



Oversight and Governance

Chief Executive's Department
Plymouth City Council
Ballard House
Plymouth PL1 3BJ

Please ask for Jake Metcalfe
T 01752 305155
E democraticsupport@plymouth.gov.uk
www.plymouth.gov.uk
Published 4 September 2023

EDUCATION AND CHILDREN'S SOCIAL CARE OVERVIEW AND SCRUTINY COMMITTEE

Tuesday 12 September 2023
2.00 pm
Warspite Room, Council House

Members:

Councillor Reilly, Chair

Councillor Carlyle, Vice Chair

Councillors Mrs Beer, Dr Cree, Dingle, Harrison, Holloway, Loveridge, McLay, Penrose, Stephens and Tippetts and one Conservative vacancy.

Members are invited to attend the above meeting to consider the items of business overleaf. This meeting will be webcast and available on-line after the meeting. By entering the Warspite Room, Councillors are consenting to being filmed during the meeting and to the use of the recording for the webcast.

The Council is a data controller under the Data Protection Act. Data collected during this webcast will be retained in accordance with authority's published policy.

You can watch any of our webcast meetings on [YouTube](https://www.youtube.com). For further information on attending Council meetings and how to engage in the democratic process please follow this link - [Get Involved](#)

Tracey Lee
Chief Executive

Education and Children's Social Care Overview and Scrutiny Committee

1. Apologies

To receive apologies for non-attendance submitted by Councillors.

2. Declarations of Interest

Councillors will be asked to make any declarations of interest in respect to items on the agenda.

3. Minutes (Pages 1 - 12)

To confirm the minutes of the previous meeting held on 18 July 2023.

4. Chair's Urgent Business

To receive reports on business which in the opinion of the Chair, should be brought forward for urgent consideration.

5. Work Programme: (Pages 13 - 16)

6. Tracking Decisions: (Pages 17 - 18)

7. Local Area SEND inspection: report and briefing: (Pages 19 - 38)

8. Unlocking Plymouth's Potential 2023 to 2025: (Pages 39 - 62)

9. Educational perspectives on Emotional Health and Wellbeing (EHWB): (Pages 63 - 74)

10. Domestic Abuse and Children as Survivors: (Pages 75 - 82)

11. Children's Services Finance Report: (Pages 83 - 90)

12. Q1 2023/24 Performance Report: (To Follow)

13. Plymouth Children's Services Improvement Plan: (Pages 91 - 110)

14. Unregistered Arrangements Update: (Verbal Report)

Education and Children's Social Care Overview and Scrutiny Committee

Tuesday 18 July 2023

PRESENT:

Councillor Reilly, in the Chair.

Councillor Carlyle, Vice Chair.

Councillors Mrs Beer, Dr Cree, Dingle, Gilmour, Harrison, McLay, Penrose, Salmon, Stephens and Tippetts.

Also in attendance: Councillor Sally Cresswell and Councillor Jemima Laing, Sharon Muldoon (Director of Children's Services), Annie Gammon (Service Director for Education Participation and Skills), Karen Blake (Head of Service), Martine Aquilina (Head of Service), Ross Jago (Head of Governance, Performance and Risk), Paul Stephens (Performance Advisor), Hannah Daw (Performance Advisor), Matt Fulton (Lead Accountancy Manager) and Jake Metcalfe (Democratic Advisor).

The meeting started at 2.00 pm and finished at 5.00 pm.

Note: At a future meeting, the Panel will consider the accuracy of these draft minutes, so they may be subject to change. Please check the minutes of that meeting to confirm whether these minutes have been amended.

1. **To note the appointments of the Chair and Vice-Chair for the Municipal Year 2023 - 2024**

The Committee noted the appointments of Councillor Zoe Reilly as Chair and Councillor Charlotte Carlyle as Vice-Chair for the municipal year 2023/24.

2. **Declarations of Interest**

There were no declarations of interest.

3. **Minutes**

The Committee agreed the minutes of the meeting that took place on 15 February subject to an amendment to the attendance.

4. **Chair's Urgent Business**

There were no items of urgent business.

5. **Education and Children's Social Care Overview and Scrutiny Committee Terms of Reference**

The Committee agreed to note the Terms of Reference.

6. **Children's Social Care - Improvement Plan**

Councillor Jemima Laing (Cabinet Member for Children's Social Care, Culture, Events and Communications) introduced the item to the Committee and made the following key points:

- a) The Improvement Plan was a detailed and comprehensive plan to ensure Plymouth improved its services in the city. Each month the Improvement Board met to hear of and review progress of the Improvement journey;
- b) The Board was chaired Theresa Leavy (Executive Director of People, Dorset County Council) with Councillor Laing (Portfolio holder responsibility) and Councillor Evans OBE (Leader of the Council) in attendance. The Board also had attendance from numerous partners from across the city;
- c) The improvement had not been for just Plymouth City Council but for all key partners including schools, early years, voluntary sector and Plymouth's further education sector;
- d) The Improvement Board had been advising Plymouth it needed to take its practice back to basics. From Plymouth's assessments, to its plans, to its supervision, to its management oversight and clear records on the systems Plymouth uses;
- e) The Board had been working with staff to make changes since January 2023 and work would continue as part of the Department for Education's Improvement notice until such time that the notice expires or ceases.

Sharon Muldoon (Director for Children's Services) presented the report to the Committee and highlighted the following key points:

- f) The measures within the report were reviewed every month by the Improvement Board to see progress in key areas but also systems that required change to improve outcomes for Plymouth's children and young people;
- g) The Council had increased its Early Help cohort and following discussions with schools in the city it was acknowledged that the Council could do more to support children in that space. The Council had increased those teams which were formed and they were working closely with the Education service. This presented a new way of working for the service from a silo one to a more integrated system;
- h) The focussed visit in December highlighted that the Front Door of the service was not working as well as it should in terms of supporting the children of Plymouth but there had also been an issue in terms of consent to make a referral;
- i) An event held by Plymouth City Council on 26 April 2023 had all schools

within Plymouth in attendance where it was reaffirmed the need to work together. Feedback from head teachers across the city had advised that the systems were improving and changing and that the service was much more responsive;

- j) Caseloads within the Children's Social Work service had remained high which decreased the quality of practice. The workforce in Plymouth was relatively new in terms of experience with newly qualified social workers having low caseloads and the more experienced social workers having high caseloads. The Social Work Academy in Plymouth remained at 100% and provided assurance that there remained a steady pipeline for the future;
- k) For the Permanence service who work with children in care, the teams were more stable with more appropriate caseloads. The audit findings from that service point to a better standard of work and the Improvement Plan therefore was orientated to Early Help, Initial Response Teams, and Children's Social Work teams in the Front Door;
- l) The Board looked at the services workforce stability and it had reviewed that sickness levels had reduced over a 10 month period and it was hoped this would further reduce as the right conditions continued to be implemented;
- m) Retention in Plymouth had strengthened, it was recognised that social workers in Plymouth did not leave but were moving to different parts of the service. The Initial Response Teams and the Children's Social Work service were the areas in the service which had been vulnerable to retention issues and due to this, the Council had implemented a recruitment and retention bonus to encourage social workers to remain in that space;
- n) The service had been implementing a structural redesign and was moving to a Targeted Operating Model (TOM) which had been utilised by many good or outstanding local authorities. This would see Plymouth shift to a locality based model which worked closely with schools and early year settings;

In response to questions raised it was reported that:

- o) The percentage of referrals leading to no further action had seen a considerable increase in the months of February and March 2023. This had been due to process changes through the services quality assurance system and as there had been a tightening of decision making there had been an increase. It was recognised that this was not unusual in an improvement journey but as Plymouth moved through its improvement work it was expected to stabilise over the coming months;
- p) The percentage of single assessments completed within 45 working days for in month and year to date had been moving in the wrong direction. The Committee were advised that this had been due to high caseloads and within the Initial Response Teams there had been higher sickness levels which had also driven higher caseloads;

- q) The number of referrals into the Multi-agency Safeguarding Hub (MASH) had increased significantly in March 2023 which had been due to a process change;
- r) The KPI reporting within the report had been requiring development, this was being worked on and would be reported to the next scrutiny committee, along with additional reporting measures following feedback from Dorset County Council colleagues;
- s) Social Worker assistant roles had been moving through the process and the service had been in the recruitment phase, it was hoped that the full benefit of those new posts would be seen in the coming months;
- t) The new TOM envisaged social workers to have a caseload of 18, it was acknowledged that this would not be a reality until the service progressed through the improvement journey. Caseloads of 18 would provide the right conditions for practitioners to have adequate time to work with families and make the impact they need to support Plymouth's children and young people;
- u) The workforce had training delivered by Mark Finnis, a restorative practitioner in order to get staff back to strength based practice;
- v) The workforce through feedback, advised that they had felt listened to and could see things changing. It was reported that the improvement journey would take approximately three years to fully implement;
- w) With regards to supervision, the Committee were advised that there had been too many direct reports into a team manager, with one team manager having 15 direct reports. The TOM had addressed this and an additional team manager role had been created for that part of the service;
- x) The Seeking Employment, Education and Training (SEET) strategy was in the beginning phase of being implemented. It was recognised that Plymouth had taken a number of 16/17 years old into care over previous years which had shown a high trend of young people not in education, employment or training and with the service moving to an early help model, it would ensure Plymouth had the right entrants into care;
- y) A pilot incentive scheme would be launched at the end of summer 2023, initially for care experienced young people. The scheme would see a bespoke employability programme launched in Plymouth which would provide intensive work around employability skills with a residential element and some work experience;
- z) The service would look into the rationale behind data points 41 to 44 in order to understand why the aspiration for 100% was not integrated into the plan;

- aa) Timeliness of reviews of children in care had improved from 74.3% to 93.1%;
- bb) Social worker caseloads were reported to be adequate for the Permanence service but that for the Children's Social Work service and Initial Response teams improvement was required to bring down caseloads for experienced social workers;
- cc) The service would be working on a business case to help Special Guardianship arrangements and to prevent the high prevalence of those arrangements breaking down, especially for young adolescents;
- dd) Plymouth City Council went out to tender for the domestic abuse service in spring 2023 but due to missing information within the tender pack in terms of which buildings would be used for the service and the associated costs it, it became difficult for partners to provide a comprehensive bid for that service. The Council has since paused the procurement and met with partners to gather feedback and explore the questions that they had been raising through the procurement process and would relaunch the tender once everything had been clear. The incumbent provider would remain in place with no gap in the service until the process had concluded. Councillors would be briefed prior to the relaunch to provide reassurance;

The Committee agreed to note the report.

7. **Unregistered Arrangements**

Councillor Laing (Cabinet Member for Children's Social Care, Culture, Events and Communications) introduced the report to the Committee and highlighted the following key points:

- a) Unregistered placements were used as a last resort by the Council in circumstances where it had not been able to find registered Ofsted provision often due to short notice of placements ending or due to a complex situation on a young persons entry into care;
- b) The service over eight months had made significant progress and would continue to reduce the council's use of unregistered arrangements and drive a culture shift to avoid them. The council would work to find the right placement within acceptable timeframes for those that were already in those arrangements;

Karen Blake (Head of Service for Permanence and Fostering) presented the report to the Committee and highlighted the following key points:

- c) Unregistered placements had never been appropriate or acceptable to the council for its children and young people in care;
- d) The law had changed in September 2021 in which the care planning placement and case review regulations were amended to prohibit the

placement of a child under 16 in such arrangements;

- e) For a small number of cared for children, often with the most complex needs, there had been times where, on the day a placement could not be sought and in those circumstances the service had to set up an arrangement to keep them safe and have their needs met whilst the right placement was actively sought;
- f) The impact on children/young people in unregistered arrangements were significant and the arrangements that they were being placed in were not regulated by Ofsted and would not provide reassurance that Plymouth's most vulnerable children were in high quality, safe and stable homes;
- g) The Council had very tight robust guidance around the setting up of those arrangements and would have leadership management grip on them;
- h) Unregistered arrangements were financially high cost arrangements as to ensure safety, there were higher staffing ratio's than would necessarily be required in a registered home;
- i) From 1 June 2022 to 31 May 2023, the Council used unregistered arrangements for 19 cared for children during that time period but individually, were not in those arrangements during that timespan. The youngest cared for child was 11 and the oldest was 17;
- j) The service hit a peak of 14 children/young people in an unregistered arrangement in August 2022 and in June 2023, this had reduced to two young people;
- k) Key themes identified for the council using unregistered arrangements were:
 - Previous placement breakdowns
 - Mental health difficulties particularly around self-harm and suicidal ideation and young people that had required hospital admission
 - Physical aggression towards parents and carers
 - Harmful sexual behaviour
 - Children missing out on education
 - Children that had been adopted or been under Special Guardianship arrangements
- l) The service had worked hard with partners across the city in Health, Education and placement providers to prevent these types of arrangements from occurring or to limit the time spent for Plymouths children/young people in those arrangements;
- m) Following conversations with placement providers in the city it had led to an increase in placement sufficiency for the city and prevented children/young people having to move outside of the city boundaries;

In response to questions raised it was reported that:

- n) A new provision would be available in summer 2023 through Plymouth's main children's home provider and they would be opening a two bedded crisis home on the outskirts of Plymouth that would offer high end therapeutic support which would provide more options for Plymouth's children should situations of crisis occur;
- o) The council would be opening its Care Experienced Hub, a new model for Plymouth that would see four training flats on the ground floor for 16/17 years olds who were in care and it would have further flats for 18+ care experienced young people. The new Hub would allow young people to move into independence when it was right for them;
- p) The council were procuring a robust quality assurance framework around providers of unregistered arrangements. Whilst it was acknowledged that the council did not want to use those arrangements, whilst it was using them it wanted to be as rigorous and robust as it could be in terms of which providers it used and what the expectations were;
- q) The council were being approached almost daily by providers trying to sell unregistered arrangement services. Through the procurement which was in progress, the council would want to turn most of them down and only have those that provide the best service available;
- r) Ofsted registration of children's homes was a robust process and it was estimated to cost between £500,000 and £1 million to set up a new home due to the requirement of having a full staff team in place with a registered manager as part of the Ofsted inspection and registration process. This had meant that some of providers were not seeking Ofsted registration and due to the national market, the arrangements were still in demand.
- s) A protocol was in place for all children in unregistered arrangements to provide assurance with regards to the arrangement.

The Committee agreed to note the report.

8. **Contextual Safeguarding, Exploitation and Extra-Familial Harm**

Councillor Laing (Cabinet Member for Children's Social Care, Culture, Events and Communications) introduced the report to the Committee and Martine Aquilina (Head of Service) presented the report to the Committee and highlighted the following key points:

- a) Plymouth had taken a real focus on its child exploitation work and the workforce had increased. The Reducing Exploitation and Absence from Care and Home (REACH) team had increased from three full time equivalents up to seven full time equivalents and were now placed amongst the services adolescent support and youth justice teams which had equally grown in size to ensure a robust response team to child exploitation;

- b) Usual child protection ways of working did not work for children/young people experiencing extra familial harm and the service needed to take a different response. Plymouth adopted the Adolescent Safety Framework (ASF) in January 2022 but there had been issues in embedding the framework across the city and the service was actively refreshing the training to support that;
- c) It was difficult to obtain data from the Police in relation to County Lines as it was very fluid but it was known that there were two to three county lines coming into Plymouth and the service was actively working with Devon and Cornwall Police to disrupt that, but it was acknowledged county lines would never go and would be a constant piece of work for the service;
- d) Sexual exploitation had increased significantly during the spring 2023 and the service had been training and retraining its workforce to be more curious around sexual exploitation;
- e) Knife crime in the city had not been hugely prevalent and the service has seen two young people in the last 12 months relating to knife crime and a further six young people were stopped or arrested in the same period;
- f) The ASF would be combined with Plymouth's strategic base and its operational Missing and Child Exploitation Group to ensure Plymouth adopted the new approach;
- g) Reviews were taking place with the Police to ensure data collection was appropriate as Plymouth had gaps;
- h) Children going missing had been on the increase which had been due to the summer;
- i) Increasing the workforce in this area would allow for greater chance of developing relationships with those that go missing and it was acknowledged that children in the care of the local authority were more likely to go missing than those not in care;
- j) Daily intelligence briefings (DIB) were introduced due to an increase in some of the risk associated with some young people. Briefings would take place the Police Child Protection Team, Youth Justice Service, Edge of Care service, REACH service and Health. More partners from the city were attending the briefings;

In response to questions raised it was reported that:

- k) Where a child/young person was arrested with drugs as part of County Lines activity, the Police would seek to treat them as victims and not as perpetrators in the first instances. The service would attempt to work with those young people through early intervention youth justice service and an prevention team;

- l) In 2023, Plymouth did not have any missing unaccompanied asylum seeking children (UASC). If there were any missing for more than 24 hours, Plymouth would immediately convene a strategy meeting with Police attendance with subsequent daily review meetings;
- m) The service was working proactively and closely with education colleagues to get children/young people back into education as it was known they would be safer;
- n) The service ran a 'lets talk teenagers' program which was free and helped professionals and families to understand the triggers, signs and symptoms of exploitation. A booklet was produced which all schools in Plymouth could have access to;
- o) The Early Help service was seeing an increase in the workforce and capacity which would allow the service to have link workers within schools;
- p) The service actively completed a lot of prevention work with young people and would be building a group work program to help young people think about how the dangers and risks of carrying knives;

The Committee agreed to note the report.

9. **Performance Scorecard and Risk Register**

Ross Jago (Head of Governance, Performance and Risk) presented the report to the Committee and highlighted the following key points:

- a) There were six red risks which would increase to seven and the new risk concerned CaterEd, which fell within the remit of Children's Services. There had been increasing costs due to cost of living issues, inflation, energy costs and increased costs to food pricing. There were concerns of its long term sustainability;
- b) There was a red risk scored at 20 for 'failure to meet statutory duties due to growing volume and complexity of demand for Children's Social Care services'. There was however additional mitigation provided such as enhanced oversight of the improvement plan and service redesign which was underway;
- c) Further risks included:
 - Sustainability of the Schools Improvement Partnership which would be removed from the risk register but monitored;
 - and failure to deliver required improvements following an Ofsted inspection.

