver services that address these needs. It is recognised that placement stability, engagement in education, access to leisure and healthy lifestyles all help to build resilience for young people to successfully achieve economical wellbeing and make a positive contribution. Effective performance monitoring supports these objectives and enables us to identify areas where improvements may need to be made.

### **Legal implications**

23. Section 13 of the Children Act 2004 requires local authorities and other named statutory partners to make arrangements to ensure that their functions are discharged with a view to safeguarding and promoting the welfare of children. This includes planning to prevent children from going missing and to protect them when they do.

24. Southwark's return interview service provided by St Christopher's is in accordance with the duty to offer children missing from home or care an independent return interview as specified in DfE's statutory guidance on children who run away or go missing from home or care.

25. Through their inspections of local authority children's services, Ofsted will include an assessment of measures with regard to missing children as part of their key judgement on the experiences and progress of children who need help and protection.

## BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Corporate Parenting Committee: St Christopher's Missing Children Service: Update report (Item 11)	160 Tooley Street, London SE1 2QH	Paula Thornton 020 7525 4395
<b>Link:</b> <a href="http://moderngov.southwark.gov.uk/ielistDocuments.aspx?CId=129&amp;MId=5148&amp;Ver=4">http://moderngov.southwark.gov.uk/ielistDocuments.aspx?CId=129&amp;MId=5148&amp;Ver=4</a>		

## APPENDICES

No.	Title
None	

## AUDIT TRAIL

<b>Lead Officer</b>	Rory Patterson, Director, Children's Social Care	
<b>Report Author</b>	Tasneem Mueen-Iqbal, Policy Officer, Children's and Adults' Service	
<b>Version</b>	Final	
<b>Dated</b>	10 February 2016	
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments Sought</b>	<b>Comments Included</b>
Director of Law and Democracy	No	No
Strategic Director of Finance and Governance	No	No
<b>Cabinet Member</b>	No	No
<b>Date final report sent to Constitutional Team</b>	10 February 2016	



<b>Item No.</b> 9.	<b>Classification:</b> Open	<b>Date:</b> 23 February 2016	<b>Meeting Name:</b> Corporate Parenting Committee
<b>Report title:</b>		Update on Care Service Response to Issues Raised by Speakerbox	
<b>Ward(s) or groups affected:</b>		All	
<b>From:</b>		Director, Children’s Social Care	

## RECOMMENDATIONS

1. That the corporate parenting committee notes the issues and concerns raised by Speakerbox at its meeting with corporate parenting committee on 27 October 2016.
2. That the corporate parenting committee notes the action taken by the service in response to the concerns and continues to monitor progress through its termly meetings with Speakerbox.

## BACKGROUND INFORMATION

3. The corporate parenting committee meets termly with Speakerbox so that members can hear from young people in care and care leavers what the most important issues were for them. These are usually facilitated by the Children’s Rights Officer and attended by key officers responsible for services for children in care and care leavers.
4. On 9 February 2016 the cabinet agreed the Children in care and Care Leavers Strategy 2016-19. The first priority of this is “children and young people have a say and their voice is heard”.
5. This report covers the key themes from the last meeting on 27 October 2016 that Speakerbox shared with members and the response of the care service to date.

## KEY ISSUES FOR CONSIDERATION

6. The first theme was family, particularly sibling contact.  
  
*“sometimes we just want to see our siblings and no one else from the family.”*  
  
*“in LAC Reviews we should get to decide how much we want to see our siblings.”*
7. The care service has shared these issues at a service day for all managers and social workers on 23 November 2015. Groups of social workers and managers worked in small groups to consider how they would take the issues back to work in their social work practice. A workshop on sibling contact has been planned with the principal social worker for children on 11 March 2016 on this specific issue with a commitment to undertake 2 further workshops in 2016. Siblings Together, an organisation dedicated to promoting contact with siblings

in care through holidays or weekend events, has been invited to meet with the Care Service management group with the intention of promoting this as a more flexible fun way where siblings can spend more time together.

8. On 10 December 2015 a meeting took place between the manager of the Contact Service and Speakerbox to consider how the contact rooms could be more suited to older children. It was explained how the rooms need to be suited to young children and babies as the majority of contact is between them and their parents. The décor is also important for helping parents to settle into contact with babies/toddlers. It is rare that children older than 10 years old use the rooms and when they do they are more likely to have their own agenda for contact. It was agreed that more activities for older children would be made available including consideration of electronic games (Wii for example) This is especially important where sibling groups are having contact. Any such activities must contribute to the contact experience not distract from it. These things do need to be stored separately games and activities for small children as it is recognised they are more vulnerable to damage and need replacing. .
9. It should be emphasised that sibling contact should be assessed as being in a child's best interests and there is a duty upon the social workers to promote such contact.
10. The second theme was communication between social workers, personal advisors and young people. The area of privacy was a particular concern.

*"right to privacy."*

*"location where we meet....consider location."*

11. The care service has shared these issues at the Service Day on 23 November 2015 as set out above. A short film is being commissioned with the purpose of engaging social workers and personal advisors on the importance of privacy and relationships to use as a tool to influence them to think more about the impact on children and young people and be used as a regular part of induction. The care service is eagerly awaiting the refreshed Golden Rules set by children in care for how social workers work with them. Promoting these and measuring our care service against these rules is seen as a very important way to improve how we work in this area.
12. The third theme was placements. Particularly the standards and training of foster carers and how they are monitored.

