

Education and Children's Services Scrutiny Sub-Committee

Wednesday 7 March 2012

7.00 pm

Ground Floor Meeting Room G01C - 160 Tooley Street, London SE1
2QH

Supplemental Agenda

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Date: 2 March 2012



EDUCATION AND CHILDREN'S SERVICES SCRUTINY SUB-COMMITTEE

MINUTES of the Education and Children's Services Scrutiny Sub-Committee held on Wednesday 8 February 2012 at 7.00 pm at Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1 2QH

PRESENT:

Councillor the Right Revd Emmanuel Oyewole
Councillor Sunil Chopra
Councillor Adele Morris
Councillor Rosie Shimell
Councillor Althea Smith
Councillor Cleo Soanes
Councillor Nick Stanton
Colin Elliott
Leticia Ojeda
Nick Tildesley

OTHER MEMBERS

PRESENT:

OFFICER SUPPORT: Rory Patterson : Deputy Director, Specialist Children's Services
Colin Gale: Free Healthy School Meals project lead
Julie Timbrell: Scrutiny project manager

1. APOLOGIES

1.1 Apologies for absence were received from Councillors David Hubber. Councillor Althea Smith sent appologies for lateness

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

2.1 There were none.

3. DISCLOSURE OF INTERESTS AND DISPENSATIONS

3.1 There were no disclosures of interests or dispensations.

4. MINUTES

4.1 The Minutes of the meeting held on 28 November 2011 were agreed as an correct record.

5. REVIEW OF UNIVERSAL FREE HEALTHY SCHOOL MEALS

5.1 Colin Gale, Free Healthy School Meals project lead, reported that he had been liaising with schools about visits to look at the delivery of the Free Healthy School Meals (FHSM) in selected schools to support the review. He is planning visits for the week beginning the 27 February and asked the committee to let him know the best dates for visits.

5.2 The scrutiny project manager explained the Islington scrutiny report on school meals take up and nutrition had been circulated to give some context and ideas to help with the investigation and visits to schools.

5.3 A member commented that one of the issues for the FHSM review is how many children take up free school meals. The member noted that one of the most successful strategies used to increase take up of free school meals has been to reduce stigma by various methods.

5.4 The FHSM project lead commented that the Hull FHSM programme concentrated on that in particular. He reported that the council are looking at the census information. He went on to say that while the figures are raw, he thinks the uptake has increased in Southwark schools, which is good news for schools and children as this increases school income. The project lead explained that the pilot has picked up around 140 children who had previously not been claiming but were eligible for free school meals. The council is developing a system that intends to miss nobody. He elaborated that as pupils move on to secondary school the council can now use the same methods to assist with greater take up; however it is more challenging for secondary children.

5.5 A member expressed concerned about the number of fast food outlets and our food culture. The project lead commented that there is a policy work on that and outlets now have increased costs.

5.6 A member asked the project lead to clarify the position on packed lunches and he responded that this is a school policy decision. He explained that many do have policies however enforcement is a different thing. He

explained that some don't allow it certain foods. It is easier to enforce a policy in primary schools but harder in secondary schools.

- 5.7 A member asked the project lead how the council intend to capture some good quantitative and qualitative data to evaluate outcomes; particularly given some children may choose pack lunches. The project lead responded that the FHSM is part of a whole school approach, and is not being done in isolation. All schools have to follow a healthy school meal programme. The question of how we can measure the pupils who took school meals or packed lunches can be considered. He said the council may be able to do some samples and undertook to take that back to consider as part of the longitudinal study.
- 5.8 A Member commented that as a community council we do not subscribe to free school; however there have been some comments on parents saving money .The member asked the project lead for clarification. He explained that the council conducted some focus groups as part of the early pilot and some parents said that they are using the extra money for books, school trips and other activities. The project lead said that he would look for this evidence and also noted that this is a matter of parental choice, some parents will do this, some will not.
- 5.9 A member asked the project lead on how the council is developing a whole school approach and he responded that this is a small cog in a whole school and whole community approach that the recent scrutiny review into Childhood Obesity and Sports Provision set out. Healthy school meals are part of a whole series of choices and environmental cues that families and children need to negotiate.
- 5.10 The project lead asked for clarification on the dates, times and content of the visits to schools. It was agreed that the 28th February would work for many of the members present and another date would be set once the chair returns from holiday. The project lead asked who members would like to speak to and members indicated that they would like to find out how catering is arranged in schools and speak to the catering staff and children. The project lead suggested trying a meal and visiting over lunchtime. A questionnaire was spoken about and there was a discussion about the young age of the children and that it would need to be very light. The head teacher representative said that his school have developed a questionnaire and suggested that the committee to visit his school, talk to the children in the school council, have a meal and meet relevant management, teaching and catering staff. Members welcomed the invitation.

ACTION

Visit John Donne School on the 28 February.

Set another date for school visits on the Chair's return.

6. REVIEW OF PARENTING SUPPORT - PART 2

6.1 Officers reported that there is local review of Short Breaks, and the committee has received relevant papers. There is also a wider review of special education. Alongside this there is the wide ranging national Munro Review of Child Protection. The review was briefly discussed and it was agreed to summarise the evidence received to date with a view to completing the review by the end of the administrative year

ACTION

The evidence will be summarised and sent to the chair and vice chair by the 21 December for comment and then circulated to the committee.

7. ROTHERHITHE SCHOOL

7.1 The report on Southwark Schools for the Future: New School Rotherhithe was noted. The vice chair commented that the committee should be looking at all free schools, not just Rotherhithe.

ACTION

A wider report will be requested covering all free schools in the borough.

8. ADULT EDUCATION

8.1 The vice chair introduced the item by explaining that officers were unable to attend tonight because of illness and had sent apologies. This item will be deferred until next committee meeting. A member of the public and service user indicated that he would like to give evidence. The vice chair invited him to do this, but explained that since officers are not available to comment it will only be recorded this evening.

8.2 The service user voiced concerns over the background information given in the published report and said that Morley College's main base is in

Lambeth. He also commented that Southwark Collage received a poor Ofsted report, but the service has made improvements to students learning goals.

- 8.3 He said that he would hope that the Personal and Community Development Learning (PCDL) courses are maintained and amplified. He commented that many of the courses are first steps to help get people into education, training and employment. He explained that someone he knew did a course and then went on to do further training in childcare. He stated that in his view the evidence dose not reflect this positive aspect of the service provision. The service user left some written evidence and requested that this was considered.

ACTION

This report and the item will be taken again at the next committee meeting.

9. THEMES FOR CABINET MEMBER INTERVIEW

- 9.1 The vice chair asked members to suggest themes for the cabinet member interview, which is scheduled for the next meeting. There was a discussion on the move away from individual questions for cabinet member interviews. Recent interviews have been based on themes as these allow a more discursive discussion that needs less resource support by officers in times of budget reductions.
- 9.2 A member commented that the quarterly review of the Children's and Young Peoples Plan (CYPP) has been a useful forum for the young people.
- 9.3 A member suggested a theme of mentoring, apprentices and employment support. He noted that, in particular, it would be useful to understand how much work local stakeholders offer Southwark young people and what the rate of pay is.
- 9.4 A member commented on national research that indicated that there is a relationship between gangs and the 1000 most disruptive families in a borough the size of Southwark.
- 9.5 There was a suggestion by a member that a themed discussion on the committees current review topic of universal free healthy school meals would be useful. Another member commented that it might be helpful to link that to the recent review report produced on Childhood Obesity and Sports Development. Traffic Safety was also suggested as a theme.
- 9.6 The wider overview and scrutiny committee's commitment to holding

cabinet members to account on their portfolio generally, and council plan commitments specifically was discussed.