In response to questions raised it was reported that:

- d) The council would seek to recruit to an Interim Director of Children's services following the resignation of Sharon Muldoon (Director of Children's Services) before looking to recruit to the permanent Director of Children's Services position. The service also had an interim Service Director for Children, young people and families but below that there was a professional, dedicated and passionate workforce who wanted improvement to happen;
- e) The Department for Education had been happy with the improvement plan and the improvement work that was underway;
- f) Tracey Lee (Chief Executive) was chairing the Children's Services Transition Board on a fortnightly basis in which key people within the service were meeting to discuss progress and ensure the improvement journey was continuing in the same trajectory;

Paul Stephens (Senior Performance Advisor) presented the Performance Scorecard to the Committee and in response to questions it was reported that:

- g) 74% of looked after children and young people would be within 20 miles of the city, those that are outside of the city would have reason to be there either because they were in a specialist provision or because they had extended family elsewhere. There had been placement sufficiency difficulties for 16/17 year olds which had meant that some young people were living outside of the city;
- h) The service had implemented a new edge of care offering for the city which was seeing a reduction in the number of 15/16 year olds coming into care;
- i) The reduction in the number of children on Child Protection (CP) plans had followed a review of the cohort in ensuring that there was no drift or delay for those families. The number of children on CP plans had stabilised since the reports release and the service would continue to monitor the data in relation to families on repeat CP plans;
- j) Plymouth had launched its attendance strategy which would dovetail with the national strategy and would look to get children back into school which COVID seemed to have affected. Attendance workers from the Council would start working in localities and would work with children/young people that had the most severe absence (attendance below 50%);
- k) The council was issuing fines for children that were taken on holidays during school term time.

The Committee agreed to note the report.

10. **Finance Monitoring Report**

Councillor Laing (Cabinet Member for Children's Social Care, Culture, Events and Communications) introduced the report to the Committee and Matt Fulton (Lead Accountancy Manager) presented the report, highlighting the following key points:

- a) The Children and Families budget for 2022/23 was set at £51.381 million and the final outturn was £55.793 million with a resultant overspend of £4.412 million primarily due to the cost and volume of an independent sector placement and an unachieved delivery plan, they were offset by saving in different areas within the service;
- b) They had been a trend of overspend since 2018/19;
- c) There had been an overspend in 2021/22 of £9.802 million which was offset by COVID funding. Continued costs from the increased care entrants in that period had continued as some children remained in the care of the local authority;
- d) The Education, Participation and Skills team budget for 2022/23 was set at £10.749 million with the final outturn positioning being £12.353 million and an overspend of £1.604 million due to pressures of home to school transport and SEND short breaks;
- e) The combined pressure for Children's services was £6.016 million;
- f) For 2022/23 the budget for unregistered and bespoke arrangements was £1.529 million however there had been an adverse variance of £3.716 million. Costs were reducing in this area since October/November 2022;
- g) There was a residential placement overspend of £1.3 million last year with the supported living cohort having close to a £1 million overspend;
- h) The Children, Young People & Families service was given a budget uplift of £3.053m in 2023/24 to allow for expected cost & volume pressures within Placements, resulting from increases to National Living Wage, Cost of Living & Inflation. However additional Medium Term Financial Planning targets were also identified by the service of £4.575m, to give a net budget decrease of £1.732m;
- i) Education, Participation and Skills were given a budget uplift of £1.370m in 2023/24 to allow for the additional pressures within Home to School Transport and SEND Short Breaks;
- j) Members were advised of savings proposals for the 2023/23 year of £1.732 million for Children and Families budget and £3.942 million for Education, Participation and Skills;

In response to questions raised it was reported that:

- k) They would be changes in attendance duties for Local authorities that come into effect in September 2023 but there was no additional funding allocated as part of the required changes;

The Committee agreed to note the report.

11. **Work Programme**

The Committee agreed to add the following to the work programme:

- Not in Education, Employment or Training Strategy and Seeking Employment, Education or Training Strategy;
- COVID legacy for children in education
- Cost of Living – Education

12. **Tracking Decisions**

The Committee agreed to note the action log.

Education and Children's Social Care OSC

Work Programme 2023/24



Please note that the work programme is a 'live' document and subject to change at short notice. The information in this work programme is intended to be of strategic relevance.

For general enquiries relating to the Council's Scrutiny function, including this Committee's work programme, please contact Jake Metcalfe (Democratic Advisor) on 01752 305155.

Date of meeting	Agenda item	Prioritisation Score	Reason for Consideration	Responsible Cabinet Member /Officer
18 July 2023	Unregistered Placements	(4)	Key strand of Improvement work for Children's Services.	Councillor Jemima Laing/Nigel Denning
	Improvement Plan	(5)	Key strand of scrutiny work for the Committee following Ofsted report.	Councillor Jemima Laing/Nigel Denning
	Contextualised Safeguarding	(3)	For the Committee to be updated on Child Exploitation within the city.	Councillor Jemima Laing/Nigel Denning
	Finance Monitoring Report	(3)	Standing item.	Matthew Fulton
	Performance Scorecard and Risk Register	(3)	Standing item to consider key risks and performance.	Ross Jago/Paul Stephens/Hannah Daw
12 September 2023	Improvement Plan	(5)	Key strand of scrutiny work for the Committee following Ofsted report.	Councillor Jemima Laing/Nigel Denning
	Unregistered Placements	(3)	Key strand of Improvement work for Children's Services.	Councillor Jemima Laing/Nigel Denning
	VAWG Update	(4)	For the Committee to evaluate key issues around domestic abuse. Ofsted noted key issues affecting Children's Social Care.	Councillor Jemima Laing/Nigel Denning/Meghan Field

Date of meeting	Agenda item	Prioritisation Score	Reason for Consideration	Responsible Cabinet Member /Officer
	Children and Young People's emotional wellbeing and mental health (School avoidance)	(4)	For the Committee to consider recommendations from the Mental Health Select Committee in relation to Children's Social Care and Education.	Clare Hetherington/Health colleagues
	NEET and SEET Strategy	(4)	For the Committee to scrutinise both strategies.	Councillor Sally Cresswell/Annie Gammon
	SEND Update	(5)	For the Committee to review Ofsted's report	Councillor Sally Cresswell/Annie Gammon
	Finance Monitoring Report	(3)	Standing item.	Matthew Fulton
	Performance Scorecard and Risk	(3)	Standing item to consider key risks and performance.	Ross Jago/Paul Stephens/Hannah Daw
7 November 2023	Improvement Plan scorecard	(5)	Key strand of scrutiny work for the Committee following Ofsted report.	Councillor Jemima Laing/Nigel Denning
	SEND Improvement Update	(5)	Key strand of scrutiny work for the Committee following Ofsted report.	Councillor Sally Cresswell/Annie Gammon
	Interim school attainment	(4)	For the Committee to receive an update on interim attainment	Councillor Sally Cresswell/Annie Gammon
	Contextualised safeguarding update	(3)	Update from the July meeting.	Councillor Jemima Laing/Nigel Denning
	Finance Monitoring Report	(3)	Standing item.	Matthew Fulton
	Performance Scorecard and Risk	(3)	Standing item to consider key risks and performance.	Ross Jago/Paul Stephens/Hannah Daw

Date of meeting	Agenda item	Prioritisation Score	Reason for Consideration	Responsible Cabinet Member /Officer
13 February 2024	Education, Participation and Skill annual report	(5)	Annual report which would look at all aspects of the service.	Councillor Sally Cresswell/Service Director for Education, Participation and Skills
	Review Children and Young People's emotional wellbeing and mental health	(3)	Review following item held on 12 September 2023.	Clare Hetherington/Health
	Attendance Strategy	(4)	For the Committee to provide scrutiny to the new attendance strategy.	Councillor Sally Cresswell/Service Director for Education, Participation and Skills
	COVID Legacy for Plymouth children in Education	(3)	For the Committee to understand the COVID Legacy for all children in education/not in education.	Councillor Sally Cresswell/Service Director for Education, Participation and Skills
	Finance Monitoring Report	(3)	Standing item.	Matthew Fulton
	Performance Scorecard and Risk	(3)	Standing item to consider key risks and performance.	Ross Jago/Paul Stephens/Hannah Daw
Items Raised by the Committee to be scheduled for 2023/24				
2023/24	Adopt South West – Annual Review	(3)	Standing item	TBC
2023/24	Cost of Living for Education	(4)	Identified for consideration by the Committee at its July 2023 meeting.	Councillor Sally Cresswell/Anie Gammon/TBC
Issues Identified for Select Committee Reviews				

		Yes (=1)	Evidence
Public Interest	Is it an issue of concern to partners, stakeholders and/or the community?		
Ability	Could Scrutiny have an influence?		
Performance	Is this an area of underperformance?		
Extent	Does the topic affect people living, working or studying in more than one electoral ward of Plymouth?		
Replication	Will this be the only opportunity for public scrutiny?		
	Is the topic due planned to be the subject of an Executive Decision?		
	Total:		High/Medium/Low

Priority	Score
High	5-6
Medium	3-4
Low	1-2

Education and Children's Social Care Overview and Scrutiny Committee – Tracking Decisions 2023/24

Resolution	Target Date, Officer Responsible and Progress
<p>Jean Kelly to provide data to the Education and Children's Social Care OSC in response to Councillor Harrison's query on the following:</p> <ol style="list-style-type: none"> 1. How many children have 'stepped up' from a Child in Need plan to a Child Protection plan? 2. How many children and young people have successfully 'stepped down' from a Child in Need plan to Universal services and have no longer required the services of Plymouth City Council's Children's Social Work Service (CSW). <p>This data is to be provided to Councillors before the next Scrutiny meeting and should also be reported within the next Performance report.</p>	<p>Date: 16 June 2022</p> <p>Progress: Action sent to Jean for progression.</p> <p>Date: January 2023</p> <p>Progress: Update from Paul Stephens (Performance Advisor): the <u>recording</u> of the activities, management, and outcomes for children are held within the Eclipse case management system (at a child level).</p> <p>However, meaningful <u>reporting</u> of historical movement, for example, transferring between services is not currently in place. This is a known reporting requirement on our 'reporting change log' and is awaiting the necessary developer resources to progress.</p>
<p>Cllr Cresswell asked what work had been done by schools in selecting texts which would better engage boys in reading. You advised that this was a key strand within the place-based plan and schools had stepped forward to deliver training and gender was a part of that. You advised that you would provide a written briefing around this;</p>	<p>Date: 21 February 2023</p> <p>Progress: Sent via email to Annie/Jane for progression.</p>

This page is intentionally left blank

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	12 September 2023
Title of Report:	Local Area SEND inspection: report and briefing
Lead Member:	Councillor Sally Cresswell (Cabinet Member for Education, Skills and Apprenticeships)
Lead Strategic Director:	David Haley (Interim Director for Children's Services)
Lead Strategic Director:	
Author:	Annie Gammon
Contact Email:	Annie.gammon@plymouth.gov.uk
Your Reference:	Click here to enter text.
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

For the Committee to receive an update on the Ofsted Local Area inspection.

Recommendations and Reasons

1. That scrutiny notes the report and requests further updates on progress of the post inspection action plan.
Reason: The inspection report is a significant evaluation of our services for some of our more vulnerable children. It's published priority actions and recommendations require a serious, positive and system wide response.

Alternative options considered and rejected

None as it is crucial that we respond as a system to the report for the benefit of Plymouth children and young people.

Relevance to the Corporate Plan and/or the Plymouth Plan

The response links to A Bright Future, the SEET strategy and NHS documents.

Implications for the Medium Term Financial Plan and Resource Implications:

There will be resource implications which will be further outlined as the plan is developed.

Financial Risks

There is a financial risk if we have poor or inadequate provision.

Carbon Footprint (Environmental) Implications:

NA

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

* When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.

It is important to note that prevalence of SEND is significantly higher in lower socio economic groups. The overlap of vulnerabilities outlined in the report will also occur more in lower socio economic groups.

Appendices

*Add rows as required to box below

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	Briefing report title							
B	Equalities Impact Assessment (if applicable)							

Background papers:

*Add rows as required to box below

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7
Ofsted-CQC Inspection report							

Sign off:

Fin	CH 04.0 9.23 1113	Leg	LS/0 0001 075/ AC/2 /AC/ 4/9/2 3	Mon Off	Click here to enter text.	HR	Click here to enter text.	Asset s	Click here to enter text.	Strat Proc	Click here to enter text.
Originating Senior Leadership Team member: Annie Gammon											

Please confirm the Strategic Director(s) has agreed the report? Yes

Date agreed: 01/09/2023

Cabinet Member approval: Approved via email

Date approved: 04/09/2023

This page is intentionally left blank

BRIEFING ON PUBLICATION OF SEND LOCAL AREA INSPECTION REPORT and NEXT STEPS for Scrutiny

Education, Participation and Skills



1. Executive Summary

- 1.1 Plymouth had a local area SEND (Special Educational Need and Disabilities) inspection led by Ofsted and CQC (Care Quality Commission) in late June 2023. The outcome of the inspection was that there were serious weaknesses identified with five priority areas that need to be addressed through a Local Area Action Plan.
- 1.2 The inspection endorsed the Council's long term plans and direction of travel for the Local Area Partnership's multi-agency work. Areas of positive work are recognised in the report. However, concerns were raised about the provision and outcomes for children with SEND including those who need multiagency support and those most vulnerable. The detail is set out in the report.
- 1.3 The report was published on the Ofsted website on 22 August 2023 and is attached. It is also accessible here: [50226534 \(ofsted.gov.uk\)](https://www.ofsted.gov.uk/inspections/50226534).
- 1.4 A meeting for senior officers with the DFE is scheduled for 11 September 2023 where it is expected that the Local Area Partnership will be asked to set up an External Improvement Board.

2. Context for local area SEND inspections

- 2.1 Every local authority area has local area SEND inspections. The framework for these are laid out in [Area SEND inspections: framework and handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/area-send-inspections-framework-and-handbook). The purpose of the two week inspection (with one week prior notice) is to:
- provide an independent, external evaluation of the effectiveness of the local area partnership's arrangements for children and young people with SEND
 - where appropriate, recommend what the local area partnership should do to improve the arrangements.
- 2.2 Plymouth was last inspected in 2016 under a previous SEND inspection framework. Plymouth is one of the first Local Authorities to be inspected under the new inspection framework introduced in January 2023.
- 2.3 During the inspection, which is a joint Ofsted and CQC inspection, the inspectors carry out a parent/carer survey, examine documents and data, talk to children and families, carry out field work, do thorough tracking sessions to follow the chronology of a selection of individual children and talk to professionals.
- 2.4 The following extract from the Inspection Framework gives a sense of focus:

31. *Inspectors will evaluate the impact of the local area partnership's SEND arrangements on the experiences and outcomes of children and young people with SEND, including the extent to which:*

- *children and young people's needs are identified accurately and assessed in a timely and effective way*
- *children, young people and their families participate in decision-making about their individual plans and support*
- *children and young people receive the right help at the right time*
- *children and young people are well prepared for their next steps, and achieve strong outcomes*
- *children and young people are valued, visible and included in their communities*

32. *Inspectors will evaluate how the local area partners work together to plan, evaluate and develop the SEND system, including the extent to which:*

- *leaders are ambitious for children and young people with SEND*
- *leaders actively engage and work with children, young people and families*
- *leaders have an accurate, shared understanding of the needs of children and young people in their local area*
- *leaders commission services and provision to meet the needs and aspirations of children and young people, including commissioning arrangements for children and young people in alternative provision*
- *leaders evaluate services and make improvements*
- *leaders create an environment in which effective practice and multi-agency working can flourish*

2.5 It is important to note, and probably something we were not sufficiently aware of in the run up to the inspection because it is a new framework, that the focus is on **the partnership**: how education (the LA and schools/colleges/EY settings), social care and health work together, in supporting children with SEND, at all levels.

2.6 There are three possible outcomes from the local area SEND inspection. These are in Para 20 of the framework extracted below:

Inspection outcome	Subsequent meetings and inspection activities
The local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.	Engagement meetings Full inspection usually within 5 years
The local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.	Engagement meetings Full inspection usually within 3 years
There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.	Engagement meetings Submission of priority action plan (area SEND) Monitoring inspection usually within 18

	months of the publication of the full inspection report Full re inspection usually within 3 years
--	--

3. Areas noted as effective, those for priority action and recommendations

3.1 Areas noted as effective in the Plymouth report

A number of areas were noted as being effective. In summary these included:

- Leaders across the partnership sharing a commitment to improve the way they work together in the future.
- Leaders strengthening the support for young children with language and communication difficulties.
- Children and young people with SEND benefitting from the a range of services to meet their social and emotional needs.
- Local leaders working together to reduce the high number of young people with SEND who are not in employment, education and training.
- Effective identification and support for children and young people who are autistic or have a learning disability at times of crises to prevent hospital admission.
- In some schools, pupils with SEND are assessed in a timely way and get the help they need to do well.

3.2 Areas for priority action

The following are the areas for priority action, with an inspection due in 18 months' time (Feb 2025) to assess progress.

Responsible body	Areas for priority action
Plymouth City Council, NHS Devon Integrated Care Board, school and college leaders.	Leaders, including Plymouth City Council, Devon Integrated Care Board, and school and college leaders, must put children and young people with SEND at the centre of all improvement plans by ensuring that those plans contain clear oversight and tracking in order to measure the direct impact on children, young people and their families.
Plymouth City Council, NHS Devon Integrated Care Board, school and college leaders.	Leaders, including Plymouth City Council, Devon Integrated Care Board, and school and college leaders, should work together and share information to enable the earlier identification of children and young people with SEND who are at risk of increased vulnerability and negative outcomes.
Plymouth City Council, school and college leaders	Leaders, including Plymouth City Council and school and college leaders, should work together to reduce the likelihood of exclusion for pupils with an EHCP.
NHS Devon Integrated Care Board	Devon Integrated Care Board should work with partners to risk assess children on waiting lists,

	ensuring that those with multiple needs get the earliest support possible.
Plymouth County Council	<p>Plymouth County Council leaders should ensure that children and young people with SEND who also have social care needs get the care and support they need, particularly:</p> <ul style="list-style-type: none"> ▪ vulnerable children living in residential special schools and children's homes at a distance; and ▪ children receiving short breaks without effective oversight and review, including reassessment when needs escalate.