*"standards for foster carers."*

*"importance who you are living with."*

13. The fostering service has renewed its programme on recruiting, training and supervising foster carers. It has expanded its approach to therapeutic caregiving by training staff and social workers in Empathic Behaviour Management and Theraplay. It has also adopted the Secure Base Model which was shared with Speakerbox on 6 October 2015. This incorporates family membership as a key expectation of how carers look after children. Plans are to be made to offer some more workshops on the model to young people. The

model has been shared with one young person prior to her placement, to help her understand what she could expect from her carer. Young people have been involved in foster care training and there are plans to invite further participation in foster carers' pre- and post-approval training.

14. The fostering service has updated the children's guides which are given to young people when they become looked after which makes clear what children expect from carers. The service has also developed some tools for seeking young people's views about their placements, in consultation with Speakerbox.
15. The recruitment and assessment of foster carers was brought back in-house in May 2015 to increase the quality and expectations of the kind of care that children and young people should experience. All foster carers are independently reviewed every year and there has been renewed emphasis in the fostering service on the quality of those reviews and how the child's voice is a key part of it. Complaints by young people about standards of care have been followed up quickly and the outcomes fed back to the young people
16. The fostering service has established a full time social work role dedicated to making placements with children and our foster carers to improve our matching including developing principles of choice for young people and support from the start of a placement to promote placement stability.

#### **Community impact statement**

17. Southwark is committed to ensuring children's voices are heard whatever part of the community they are from. The council has a dedicated Children's Rights Team committed to making this voice heard.

#### **BACKGROUND DOCUMENTS**

<b>Background Papers</b>	<b>Held At</b>	<b>Contact</b>
None		

#### **APPENDICES**

<b>No.</b>	<b>Title</b>
None	

## AUDIT TRAIL

<b>Lead Officer</b>	Rory Patterson, Director Children's Social Care	
<b>Report Author</b>	Jackie Cook, Head Of Social Work Improvement And Quality Assurance, Children's and Adults' Services	
<b>Version</b>	Final	
<b>Dated</b>	10 February 2016	
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments sought</b>	<b>Comments included</b>
Director of Law and Democracy	No	No
Strategic Director of Finance and Governance	No	No
<b>Cabinet Member</b>	No	No
<b>Date final report sent to Constitutional Team</b>		10 February 2016

<b>Item No.</b> 12.	<b>Classification:</b> Open	<b>Date:</b> 23 February 2016	<b>Meeting Name:</b> Corporate Parenting Committee
<b>Report title:</b>		Corporate Parenting Committee – Work Plan 2015/16	
<b>Ward(s) or groups affected:</b>		All	
<b>From:</b>		Director, Children’s Social Care	

## RECOMMENDATION

1. That the corporate parenting committee review the work plan for 2015/16 as set out in paragraph 3 of the report.
2. To note that the committee will receive the 2016/17 work plan at its next meeting.

## BACKGROUND INFORMATION

### Role and function of the corporate parenting committee

3. The constitution for the municipal year 2015/2016 records the corporate parenting committee’s role and functions 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 corporate parenting committee review and update the work plan each meeting.

### **23 February 2016**

- Report back on St. Christopher's project in order to review the process
- Annual virtual headteacher report
- Update on councillor workshops on children missing from care
- SpeakerBox update to track actions and feedback (including communication, family and contact and placements)
- Southwark Information Advisory Service to be invited to this meeting and work undertaken in respect of transitioning for looked after children
- Autism strategy and how impacts looked after children.
- Placement stability and update on statistics. Committee to look at case studies of 15 unstable and 5 stable/positive placements.

### **Items to be programmed 2016/17**

- Foster care training available, including foster carers' experience
- A readiness for school evaluation and clarification at the point at which the child/young persons enters care
- Transition from care to independent living – report back on outcome of review of semi-independent living/supported housing
- Innovation Projects.

### **Corporate Parenting Committee Meetings with SpeakerBox**

5. SpeakerBox, established in 2005, ensures that the views of looked after children and care leavers are used to influence decision making that affects their care and support. Representing children and young people between 8 and 24 years the group also provides a peer to peer networking support system for looked after children. The programme is operated independently and run by the young people themselves, although it is supported by the council's children services team, senior managers and councillors.
6. The committee are due to meet with SpeakerBox next on the 16 February 2016.

### **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**

<b>Background Papers</b>	<b>Held At</b>	<b>Contact</b>
Minutes of meetings of Corporate Parenting Committee	Constitutional Team 160 Tooley Street London SE1 2QH	Paula Thornton 020 7525 4395
<b>Web link:</b> <a href="http://modern.gov.southwark.gov.uk/ieListMeetings.aspx?CId=129&amp;Year=0">http://modern.gov.southwark.gov.uk/ieListMeetings.aspx?CId=129&amp;Year=0</a>		

**APPENDICES**

<b>No.</b>	<b>Title</b>
None	

**AUDIT TRAIL**

<b>Lead Officer</b>	Rory Patterson, Director, Children's Social Care	
<b>Report Author</b>	Paula Thornton, Constitutional Officer	
<b>Version</b>	Final	
<b>Dated</b>	10 February 2016	
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments Sought</b>	<b>Comments included</b>
Director of Law and Democracy	No	No
Strategic Director of Finance and Governance	No	No
<b>Cabinet Member</b>	No	No
<b>Date final report sent to Constitutional Team</b>	10 February 2016	

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