ACTION

The suggested themes agreed were:

1. The Children and Young Peoples Plan - this will be done with the young people from Southwark Youth Council and Speakerbox.
2. Mentoring, apprenticeships, and employment support for young people (particularly work done by regeneration stakeholders and the number of placements offered to young people in the Borough as opposed to outside the Borough; and the rate of pay given to young people)
3. Gangs and the 1000 most disruptive families
4. Free school meals - linking this to the recent scrutiny report on obesity and sports
5. The cabinet member's portfolio with reference to council plan
6. Traffic safety

10. WORK PROGRAMME PLANNING

10.1 A member commented that he would like to know what the council does with the school test results and where this information gets examined. He went on to comment that there are been a redefinition of 'value added' and it would be beneficial to understand what that means. He added that it would be good to understand what the challenge process is, for example what does the council do if a school is doing well and another not doing so well.

ACTION

Officers will be asked for a report setting out:

- Where school test results get examined
- The definition of value added and any recent or proposed changes
- The challenge process for schools

Item No:	Classification : OPEN	Date: 7 March 2012	Meeting Name: Education and Children's Services Scrutiny sub committee
Report Title:		Preparing for the scrutiny interview	
Ward(s) or Group affected:		All	
From:		Scrutiny project manager	

BACKGROUND INFORMATION

1. The Cabinet member for Children's Services: Cllr Catherine McDonald annual interview with the Education and Children's Services scrutiny sub committee is scheduled for 7 March 2012. Extracts from the Council plans are set out in Appendix 1
2. Members of the committee have chosen 8 themes to structure the interview around:
 1. The Children and Young Peoples Plan - this will be done with the young people from Southwark Youth Council and Speakerbox
 2. Mentoring, apprenticeships, and employment support for young people (particularly work done by regeneration stakeholders and the number of placements offered to young people in the Borough as opposed to outside the Borough; and the rate of pay given to young people)
 3. Gangs and the 1000 most disruptive families
 4. Free school meals - linking this to the recent scrutiny report on obesity and sports
 5. Traffic safety
 6. Changes to Delivery Arrangements for the Youth Service
 7. Hate crime - prevention and support for victims
 8. The cabinet member's portfolio with reference to council plan
3. OSC agreed to use cabinet member interviews to raise performance questions based on the council plan. These will be incorporated into the themes. The Cabinet member's formal responsibilities are set out at Appendix 1 Schedule E Council Plan: Measures for Children's Services

Schedule E

Council Plan: Measures for Children's Services

This schedule sets out the key priority actions and targets over the next three years across the Children's Services portfolio to support a fairer future for all.

Chief Officer Romi Bowen, Strategic Director of Children's Services

ref	Lead Officer	Current performance	Targets	
			2011-12	2012-13 2013-14
Whole-service rating				
1	Romi Bowen	Adequate (2010)	Performs Well	To determine appropriate level in new system
Key objectives				
2	Kerry Crichlow	Not applicable	Roll out to all primary schools, certain year groups only	Roll out to additional primary age groups 2013/14 All primary schools covered by academic year 2013/14
3	Merril Haeusler	Not applicable		Young people to have power over 20% of youth services budget by 2014
4	Champion improved educational attainment in all settings, holding all schools to account to deliver continuous improvement:			
4a	Merril Haeusler	9 schools (June 2011)		0 schools
4b	Merril Haeusler	73% (2010)	78% (2011)	To be agreed after analysis of 2011 results and benchmarking
4c	Merril Haeusler	55% (2010)	60% (2011)	To be agreed after analysis of 2011 results and benchmarking

4d	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile (EYFSP) and the rest	Merril Haeusler	32.1% (2010)	30% (2011)	To be agreed after analysis of 2011 results and benchmarking
4e	Ofsted assessment of educational settings - % "good" or "outstanding" of those inspected in the year	Merril Haeusler	Primary schools 73% Secondary schools 67% Children's Centres 40% Post 16: 44%	Primary schools 75% Secondary schools 75% Children's centres 65% Post 16: 65%	Set targets in context of new inspection to be rolled out by Ofsted
5	Guarantee that every child that wants a place in a local primary school gets one	Merril Haeusler			Guaranteed places for all delivered by 2014
6	Continue to invest in our schools through our primary capital and Building Schools for the Future (BSF) programmes: BSF milestones	Sam Fowler		Phase 1 completions	Phase 2/3 completions
7	Respond to the recommendations of the Teenage Pregnancy Commission, which seek to reduce teenage pregnancy rates	Kerry Crichlow	Teenage pregnancy rate 63 per 1,000 (2009)		Reduction delivered, closing gap with comparator group
Key outcomes for our young people					
8	Increased rates of employment, education and training of young people - NEET rate	Merril Haeusler	8.7% Not in education, employment or training (measured at previous NEET definition)		Appropriate measures to be developed in context of changing national policy framework around NEET services and data during 2011/12.

9	Reduced youth offending rates	Rory Patterson	221 first time entrants to the youth justice system 1.04 reoffences per young offender	New targets to be agreed in context of Youth Justice Board and performance framework changes.
10	Key children's safeguarding outcome measures	Rory Patterson	Not applicable	Measures to be developed after analysis of final Munro report outcome indicators
11	Educational outcomes for children looked after: Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 including English and Maths)	Merril Haeusler	13.7% (2010)	To be agreed after analysis of 2011 results and benchmarking
12	Targeted early intervention: Children with additional needs will be supported by strong universal services so that early intervention resources can be targeted towards more vulnerable children and their families at the first signs of low-level abuse or neglect	Rory Patterson	Not applicable	Referrals measures to be developed after analysis of final Munro report outcome indicators around referrals

Item No.	Classification: Open	Date: 7 March 2012	Meeting Name: Education and children's services scrutiny sub-committee
Report title:		Quarterly Review of the Children and Young People's Plan	
Ward(s) or groups affected:		All	
From:		Assistant Director, Strategy and Support, Children's Services	

RECOMMENDATION

1. To receive an update on progress since November 2011 towards achieving the priorities outlined in the Children and Young People's Plan.

BACKGROUND INFORMATION

2. The Children and Young People's Plan (CYPP) is the overarching strategic framework for services for children, young people and families in Southwark. It was approved by Council Assembly on 24 March 2010 and came into force on 1 April 2010.
3. This report provides a further update to the reports received by the Education and Children's Services Scrutiny Sub-Committee in April and November 2011.
4. At the November meeting, youth council members and the committee discussed the format of the progress reports, noting that it was important to highlight achievements. There was also discussion about the key issues facing young people, including the provision of quality youth activities, and employment support. Following the election of a new youth council in February, the new members would like to propose working with the sub-committee to identify key CYPP priorities on which to focus at future meetings.
5. Southwark's Children and Families' Trust monitors progress against the CYPP priorities by exception. At its last meeting in December 2011, it reviewed progress achieving the priority 'Every school and setting aspires to excellence', and also considered early proposals to develop an early help strategy.