3.3 Areas for improvement

The following are the recommendations: which would usually be assessed in three years' time i.e. July or September 2026. Progress will be checked in the earlier monitoring visit.

<p>Leaders across health, social care and education should improve the consistency of the support offered to children and young people with SEND by ensuring:</p> <ul style="list-style-type: none"> ▪ all children receive the mandated checks in line with the Healthy Child Programme; and ▪ all children and young people benefit from a consistently applied graduated response.
<p>Leaders across the partnership should continue to address long waiting times for children and young people requesting support from health services.</p>
<p>Leaders must ensure that all social care, health and education practitioners have the training they need to provide consistent identification, care and support for children and young people with SEND.</p>
<p>Leaders should use the information available to them to plan ahead, ensuring the right services and support are in place to meet the future needs of children and young people with SEND in Plymouth</p>

4. Actions, opportunities and risks

4.1. Some urgent action has been taken by Plymouth City Council around the fifth priority action area: *Plymouth County Council leaders should ensure that children and young people with SEND who also have social care needs get the care and support they need, particularly:*

- *vulnerable children living in residential special schools and children's homes at a distance; and*
- *children receiving short breaks without effective oversight and review, including reassessment when needs escalate.*

Since the end of the inspection on 30 June, when this action was fed back verbally, the Children with Disabilities Team have assessed and reviewed all children in the first group (currently eight children) and used a triaged approach for the second group, with all those receiving or entitled to overnight care having been reviewed (twenty one children). There are a number of other children who receive non-residential short breaks, or for whom non-residential short breaks have been requested, whose

cases are being reviewed over the coming two months: these will be completed by October 31st 2023.

4.2 There has been partnership action to feed back on the draft report; this has resulted in a number of our proposed amendments being accepted into the final version.

4.3 Planning is well underway to produce the action plan needed by the end of September. There are a wide range of stakeholders to involve so the workshop planned to take this forward on 20 September is an important milestone in the partnership response.

4.4 Engagement at senior officer level between health and PCC, and with the DfE and NHS colleagues is strong and work has taken place, including shaping the governance and monitoring arrangements. a.

4.5 Health and PCC officers are meeting with the parent/carer voice group, PPCV, to ensure the outcomes of the plan deliver the required improvements and are shaped by the views and experiences of children, young people and parents.

4.6 Action has been taken to secure for a longer period, interim expertise in SEND for PCC, which had been secured in the run up to the inspection.

4.7 Discussions about options for professional development and support for all partners have taken place with the LGA and with the DfE and a partnership learning and development programme will be put in place.

4.8 There are **opportunities** to take as we look ahead. The clarity and urgency of the report's priority actions will galvanise the joint work of all partners, including schools and colleges, to provide a more inclusive, joined up network of support for our children with SEND and vulnerabilities. The focus on putting children at the heart of what we do is essential. The emphasis on plans and their implementation showing impact and improving outcomes which is overseen by senior leaders, is crucial.

4.9 There are also **risks**. There is a risk to morale: early positive communication and engagement is important so that colleagues and parents/carers and children see that there is purpose and drive to deliver improvement. There is a risk of overload of change and monitoring so, streamlining, prioritising and having tight but manageable timelines is crucial. There is a risk in terms of capacity to implement change well and as the plan is shaped we will be able to determine and manage it.

5. Brief overview of timeline following Area SEND inspection 2023

Dates	Event/activity	Progress update
26-30 June 2023	Onsite inspection	Completed
6 July 2023	SSLB (Safeguarding Strategic Leadership Board) confirmed that an inspection follow up working group should be set up.	Set up – 4 meetings have occurred and this group meets weekly.
20 July 2023	Draft inspection report received	Report received.
24 July 2023	First meeting of working group. ToR affirmed.	Completed
By 1 August	Response to draft inspection report will be completed and sent.	Completed and sent.
Around 11 August	Local area receives final report.	Received 11 August

By 16 August	Local area can complain about report	No complaint made at this stage
Around 18/21 August <i>Confirmed 22 August</i>	Report published if no complaint submitted	Report published 22 August
Around 21-23 August Confirmed 22 August	Communications to : <ul style="list-style-type: none"> ▪ Councillors ▪ External stakeholders ▪ Internal staff ▪ Boards 	Communications out to stakeholders 22 August
By 31 August <i>Date 11 September</i>	Liaison with DfE and LGA re follow up including possible board.	Ongoing
Ongoing August and September	Implementation of urgent actions re short breaks and those in residential care	See paragraph 4.1 above. Immediate actions taken; ongoing work to ensure this is set as a standard with strong oversight.
Ongoing August and September	Development of plan by working group. NB Urgent involvement of school and college leaders in September. Focussed stakeholder meetings to engage with plan development. Workshop involving stakeholders – date confirmed 20 September – invitations being distributed.	Working group is set up. Awaiting nominations of school and college leaders as of 1-9-23. NB School and college leaders named as well as PCC and NHS ICB.
29 September	Action plan to be published.	
September onwards	Plan cohered with current strategy and action plans. Ongoing senior level monitoring of plan.	

Area SEND inspection of Plymouth Local Area Partnership

Inspection dates: 26 to 30 June 2023

Dates of previous inspection: 10 to 14 October 2016

Inspection outcome

There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with special educational needs and/or disabilities (SEND), which the local area partnership must address urgently.

A monitoring inspection will be carried out within approximately 18 months. The next full reinspection will be within approximately 3 years.

As a result of this inspection, HMCI requires the local area partnership to prepare and submit a priority action plan (area SEND) to address the identified areas for priority action.

Information about the local area partnership

Plymouth City Council and NHS Devon Integrated Care Board (ICB) are responsible for commissioning and planning the services for children and young people with SEND in Plymouth.

There have been recent changes to some senior leadership posts in the local authority's services for children and families. The commissioning of health services changed across England in 2022. On 1 July 2022, NHS Devon ICB took over the commissioning of health services from the Devon Clinical Commissioning Group.

Plymouth City Council commissions a range of alternative provision. This provides education for children or young people, including those who cannot attend school due to social, emotional and mental health and/or medical needs, or for those who are at risk of or have been permanently excluded.

What is it like to be a child or young person with SEND in this area?

Children and young people with SEND are not placed at the centre of the essential services in health, education and social care. Leaders are not working closely enough together to ensure that children with the most need currently in the system are prioritised, particularly those children and young people with needs across different services. As a result, some children and young people wait too long to get the help they need and get 'stuck' in the system. These children's difficulties become greater while they wait to get the right support. This is leading to poor outcomes for some children and young people.

Leaders across health, social care and education are not working together well enough to give children and young people currently in the system the urgent attention they need. This lack of oversight means children with complex needs are not getting coordinated care and multi-agency support. This includes vulnerable children with complex needs, such as those children living out of area and those children accessing short breaks without proper monitoring, assessment or review of their needs.

Leaders recognise that their current approach must improve and are rightly creating new ways of working to meet the needs of children and young people with SEND. However, leaders across education, health and social care have not given enough attention to those children and young people who currently must be supported. This is because partnership leaders are not working effectively together to share information and identify those children and young people whose help they need to prioritise.

Children, young people and their parents told inspectors that many individual organisations and practitioners in Plymouth are working hard to meet their needs. However, children and young people do not get the same level of support from all providers. Not all services in Plymouth share the same understanding of how and when to help children with SEND. For example, some schools do not consistently apply the graduated response. This means that the success of the support children and young people receive is not guaranteed because the common approach is not consistently applied.

Too many pupils with SEND have long-term placements in alternative provision where it is not in their best interests, rather than being offered specialist provision or being supported to stay in their own school. Leaders are aware that the commissioning of alternative provision needs to be better if it is to improve outcomes for these children and young people.

Too many children and young people with SEND do not get the necessary help to succeed in secondary school. Sometimes, this is because they do not receive the support they need before secondary school, or for other pupils it is because they do not get the help they need when they are at secondary school. These pupils are also more likely to have poor attendance than other similar pupils nationally. There are also particularly high

incidents of suspensions and part-time timetables for pupils with SEND. Pupils with SEND in Plymouth are also more likely to be permanently excluded from school than other pupils with SEND nationally. Many parents are concerned that schools permanently exclude pupils with SEND for issues that result from particular needs that were not identified early enough or supported effectively once they were.

Many children and young people with SEND who have health and social care needs do not get the required help. This is because the partnership does not have sufficient oversight that the needs of these children and young people are being met. These weaknesses include delay and often repeated requests for early help support, inappropriate thresholds when statutory social care help is needed and lack of proper social care assessment when needs escalate. Currently, the oversight of these children and young people is not strong enough to stop their needs from growing. For example, although children and their families are supported while waiting to see a speech and language therapist, they must wait a long time for an appointment. In some cases, this lack of oversight places vulnerable children at risk of harm, particularly those children living outside of the local area whose needs are not effectively coordinated or met by all agencies.

The local area is going through a prolonged period of change. In recent years, key senior leaders, local organisations, strategies and approaches have changed. Recently, a new approach to meeting the needs of children and young people with SEND has been introduced. This has resulted in many sensible improvements in the area to improve the support for children and young people with SEND and to reduce the time it takes to get specialist support. It is too early to see the impact of these improvements, and leaders have not identified how they will evaluate the impact changes have on the progress and success of children and young people with SEND in Plymouth.

What is the area partnership doing that is effective?

- Leaders across the partnership share a commitment to improve the way they work together in the future. They have put this commitment into action and started to work more closely together. This can be seen in the plans for Family Hubs and ongoing work to establish local bases across the city that provide early help to children, young people and their families. Many leaders and practitioners told inspectors about the increase in collaboration that this is bringing about. Although this work is underway, it is too early to see the impact on children and young people with SEND.
- Leaders are strengthening the early support for young children with language and communication difficulties. This is in response to information showing communication and language as a growing need. Actions such as closer working between health and education partners and the development of training for all early years providers indicate the commitment to this work. This work is at an early stage of development, and it is too soon to see the impact on children.
- Children and young people with SEND benefit from a range of services to meet their social and emotional needs. For example, the Child and Adolescent Mental

Health Service (CAMHS) has developed a responsive early help offer with an initial assessment and brief intervention. Parents spoke positively about the support received from practitioners, including liaising with schools and often advocating for the child. Although children and young people are seen quickly by CAMHS for initial support, they have to wait a long time for more specialised support.

- Local leaders have started working together to reduce the high number of young people with SEND who are not in employment, education or training. A clear plan is in place that links this to wider strategies for work and employment in Plymouth. The range of support on offer, which includes supported internships, training and advice, opens up new opportunities for young people with SEND. The impact is beginning to be seen in the placements and interviews these young people are able to access.
- Plymouth Local Area Partnership effectively identifies and supports those children and young people with autism spectrum disorder or those with a learning disability to avoid hospital admission at times of crises. Process and guidance are in place with leaders implementing improvements in line with national guidance. Parents told us of the positive impact from key workers on their children and young people's mental health. As a result of this help and support, fewer young people require admission to hospital.
- In some schools, pupils with SEND are assessed in a timely way and get the help they need to do well. These schools have well-trained staff and effective special educational needs coordinators. This good practice is underpinned by a strong commitment from leaders to meet the needs of children and young people with SEND.

What does the area partnership need to do better?

- The identification of children and young people's needs is not happening early enough. Not all young children and their families benefit from the checks carried out as part of the Healthy Child Programme. This means some children's needs may not have been identified at the earliest opportunity. In primary schools, the formal assessment process does not always happen early enough. As they get older, young people do not receive timely assessment, help and advice when making the transition to adult services to help them plan for their futures.
- In social care, transitional planning is taking place too late for most young people, at 18 years or later, and is not providing effective support to help young people understand their rights or access to support into adulthood. Many young people moving from child to adult mental health services experience gaps in the provision of services. As a result, these young people do not receive the ongoing support they need.
- In schools, the delay in the identification of need is impacting on the timeliness of the support that children and young people receive. Some pupils do not have their needs fully identified until they come to the end of their time in primary school. This does not prepare pupils well for the move to secondary school. This can lead

to an increased likelihood of poor attendance and exclusion. Consistent early and accurate identification of needs would better support these pupils to sustain their secondary school place.

- The poor attendance of pupils with SEND in secondary school is, for some children, causing their needs to increase. Recent improvements are a step in the right direction, such as the way that information about attendance is shared between schools and other partners. However, it is too early to see if this is making a difference to children and young people with SEND in Plymouth.
- Many parents and carers told inspectors that their child did not get the help and support they needed to prepare them for their next steps. Children and young people wait too long for speech and language therapy, to see a community paediatrician and access an autism spectrum disorder assessment. These wait times exceed national guidelines. Although children and young people can access support while waiting, the delay in having their needs accurately assessed by a specialist professional slows the delivery of a joint approach to the child's care. Children told us that having the identification of their needs through specialist input increased their confidence and self-esteem.
- Most children are not getting timely help through early help or children's social care to address their SEND needs. Social care early help assessments are not analysing the vulnerabilities of children with SEND, including historical information and the potential impact this has on them and their future needs. Children and young people with SEND who need support from children's social care do not have their needs identified at the right time. Thresholds within children's social care are not appropriately applied to address risks and escalating needs for children with SEND. This leaves them at further risk and prevents them getting timely help across all areas of their lives.
- Services are not working in collaboration when children have complex health needs and may need access to continuing care, for example, which is causing strain and risk of family breakdown. Most children supported by the Children with Disabilities social care team are visited and their needs are understood by practitioners. However, this does not lead to these children and young people getting the right help soon enough. This is because there are delays in accessing statutory social care support because of social worker capacity, changes in managers and delayed responses to assess their needs in a timely way.
- A significant number of children receive short break support, including some who receive overnight care, without effective children's social care oversight and review. In addition, assessments are not taking place when needs and risks increase for these vulnerable children or to prevent family breakdown.
- The commissioning and oversight arrangements for vulnerable children living in residential special schools and children's homes at a distance is weak. Although children's social care ensures frequent visits take place, they do not take timely action when children's needs increase. Multi-agency partners are not working together to meet the health, education and social care needs of these vulnerable

children. Partnership leaders are not effectively monitoring vulnerable children's experiences and progress when living out of area. As a result, some children's needs increase because they have been out of education for some time or are not having their health and communication needs properly assessed and met.

- Transition arrangements for children moving between providers and services are not meeting the needs of all children. This is often the case for children and young people as they move from children's to adults' services in social care and health and when pupils move from one stage of education to another. Consequently, for some children and young people, transition results in an escalation of their needs. In some services, there is no process in place to monitor and review the number of children transitioning from children to adult services, or a categorisation of their needs to assist in the earliest planning possible to help plan for their futures. Most children are not benefiting from a consistent or early enough transition to meet their needs when entering adulthood, across health, education and social care.
- Leaders and practitioners in Plymouth do not have a shared understanding of the role and purpose of education, health and care plans (EHC plan(s)). This confusion increases the risk of poor outcomes for children and young people. Sometimes, EHC plans are seen as forms to be completed to access additional funding or a specialist placement. In other examples, the EHC plan was seen as a way of strengthening transition from one school or service to the next. Consequently, EHC plans do not show the knowledge of, or support needed for, the individual child.
- EHC plans do not always contain the health and social care information they need. Leaders have identified the need for more specific health advice in EHC plans. Currently, health services only review a very small number of EHC plans each year. This limits the opportunity of leaders to monitor and review the quality of health contributions. Many EHC plans do not contain information about a child or young person's social care needs when they should do.
- Leaders have worked to ensure that EHC plans are produced within the nationally set timescale. However, they are often overly long and unnecessarily complicated. This, combined with the lack of meaningful contributions from health and social care, makes the plans difficult for practitioners to deliver and, therefore, less likely to have a positive impact on children and young people.
- The local area's alternative provision is having to respond to the high number of pupils excluded and at risk of exclusion. Many pupils arrive at the alternative provision with unidentified SEND. Too many young people with SEND stay in alternative provision for too long. This 'blocks' places and reduces the capacity to offer support to others who need it. Leaders are aware that commissioning needs to improve so that pupils are either able to remain in their own schools or receive the right specialist support. Actions are underway to address these issues, but it is too early to see the impact of these actions.

Areas for priority action

Responsible body	Areas for priority action
Plymouth City Council, NHS Devon Integrated Care Board, school and college leaders.	Leaders, including Plymouth City Council, Devon Integrated Care Board, and school and college leaders, must put children and young people with SEND at the centre of all improvement plans by ensuring that those plans contain clear oversight and tracking in order to measure the direct impact on children, young people and their families.
Plymouth City Council, NHS Devon Integrated Care Board, school and college leaders.	Leaders, including Plymouth City Council, Devon Integrated Care Board, and school and college leaders, should work together and share information to enable the earlier identification of children and young people with SEND who are at risk of increased vulnerability and negative outcomes.
Plymouth City Council, school and college leaders	Leaders, including Plymouth City Council and school and college leaders, should work together to reduce the likelihood of exclusion for pupils with an EHCP.
NHS Devon Integrated Care Board	Devon Integrated Care Board should work with partners to risk assess children on waiting lists, ensuring that those with multiple needs get the earliest support possible.
Plymouth City Council	<p>Plymouth City Council leaders should ensure that children and young people with SEND who also have social care needs get the care and support they need, particularly:</p> <ul style="list-style-type: none"> ■ vulnerable children living in residential special schools and children's homes at a distance; and ■ children receiving short breaks without effective oversight and review, including reassessment when needs escalate.