KEY ISSUES FOR CONSIDERATION

6. Since the last report to the sub-committee in November, the following highlights can be noted:
7. Thinking family – families at the centre of all we do:
 - a. New youth council elected, plus reconfigured youth offer to be in place from April delivering higher-quality, fit-for-purpose arrangements that more young people will be able to access
 - b. Community restoration fund in development, to offer additional positive opportunities for the borough's young people
 - c. Short breaks statement for support for children with disabilities and their families published
 - d. Family focus team, under the local strategic partnership, is undertaking

a strategic needs assessment to enable an effective response to the Prime Minister's Troubled Families' agenda

8. Narrowing the gap – better and more equal life chances for all:
 - a. Health and wellbeing board on track to begin shadow arrangements from April
 - b. Reconfiguration of integrated child support service underway to further localise support around the child, school or setting, and improve effectiveness and efficiency
 - c. Refocusing and streamlining of services to ensure support is focused on the most vulnerable and delivers greatest positive impact on children and young people's outcomes
 - d. Education lead for children in care appointed

9. Raising the bar – high-quality provision that meets local needs:
 - a. Reconfigured school improvement support into a single 0-19 standards team supporting increased value for money arrangements and further improvements in quality of schools and settings, with over three-quarters of nurseries, primaries and secondaries judged good or better
 - b. Reduction in number of underperforming schools, with our most 'stuck' school being removed from category
 - c. Review of SEN provision underway to improve support for children with disabilities and their parents, including streamlined pathways and processes enabling more effective working and greater value for money

10. Succeeding into adulthood – at-risk young people achieve wellbeing:
 - a. Youth Fund fully operational, with scholarship scheme open to next round of applicants
 - b. Successful youth offending service inspection which highlighted effective practice around young offenders engaging in education, employment and training
 - c. Implementation and effective discharge of enhanced 'staying put' policy for vulnerable care leavers
 - d. Completed first phase of moving services for at-risk young people in care to a single site, with the second phase underway, in order to increase integrated working and value for money

11. Working together – children are safeguarded from harm and neglect:
 - a. Successful implementation of the multi-agency duty desk is effectively deferring inappropriate referrals to targeted and early intervention services
 - b. Recent inspections judged adoption services to be good with outstanding features, and fostering services to be good
 - c. Reconfiguration of the system has been completed to provide a single point of access to early intervention and child health services
 - d. Plans to implement the Multi Agency Safeguarding Hub (MASH) have been brought forward to include Southwark in phase 2 of the programme
 - e. The programme to embed the common assessment framework across the system has seen a significant rise in its use as the referral mechanism
 - f. Contract awarded for reconfigured domestic abuse support services, which will be in place from April

Community impact statement

12. Although this report is an update briefing, the issues covered affect all sections of the community. Equality and diversity issues were central to the development of the CYPP, and underpin its priorities. Further, potential impact on the community is central to the children's trust's risk and assurance framework, ensuring that any potential issues are flagged for the trust's consideration.

AUDIT TRAIL

Lead Officer	Kerry Crichlow, Assistant Director, Strategy and Support, Children's Services	
Report Author	Elaine Allegretti, Head of Strategy, Planning and Performance	
Version	Final	
Dated	21 February 2012	
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 the Scrutiny Team		

Item No.	Classification: Open	Date: 2 February 2012	Meeting Name: Education and Children's Services Scrutiny sub-committee
Report title:		Review of adult learning	
Ward(s) or groups affected:		All	
From:		Adrian Whittle, Head of Culture Libraries Learning and Leisure	

RECOMMENDATION(S)

1. Consider the raw data gained from a number of stakeholder workshops (appendix I), and provide any feedback to be considered as part of the review.

BACKGROUND INFORMATION

2. A report to scrutiny 19th October signaled the start of a piece of work to develop the future direction of the adult learning service (ALS). The report also highlighted the range of adult and family learning providers in Southwark, including Morley College and Southwark College. There is also significant provision from private and voluntary sector organizations. In addition there is provision commissioned or provided through different service areas within the council.
3. The review therefore needs to consider the totality of adult learning provision in the borough. The objective is to agree a:
 - vision for adult learning, identifying purpose, focus and the council and other providers role in provision
 - common and joined up approach across the council for the commissioning of adult learning provision
4. At the 19th October meeting it was agreed that officers would report back on the consultation with stakeholders, including service users and adult education providers. It was agreed that this data would be provided before/without analysis.

KEY ISSUES FOR CONSIDERATION

5. The review will take place between now and July 2012, resulting in a new vision for the service to be agreed by Cabinet. It is proposed that a report on the final outcomes of the review is taken back to this scrutiny committee.
6. The review will be evidence based. A needs and capacity assessment will be

carried out encompassing an assessment of:

- a) Population level data to understand the overall needs and capacity of the population
 - b) The views of users, non users and providers to gain a more in-depth understanding of demand, need and capacity
 - c) Current provision (including utilization and effectiveness) and opportunities (including good practice elsewhere), to enable a view to be taken on how needs are being met and how they could be met.
7. Appended to this report (appendix I) is the raw data captured from several stakeholder workshops with users of the ALS services/Thomas Carlton Centre. A workshop with ALS voluntary and community sector providers had to be rescheduled to the 13th February.
 8. This is provided without analysis, therefore members of scrutiny may wish to consider the following when looking at the data:
 - This will need to be reviewed as part of the entire evidence based, including population level data and a review of current provision.
 - Other stakeholder views are being gathered, including those who use other forms of adult learning, not just that provided through ALS, and also those that do not access adult learning provision
 - Demand is not the same as need
 - Additional forms of engagement with stakeholders will be required which is tailored towards supporting participants to identify and consider any innovative way of meeting adult learning needs.
 9. Officers would like to take the opportunity to thank those who gave up their time to take part in the workshops and enthusiastically participated, providing much valuable information.

APPENDICES

No.	Title
Appendix 1	Write up of stakeholder workshops
Appendix 2	Project outline

AUDIT TRAIL

This section must be included in all reports.

Lead Officer	Adrian Whittle, Head of Culture Libraries Learning and Leisure	
Report Author	Adrian Whittle, Head of Culture Libraries Learning and Leisure	
Version	1.1	
Dated		
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments included
Strategic Director of Communities, Law & Governance	n/a at this stage	
Finance Director	n/a at this stage	
List other officers here	n/a at this stage	
Cabinet Member	n/a at this stage	
Date final report sent to Scrutiny Team	Date/month/year e.g. 20 May 2010	

Write up from adult learners workshops 16 January 2012

Attendees were asked three questions:

1. What did you want to get from your course?
 2. What is helping to meet your needs and what impact is it having?
 3. Is there anything else that would help meet your needs?
-

Session 1 – skills for life

Around 50 - 55 people attended, split into 3 groups

What did you want to get from your course?

Group 1	Group 2	Group 3
<ul style="list-style-type: none"> ▪ I want to work in a bank ▪ To help with everyday maths tasks ▪ To help my kids with their maths work ▪ English language ▪ To get a formal certificate in maths ▪ To feel young again, to achieve a goal and to look forward to a brighter future ▪ English and maths, and to help young people after school ▪ A second chance – I didn't do well at GCSE ▪ I have gaps in learning from school in college that I want to fill, I want to go to university ▪ I want to be a teacher. It was tough learning among teenagers ▪ To help with shopping tasks 	<ul style="list-style-type: none"> ▪ Learning English, numeracy ▪ Achievement of goals ▪ New friends ▪ To communicate better in English with my family, and the community ▪ Helps me with my career choice ▪ Confidence ▪ Finding out about university courses, access ▪ Employment ▪ Paving the way for further education 	<ul style="list-style-type: none"> ▪ Better qualification ▪ Confidence ▪ Better understanding ▪ Reading/writing/spelling ▪ Close to home and school ▪ Disabilities independence ▪ Better job prospects/support in looking for jobs ▪ Helping with children with homework – school forums ▪ Help other activities in life – Church, G.P., and School Forms. Letters. ▪ Understanding new systems ▪ Makes your achieve. Confidence (with doctor) ▪ Local accessibility

<ul style="list-style-type: none"> ▪ I want to get a job, I want to build my confidence ▪ I want to improve myself – as a write. I want to be able to challenge things ▪ Skills in English and maths – for job, home and university 		<ul style="list-style-type: none"> ▪ Adult only crèche access. Safety with ICT
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What is helping to meet your needs and what impact is it having?