Areas for improvement

Areas for improvement
<p>Leaders across health, social care and education should improve the consistency of the support offered to children and young people with SEND by ensuring:</p> <ul style="list-style-type: none"> ■ all children receive the mandated checks in line with the Healthy Child Programme; and ■ all children and young people benefit from a consistently applied graduated response.
Leaders across the partnership should continue to address long waiting times for

children and young people requesting support from health services.

Leaders must ensure that all social care, health and education practitioners have the training they need to provide consistent identification, care and support for children and young people with SEND.

Leaders should use the information available to them to plan ahead, ensuring the right services and support are in place to meet the future needs of children and young people with SEND in Plymouth.

Local area partnership details

Local Authority	Integrated Care Board
Plymouth City Council	Devon Integrated Care Board
Sharon Muldoon, Director of Children's Services	Jane Milligan, CEO Devon Integrated Care Board
www.plymouth.gov.uk	www.onedevon.org.uk
Plymouth City Council Plymouth PL1 3BJ	NHS Devon County Hall Topsham Road Exeter Devon EX2 4QD

Information about this inspection

This inspection was carried out at the request of the Secretary of State for Education under section 20(1)(a) of the Children Act 2004.

The inspection was led by one of His Majesty's Inspectors from Ofsted, with a team of inspectors, including one of His Majesty's Inspectors and an Ofsted Inspector from Education and Social Care, a lead Children's Services Inspector from Care Quality Commission (CQC) and a Children's Services Inspector from CQC.

Inspection team

Ofsted

Phil Minns, Ofsted Lead inspector
Anna Gravelle, Ofsted HMI
Catherine Leahy, Ofsted Inspector

Care Quality Commission

Tessa Valpy, CQC Lead inspector
Elizabeth Fox, CQC inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

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

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

This publication is available at <http://reports.ofsted.gov.uk/>.

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

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	12 September 2023
Title of Report:	Unlocking Plymouth's Potential 2023 to 2025
Lead Member:	Councillor Sally Cresswell (Cabinet Member for Education, Skills and Apprenticeships)
Lead Strategic Director:	David Haley (Interim Director of Children's Services)
Author:	Tina Brinkworth
Contact Email:	
Your Reference:	TB/2023/003
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

Unlocking Plymouth's Potential 2023 to 2025 a strategic skills plan.

We recognise that there are an unacceptably high number of young people not in Employment, Education or Training (EET). In response we have developed the city's first strategic plan committed to reducing the high levels of young people Not in Employment, Education or Training (NEET) or where their EET status is not known. Spending time NEET can be detrimental to physical and mental health and can lead to unemployment or low pay, low quality work later in life.

Unlocking Plymouth's Potential is a single integrated three year plan which supports the future of Plymouth's young people to enable them to move confidently into becoming Seeking Employment, Education and Training (SEET) so that they successfully transition into employment, education and training.

The plan sets out critical issues to be addressed by Plymouth City Council and key partners and is an ambitious plan to improve high quality opportunities for all of our young people, so they are confident about their future and successfully transition into adulthood and beyond.

The plan has been circulated widely through the diverse membership of the Employment and Skills Board and with schools. The consultation process, along with wider stakeholder engagement, has greatly shaped the priorities and interventions going forward, with oversight and strategic direction of the detailed plans proposed under the leadership of the Employment and Skills Board. This plans aligns to corporate plans including the Skills 4 Plymouth Plan and SEND Employment Forum activity already delegated to the ESB.

Recommendations and Reasons

- I. To note the report.

Alternative options considered and reject

I. Without a localised plan in place there will be uncoordinated and silo activity which will not address some of the more complex issues for example creating high quality employment opportunities for some of our most vulnerable and disadvantaged young people

Relevance to the Corporate Plan and/or the Plymouth Plan

Unlocking Plymouth's Potential has been designed to support and align with both the Corporate Plan and Plymouth Plan:

- Corporate Plan (2021 – 2025) – it helps deliver the 'Green investment, jobs, skills and better education' and 'Keeping children, adults and communities safe' priorities by contributing towards 'focusing on prevention and early intervention'.
- Plymouth Plan (2014 – 2034) - it contributes to a number of key policies, particularly a 'Growing City', specifically GRO1 'Creating the conditions for economic growth' and GRO2 'Delivering skills and talent development'

Implications for the Medium Term Financial Plan and Resource Implications:

- No direct financial implications, but may provide opportunity to access external grant funding to support interventions / initiatives.
- No direct implication on resources as this work will be subsumed into the Employment and Skills Board (sub groups).

Financial Risks

£0 to PCC, no financial implications

Carbon Footprint (Environmental) Implications:

None identified

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

** When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.*

This plan will positively support the Cost of Living plan – by creating new and innovative opportunities for young people to transition into work

Potential Risks Identified		Likelihood	Impact	Overall Rating
Risk	Ineffective governance of Unlocking Plymouth Potential	Low	Medium	Medium
Mitigation	Report into the Employment and Skills Board to ensure alignment to Plymouth's strategic plans, including the Local Economic Strategy, regional skills plan, Skills 4 Plymouth plan, SEND Employment Forum etc.	Low	Low	Low

Calculated risk value in £ (Extent of financial risk)	£ N/A	Risk Owner	Tina Brinkworth
--	-------	-------------------	-----------------

Appendices

*Add rows as required to box below

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	Unlocking Plymouth Potential 2023 - 2025							
B	Equalities Impact Assessment							

Background papers:

*Add rows as required to box below

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7

Sign off:

Fin	DJN. 23.2 4.87	Leg	LS/0 0001 312/ AC/3 0/8/2 3	Mon Off	Click here to enter text.	HR	Click here to enter text.	Asset s	Click here to enter text.	Strat Proc	Click here to enter text.
Originating Senior Leadership Team member: Annie Gammon / Tina Brinkworth											
Please confirm the Strategic Director(s) has agreed the report? Yes Date agreed: 30/08/2023											
Cabinet Member approval: Councillor Sally Cresswell (Cabinet Member for Education, Skills and Apprenticeships) Date approved: 31/08/2023											

This page is intentionally left blank

Unlocking Plymouth's Potential 2023 to 2025

Supporting the future of Plymouth's young people

Young
people Not in
Employment,
Education or
Training
(NEET)

Young
people Seeking
Employment,
Education or
Training
(SEET)

Young
people in
Employment,
Education or
Training
(EET)

Unlocking potential through early identification and interventions to support young people so that they confidently move into employment, education or training

Table of contents

1 Foreword	3
2 The Plymouth Plan	2
3 Bright Future	4
4 Skills 4 Plymouth	5
5 What is meant by NEET and SEET?	9
6 Where are we now?	9
7 What we know	10
8 Vision	13
9 Priorities	14
10 Outcomes and measures	16


I Foreword

Plymouth is an amazing place to live and work and we have a vision that all children and young people aspire and achieve, and are healthy, happy, safe and thriving in communities. A place where families, services, schools, colleges and employers work together to help children and young people achieve their full potential.

We are committed to reducing what has been agreed as an unacceptably high level of young people not in employment, education or training (NEET) and those where the situation is unknown. Spending time NEET can be detrimental on physical and mental health. Young people who are NEET are more likely to be unemployed, or in low paid, low quality work later in life. The effects of NEET young people do occur equally across the population, as the chance of being NEET can be affected by various factors such as living in areas of deprivation, social-economic position, parenting factors (such as employment, education or attitudes), growing up in care, having special educational needs and school experiences. Some young people find the transition from school into further education or employment challenging and they may have a lack of awareness or understanding of the opportunities available to them, or they may have low self-esteem. The coronavirus pandemic has had a significant impact on the labour market status of young people, with a large fall in employment and a rise in unemployment of 16 to 25 year-olds in 2020. Three years on our NEET, situation unknown and unemployment figures for young people under 25 still remains high.

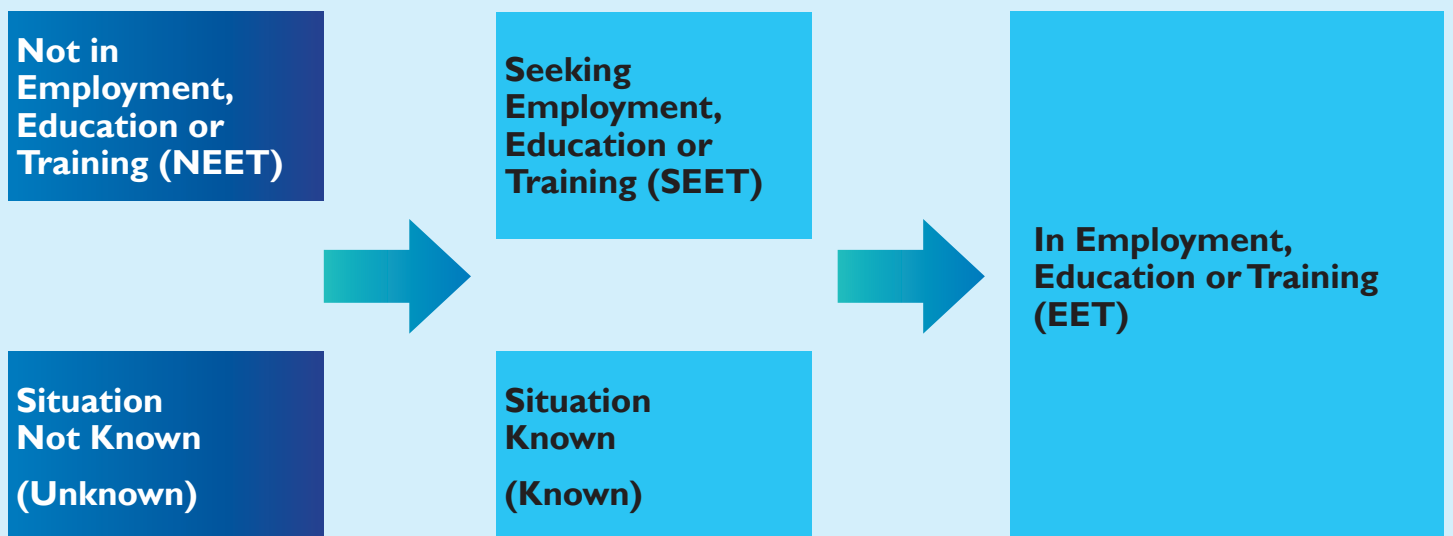
We recognise that priority groups of young people will require additional support and no single agency can address the NEET or youth employment challenge in Plymouth on their own due to the range of factors that has resulted in a young persons' ability to engage with education, employment and training. Successful engagement and integration into the labour market and/or education and training requires strong multi-agency partnership at a strategic and operational level and early interventions.

Unlocking Plymouth's Potential is a single integrated plan which sets out the critical issues to be addressed over the next three years by Plymouth City Council and key partners. Together we will drive forward this ambitious plan, raise aspirations and improve outcomes through high-quality local opportunities and early interventions so that our young people are confident about their future and successfully transition into adulthood and beyond.



I am delighted to share with you our Unlocking Plymouth's Potential plan which supports the future of Plymouth young people to enable them to confidently transition into adulthood. Through this single integrated plan and early interventions we will transition young people from NEET and Unknown to SEET to EET.

Councillor Sally Ann Cresswell
Cabinet member for Education, Skills and Apprenticeships



2 The Plymouth Plan

The Plymouth Plan is a ground-breaking plan which looks ahead to 2034. It sets a shared direction of travel for the long-term future of the city bringing together a number of strategic planning processes into one place. It talks about the future of the city's economy and it plans for the city's transport and housing needs. It looks at how the city can improve the lives of children and young people and address the issues which lead to child poverty. It sets out the aspiration to be a healthy and prosperous city with a rich arts and cultural environment. It sets out the city's spatial strategy, incorporating the Plymouth-specific elements of the Plymouth and South West Devon Joint Local Plan.

The plan outlines the vision for Plymouth and how this will be implemented around three strategic themes:

- ◆ Healthy city
- ◆ Growing city
- ◆ International city

Each theme has a strategic outcome and objectives, underpinned by individual policies to achieve them. Skills 4 Plymouth aligns with a number of these, but is most directly connected with: Policy GRO1 'Creating the conditions for economic growth' (through its support for business start-ups, entrepreneurship, innovation and social enterprise) and Policy GRO2 'Delivering skills and talent development' (through its support for lifelong learning). It helps to create the conditions for people and communities to thrive.

There are two further strategic themes running through the plan: a Welcoming city and a Green city.



3 A Bright Future

Working in partnership, we want to make sure all children and young people in Plymouth have a Bright Future, supported by a system which works seamlessly to spot difficulties early, responds quickly and effectively, and makes sure help is there as long as it is needed.

Everyone has their part to play in achieving this, whether they work directly with children and young people or not. We recognise the central role parents and carers have in determining the best outcomes for their children and that supporting parents and carers alongside children and young people will be key in determining our success.

We will continue to work together with partners to address our shared priorities so that our children and young people can stay healthy and happy; be safe and aspire and achieve, making our vision for a Bright Future for all children and young people in Plymouth a reality.

Skills 4 Plymouth is an ambitious transformation programme that has been co-designed with local employers and businesses, skills providers and wider stakeholders. It is designed to make sure:

- ◆ People have the right skills they need now and in the future to get a job and progress in work
- ◆ Employers and individuals invest in skills and lifelong learning
- ◆ Employers have people with the right skills they need for recovery and growth

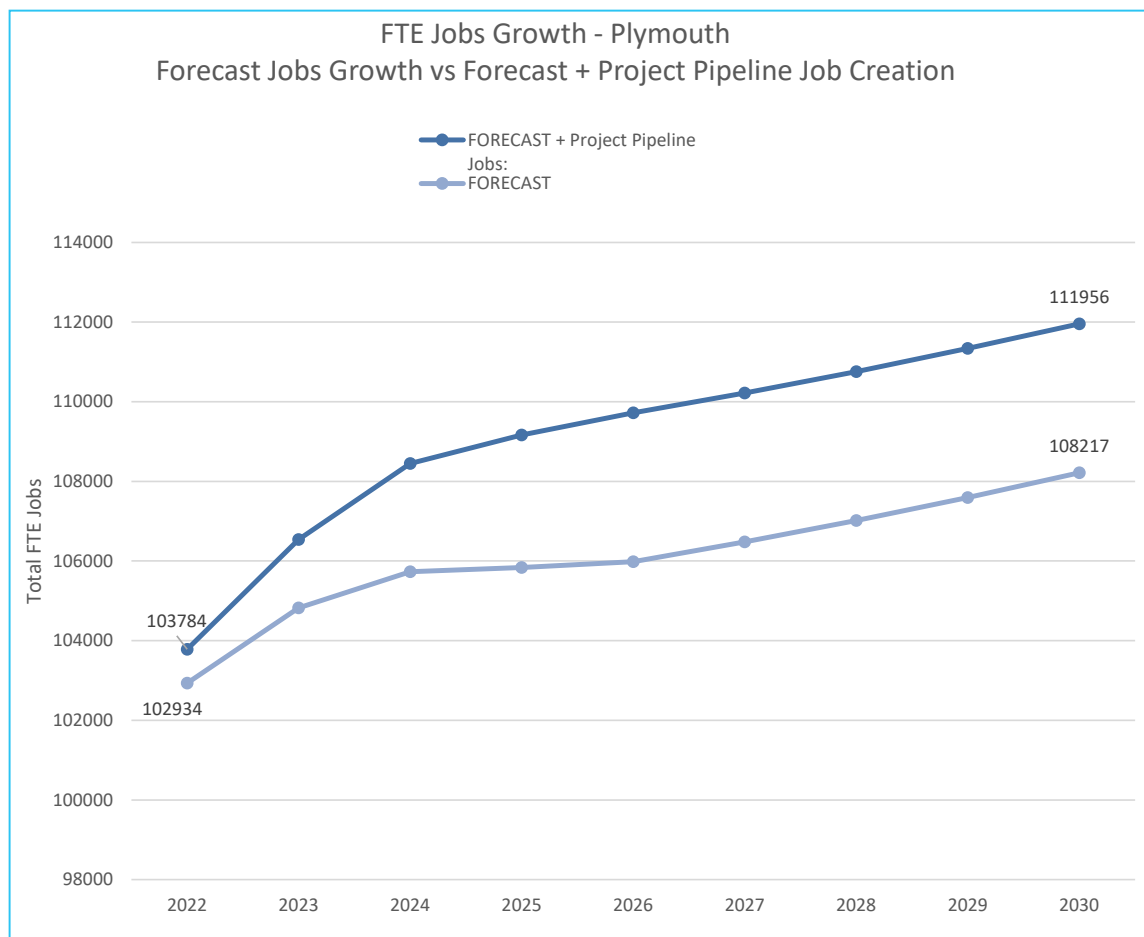
The key aim of Skills 4 Plymouth is to close the skills gaps (in the current workforce) and skills shortages (difficulties in recruiting) that have been holding Plymouth back economically. As a city we do not have enough engineers, technicians, construction professionals, tradespeople, health care professionals, social care workers or hospitality and tourism workers, to meet the growing demand of our local businesses and key sectors. Employers report recruiting difficulties in these areas as a key constraint; redressing this is critical to improving productivity, competitiveness and growth. We also recognise that social enterprises are a vital partner in the city’s economy, they address social need, strengthen communities and create a fairer, more inclusive economy. Employers are at the heart of defining the local skills needs and post-16 provision to ensure that technical education and training aligns to what employers want and need.

Skills Demand

Current skills demand is best illustrated by the Advanced Modelling of Regional Economies (AMORE) forecast carried out by Plymouth City Council’s Economic Development team in November 2021. The AMORE is used by a number of organisations, including local authorities, to forecast future jobs and is built on the Business Register and Employment Survey (BRES) produced by the Office for National Statistics (ONS).

Using the AMORE model, Plymouth is projecting growth of **5,283 Full Time Equivalent (FTE) jobs** between 2022 and 2030. These forecasts are based primarily on the Office for Budget Responsibility (OBR) national forecasts (including the impact of the Covid-19 pandemic) as well as the historical trends seen for each sector in Plymouth. However, this forecast does not include the pipeline of projects for Plymouth and subsequent job creation, such as the developments at the Plymouth and South Devon Freeport, Devonport Naval Base, Derriford Hospital and the Civic Centre and Guildhall. When this local data is factored in, the growth rises to **8,173 Full Time Equivalent (FTE) jobs**.