Group 1	Group 2	Group 3
<ul style="list-style-type: none"> ▪ They make it enjoyable ▪ Can go at own pace ▪ Teacher student ratio is better than at other places, can focus better ▪ Good being with similar ages (not youngsters) ▪ Close to the school so easy to pick up kids, fit in around work etc. Important if encouraging women to get back into work ▪ I can track my progress ▪ Can get more done in a shorter space of time, good for busy mums ▪ Everyone is friendly and relaxed 	<ul style="list-style-type: none"> ▪ 3 mums couldn't come without the crèche ▪ The family / playscheme classes have had a very positive impact ▪ Teachers are excellent ▪ Learning (teaching) is at a pace suitable for adults ▪ Maths and English are better for adults ▪ Computer access for internet ▪ Fast track courses are very good ▪ Local to children's school, so I can attend ▪ Career advisor is used a lot ▪ Skills increased 	<ul style="list-style-type: none"> ▪ Local: Location accessible, good transport links – easily to get here ▪ Use crèche ▪ Encouragement from teacher ▪ Meeting friends – socialise/have fun ▪ Sometimes don't want to go home! ▪ Teacher helps if don't understand encourage to ask questions and gain more knowledge ▪ More contact with the tutor compared to other colleges ▪ Personal contact (closer relationship) ▪ Good access for people with disability –

<ul style="list-style-type: none"> ▪ The teachers are different – happy to help, encouraging ▪ Good teachers, good relationships, trust them, can say that you don't understand ▪ Family learning is good, and can meet other mums ▪ Pick up lots of other skills like how to approach people ▪ Impact on my writing for work ▪ Learn lots of other things e.g. science, life ▪ Sense of goal and structure in life ▪ Learn how to communicate with people ▪ I have something to say now. It has helped so much with my confidence ▪ Feeling happy ▪ I can now put myself forward 	<ul style="list-style-type: none"> ▪ Helping for my job with SEN children ▪ More focused ▪ Easy transport and walking makes it possible to come ▪ Confidence increased a lot 	<p>feel safe her, plus easy access</p> <ul style="list-style-type: none"> ▪ Good inclusion for everyone ▪ Frequent classes but smaller class size e.g. 15-16 at TTC compared to 25-30 in several colleges ▪ Not hectic like a college with teenagers or younger people ▪ Choosing to come to learn – free classes ▪ Gives self worth/ self value ▪ Confidence goes up ▪ Achieving on accreditation/qualification/a goal ▪ Family learning - learning together – creating a learning environment/ethos in the family ▪ No stigma as an adult going back to learning
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Is there anything else that would help meet your needs?

Group 1	Group 2	Group 3
<ul style="list-style-type: none"> ▪ Other classes – catering, flowers, science, computer, language, music, sign language, ICT, parenting ▪ More ESOL ▪ I could teach you Spanish [one someone said they wanted Spanish classes] ▪ Longer classes e.g. the whole day – so I can make maximum use of my day release ▪ Maintain what we have ▪ Library on site – which has the right books and so we can stay focussed [when asked why not use Peckham library] ▪ Someone to talk to and help with things like applications or how to volunteer ▪ Extra homework and other support outside of classes ▪ Go beyond level 2 i.e. level 3 is key for jobs ▪ Advertise better e.g. library, local press, shops, GPs 	<ul style="list-style-type: none"> ▪ Short clips of ESOL on the website ▪ Basic clips of Literacy 1 by the trainer ▪ Keep the college running please, as we have difficulty with learning at teenager colleges ▪ Interactive tool on Southwark website ▪ More and better advertising of Thomas Chalton centre ▪ Work placement to practice what we learn ▪ More sessions in the evening ▪ More languages – we would join language exchange groups ▪ More days/ hours are need for ESOL fluency ▪ More time is needed for Literacy and Numeracy 	<ul style="list-style-type: none"> ▪ More funding for other courses e.g. GCSE English ▪ Homework club – access to computers ▪ More hours for some of the classes ▪ More equipment e.g. computers ▪ More heaters! Monday morning is very cold ▪ Have a cafe

Session 2 – arts and culture based

Around 25 - 30 people attended, split into 2 groups

What did you want to get from your course?

Group 1	Group 2
<ul style="list-style-type: none">▪ Full time work was coming to an end and wanted to retrain for leisure▪ To learn new and interesting things▪ Social network▪ For health – fitness and emotional▪ To keep active after retirement and be active in the community▪ To link into what else is available▪ Wanted to improve my writing▪ To mix with a wider group of people that you would do otherwise	<ul style="list-style-type: none">▪ Increase concentration and focus▪ Art & craft (disability group)▪ Having more structure to life (man with severe depression doing ceramics)▪ Learning basic skills▪ Making money – over £700 by man with severe depression, over £100 by disability group▪ Meeting other people – so less depression▪ Confidence building▪ Making repairs to garments, soft furnishing▪ Sewing – bags for use by disability group▪ Developing skills – useful for my business▪ Making items for sale

What is helping to meet your needs and what impact is it having?

Group 1	Group 2
<ul style="list-style-type: none"> ▪ Being part of a team ▪ Routine in your life – a commitment, a reason to get out of the house ▪ Wood work is on of the few facilities in London, a very rare assets ▪ Finishing a garment and being pleased ▪ Fulfilment ▪ Improving my memory – learning small routines, co-ordination etc ▪ A long-time relationship with the courses ▪ Our diverse community can come together on a common objective ▪ Motivation ▪ Creativity ▪ Job opportunities are important ▪ To better myself ▪ Its social – come to meet people ▪ It local/long distance to other people ▪ Life long skills, not just a passing activity ▪ Chance to make a difference/help society ▪ Skills and inspiration, and save money making my own things ▪ Cross referencing of ideas – you learn form other students 	<ul style="list-style-type: none"> ▪ Supportive staff good with our needs and skills ▪ We can learn at our own pace ▪ Competent trainer who is also very pleasant ▪ Facilities can be used by participants ▪ Social time is very important ▪ Therapeutic for people with severe depression ▪ Easy access to the Thomas Chalton centre ▪ Availability of kilns and other specialised equipment ▪ Loyalty to the Thomas Chalton Centre it is unique ▪ Exhibitions are recommended – with social opportunities as a result

<ul style="list-style-type: none"> ▪ Help each other ▪ Its local ▪ Prices are affordable ▪ We have an off shoot group that does performances ▪ Some have started their own business [woodwork]. It gives basic skills and can take the next step 	
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Is there anything else that would help meet your needs?

Group 1	Group 2
<ul style="list-style-type: none"> ▪ What do the population want – survey? ▪ Should speak to other types of learners e.g. those after work ▪ Wider range of courses ▪ Meeting all needs- disabilities including learning disabilities ▪ If repeat you have to pay more, its too expensive for some ▪ Advertise more – in the station, signs in the road so people know its here, local shops, hospitals, GPs, Southwark Life, add onto other comms ▪ Price ▪ Use lottery funding? ▪ A class cancelled due to too few people – get more people ▪ Better information on change of building or classroom, if cancelled 	<ul style="list-style-type: none"> ▪ For the Woodwork course 30 hours is too restricted and not enough ▪ For the Ceramics course 30 hours is too restricted and not enough ▪ Courses cannot be continued by students for another term without excessive fees – Be open about the cost of the course – students can work out a way of funding the course for themselves, it's so good ▪ Good teachers should be retained by secure classes, eg the Japanese teacher ▪ More dialogue with class and student rep's ▪ Enrolment process is very dogmatic & needs to be simplified ▪ Continuers should be able to re- enrol at end of term

<p>etc</p> <ul style="list-style-type: none"> ▪ An open day to the public to show what we can do ▪ Child care isn't known about ▪ Simplify and reduce the form filling- too many forms, multiple requests for information and takes up valuable class time ▪ Courses are designed to continue but its costs to continue ▪ Make use of empty buildings ▪ Get patrons ▪ Management isn't visible – its gets pushed down to the tutors ▪ Internal comms isn't right – customer questions should be a priority ▪ Open up to other organisations e.g. CAB – to use the centre, promote it ▪ Should be able to transfer, rather than cancel then have to enrol again ▪ Speed and communication ▪ Can book rooms for free through Princess Di Trust – if a charity 	<ul style="list-style-type: none"> ▪ Access to feedback form management, and to Southwark needs to be improved ▪ Administration needs to be improved – there is a 1 year calendar for Lewisham. Also the term dates are wrong in the Southwark booklet ▪ On site visits by senior management to classes will give an accurate picture ▪ The booklet is not on display at libraries and museums, and other public locations ▪ Courses look unpopular if not promoted ▪ National Target of 30 hours for adult learning is restricting skills, and is discriminatory ▪ The disabled returners to classes are discriminated against – they pay 2 ½ times as much as able returners ▪ The elderly have been falling away, also disabled due to cuts in concessions ▪ The Head of the service should be in residence ▪ Repeat learners are discriminated against, if favour of new learners ▪ There should be an email mailing list for students ▪ Numbers attending courses are a false indicator of desire for courses – many are from North London
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DRAFT report

Support for parents and carers of disabled children and young people

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Introduction and background

The review's focus was a result of the sub-committee's interest in evidence which indicated that supporting parents had a major positive impact on their children's wellbeing and educational attainment. In the administrative year 09/10 the previous sub-committee had produced a report on the importance of parental involvement in children's education. This concluded that there should be an emphasis on enabling parents to have the skills, knowledge and confidence to help their children as evidence indicated that this would lead to a big impact on their children's ability to perform well educationally.

The committee produced a report in 10/11 focusing on support for parents during school admissions. Alongside this review the sub-committee is also looking at a volunteer programme developed by CSV which has demonstrated success in supporting parents in challenging situations, including addressing child protection issues, by using mentors to support parents. This will be the subject of a separate report.

This report is focused on the best way the council can support parents and carers, so that they in turn can have a better quality of life and be in the best position possible to parent their disabled children, look after their wider family and participate to community life. Given the focus of the review the committee prioritised evidence from parents and carers, organisations that support parents and carers and evidence from council officers.

Methodology

Parents and carers

The committee put a call out for evidence from parents and carers and voluntary organisations that work with parents and carers of disabled children asking for comment on the following issues in particular :

- I. Experiences as a service user
- II. Practical and financial resources available
- III. How skilled and informed you feel
- IV. Parenting
- V. Caring
- VI. Maintaining family life
- VII. Employment and childcare
- VIII. Your physical and emotional well-being

Organisations that support families of disabled children and young people

In response to this the committee received evidence from two organisations that work in Southwark to support families; Contact a Family and Southwark Parent Carers Council (SPPC).

Contact a Family

Contact a Family is a national charity with a branch in Southwark that exists to support the families of disabled children whatever their condition or disability. They work with families; often at a time of crisis.

Southwark Parent Carers Council (SPCC)

The Parent Carer Council's is peer led and their objectives are to positively change and enhance the lives of disabled children, young people and their families by working collaboratively with partners in Health, Education and Social Care, and to ensure parent carers participation.

Several parents of disabled children

The review received evidence from six families through a combination of written submissions and verbal evidence taken at meetings.

Council officers

The committee received several reports from Southwark Council children's services officers including:

- I. Comprehensive consultation reports on Short Breaks which took detailed evidence from a range of partners;
- II. Officer response to evidence received from family support organisations and parents

Context

Numbers of disabled children and young people in Southwark

The committee received evidence of work done previously by Contact a Family and the SPCC to identify the number of Children and Young People (CYP) with a disability and/or additional need and their parent carers.

Borough wide they estimate that there are closer to 2500 children and young people with a disability and/or additional need in the borough. Of these:

- I. Approximately 1500 children have a statement of special educational need
- II. Approximately 450 children are on the disability register
- III. Approximately 180 children receive a service through social care

Contact a Family and Southwark Parent Carer Council also submitted data on the numbers of families they are engaged with:

- I. There are approximately 590 families registered with Contact a Family in the borough
- II. There are approximately 240 families registered with SPCC

Of the families registered with Contact a Family:

- I. About half have a child on the autistic spectrum
- II. About half consider their ethnicity to be Black British, Black African, Black Other
- III. About one third have a child under 5, another third have a child aged 6 – 11 and the remainder have a child aged 12 – 19

Recession, Austerity and budget reductions

Local Government funding from central government has been reduced, and this has led to budget reductions across all sectors. The draft budget report to the overview and scrutiny committee of 13 December 2012 set out that “during 2011/12 £5.763m of savings have been achieved. When the significant reductions in government grants for children’s services are taken into account around £12m has been taken out of the budget. For 2012/13 the Children’s Services budget is proposed to be £86.4m. The total savings and commitments for the department remain unchanged from those agreed at council assembly in February 2011.”

Contact a Family reported that they have experienced financial cuts of 25 %, and that they are waiting to hear what will happen after April 2012. SPCC recently lost their worker because of budget reductions. The evidence received from these organizations considered both the effects of organisational budget reductions and how they were seeking to adapt, alongside recommendations on the best way to deliver council services and support families given shrinking funds.

The impact of the recession and austerity on families

National Contact a Family have produced a report called Counting the Costs 2010

Key findings from a survey of over 1,100 families with disabled children found:

- I. Almost a quarter are going without heating (23%). Up from 16% in 2008.
- II. One in seven (14%) are going without food. Down from 16% in 2008.
- III. More than half have borrowed money from family or friends (51%) to keep financially afloat or pay for essentials, such as food and heating. (42% in 2008)
- IV. More than 40% have applied for a charity grant. Up from 25% in 2008.
- V. Almost three quarters (73%) are going without days out and leisure time with the family. Up from 55% in 2008.
- VI. Almost 90 % said that financial worries had a detrimental impact on their family life

The full report can be found here:

www.cafamily.org.uk/pdfs/CountingtheCosts2010.pdf

National research on the needs of families and the outcomes carers would like from social care provision

Contact a Family have produced a national report titled "What makes my family stronger".

Key findings of the report are:

- I. Almost 70% of families with disabled children said that understanding and acceptance of disability from their community or society is poor or unsatisfactory.
- II. Over 60% of families said they don't feel listened to by professionals.
- III. Vital support services such as short breaks, a key worker and childcare are unavailable to almost half of families.
- IV. Over 60% of families said they don't feel valued by society in their role as carers.
- V. Half of families with disabled children said the opportunity to enjoy play and leisure together is poor or unsatisfactory.

The full report can be found here: www.cafamily.org.uk/pdfs/wmmfs.pdf

The Social Policy Research Unit at York University published a report which is an easy introduction to the range of outcomes that carers would like to achieve from social care services.