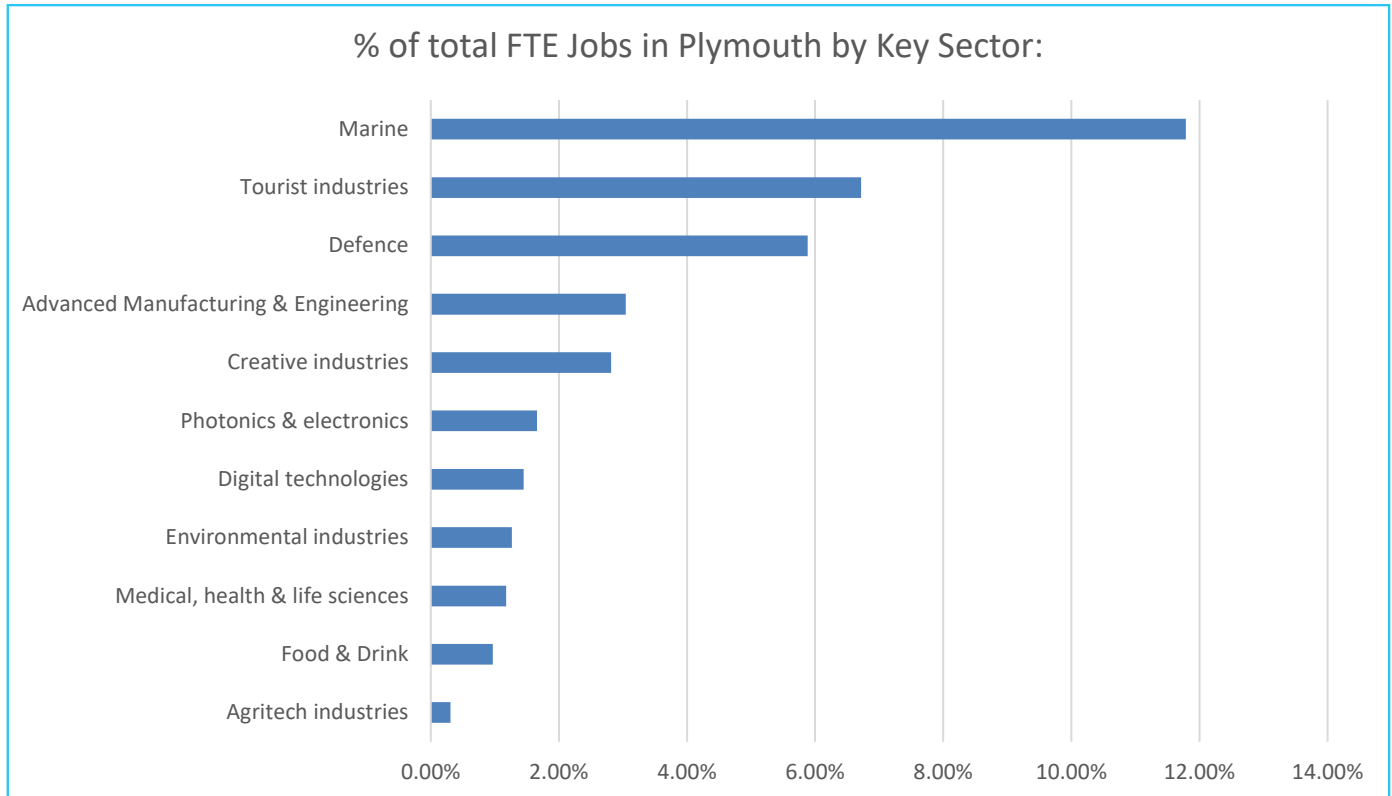
This is shown in the graph below:



The data also reveals that 43 per cent of the job growth will be in graduate level and higher skilled roles, with the majority of these roles in marine (75 per cent) followed by: environmental industries, photonics and electronics, advanced manufacturing and engineering and medical, health and life sciences. This is largely reflected in the city's key sectors, where the highest employing sectors are:

- ◆ Advanced manufacturing and engineering
- ◆ Agritech industries
- ◆ Creative industries
- ◆ Defence
- ◆ Digital technologies
- ◆ Environmental industries
- ◆ Food and drink
- ◆ Marine
- ◆ Medical, health and life sciences
- ◆ Photonics and electronics
- ◆ Tourist industries

In addition to the higher skilled roles, which will drive Plymouth's productivity, the importance of traditional sectors such as tourism and hospitality should not be ignored. This is also highlighted in the graph below:



One final observation concerns the high number of job roles in defence and infrastructure. It is worth noting that security clearances are required for these roles and this needs to be factored in to planning.

Skills Gaps

Current skills gaps are best illustrated by the number of unique job vacancy postings in Plymouth. This data is sourced from Lightcast, the market leader in labour market data. In Plymouth there were 61,903 total job postings through the whole of 2022, of which 27,122 were unique. These numbers give us a Posting Intensity of 2-to-1, meaning that for every 2 postings there is 1 unique job posting.

The table below shows the number of unique job vacancy postings per month.

Unique Job Vacancy Postings	
Year	Average number of unique job vacancy postings per month
2019	1,360
2020	1,543
2021	2,104
2022	2,260

Source: Lightcast

As can be seen, Plymouth has seen relatively higher than average levels of job vacancy postings in 2022 when compared to pre-pandemic levels, up by over 60 per cent since 2019.

This is compounded by the number of vacancies requiring a Level 4 qualification or higher. Over 60% of unique job postings require a Level 4 qualification or higher, but only 27.5 per cent of Plymouth residents are qualified to this level (some apprenticeships are Level 4). The city also fares poorly in comparison to England as a whole, with 33.9 per cent of the population holding a Level 4 qualification or higher; a gap of 6.4 per cent.

This is highlighted in the two tables below:

Education Demand

Qualification Level	Unique Postings	% of Postings with Qualification Level Required
Level 1 and 2 (GCSE or equivalent)	1,641	19.57%
Level 3 (A levels or equivalent)	1,395	16.63%
Level 4 and 5 (HNC/HND or equivalent)	1,106	13.19%
Level 6 (Bachelor degree or equivalent)	2,856	34.05%
Level 7 (Master's Degree or equivalent)	1,047	12.48%
Level 8 (Doctorate or equivalent)	342	4.08%

Source: Lightcast

Census 2021

Highest Level of Qualification	% of People in Plymouth	% of People in England
No Qualifications	17.3%	18.1%
Level 1 (1 - 4 GCSEs)	9.8%	9.7%
Level 2 (Grade 5 or above GCSEs)	14.1%	13.3%
Level 3 (2 or more A Levels)	21.7%	16.9%
Level 3 and 4 Apprenticeship	7.2%	5.3%
Level 4 (HNC) or above	27.5%	33.9%
Other (Vocational or work-related)	2.4%	2.8%

Source: Office for National Statistics

A further analysis of Plymouth's most in-demand industries is also revealing, with 56 per cent of unique job postings in only two areas in 2022:

- ◆ Administrative and Support Service Activities
- ◆ Human Health and Social Work Activities

Industry	Total Postings	Unique Postings
Administrative and Support Service Activities	14,809	7,281
Human Health and Social Work Activities	15,990	3,854
Professional, Scientific and Technical Activities	4,115	1,927
Education	2,320	1,373
Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles	2,555	1,128
Accommodation and Food Service Activities	2,257	950
Manufacturing	1,742	736
Construction	923	474
Information and Communication	1,064	460
Public Administration and Defence; Compulsory Social Security	678	386
Transportation and Storage	830	328
Other Service Activities	556	297
Real Estate Activities	531	286
Financial and Insurance Activities	565	240
Arts, Entertainment and Recreation	228	133
Water Supply; Sewerage, Waste Management and Remediation Activities	64	39
Electricity, Gas, Steam and Air Conditioning Supply	43	35
Mining and Quarrying	21	13
Agriculture, Forestry and Fishing	5	4

Source: Lightcast

5 What is meant by NEET and SEET?

Most young people succeed in education and make a positive transition to adult life and the world of work. But there is a proportion (approximately 1 in 10 in young people) who do not and become NEET or are in an unknown situation.

When we use the term NEET we are referring to those young people 'Not in Education, Employment or Training'. NEET young people are unemployed (people who have been seeking work in the last four weeks and are available to start work within the next two weeks) or economically inactive (which means they are not working, not seeking work in the last four weeks and/or not available to start work in the next two weeks).

A person is considered to be in education or training if they:

- ◆ Are enrolled on an educational course and are attending or waiting for the term to start or restart
- ◆ Are doing an apprenticeship
- ◆ Are on a government supported employment or training programme
- ◆ Are working or studying towards a qualification
- ◆ Have had job-related training or education in the last four weeks.

Anyone aged 16 to 24 years-old who is not in these forms of education or training and who is not employed, is NEET.

The national measure includes all 16 to 17 year-olds who are not in any form of education, or training. In the city we will also look at all 16 to 24 year-olds and anyone under 25 years-old that may be unemployed or:

- ◆ Young people who are assessed as 'not yet ready' to enter any form of work or learning
- ◆ Young people taking part in personal development opportunities to help prepare them for learning
- ◆ Those waiting for an appropriate place to learn
- ◆ Those who have a start date but have not yet started
- ◆ Those who are unavailable for EET because they are young carers, teenager parents, in the stages of pregnancy, suffering from continued ill-health, not available on religious grounds or are unlikely to ever be economically active.

In addition, there are those in a 'situation not known', where despite best efforts, it has not been possible to determine what they are doing in relation to EET or NEET activity or inactivity.

The term NEET itself can be unhelpful, as it encourages interventions to focus on the symptoms rather than the causes of disengagement. Through a trauma informed approach, we will use the term SEET externally to employers, educators and training providers as young people seeking employment, education or training (SEET), so that the interventions focus on actions and support that will ultimately lead to enabling our young people to become financially independent (through employment or business start-up).

6 Where we are now

- ◆ Significant volume of job vacancies, with a further 8,173 new jobs forecast by 2030
- ◆ High number of unique vacant job postings in the city and a high number of early career vacancies
- ◆ High number and growing number of apprenticeships and other early careers opportunities in the city
- ◆ High number of vacancies in the early career opportunities in the city, across all sectors
- ◆ High number of social enterprises in the city and business start ups in comparison to region
- ◆ The proportion of 16 to 17 years olds NEETs in 2022 was 4.2 per cent compared to 2.9 per cent across the South West and 2.6 per cent across England. In addition our situation Unknown numbers remained high in Plymouth: 8.7 per cent compared to 5.3 per cent across the South West, and 4.7 per cent across England
- ◆ Significantly fewer people in the city go on to study at a higher level
- ◆ Attainment and engagement in education amongst our disadvantaged children including those with special educational needs and disabilities (SEND) and care experienced young people is below average
- ◆ Increase in mental health and anxiety challenges in young people following the Covid-19 pandemic.

7 What we know

Year 12 - 14 NEET and not known % - Last 3 months

Month	Cohort	NEET	Not known	% NEET	% Not known
January 2023	8,386	501	280	6.0%	3.3%
February 2023	8,386	481	265	5.7%	3.2%
March 2023	8,390	508	301	6.1%	3.6%
3 month average	8,387	497	282	5.9%	3.4%

Year 12 - 14 NEET and not known % - For year 2022

Month	Cohort	NEET	Not known	NEET %	% Not known
January	8,184	438	281	5.4%	3.4%
February	8,179	425	272	5.2%	3.3%
March	8,178	444	257	5.4%	3.1%
3 month average	8,180	436	270	5.3%	3.3%

Year 12 - 14 NEETs

- ◆ 148 NEET not available
- ◆ 211 NEET not yet ready for placement
- ◆ 103 NEET seeking employment or training
- ◆ 38 NEET seeking employment only
- ◆ 5 NEET on a personal development opportunity
- ◆ 3 NEET with an agreed start date

3,698 UC Claimants 16 to 24 years old

- ◆ 251 16 to 19 year olds and 759 20 to 24 year olds, total of 1,011 young people searching for work
- ◆ 129 16 to 19 year olds and 912 20 to 24 year olds, total 1,041 in work claimants
- ◆ 258 16 to 19 year olds and 1,384 20 to 24 year olds, total 1,642 available, planning and preparing for work

Young people with experience of the care system

There are currently 500 young people (aged 0 to 17 inclusive) in care in Plymouth, with 187 aged 14 to 17. There are a further 180 young people aged 18 to 20 and 82 aged 21 to 24. At 91 per 10,000 children, Plymouth has more looked after children than the South West (56) and England (67) average. This has risen from 78 per 10,000 in 2019, showing how the pandemic has hit this target group. Our entrants into care in the pandemic fell into two groups broadly - very young children and adolescents where family relationships broke down.

The number of looked after children, with at least one fixed term exclusion from school increased from 12.06 per cent in 2017 to 16.04 per cent in 2019. This compares to 11.38 per cent nationally. Unauthorised absences have also increased from 0.9 per cent to 2.3 per cent over the same period, also higher than the national average.

Young people in care are also more likely to have additional / complex needs, with the number of looked after children identified as having Special Educational Needs (SEN), but not necessarily with a statement or plan, at 44.4 per cent in 2019 compared to a national rate of 28.1 per cent. Substance misuse is also a more prevalent issue with 5 per cent in 2021 identified as having a problem, compared to 3 per cent nationally.

Young people with experience of the criminal justice system

In 2019, 340 young people aged 10 to 17 were first time entrants to the Youth Justice System. This is again higher than the South West (195) and England (208) average. The number of young people, within the same age group, who have been cautioned or sentenced is 43.6 per 10,000, compared to 31.5 for the South West and 34.90 for England.

Young people with physical or learning disabilities

In 2021, 2.4 per cent of pupils in Plymouth secondary school have an Education, Health and Care (EHC) Plan, compared to 2 per cent in England and 2.3 per cent in the South West. This rises to 13.1 per cent of Special Educational Needs secondary school pupils without a plan.

As of September 2022 the total number of students with an EHCP in Plymouth is:

Year 9	278	Year 12	155
Year 10	140	Year 13	150
Year 11	186	Year 14	177

Young carers

It is estimated that there are over 700 young carers in Plymouth and 1 in 3 of these young people are likely to experience educational difficulties or miss schooling. If unsupported, young carers can continue to struggle in school and have significantly lower educational attainment at GCSE level, but when supported young carers achieve. 1 in 2 young carers report mental health problems linked to their caring responsibilities and get up through the night to care for loved ones.

Service children

Over 5 per cent of children in the city have a parent or parents who are service personnel. Many service personnel are actively deployed, and their families are highly mobile and this can have a detrimental impact on the children's or young person's emotional well-being and their educational attainment (particularly for those young people with SEND who transfer to different areas).

Low-income families

Children in low-income families has increased from 12.9 per cent in 2017 to 14.1 per cent in 2020. This continuous upwards trend is also above the South West average (10.8 per cent to 11.7 per cent). Educational attainment continues to be an issue for Plymouth, with a 5.2 per cent deficit gap in the number of pupils achieving Grade 5 or above in English and Maths at Key Stage 4 in 2019. This gap grows to 7.5 per cent for those identified as disadvantaged i.e. those who attract pupil premium funding.

One of the more worrying trends for Plymouth is the growing gap in the employment rate between those with a long-term health condition and overall employment. Since 2016, this gap has increased from 9.1 per cent to 13.7 per cent. The gap has reduced in England (from 11.5 per cent to 10.6 per cent) and only slowly widened (from 9.3 per cent to 10.3 per cent) in the wider South West.

Children Missing Out On Education (CMOOE)

All children, regardless of their circumstances, have a right to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child missing out on education is a potential indicator of abuse or neglect, they are also at increased risk of underachieving, being a victim of abuse, being sexually exploited and/or becoming NEET on reaching school leaving age.

Children missing out on education is defined as a child or young person of statutory school age who does not or cannot attend full time school education in the usual way. Some of these children are not on a school, others are on a school roll but are not attending full time or are attending alternative provision.

In October 2022 there were in excess of 700 students (2 per cent) of children missing out on education in the city. 7 out of 10 children of secondary school age and 3 out of 10 children of primary school age, of which 40% (in total) had received SEND support.

Attendance is inextricably linked to attainment levels and in 2022, 59% of KS2 pupils in Plymouth met the expected standard in reading, writing and maths:

- ◆ 64.6% of pupils who had more than 90% attendance achieved expected standard in reading, writing and maths
- ◆ 43.8% of pupils who had less than 90% attendance achieved expected standard in reading, writing and maths
- ◆ 7.1% of pupils who had less than 50% attendance achieved expected standard in reading, writing and maths

In 2022 45.9% of KS4 pupils achieved a strong pass in English and maths

- ◆ 58.7% of pupils who had more than 90% attendance achieved a strong pass in English and maths
- ◆ 30.7% of pupils who had less than 90% attendance achieved a strong pass in English and maths
- ◆ 3% of pupils who had less than 50% attendance achieved a strong pass in English and maths

Detailed analysis of the 1,000 pupils with the lowest attendance:

- ◆ 11.6% in year 7
- ◆ 17.9% in year 8
- ◆ 27.7% year 9
- ◆ 23.5% year 10
- ◆ 24.3% year 11

Of which:

- ◆ 1% have been excluded (10)
- ◆ 13.5% have been suspended (135)
- ◆ 2.9% are part of a service family (29)
- ◆ 3.8% speak English as an additional language (38)
- ◆ 17.7% are from Black, Asian, Minority Ethnic background (177)
- ◆ 7.1% have an ECHP (71)
- ◆ 34.4% receive SEN Support (344)
- ◆ 13.5% known to Children's Social Services (135)

Reduced Timetable

A child subject to a reduced timetable will attend school for less hours than the specified day. A reduced timetable over a fixed time period can be a successful strategy to reintegrate a child back into full-time education. However, where a pupil is subject to a reduced timetable without a plan to return to school full time they are missing out on education. As of October 2022 there were 190 children on reduced timetables (81 primary, 88 secondary, 21 SEND). The key reasons for missed education are behaviour, SEND and medical needs.