These include:

- I. A life/identity of their own, over and above their role as parents/carers
- II. Having control over their life
- III. Spending 'quality' time with the person receiving support, over and above care-giving activities
- IV. Maintaining physical and emotional well-being
- V. Having adequate resources
- VI. Feeling skilled and informed
- VII. Maintaining family life
- VIII. Service process outcomes relating to positive relationships with professionals and working in partnership with services

The full report can be found at:

<http://www.york.ac.uk/inst/spru/pubs/pdf/Outcomes.pdf>

Findings and recommendations

(Recommendations are not included as this is a draft)

Fairer access to universal services

In their evidence to the committee SPCC reported that families understand that specialised services are under pressure so their recommendation was to improve universal services. They pointed out that only a small proportion; around 180 out of 2500 children with disabilities, receive a specialised service from the council so accessible universal services are therefore crucial to enable the majority of families to be included in community life. They reported that too often families are met with an attitude that it not helpful. Social isolation is a big issue for many families .They reported that families want to be included, and for their child to be included.

Contact a Family also highlighted this issue and they included evidence on their inclusion programme which offers a range of family inclusive activities to introduce families to new experiences. Many of these are within the borough and most are universal. Contact a Family's aim is to support families to enjoy activities which can be repeated independently. Examples are using local parks and libraries, taster sessions and courses at local swimming pools, and exploring local museums. Contact a Family also offers information and training to other settings and agencies to support staff to be inclusive in their practice.

Council officers acknowledged that families want fairer access to universal services and detailed work they are doing to meet some of that need through the Short Breaks programme. Evidence taken from the Short Break consultation

indicated that universal settings in particular need to be more inclusive with the up skilling of frontline staff to better support disabled children and young people. The evidence identified there was a particular need to ensure hearing and visually impaired children and young people are included in service provision and access to activities, as these groups are often isolated. More sports clubs have been requested by families and children, but it was noted that the disability sports program is no longer available. There was a particular interest in swimming including disability swim sessions. Parents have also requested activities for girls supervised by female staff. Different kinds of activities to meet different needs (i.e. swimming classes delivered at different levels of ability) were also proposed.

Short Breaks

Evidence received from family support organisations and parents indicated that families would like to have regular breaks from their normal routine. They want good quality and meaningful experiences for their child and they want a chance to recharge their own batteries. The council has done an extensive consultation on this and Appendix 1 is attached: Shaping Future Service Delivery – stakeholder proposals. The recent Short Breaks services statement highlights the wide range of universal support already available, and is helping to promote the local offer to families and to identify gaps which services are working to fill.

The type of cuts being made, with a focus on (under 5's) rather than teenagers

Contact a Family reported that they work with families; often at a time of crisis. They reported that this is often before a diagnosis has been received as this is often a time of particular uncertainty and stress for parents. However, the service reported that families often also need particular support around times of transition, for example moving into school or college. Contact a Family reported that because of budget reductions officers were emphasising service provision for families of the under 5's, however their organisational experience is that there are just as many problems when a child enters puberty and becomes physically and sexually mature. Concern was raised that services often drop off during this challenging time. In Contact a Family's organisational view limiting services to under 5's is not a good idea.

Autistic children and young people

The evidence from SPCC highlighted what they termed as the "massive prevalence of autism". Many of the parents giving evidence had a child or children on the autistic spectrum. The Short Breaks scheme indicated that there is a need for increased service provision for Children and Young People (CYP) on the Autistic Spectrum. This report noted that CYP on the Autistic Spectrum often slip through the net as they may not qualify for mainstream and/or specialist services. CYP with dual diagnosis of ADHD and Autistic Spectrum Disorder are

particularly vulnerable as they require 1 to 1 support to access services which required funding; CYP on the Autistic Spectrum with challenging behaviour are often hard to place especially for overnight stays and respite care. The report recommended more suitable provision for these CYP, including enhanced training for carers. The evidence indicated that more provision is needed for children under 8 diagnosed with Autism, in particular.

Data registration

Parents and family support organisations said that they thought it was really important that the disability register was kept updated, even if families do not receive formal services. Parents and family support organisations emphasised that early help is much better and data registers could help with this. Better data recording would also give more accurate information as disabled CYP could be on various data records because of a medical condition, having a statement of special educational need, being on Southwark's disability register, being in receipt of social care through an eligibility assessment e.t.c, however the evidence indicated that these data sets do not always relate to each other in clear and functional ways.

How well medical and social care is integrated and communication with families

Parents complained that they have to tell services the same thing again and again, which is frustrating and dehumanizing. They requested that the committee think about how the council can do data sharing better and more sensitively. A parent spoke about her experience; explaining that her child was referred to social workers by a medical professional, but the social workers were not particularly uninterested in the medical diagnosis and this meant that, despite the referral, she did not receive the assessment she needed. Parents spoke about the tension between the medical and social work teams, and the respective conceptual models that they used. Parents said that professionals from Health and Social Care teams do not have access to their respective records, even if they are co-located in places such as Sunshine House.

Assessment for services

Parents' spoke of the delays they had experienced in getting an assessment from the disabilities/complex needs team (social care) and the Special Educational Needs (SEN) section. Parents found this difficult to understand, particularly if an assessment had been recommended by health service. A parent complained about delays from the SEN team when it comes to issuing a statement of special need. Her child had eventually received a statement; however she was dissatisfied that the process had taken too long and commented that her son has since been permanently excluded from secondary school. She said she felt sure that if the correct support mechanisms had been in place this would not have been the case. A number of parents expressed frustration that social care

assessments are issued without full reference to the medical diagnosis. Parents thought this showed a lack of consistency and highlighted the disjuncture between social and health services.

Parents said that their perception was that the policy seems to be to say no the first time, then parents have to go back and make the case, then eventually you get what you need. Parents commented that this advantages more articulate and pushy parents. They said that services should be given to those who most need them, not those who shout the loudest. A parent contrasted their perception of how Health and Social Care respectively access need in this way: the NHS admits you have a need and puts you on a waiting list; the council denies that you have a need at all. The waiting list approach was considered better in helping a family coming to terms with a child's diagnosis and likely prognosis.

Parents reported that the delays in receiving a service added to stress, and that a small amount of service, or early intervention, would be more cost effective as it prevented families escalating up the ladder of crisis. Parents stated that often a relatively small amount of support can enable families to support themselves and continue to function. Evidence received emphasised that assessments of children's needs for both care and education should be carried out early, when requested by another professional or by a parent, to enable the council to fulfil its commissioning responsibilities and plan ahead for future need.

A number of parents cited the work of Contact a Family in supporting them in accessing services and helping to negotiate the system. Parents Contact a Family and SPCC explained that many parents do not understand what services are available or the laws surrounding access. They therefore need support in accessing them. SPCC stated that parents and carers need clear accessible information and that this cannot just be on the website. SPCC went on to explain that there needs to be more transparency, particularly on how decisions are made so that parents can be clear on the process.

Parents also said that once a statement of assessment of need has been received it is vital that this is adhered to. A parent commented that a child's statement is a vital tool for parents and teachers, as it is a legal document stating who our child is, what she needs and how those needs will be met.

Common Assessment Framework (CAF) and 'single point of access'

The Contact a Family manager commented on the importance of finding families before they go into crisis to prevent further difficulties. The manager reported that officers are saying that unless there is a Common Assessment Framework in place Contact a Family is being asked not to provide services. They reported that this creates difficulties as some people have had a bad experience of statutory services. Contact a Family emphasized that it is very important that

families can self refer so the organisation can meet the needs of these families. Officers stated that they believe families should be able to access services in the way that best suits them. They reported that the council is working with partners and voluntary sector partners, to develop a 'single point of access', which will make it easier and quicker for families to receive the support they need. Officers reported that the Common Assessment Framework (CAF) is an assessment tool designed to support the early identification of children with additional needs and reduce the number of times that parents have to tell their story. Officers envisage that as the tool is increasingly used by agencies it will ensure that detailed assessments are completed more quickly. Officers are developing systems to promote the identification of families so they can be supported and which bring systems together (this is related to Aiming High for Disabled Children, the Green Paper Support and aspiration: A new approach to special educational needs and disability, the Child Poverty Strategy and more)

Family life

In the evidence received families pointed out they do not exist in isolation from the rest of the world. Their evidence spoke of the difficulties in sustaining paid employment and the impact on siblings of having a disabled child with limited support in difficult circumstances. They requested that in assessments and consultations the council takes into account parents' responsibilities for other children or work commitments when taking decisions about the services and support these families should receive.