Children Missing Education (CME)

Refers to any child of compulsory school age who is not registered at any formally approved education activity e.g. school, alternative provision or elective home education and has been out of education for a substantial period (usually agreed as two months). There were 105 children missing as of October 2022 (38 primary and 67 secondary). The Key reasons for being CME include moving out of area (waiting for confirmation of a new school), resident of Plymouth and waiting to be admitted to a school or failed elective home education.

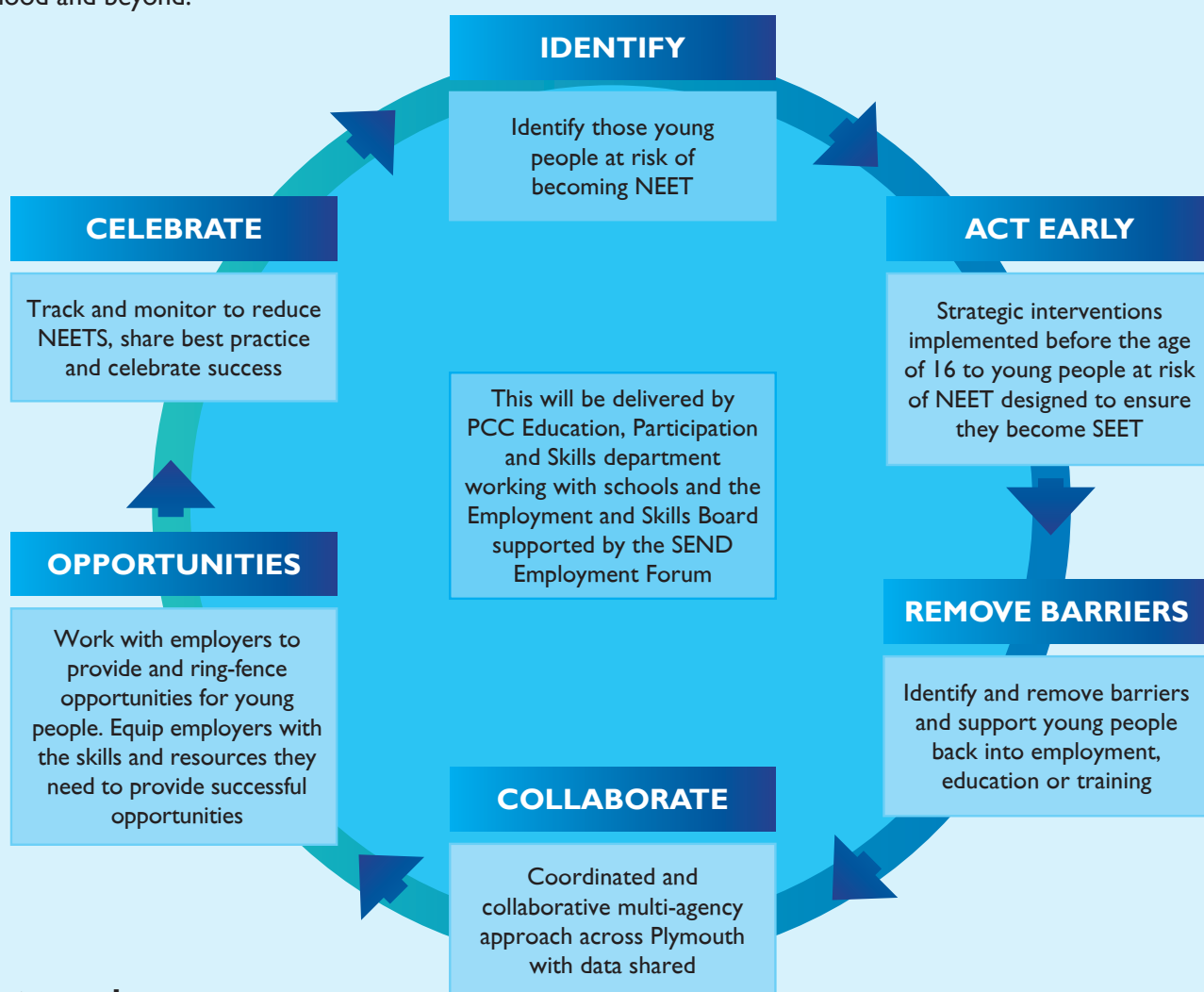
Electively Home Educated (EHE)

The numbers of statutory school aged children being de-registered from schools to be electively home educated continues to increase (an increase in 29 children in year, compared to the previous year). As of October 2022 139 children were being home educated (40 primary and 99 secondary) of which 45 required SEN support and 50 are known to Children's Social Care. The key reasons for home education are issues with school, mental health and health/medical conditions.

Labour Market

The labour market in Plymouth remains strong with over 8,000 new jobs being created by 2030 and on average 2,000 job vacancy postings per month. Many local employers are struggling to attract, recruit and retain people with the right skills, and skills shortages are evident across all sectors. The employment and skills board and local employers recognise that they need to find new ways to unlock and reach new potential talent in the city.

We will deliver a responsive, single system through early identification and interventions of young people ‘at risk’ of becoming NEET to move them confidently into employment, education or training, so they transition successfully into adulthood and beyond.



A system where:

- ◆ Systems are in place for early identification (from year 8) and interventions are embedded to keep children and young people in education to prevent young people becoming NEET
- ◆ Systems are in place to progress young people that are NEET so they can confidently move into SEET and they are fully prepared for the world of work
- ◆ Young people can access skills, jobs and support (on their doorstep) to thrive in Plymouth
- ◆ Employers, colleges and training providers are supported to provide opportunities and create new opportunities and new innovative pathways
- ◆ A system that works for all young people, across all communities, so that every young person and their parents or carers can access impartial careers advice and access the support necessary to enable them to make informed decisions as they enter into adulthood
- ◆ By the end of year 10, all young people are equipped with information, skills and the ambition to make informed choices about their next stage of their education, employment or training
- ◆ At the end of year 11, leavers enter into high quality further education, key stage 5, employment or training
- ◆ We collectively grow the post-16 curriculum and employment offer so that it provides high-quality courses and employment opportunities for every young person
- ◆ We have a simplified, responsive single system that shares best practice and innovates, providing a clear plan and measures outcomes and progress
- ◆ Young people are embedded in the design and make operational delivery decisions
- ◆ Young people have the opportunity to sit on boards eg Employment and Skills Board (ESB), SEND Employment Forum etc, where they will be involved in making decisions.

9 Priorities

Unlocking Plymouth's Potential will be underpinned by a delivery plan, delivered through the Employment and Skills Board to coordinate the actions of employers, sectors, educators, training providers and other stakeholders, working together in partnerships to deliver the following priorities:

We will improve the support offered to young people who are NEET by:

- ◆ Working with key partners to co-design and deliver an effective and efficient place-based approach, particularly focused on neighbourhoods/wards where challenges and barriers for NEET young people are most prominent
- ◆ Working with social housing providers to co-design and deliver employment and training opportunities, with specific focus to those living in supported accommodation, care experienced young people and young offenders
- ◆ Work with key stakeholders across the city to embed youth participation into NEET actions, interventions and decisions. By offering a range of roles from consulting young people to allocating opportunities for them to be in a position to make decisions or govern eg representation on Employment and Skills Board, SEND Employment Forum and other Task and Finish groups established to deliver particular projects
- ◆ Ensuring young people live in suitable accommodation to meet their needs, whether at home or independently
- ◆ Sharing data and data agreements to enable a shared understanding of the young person and interventions to date
- ◆ Focusing support and interventions to help transition those young people ready for and seeking work into employment, education or training opportunities
- ◆ Fast tracking support and interventions for those young people not ready for work
- ◆ Developing sector insight programmes of inspiring site visits, taster days, paid or unpaid work experience and volunteering for those post-16 seeking employment opportunities with local businesses
- ◆ Removing barriers for those who are not currently available for work such as mental or physical health issues and housing problems
- ◆ Actively encouraging NEET young people to become members of Skills Launchpad Plymouth, so they can access personalised information, advice and guidance and develop a personalised action plan to support them into employment, education or training
- ◆ Embedding youth voice, participation into design and delivery of interventions
- ◆ Developing a system where parents and carers buy-in, and support interventions and programmes that lead to nationally recognised qualifications or employment
- ◆ Supporting and access to mental health services and advice so that young people can think positively about their next steps
- ◆ Review the post-16 curriculum offer (map current provision and complete gap analysis)
- ◆ Establish a post-16 provider forum
- ◆ Supporting training providers to develop new post-16 offer
- ◆ Making sure young people know how they can participate, if they want to
- ◆ Committing to make opportunities accessible for everyone
- ◆ Ensuring all staff and volunteers on key boards such as the ESB, SEND Employment Forum etc. are trained and they have the right resources to champion youth voice and participation.

Additional support to SEND NEET young people

- | | |
|---|--|
| <ul style="list-style-type: none"> ◆ Starting conversations from the age of 14 years and onwards to help young people make an informed choice on where they want to live and learn independent living skills ◆ A programme of employability skills to help SEND young people understand relationships at work and personalised support to help them confidently transition into employment, education, training and volunteering opportunities ◆ Training and support for employers and educational providers so that they can successfully on board and employ SEND young people and adults | <ul style="list-style-type: none"> ◆ Working with employers to ring-fence SEND Internships and Supported Apprenticeship opportunities ◆ Establish a SEND Employment Forum ◆ Develop personalised EET action plan for SEND NEET young people ◆ Celebrate contribution that children and young people with SEND make to their communities ◆ Bespoke mentorship programme which is responsive to need with those with the most complex needs to help identify and remove barriers for employment, education and training |
|---|--|

Increase the number of young people who make positive transitions from NEET to SEET to EET through:

- ◆ Coordinating services through Skills Launchpad Plymouth to ensure targeted and personalised IAG support and action plans
- ◆ Enhancing the post-16 training offer through pre-employability programmes, traineeships, internships, apprenticeships and other early career opportunities. Increase number of Supported Internship placements and Supported Apprenticeships by developing an effective Plymouth City Council-led Supported Internship Programme
- ◆ Support parents and carers with the skills, resources and opportunities to ensure their children successfully transition into EET
- ◆ Work alongside Job Centre Plus and Department of Work and Pensions youth work coaches and school liaison teams, to ensure that NEET young people are swiftly transitioned into SEET through bespoke actions plans, skills assessments and pre-employment course
- ◆ Working with employers to grow new entrant opportunities in future demand areas and develop an effective model for work experience, volunteering, apprenticeships, higher apprenticeships, and T-Level placements co-designed with employers
- ◆ Working with employers to ring-fence opportunities and create short term paid jobs where individuals receive support to help them transition from NEET and UC Claimants into permanent roles
- ◆ Embedding Labour Market Intelligence (LMI), and run a programme of high-profile careers and sectoral careers events across the city, so that every child can attend at least one event a year (with multiple employers and post-16 training providers)
- ◆ Developing an Employer Hub as part of Skills Launchpad Plymouth including a specific focus to aid inclusive recruitment and employment, and support/resources for employers to better navigate the skills and employment landscape and support young people from disadvantaged or vulnerable backgrounds
- ◆ Embedding a trauma-informed approach in the sourcing of opportunities (including upskilling and training for employers)
- ◆ Establishing multi-agency panels to collectively identify and propose personalised options for young people who are SEET to enable them to move swiftly into EET
- ◆ Establish a pool of inspiring young people from further education and higher education who will mentor and coach young people from NEET into education and training
- ◆ Embedding youth voice, participation into design and delivery of interventions.

Additional support for SEND young people

- ◆ Work with employers to significantly increase the number of SEN Internships and Support Apprenticeships across the city
- ◆ Support employers in understanding SEND workplace adjustments
- ◆ Support employers so they have the confidence to offer SEND Internships, SEND Apprenticeships and other employment opportunities
- ◆ Ensure young people with SEN are encouraged to make their own decisions, are listened to and get the support they need

Additional support for Care Experienced Young People

- ◆ Work with employers to ring fence employment opportunities for care experienced young people and put additional support eg work buddy in place to enable care experienced young people to confidently transition into and progress in work

Additional support for young people known to the criminal justice system

- ◆ Work with employers and training providers to ring fence opportunities and provide mentoring / coaching support

Additional support for young parents

- ◆ Work with employers and training providers to secure part time and flexible work and upskilling opportunities with supporting child care / crèche facilities

Early identification and interventions of young people 'at risk' of becoming NEET will provide young people with the best chance of remaining in education or training and reduce the risk of disengagement.

- ◆ Improving vital integrated support with education at key transition points
- ◆ Working closely with schools to improve the understanding and identification of young people who are at risk of becoming NEET and providing early personalised support to the school and young person to ensure that they stay in education

- ◆ Working with schools and alternative settings to identify from year 9 students who are 'at risk' of NEET
- ◆ Supporting schools and alternative settings with the most vulnerable / highest risk of becoming NEET young people with speedy, robust personalised support and guidance with effective feedback to support next steps
- ◆ Working with post-16 providers and employers to develop a personalised programme of support to re-engage those young people identified 'at risk' of becoming NEET
- ◆ Rolling out the 5E Plymouth Education Careers model and career pathways so that we have a systematic and independent service across the city, where young people can meet more employers and visit workplaces
- ◆ Supporting schools to involve parents/carers more in Careers Education Information Advice and Guidance (CEIAG), through public careers events, local LMI, post-16 sectoral pathways, high quality work experience, mentoring and coaching programmes
- ◆ Developing a compelling career route map with progression pathways aligned to growth sectors.

Additional Support to SEND young people

- ◆ Encourage young people and adults with SEND to share their employment experiences with their peers and develop case studies
- ◆ Develop the SEND skills of early year practitioners in the city
- ◆ Establishing a post-16 working group to help shape and influence delivery of transition activities and interventions of those at risk of becoming NEET
- ◆ Roll out trauma-informed training across nurseries, schools and educational settings (trauma informed practitioners)

Additional Support for Inclusion

- ◆ Monitor across all schools and settings with less than the agreed attendance rate and support schools and settings with effective interventions to re-engage those children and young people
- ◆ Work with employers to prioritise work experience, site visits and taster days to priority cohorts of young people
- ◆ Establish a multi-agency panel for young children 'at risk' of becoming NEET to implement rapid interventions

10 Outcomes and measure of success:

Outcome 1

Higher percentage of young people employed and employed in highly skilled jobs

Outcome 2

Employers, colleges and training providers ring fencing opportunities for NEET young people to enable them to transition from SEET to EET

Outcome 3

Effective systems in place to identify barriers and young people 'at risk' of becoming NEET

Outcome 4

Increased engagement of young people, higher percentage of young people 'at risk' of becoming NEET have raised aspirations, good attainment levels in English, Maths and STEM subjects and improved levels of work readiness

Outcome 5

More NEET young people and young people 'at risk' of NEET progressing into higher education and further education, achieving a level 4 qualification or above

Outcome 6

More employer engagement by our large employers and growth sectors to provide an agreed level of support through their social value schemes to support coaching and mentoring programmes for young people and a commitment to create opportunities such as work experience, taster days, site visits and paid / unpaid work experience programmes

Measures

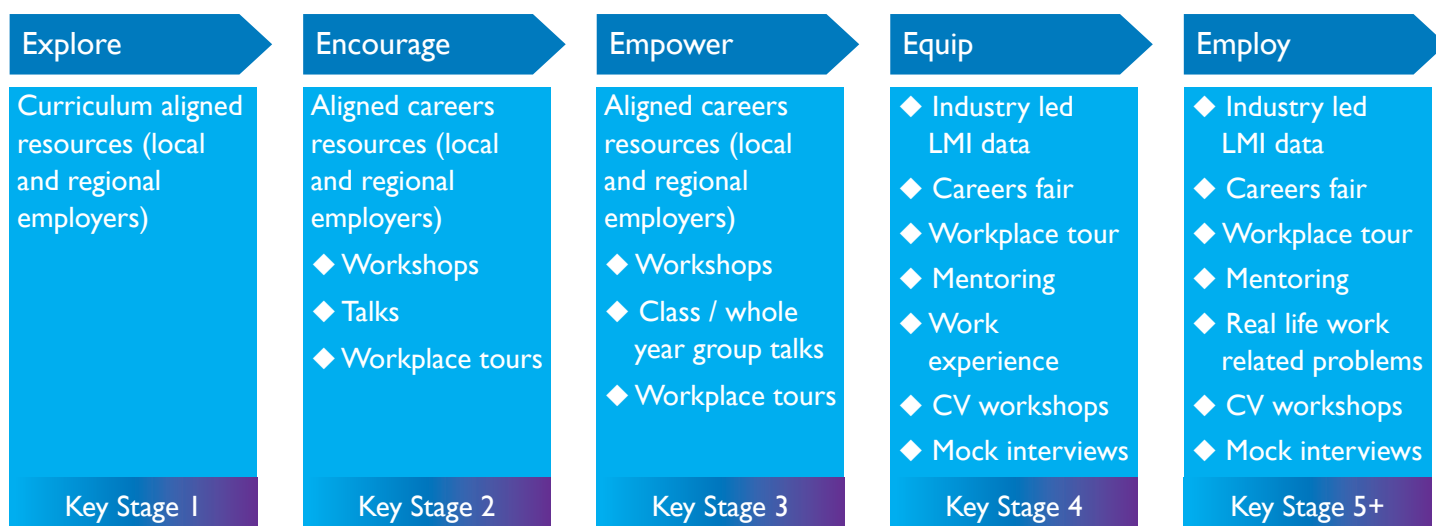
Outcome	Measure	Year 1	Year 2	Year 3
Outcome 1 Higher percentage of young people employed and employed in highly skilled jobs	1.1 Apprenticeships starts and completions for NEET young people (includes supported apprenticeships)	track	5% increase	5% increase
	1.2 Apprenticeship starts and completions for young people 'at risk' of NEET (includes supported apprenticeships)	n/a	n/a	track
	1.3 Traineeship starts and completions for NEET young people	track	5% increase	5% increase
	1.4 Traineeship starts for young people 'at risk' of NEET	n/a	n/a	track
	1.5 T-Level starts and completions for young people	track	5% increase	5% increase
	1.6 Supported Internship starts	track	10% increase	10% increase
	1.7 NEET 16 to 18 year olds	at 5% or below	at 4% or below	at 3% or below
	1.8 UC claimants 16 to 24 years old	national average or below	0.5% below national average	1% below national average
	1.9 Number of unique visitors to Skills Launchpad Plymouth website and sign ups	ongoing reporting for trend analysis	ongoing reporting for trend analysis	ongoing reporting for trend analysis
	1.10 Number of personalised action plans through Skills Launchpad Plymouth and destination	ongoing reporting for trend analysis	ongoing reporting for trend analysis	ongoing reporting for trend analysis
	1.10 % of young people moving from NEET to SEET	ongoing reporting for trend analysis	ongoing reporting for trend analysis	ongoing reporting for trend analysis
	1.12 % of young people moving from SEET to EET	ongoing reporting for trend analysis	ongoing reporting for trend analysis	ongoing reporting for trend analysis
Outcome 2 Employers, colleges and training providers are ring fencing opportunities for young people to enable them to transition from SEET to EET	2.1 Number of supported apprenticeships started and completed in the city	track	10% increase	10% increase
	2.2 Number supported Internships completed across the city	track	10% increase	10% increase
	2.3 Number of employers offering supported Internships	track	10% increase	10% increase
	2.4 Number of new pathways created to transition young people from SEET to NEET to EET	track	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	2.5 Number of employment opportunities ring fenced for NEET	track	10% increase	10% increase
	2.6 Number of employers ring fencing opportunities	track	10% increase	10% increase
	2.7 Number of training opportunities ring fenced for NEET	track	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis

Outcome	Measure	Year 1	Year 2	Year 3
Outcome 3 Systems in place to identify barriers and young people 'at risk' of becoming NEET	3.1 Number of data sharing agreements in place with schools, colleges and settings	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	3.2 Number of young people identified from year 9 'at-risk' of NEET	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	3.3 Number of interventions / programmes in place to support schools, colleges and setting	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	3.3 % of ECHP plans at year 9 that record the young persons aspirations for adult life			
3.4 % of ECHP plans at year 10 that record the young persons aspirations for adult life				
3.5 % of ECHP plans at year 11 that record the young persons aspirations for adult life				
Outcome 4 Increased engagement of young people, higher percentage of young people 'at risk' of becoming NEET have raised aspirations, good attainment levels in English, Maths and STEM subjects and improved levels of work readiness	4.1 % if young people transitioning into EET	national average or above	0.5% above national average	1% above national average
	4.2 Attainment	national average or above	0.5% above national average	1% above national average
	4.3 Destination	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	4.4 Number of educational interventions (Plymouth 5E Careers Education model)	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	4.5 Number of events attended across the city (schools and students)	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	4.6 Number of schools achieving Gatsby Benchmarks	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	4.7 % of English and Maths retake	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
Outcome 5 More NEET young people and young people 'at risk' of NEET progressing into higher education and further education, achieving a level 4 qualification or above	5.1 Number of NEET young people transitioning into, staying and completing FE	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	5.2 Number of NEET young people transitioning into, staying and completing HE	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis
	5.3 Number of 'at-risk' NEET young people transitioning into, staying and completing FE	n/a	n/a	Ongoing reporting for trend analysis
	5.4 Number of 'at-risk' NEET young people transitioning into, staying and completing HE	n/a	n/a	Ongoing reporting for trend analysis

Outcome	Measure	Year 1	Year 2	Year 3
Outcome 6 More employer engagement by our large employers and growth sectors to commit an agreed level of support through their social value schemes to support, coach and mentoring young people and a commitment to create opportunities such as work experience, taster days, site visits and paid / unpaid work experience programmes	6.1 Number of employers signed up to provide opportunities	Ongoing reporting for trend analysis	10% growth	10% growth
	6.2 Number of students on mentoring and coaching programmes with employers	Ongoing reporting for trend analysis	10% growth	10% growth
	6.3 Number of work experience opportunities across the city for 'at-risk' or NEET	Ongoing reporting for trend analysis	10% growth	10% growth
	6.4 Number of Supported Internship Programmes	Ongoing reporting for trend analysis	10% growth	10% growth
	6.5 Number of Supported Internship Placements	Ongoing reporting for trend analysis	10% growth	10% growth
	6.6 Number of Supported Apprenticeships	Ongoing reporting for trend analysis	10% growth	10% growth
	6.7 Number of at-risk or NEET people on a traineeship	Ongoing reporting for trend analysis	10% growth	10% growth
	6.8 Number of at-risk people on a T-Level	Ongoing reporting for trend analysis	10% growth	10% growth
	6.9 Number of 'at-risk' or NEET young people on a new pathway	Ongoing reporting for trend analysis	10% growth	10% growth
	6.10 Number of STEM and Industry Ambassadors	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis	Ongoing reporting for trend analysis

Plymouth 5E – Careers Education Model

Provides a new strategic framework to embed local Labour Market Intelligence and careers, information, advice and guidance across primary, secondary, SEND, further and higher education institutions to focus on preparing children and young people for the world of work so they that they are better informed about the city’s career opportunities and confidently transition from education into positive destinations.





Plymouth

Britain's Ocean City

Skills4Plymouth
Education, Participation and Skills
Plymouth City Council
Ballard House
Plymouth
PL1 3BJ

skillslaunchpad@plymouth.gov.uk

© Plymouth City Council 2023

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	12 September 2023
Title of Report:	Educational perspectives on Emotional Health and Wellbeing (EHWB)
Lead Member:	Councillor Sally Cresswell (Cabinet Member for Education, Skills and Apprenticeships)
Lead Strategic Director:	David Haley (Strategic Director for Children's Services)
Author:	Clare Hetherington
Contact Email:	Clare.hetherington@plymouth.gov.uk
Your Reference:	CH 12/09/23
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

The Education and Social Care Overview and Scrutiny Committee have requested information on the current position in Plymouth regarding educational perspectives on Emotional Health and Wellbeing. The purpose of the report is to provide information.

Recommendations and Reasons

To note the information set out in the report

Alternative options considered and rejected

N/A

Relevance to the Corporate Plan and/or the Plymouth Plan

This area of work is relevant to the Children and young people's plan, A Bright Future 2021-2026. It links to the priority area of Healthy and Happy with the aim of children and young people receiving effective support for their emotional and mental health needs.

Implications for the Medium Term Financial Plan and Resource Implications:

N/A

Financial Risks

N/A

Carbon Footprint (Environmental) Implications:

N/A

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

* When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.

N/A

Appendices

*Add rows as required to box below

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	Briefing report title							
B	Equalities Impact Assessment (if applicable)							

Background papers:

N/A

*Add rows as required to box below

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7

Sign off:

Fin	DJN. 23.2 4.95	Leg	LS/0 0001 075/ 1/AC /4/9/ 23	Mon Off	Click here to enter text.	HR	Click here to enter text.	Asset s	Click here to enter text.	Strat Proc	Click here to enter text.
-----	----------------------	-----	---	------------	---------------------------------------	----	---------------------------------------	------------	---------------------------------------	---------------	---------------------------------

Originating Senior Leadership Team member: Annie Gammon

Please confirm the Strategic Director(s) has agreed the report? Yes

Date agreed: 04/09/2023

Cabinet Member approval: Cllr Sally Creswell – approved via email

Date approved: 04/09/2023

1. Emotional Health and wellbeing and associated areas of need

Good mental health is important for children and young people to develop and thrive. Emotional health and wellbeing influences their cognitive development and ability to engage with learning. It also affects physical and social health. [Promoting children and young people's mental health and wellbeing - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/promoting-children-and-young-peoples-mental-health-and-wellbeing)

Ofsted's school inspection handbook sets out what inspectors take account of to ensure schools provide high quality pastoral care to enable pupils and students to develop into resilient adults with good mental health. All schools have a statutory duty to promote the welfare of their pupils and students, including preventing impairment of health or development as set out in Keeping Children Safe in Education (updated 2023) statutory guidance [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/keeping-children-safe-in-education-2023.pdf)

The Special Educational Needs and Disability (SEND) Code of Practice (Children and Families Act 2014) [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/send-code-of-practice-january-2015.pdf) defines Social Emotional Mental Health (SEMH) difficulties whereby children may experience a wide range of needs that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have needs related to attention deficit, hyperactivity, or attachment (and/or trauma). The experiences and needs of children and young people should always be understood in the context of environmental factors within the home, community and school/setting. Children experiencing primary SEMH SEND need may also be impacted by other needs such as in the areas of communication and interaction and/or cognition and learning.

2. Strategic planning processes in Plymouth for EHWP

The Children and Families Act (2014) places a duty on local authorities to ensure integration of education, health and social care to promote wellbeing and improve quality of provision for disabled young people and those with SEND.

The following plans supporting EHWP in Plymouth for all pupils, as well as those with additional needs, are highlighted for reference:

- A Bright Future 2021-2026
- NHS Long Term Plan – focus on emotional mental health
- SEND Strategy
- Area SEND Inspection Priority Action Plan (in development)
- Inclusion Strategy task and finish group facilitated by the place-based plan
- Special Educational Needs graduated approach to Inclusion and iThrive frameworks.

The Emotional Health and Wellbeing Steering Group meets quarterly and is chaired by a Plymouth city council Public Health Officer. Representatives attend from Education, Health and Independent Sector providers. The group provides a forum to support optimisation of the system through local organisations and agencies coming together. Updates and information sharing provide opportunity for

partnership, collaboration and improved system effectiveness. The work supports the system to share and co-own the vision and ambition of a Bright Future.

The Trauma Informed Plymouth Network is an independent network where the ambition is for Plymouth to be a trauma informed city. It has an education branch providing a reflective learning space for mainstream, specialist and higher education staff to embed trauma informed practices throughout the education system. [Our Network - Trauma Informed Plymouth Network](#)

3. Prevalence of EHWB needs

3.1 EHWB and mental health

EHWB is linked to mental health. The Plymouth Mental Health Select Committee held in March 2023 provided a summary of the national context regarding children and young people's mental health. The following information was presented.

Prevalence of any mental disorder in children and young people in England by age and sex, 2022				
	Boys	Girls	All	
7 to 10 year olds	19.7%	10.5%	15.2%	Slight decrease since 2021, boys continue to show a higher prevalence
11 to 16 year olds	18.8%	22%	20.4%	Slight increase since 2021, girls continue to show higher prevalence
17 to 19 year olds	10.2%	33.1%	25.7%	The rise in prevalence in this age is significant (up from 17.4%) in both genders, up from 10.3% in young men and 24.8% in young women since 2021, and more than double the rate in 2017 (10.1%)
20 to 22 year olds	10.2%	28.3%	18.7%	Slight increase since 2021, driven by increase in young women (up from 22.6%)
All 7 to 16 year olds	19.2%	16.7%	18%	Minimal change in this group since 2021, but up from 12.1% in 2017

- 50% of mental illness (excluding dementia) is diagnosed by 14 years, 75% is diagnosed by 24 years
- Rates of probable mental disorder continue to be significantly higher among 7-16 year olds

In Plymouth, Public Health undertake a biennial school survey. Each school has its own data and the Council have aggregated data that provides intelligence at a population level. We expect to have a report covering emotional health and wellbeing from the most recent survey in 2022 completed in October. The report will reflect some of the findings linked to sub-populations e.g. SEND; Young Carers; Service Families etc. Overall trends are usually in line with national surveys.

3.2 EHWB in Plymouth schools and educational settings

Social emotional mental health (SEMH) is one of the four identified areas of need outlined in the SEND Code of Practice (2015) alongside, Cognition and Learning, Communication and Interaction, and Physical and Sensory. Although emotional health and wellbeing is a comprehensive term, SEMH in this context is defined as a category of need impacted by and reflective of EHWB.

In Plymouth at SEN Support SEMH currently accounts for 76.9% of all children registered with SEND (as 14.1% of child population).

The 2022/23 published data records 24.5% of all Education Health and Care Plans (EHCPs) for children and young people with SEMH as their primary need (4.3% of all children in Plymouth have an EHCP in line with the average for England). Source: [2022/23 Explore Education Statistics](#).

In Plymouth, like many areas of the country, we continue to see a steep rise in the requests for Education, Health and Care Needs assessments (EHCNA). This academic year 22/23 to 31 July 2023, 793 requests for an EHCNA have been received. This compares to 583 for the same period in 21/22 representing an increase of 36.02%, which is significantly above the regional (12%) and national (6.7%) increases. As 24.5% of current EHCPs have SEMH as their primary need, the rise in EHCNAs will see a rise in the actual number of children who have an EHCP to address SEMH needs.

SEMH represents the highest area of primary need where consultation is sought from the Council's Educational Psychology Service at 58% compared to the other areas of SEND, communication and interaction 24%, cognition and learning 15%, and physical and sensory 3%.

Data from the Virtual School shows that children in care are more vulnerable than others. Children who are in care to the Local Authority are more likely to have suffered early life trauma having a significant impact on their overall EHWP.

In Plymouth nearly 60% of children in care have identified SEN needs with 22% having an EHCP. This is nearly 8% higher than the national rate for children in care with EHCPs. Looked after pupils and those known to a social worker in Plymouth are between 2 and 3 times as likely as their non-social care linked peers to have SEN support, and up to 8 times more likely to have an EHCP, and of these Social Emotional and Mental Health Needs are identified in over 80% EHCPs.

4. EHWP and impact on school/setting attendance including part time timetables and emotionally based school avoidance

Anecdotal evidence and data suggests that children with SEMH needs are more likely to be subject to a reduced timetable, experience poor school attendance and be more likely to find themselves suspended or permanently excluded from school.

Children missing out on education (CMOOE) is defined as a child or young person of statutory school age who does not or cannot attend full-time school education in the usual way. Between 1st January 2023 and 10th February 2023 (term 3), severe absence (absence above 50%) data at a city level is reported at 2.4%. Comparative data for the previous year saw a severe absence rate of 2.13%. Social Emotional and Mental Health Needs were cited by the majority of schools as the primary driver for severe absence.

4.1 Part time timetables

Government guidance "Working together to improve School Attendance (2022)" [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#) sets out the principles of part time timetables and how in exceptional circumstances such as a mental health condition, a plan to help a child to attend well may involve the use of a temporary part-time timetable to meet individual needs. Part time timetables are often considered as part of a phased re-integration package.

Plymouth city council collects data on part time timetables from schools and we seek assurance regarding their implementation within an agreed framework. During 2022-23 of 335 part time timetables, 115 pupils (34.3%) have an EHCP, this represents 4.11% of the total EHCP cohort, and in addition, 126 pupils (37.6%) receive SEN support. The remainder 94 pupils (28.1%) have no identified SEND need.

Feedback from school leaders indicates that transition points can be particularly challenging for children, with some children struggling to cope with the greater demands of a formal classroom; or, in the case of older children, as a result of a lack of provision that offers more bespoke programmes of learning which meets the interests and aspirations of some young people. Consequently, feedback also indicates that there is demand for specialist training aimed at developing the skills of school staff as well as forms of alternative provision in order to meet need at an earlier point.

The main reasons for implementing a part time timetable in mainstream primary schools in Plymouth across 2022-23 were SEND and behaviour, accounting for 78.3% of all part time timetables. Although the SEND area of need is not defined, local intelligence suggests that SEMH is likely to be the most prevalent need type within these cohorts.

Within the secondary phase the reasons for implementing a part time timetable in 2022-23 relate to reintegration 36.5%, medical needs (which can include mental health) 24.5%, behaviour 23%, and SEND 15.9%. School leaders report increased levels of emotionally based school non-attendance and challenging behaviour post-pandemic which has been coupled with a rise in suspensions and exclusions across the city. The data suggests that part time timetables may be implemented as a mechanism to reduce the likelihood of suspension or permanent exclusion, or to support children with anxiety based barriers to school attendance and build towards full time attendance.

4.2 School attendance and emotionally based school avoidance

Current data from Health Services and the council's Education Welfare and Inclusion Service does not separate out emotionally based school avoidance from attendance data and other SEMH SEND needs. This is an area for development which will be addressed by the Attendance Network approach established in the summer term 2023 and which will run 6 times a year in this academic year. It will bring together trust and school leaders as well as relevant partners to discuss and plan for the root causes of poor attendance.

The current attendance rate across the city for children identified with SEND and an EHCP is 83.3%, and 92.8% for pupils receiving SEN Support (2022/2023 academic year). This is in comparison to 91.1% for all pupils for the same time period.

Government guidance has been issued [Summary of responsibilities where a mental health issue is affecting attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) in February 2023. This guidance applies to pupils displaying any social, emotional or mental health issue that affects their attendance. It is not only for pupils who have a diagnosed mental disorder, or a disability or a special educational need.

The school/setting role is to ensure a calm, safe and supportive environment as a foundation for securing good attendance. Generally this will be achieved by promoting children and young people's mental health and wellbeing through a whole school approach to pupil mental health and by developing trusted relationships with parents/carers and families that involves them in the conversation about the school's ethos, and emphasises the importance of supporting mental health and regular attendance.

Where a mental health issue is affecting attendance (and also engagement within the school/setting) pastoral and/or referrals to other services may be appropriate to join up and provide cross agency support and agree a plan around the school and family such as The Team Around Me (TAM) or Team

Around the Family (TAF) or Early Help Assessment Tool (EHAT) frameworks for assessment and intervention. Depending on the level and complexity of need, this forms part of the flexible graduated approach at a targeted or specialist level, and would be supported through the iThrive framework of getting help, more help or risk support.