Information

Contact a Family reported that families tell them it is hard to get good quality information. They reported that they offer one to one information and advice. They also produce a quarterly newsletter plus a monthly email update and a use a variety of social media to keep people updated. SPCC also emphasised the need for good quality information. The Short Breaks consultation recommended updates of the Southwark Council website and Family Information Service with a peer review function, leaflets and brochures for distribution through community locations; workshops on issues of relevance (Direct Payments/Personalized Budgets, Taxi Card, funding for holidays e.t.c) and an annual conference.

Schools

As noted above parents want an early assessment for a statement of Special Educational Needs. A parent raised concerns that families cannot highlight an Academy school for our children, if a statement is received. Parents expressed frustration with their relationships with schools; one parent indicated this had broken down. Other parents emphasised the importance of communication and the difficulties children have had at mainstream school. One parent reported that

his child would be distressed because the support worker was not available, but the school had not informed him. The parent went on to say that he has even offered to train staff at the school but this has not been acted upon.

Consultation

Evidence on consultations emphasised treating parents and carers with respect and truly seeking and valuing their contributions (and those of their children) when planning and evaluating services. A parent raised concerns about consulting on services that the council is legally required to provide. The Short Breaks consultation was given as an example of good practice. Specific recommendation included:

- I. Ensure that results of consultations are shared; wherever possible explain why some requests cannot be honoured.
- II. Offer various methods to collect feedback (i.e. face to face consultation, questionnaire, electronic survey, telephone survey)
- III. Parents to participate in the strategic planning of services wherever possible.
- IV. Robust methods to engage CYP and include their views and provide opportunities to introduce them to new and different activities (i.e. canoeing, sailing)

Parents and carers as resource

SPPC explained that parents and carers want to work in partnership with professionals; they reported that parents are a resource and feel underused. SPPC called on the council to understand the benefit and power of peer support. They requested the council recognize the value of interventions which enable families to use their own resources, develop resilience and have a quality of life. This was seen as the best way of delivering services in a time of shrinking resources.

Community and voluntary sector

Evidence called on the council to support community and voluntary sector agencies and groups in offering a wide range of opportunities to families. They wanted the council to collaborate with and value the sector. When commissioning, community organisation requested the council offer contracts which are long enough to allow security and development. Family support organisations emphasised developing systems to promote the identification of families so they can be supported and which bring systems together.

Appendix 1

Short Breaks report

Shaping Future Service Delivery – stakeholder proposals

The following work plan has been collated based on consultation feedback and are suggestions and recommendations made by service users and providers including families.

WORK AREAS	DISCUSSION POINTS
Access to Services	
Eligibility Criteria	<ul style="list-style-type: none">• Clearer explanations of eligibility criteria and referral pathways into services (pre and post assessment).• Review of joint working agreement/protocol between Children with Disabilities Team and Referral and Assessment Team to ensure families are signposted and referred to appropriate services.
Emergency support services for parents/carers.	<ul style="list-style-type: none">• In the event that a parent carer has an emergency (i.e. hospital appointment, surgery, child in the hospital) where can they go to get help?• Many parents felt that in the first instance they would rely on their network of family and friends. As many CYP are not known to Social Care parents wouldn't feel comfortable contacting them in an emergency. In the event that a

	<p>parent/carer was without support, where would they receive help in an emergency situation?</p>
<p>More inclusive/integrated activities</p>	<ul style="list-style-type: none"> • Universal settings in particular need to be more inclusive with up skilled frontline staff to better support disabled children and young people. • Ensure Hearing and visually impaired CYP are included in service provision and access to activities, as these groups are often isolated. • More sports clubs requested (provision of disability sports program is no longer available); there is a particular interest in swimming including disability swim sessions. Parents have also requested activities for girls supervised by female staff. • Different kinds of activities to meet different needs (i.e. swimming classes delivered at different levels of ability) • Consider short breaks to provide different activities for different ability levels; CYP should have a choice of activities during short breaks programs wherever possible – mix of ages and CYP will support socialization skills and break down disability barriers. • More activities needed that offer support to all CYP within Southwark with an additional need – as the majority are not known to Social Services, they should still be able to access services. • Review of referral routes to ensure that CYP not known to Social Services can be referred by other professionals or self-referred by parents. • For families who don't receive services and/or funding from Social Services, how can they be supported to access

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	<p>activities for their children? It is viewed that better access to services in the long run will help prevent CYP and families from escalating up the crisis ladder and are therefore more cost effective.</p>
Publicity	<ul style="list-style-type: none"> • Southwark Council website including online regularly updated directory of services, but enhanced promotion of available services is needed included access criteria and cost to parent carers. • Family Information Service needs more regularly updated information from service providers. Consider a way to demarcate services in the online directory that families with disabled children have used and reviewed. • Leaflets, Brochures for distribution – accessible at Sunshine House, Libraries, etc. • Parent Conference for agencies to have information booths to provide information about services. • Offer parent carers including foster carers a series of workshops to explain more about: Short Break provision and what is available, Direct Payments/Personalized Budgets, Taxi Card and other issues of interest (i.e. funding for holidays).
Transportation Strategy	<ul style="list-style-type: none"> • Accessing short breaks is often difficult due to travel and transport arrangements. Some CYP will miss out on services, as it is too difficult for parent carers to bring them to/from activities. Ensure equal distribution of activities in the north and the south of the borough wherever possible. • How can CYP travel between school and local clubs/community activities? • Mobility allowance and Disability Living allowance can be

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used for transport to/from activities – may need to refresh this information with parents.

- Some services have their own transport as Southwark has contributed to the purchasing of vehicles; review of contractual agreements to ensure that drop off and pick up for CYP is included.
- Use of transport for out of borough provision needs to be included in the strategy, as currently there appears to be some difficulty with this (i.e. crossing into Lambeth). Commissioning of services and placements should align with/be supported by transportation provision.
- School transport is only used during term time, and before and after school – consider using these buses during the day, on weekends and during the school holidays to maximize transport provision.
- Transport for vulnerable young people post 16 who cannot travel independently would be useful, especially for working parent carers and/or those with other children to transport to school.
- Review of the assessment process for school transport to include parent carer work/shift commitments, other children in the household and logistics of travel for drop off/pick up.
- School transport currently is operating without designated/routine pick up times which can distress the children; parents are often having to take children to school so they arrive on time which adds extra pressure and stress (A new system is in place, still working through the logistics but is causing stress to some families).
- There are less buses being used for school transport so

	<p>timing is less flexible – this creates difficulty for parents with other children (i.e. bus scheduled for pick up at 8:30, parent needs to leave by 8:20 to bring other children to school).</p> <ul style="list-style-type: none"> • Transportation is especially important, as parent carers feel very protective of their children being out on the streets of Southwark; they need to feel that their children are in safe environments and arriving/departing a provision safely will help to foster this trust. • Consider use of taxi card for group transport to share costs? • Consider Dial-A-Ride minibus for group transport to improve access to services.
Commissioning	
<p>Cost Savings and good value for money</p>	<ul style="list-style-type: none"> • Incorporate short breaks programs into universal services/core offer where possible. • Robust evaluation of services being provided and whether they are meeting the needs of service users. Service users may need tailor made/specialized care packages and some services could be more flexible with their care offer. • Utilizing in-house staff, partner agencies and parent carers to provide staff training and workshops around disability and safeguarding. • Sessional staff are only paid for hours worked; if a CYP does not attend an activity is Social Services still required to pay? Are parent carers still required to contribute? • Review of sites for short breaks in terms of value for money and facilities – are they meeting the needs of CYP and families? (I.e. Bacon’s College offer competitive rates, however they don’t have sufficient equipment for the Special Care Group during Playscheme; it is also not

	centrally located which adds transportation challenges). Can parallel activities be offered for other children at the same site?
Early Years Provision	<ul style="list-style-type: none"> • Commission additional Early Years placements, especially for children under 3. Currently there is a limited portage service however this group of children needs more activities with opportunities for social interaction. • Some work to be undertaken with private nurseries, which often refuse to accept children with additional needs or who shortly after starting claim that they cannot manage their needs. At least one private nursery has claimed that only toilet-trained children are able to attend their setting.
Increased service provision for CYP on the Autistic Spectrum	<ul style="list-style-type: none"> • CYP on the Autistic Spectrum often slip through the net as they may not qualify for mainstream and/or specialist services; CYP with dual diagnosis of ADHD and Autistic Spectrum Disorder are particularly vulnerable as they require 1 to 1 support to access services which required funding; CYP on the Autistic Spectrum with challenging behaviour are often hard to place especially for overnight stays and respite care. Investigate more suitable provision for these CYP including enhanced training for carers. • More provision needed for children under 8 diagnosed with Autism. • Further investigation around services provided by Resources for Autism and IBA.
Consultation	
Regular on going consultation with CYP,	V. Ensure that results of consultations are shared; wherever

<p>parents/carers/providers (i.e. 2-3 times per year)</p>	<p>possible explain why some requests cannot be honoured.</p> <p>VI. Offer various methods to collect feedback (i.e. face to face consultation, questionnaire, electronic survey, telephone survey)</p> <p>VII. Parents to participate in the strategic planning of services wherever possible.</p> <p>VIII. Robust methods to engage CYP and include their views and provide opportunities to introduce them to new and different activities (i.e. canoeing, sailing)</p>
<p>Resources</p>	
<p>Care package allocation</p>	<ul style="list-style-type: none"> • Review of current 'panel' process; consider a wider multi-agency approach to include input from various service areas across the sectors including an Independent Person to offer a wider range of services to families. Consider keyworker/lead professional to attend the panel meeting to advocate on behalf of the family and further explain specific requests for services. • Transparency in how care packages are allocated and the eligibility criteria for services. • Inform parents of other services they may wish to access in addition to what is provided by Social Services and/or by using Direct Payments.
<p>Extended use of available facilities</p>	<ul style="list-style-type: none"> • Review of site provision to ensure maximum use and provide value for money. <p>For example: Orient Street has capacity on the children's side during school hours to provide a safe space for additional activities – i.e. under 5's stay and play or a drop-in service to give parent-carers a break</p>

	<p>(staff requirements would need to be reviewed); Work experience placements from Spa School could use the building during the school day; Occupational Therapy assessments. Consider using Orient Street as an activity hub and/or resource center including as a provider of Independence Training. This would maximize the building, improve the profile of the provision and encourage professional relationships between agencies. A pricing structure would need to be agreed.</p> <p>Tuke School (and others) have comprehensive facilities available during half-term and holidays that could be utilized; hoists, multi-sensory rooms and hydrotherapy activities would be well received by program participants; school staff may even be interested in working in the scheme (contractual agreements permitting), providing consistency, understanding of local communities and need, with health and safety checks and training already in place.</p> <ul style="list-style-type: none"> • Consider multi-use sites for after school and club activities where siblings can attend and/or activities for parents; parallel activities reduces travel time and cost, allows a break for the whole family and then parents/siblings can provide support for CYP with additional needs if required.
Staff Resources	<ul style="list-style-type: none"> • Wider pool of carers needed to provide short periods of respite care, especially within the family home. Consider increased utilization of pool of sessional contact supervisors to provide cover when required; these are staff who would be employed by Southwark Council and would have undergone all required safety checks and training. • More foster carers needed – strict criteria and lengthy

assessment processes means many carers don't qualify or move on before they are accepted. Improved process for vetting carers who can supervise CYP in their own home, working up towards an overnight/weekend break for the parent(s).

- Agency staff are expensive and can be inconsistent; service providers and parents feel that agency staff often don't offer good value for money; it is also felt that in order to attract good quality carers, staff pay rates need to be re-evaluated.
- Better paid/skilled/trained staff may mean less 1 to 1 support needed and can offer 1 to 2 support, which is more cost effective. This also helps to balance staff and client numbers in the event of an absence during scheduled activities.
- Recruitment of more male carers, especially for boys.
- More mentors, 'befrienders' and volunteers to work with CYP. This kind of service is well received by families and provides good value for money.
- Consider designated Short Breaks Coordinator to ensure Southwark offers a comprehensive short breaks service integrating all CYP with special needs; would facilitate managing, arranging and monitoring service provision.
- Consider Brokerage Worker role to support CYP and families to be provided appropriate services.
- Further discussions around maximizing staff working with CYP in Southwark in lieu of using agency staff; i.e. the creation of a staff pool for staff who would like to work extra hours and work with CYP in different settings (possibly with different contractual arrangements to avoid overtime

	pay). This also supports staff continuity and stability for families.
Safeguarding Responsibilities and Integrated Service Delivery	
In-school support	<ul style="list-style-type: none"> • Develop stronger links between mainstream and special schools for better support of CYP with additional needs. • Work undertaken with schools about disability awareness, building empathy and understanding how to meet the needs of individual CYP and developing in-school support programs for CYP without specialist or 1 to 1 support. • Review of incidents of bullying and exclusion of CYP with additional needs from mainstream schools; with the expansion of Academies there are a limited number of mainstream school places for this group of vulnerable CYP so in-school support is essential to prevent exclusion. • Work to be undertaken with schools to support cultural shift around supporting CYP with additional needs including refreshed strategies for in-school support. • Consider program to support CYP to travel independently to school – i.e. walking school bus, escort to school from home or pick up point (volunteers, 6th form or college students, older siblings) and organized 'carpools' between parents (i.e. taking a group of children to school on foot, by bus or car). This also supports working parents and those with several children to transport to and from school. • School governors to include parent(s) of CYP with additional needs to advocate and provide link to services and information.
Integrated Working and Information Sharing Process	<ul style="list-style-type: none"> • Increased use of CAF for information sharing and a more

	<ul style="list-style-type: none"> holistic assessment and referral process. • Further development of Key worker and Lead Professional roles • More structured approach to Team around the Child/Young Person/Family to ensure professional networks are working together to safeguard vulnerable CYP and their families.
Multi-agency working	<ul style="list-style-type: none"> • More robust systems to encourage multi-agency working, care planning and information sharing including shared IT system (i.e. eCAF/SharePoint). Integration between services and professional networks will have a significant and positive impact on service delivery and family experience. • For services where referrals are received by parent carers and/or social workers, information from other professionals is not shared or provided which may be critical for the CYP and the agency providing a service. • Best practice to be shared across the children’s workforce.
Transition	<ul style="list-style-type: none"> • Well planned and managed transitions from Early Years provision to Reception, Primary to Secondary and from Children’s to Adult Services for CYP who are 18+ including a Team Around the Child/Young Person meeting for professionals to share information and knowledge about each client. • Staged and managed transitions to new sites are also important, especially for CYP on the Autistic Spectrum for whom routines and consistency are essential to their safety and well-being.

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