A range of professionals such as Mental Health Support Team practitioners, Child and Adolescent Mental Health Service (CAMHS) professionals, school nurses, Educational Psychologists and the council's Communication and Interaction Team etc. may be involved in working with a family in conjunction with school staff where there is emotionally based school avoidance. Specific Guidance for children and young people, parents/carers and school staff has been jointly produced by the Educational Psychology Service and CAMHS and is accessed through services, schools and the local offer pages. [Emotionally Based School Avoidance Resources for school staff, parents, and young people - Plymouth Online Directory](#)

5. Overview of Provision across the system to meet EHWP needs

The SEND graduated approach and iThrive frameworks [Graduated approach to inclusion - SENCO Guide - Plymouth Online Directory](#) define the processes to support schools/settings and families within localities at universal, targeted and specialist levels. Principles underpinning a whole setting approach with preventative and early intervention strategies are important, with specific targeted and specialist interventions for groups and individual children being triggered and prioritised through monitoring and assessment.

Public Health have created a mapping document based on the iThrive model. This is a dynamic piece of work but the information can be useful for stakeholders as it provides an indication of the scope of provision available in the city in line with the iThrive model.

A whole setting approach

A whole setting approach is fundamental, with leadership and management that supports and champions efforts to promote EHWP. Key principles and guidance for good practice relate to:

- Curriculum teaching and learning to promote resilience and support social and emotional learning
- The voice of the pupils/student to influence decisions
- Staff development to support their own wellbeing and that of pupils/students
- Identifying and monitoring impact of interventions
- Working with parents and carers
- Targeted support and appropriate referral
- An ethos and environment that promotes respect and values diversity.

A range of training and provision across the city is in place to support whole setting approaches.

Trauma Informed (TI) Practice is an approach that is being developed across many areas of education, care and support to make a positive difference to young people's behaviour, emotional mental wellbeing, and attainment. The Local Authority devised a four stage programme to ensure whole school cultural change Trauma Informed Schools United Kingdom (TISUK) have been commissioned to undertake school training, development and ongoing support. Phases 1 & 2 have now been completed, with 10 cohorts of senior leadership TI training delivered (162 colleagues) and 82 school colleagues completing the TI Practice Diploma. Planned delivery of Phases 3 and 4 is underway. A full evaluation of programme delivery will be shared with 'Schools Forum' in late 2023 and then a further evaluation of the ongoing changes in culture will be shared demonstrating impact, in July 2024.

Specific funded training has been provided for Mental Health Leads in schools with 59 (61%) Plymouth schools having taken up the training as reported up to March 2023.

As well as working with individual children and their families, the PCC Educational Psychology Service provides a rolling programme of training in emotional literacy for school support assistants to assist them in their work with vulnerable children. From 2021-2023, staff from 48 primary schools have attended training (99 attendees). The training has been evaluated positively in terms of staff skills to promote positive EHWPB outcomes. In addition to this, bespoke training from the EP Service can be commissioned by individual schools/settings.

Training for staff is provided by the Virtual School on the EHWPB needs of children in care. This includes at the annual Designated Teacher Conference, as part of new Designated Teacher Training and support network events. Bespoke training is provided for any school who requests it on attachment and managing SEND for children in care. In addition, each child in care has a personal education plan which is reviewed on a termly basis.

Other supporting Services include the following.

- Young Plymouth provides school based counselling with some community based counselling. Outcomes remain very good.
- Kooth, provides an on-line offer reaching out to populations under represented through face to face e.g. BAME populations. Kooth also seems to have a role with respect to young people in crisis.
- Progeny (funded through PCC Public Health) is a service supporting individual young people and whole school approaches.
- The city's Compassionate Approach to CYP Health and Weight Plan 2023-2033 is providing opportunities to test place based working with a strong focus on primary prevention. Emotional Health and Wellbeing is key in this work.
- The Council Mental Health Select Committee in March 2023 recommended that the Devon Integrated Care Board explore the provision of dedicated mental health professionals for schools/academy groups in Plymouth and beyond, for specialist mental health support. The NHS currently support 2 waves of Mental Health in Schools Teams that work with 35 schools across the boundaries of Plymouth. This is a mixture of Primary and Secondary. There is a desire to expand this to all schools in Plymouth. As a provider Livewell Southwest would fully support expansion of this provision to ensure every school has access to a Mental Health in Schools Team.

Support for individual children and young people with EHWPB needs is often multi-agency and is through referral stemming from monitoring and review processes. Each school has a link Educational Psychologist, Early Help CAMHS professional and Education Inclusion and Welfare Officer. With the introduction of a locality teams approach, early help professionals from Children, Young People and Family Services may also form part of a multi-agency team around the family and setting. Priorities are agreed through termly planning and consultation meetings with designated school staff and individual or multi-agency input is agreed as appropriate. In Early Years settings, referrals are made by designated lead staff. Cycles of involvement follow a plan do review process as outlined in the early years and school aged guidance in the graduated approach to inclusion section on SEMH.

6. Development planning for EHWPB

Actions drawn together for improvement to support EHWPB based on analysis of needs, trends, evaluation and feedback, are shaped as part of individual school improvement plans as well as service and system developments. The section below describes two areas of focus, firstly, responses from

CAMHS to the Council Mental Health Select Committee (March 2023) and secondly, the priorities and recommendations resulting from the Local Area SEND Inspection.

6.1 Responses to specific Mental Health Select Committee recommendations

The committee is aware that the access point to healthcare for most residents is their General Practitioner. The committee therefore recommends that residents are re-directed to mental health services, which do not require referral, at initial contact with health care services (through e-consult pop-up / telephone advice), and that service signposting is improved, including on the Councillors Hub, and Plymouth City Councils' public website.

Young people up to the age of 18 years do not need to access their GP for a referral to CAMHS. Our Early Help Pathway accepts requests for help (referral) from the young person themselves, their family/carers, professional involved with the child. [CAMHS Early Help Pathway | Livewell Southwest](#)

To promote awareness of the self-referral system, CAMHS will be undertaking a Community Engagement Event in the winter term, ensuring this is on a date and time that young people can access. The planning for this event will be on 19th September.

The Committee noted with concern, the prolonged waiting times for neurodevelopmental assessment, and the negative impacts on all those involved. The Committee recommended that the provider collaborative produce an action plan to tackle waiting times, and reports to a scrutiny session in the early part of the next municipal year.

Although this action relates to adults, CAMHS have a neurodevelopmental waiting list that is robustly managed with an action plan and regular review. CAMHS are reviewing the need for extra resources to reduce the waiting time and are taking part in several pilot projects that will increase the support to young people who are awaiting a diagnosis or are on a waiting list for assessment.

The Committee recommends that Livewell SW provide a report to the Children's OSC regarding the number of Care experienced people using mental health services, and lists which services are in demand, and how they are being accessed.

CAMHS are working with our BI team to identify those who are care experienced who do not sit within CAMHS Children in Care Service. CAMHS will need to be able to identify those who are in adult services to understand how care experienced young people are accessing which services to determine demand. It is anticipated completion of this work by the end of November 2023 and will be able to present a report to the Children's OSC when this work is complete.

6.2 Local Area Partnership SEND Inspection

The Local Area Partnership SEND Inspection report sets out a number of priority actions and recommendations and a priority action plan will be published by 3 October. Plymouth City Council, NHS Devon Integrated Care Board (including University Hospitals Plymouth and Livewell Southwest), school and college leaders and other key partners will work together to address the areas that need improvement. Priority areas for action will refer to EHVB.

Responsible body	Areas for priority action
Plymouth City Council, NHS Devon Integrated Care Board, school and college leaders.	Leaders, including Plymouth City Council, Devon Integrated Care Board, and school and college leaders, must put children and young people with SEND at the centre of all improvement plans by ensuring that those plans contain clear oversight and tracking in order to measure the direct impact on children, young people and their families.
Plymouth City Council, NHS Devon Integrated Care Board, school and college leaders.	Leaders, including Plymouth City Council, Devon Integrated Care Board, and school and college leaders, should work together and share information to enable the earlier identification of children and young people with SEND who are at risk of increased vulnerability and negative outcomes.
Plymouth City Council, school and college leaders	Leaders, including Plymouth City Council and school and college leaders, should work together to reduce the likelihood of exclusion for pupils with an EHCP.
NHS Devon Integrated Care Board	Devon Integrated Care Board should work with partners to risk assess children on waiting lists, ensuring that those with multiple needs get the earliest support possible.
Plymouth City Council	Plymouth City Council leaders should ensure that children and young people with SEND who also have social care needs get the care and support they need, particularly: <ul style="list-style-type: none"> ▪ vulnerable children living in residential special schools and children’s homes at a distance; and ▪ children receiving short breaks without effective oversight and review, including reassessment when needs escalate.

Recommendations

Leaders across health, social care and education should improve the consistency of the support offered to children and young people with SEND by ensuring:

- all children receive the mandated checks in line with **the Healthy Child Programme;** and
- all children and young people benefit from **a consistently applied graduated response.**

Leaders across the partnership should continue to **address long waiting times** for children and young people requesting support from health services.

Leaders must ensure that **all social care, health and education practitioners have the training they need to provide consistent identification, care and support for children and young people with SEND.**

Leaders should use the information available to them **to plan ahead**, ensuring the right services and support are in place to meet the future needs of children and young people with SEND in Plymouth.

Central themes and activities will be developed across Education, Health and Social Care partnership. This will include further enabling staff in settings to meet the needs of vulnerable children and young people requiring support for EHWPB. Specific outcomes will be shaped and reported through the SEND Improvement and Inspection Priority Action Plan.

This page is intentionally left blank

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	12 September 2023
Title of Report:	Domestic Abuse and Children as Survivors
Lead Member:	Councillor Sally Haydon (Cabinet Member for Community Safety, Libraries, Cemeteries & Crematoria)
Lead Strategic Director:	Gary Walbridge (Interim Service Director for People)
Author:	Meghan Field
Contact Email:	Meghan.field@plymouth.gov.uk
Your Reference:	VAWG Strategic Lead
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

To update the Scrutiny Board on progress and planned work around domestic abuse interventions since the Ofsted Report.

Recommendations and Reasons

1. To note the work undertaken to date and the future direction of travel regarding joint working across the Council to respond to domestic abuse post-Ofsted

Reason: To continue to improve the response to domestic abuse in children's social care in response to the Ofsted report

Alternative options considered and rejected

None

Relevance to the Corporate Plan and/or the Plymouth Plan

This work is relevant to the Health and Well-being Strategy and the Safer Plymouth Partnership Plan.

Implications for the Medium Term Financial Plan and Resource Implications:

N/A

Financial Risks

N/A

Carbon Footprint (Environmental) Implications:

N/A

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

* When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.

Responding to domestic abuse, including child survivors, supports the Council's duty to promote equality of opportunity and promote healthy relationships, including for those who have protected characteristics under the Equalities Act.

Appendices

*Add rows as required to box below

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.						
		1	2	3	4	5	6	7
A	Briefing report title							
B	Equalities Impact Assessment (if applicable)							

Background papers:

*Add rows as required to box below

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.						
	1	2	3	4	5	6	7
Domestic Abuse and Child Survivors Powerpoint presentation							

Sign off:

Fin	HLS 3108 23	Leg	LS/0 0001 075/ AC/1 /9/23	Mon Off	Click here to enter text.	HR	Click here to enter text.	Asset s	Click here to enter text.	Strat Proc	Click here to enter text.
Originating Senior Leadership Team member: Matt Garrett											
Please confirm the Strategic Director(s) has agreed the report? Yes											
Date agreed: 31/08/2023											
Cabinet Member approval: Cllr Haydon approved verbally											
Date approved: 21/08/2023											

Education and Children's Social Care Overview and Scrutiny Committee



Domestic Abuse and Children as Survivors

Meghan Field, VAWGDASV Strategic Lead

Plymouth City Council

12th September 2023

Ofsted Report and Domestic Abuse (DA)



Issues raised:

- DA referrals not triaged well
- Lack of recorded use of DA risk assessment tools and escalation to MARAC
- Impact of DA on children not understood (including repeat incidents and history of abuse) and children not seen as survivors in their own right
- Thresholds not applied appropriately in understanding and identifying when children are at risk of harm from DA and concerns not escalated
- Assessments lack comprehensive analysis of patterns of parental behaviour and impact on children
- PDAS (Local DA Service) not used sufficiently to strengthen front door practice

Improvements to date



PLYMOUTH
CITY COUNCIL

1. Re-procurement of DA Service to include expanded offer for children
2. Workforce Development: PDAS DASH RIC Training; Internal training for social workers; PSCP Safeguarding and DA training
3. Specialist Services for children provided by Barnardos via their DA Pathway in Family Hubs; Specialist Services for people who harm provided by Ahimsa
4. PCC White Ribbon Accreditation Action Plan
5. Reviews of prevention, early intervention and healthy relationships work in schools
6. Embedding DA across all service areas

Recommendations and Planned work



1. Workforce development: Increase social worker confidence in engaging with perpetrators and understanding person who harms' patterns of behaviour and impact on child survivor(s)(e.g. *Safe and Together Model*)
2. Strengthen Whole Family Approach: Additional disruption interventions and specialist behaviour change services for people who harm, joint support for non-abusive parent and child and tailored child-only support
3. Shadowing opportunities and monthly surgeries with PDAS; Co-located IDVA in Early Help
4. Continue to improve info-sharing and close feedback loops between Early Help/Social care and other services
5. Implementation of Whole Schools Approach in Autumn 2023 (Together for Childhood, Public Health, VAWG Commission)
6. Coordinated Community Response Accreditation and MARAC Review

Safe and Together Model



- Would support Plymouth in responding to Ofsted concerns
- Aims to help change the conversation about how practitioners work with families impacted by domestic abuse perpetrators' behaviours.
- Is an internationally recognised, evidenced-based suite of tools and interventions designed to help children's services professionals become more domestic abuse-informed, improve competencies and cross-system collaboration.
- Offers language, thinking and practices that help increase accountability for perpetrators as parents, reduce victim-blaming and improve outcomes for children and families.
- Provides a set of principles and components to guide domestic abuse-informed practice:
 - Keeping the child safe and together with the non-offending parent;
 - Partnering with the non-offending parent as the default position; and
 - Intervening with the perpetrator to reduce risk and harm to the child.

For more information:



Meghan Field, VAWGDASV Strategic Lead

Meghan.Field@plymouth.gov.uk

07950963730

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	12 September 2023
Title of Report:	Children's Services Finance Report
Lead Member:	Councillor Jemima Laing (Deputy Leader, and Cabinet Member for Children's Social Care, Culture, Events and Communications)
Lead Strategic Director:	David Haley, Interim Director of Children's Services
Author:	Matthew Fulton & Louise Jenkins
Contact Email:	Matthew.fulton@plymouth.gov.uk – Louise.jenkins@plymouth.gov.uk
Your Reference:	CHIFIN0723
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

The purpose of this report is to inform members around the budget for Children's Services for 2023/24 and the monitoring position at Quarter 3

Recommendations and Reasons

Education and Children's Social Care Overview and Scrutiny Committee notes the Children's Services Finance report.

Alternative options considered and rejected

N/A

Relevance to the Corporate Plan and/or the Plymouth Plan

This finance report links to the following Corporate Plan priorities; Working with the NHS to provide better access to health, care and dentistry, and Keeping children, adults and communities safe.

Implications for the Medium Term Financial Plan and Resource Implications:

Provides information about budgets set in line with the Medium Term Financial Plan

Financial Risks

N/A information only

Carbon Footprint (Environmental) Implications:

N/A

Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

* When considering these proposals members have a responsibility to ensure they give due regard to the Council’s duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.

N/A

Appendices

*Add rows as required to box below

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	Children’s Finance – Scrutiny September 2023							
B								

Background papers:

*Add rows as required to box below

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7

Sign off:

Fin	DN	Leg	Click here to enter text.	Mon Off	Click here to enter text.	HR	Click here to enter text.	Assets	Click here to enter text.	Strat Proc	Click here to enter text.
Originating Senior Leadership Team member: David Haley											
Please confirm the Strategic Director(s) has agreed the report?											
Date agreed: 03/09/2023											

Cabinet Member approval: Councillor Mark Lowry, Cabinet Member for Finance

Date approved – 04/09/2023

This page is intentionally left blank

CHILDRENS DIRECTORATE FINANCE

Quarter I



- The Children, Young People & Families Budget for 2023/24 is set at £50.092m. This is a decrease from 2022/23 of £1.289m.
- The Children, Young People & Families service was given a budget uplift of £3.053m in 2023/24 to allow for expected cost & volume pressures within Placements, resulting from increases to National Living Wage, Cost of Living & Inflation. Additional budget has also been allocated due to the 2023/24 pension contribution.
- Additional Medium Term Financial Planning targets were also identified by the service of £4.575m, to give a net budget decrease of £1.289m

CHILDREN, YOUNG PEOPLE & FAMILIES - Budget by Year						
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
	£m	£m	£m	£m	£m	£m
Budget	35.437	37.277	42.515	43.106	51.381	50.092
Increase/(Decrease)		1.840	5.238	0.591	8.275	-1.289

2023/24 Budgetary Changes	£m
Additional Cost & Volume	3.053
Pension Increase Adjustment	0.233
Reduce the use of residential care, increase the use of foster care and work to ensure children in care can return to their families or a connected person in their lives	(2.275)
Work with families to keep more children at home	(1.627)
Service & Budget Realignment	(0.673)
	(1.289)

- The Education, Participation and Skills Budget for 2023/24 is set at £12.227m. This is an increase from 2022/23 of £1.478m.
- Education, Participation and Skills were given a budget uplift of £1.370m in 2023/24 to allow for the additional pressures within Home to School Transport and SEND Short Breaks. There was also an adjustment for the 2023/24 Pension contributions.

EDUCATION, PARTICIPATION AND SKILLS - Budget by Year						
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
	£m	£m	£m	£m	£m	£m
Budget	10.106	9.658	10.546	10.462	10.749	12.227

Increase/(Decrease)		-0.449	0.888	-0.084	0.287	1.478
---------------------	--	--------	-------	--------	-------	-------

- The below table breaks down the delivery plan savings targets identified for 2023/24.

2023/24 Delivery Plans	£m
Identify more appropriate placement settings for those in high cost packages	1.400
Reunify Looked After Children back to a family environment	0.500
Increase our In-House Fostering sufficiency	0.450
Utilising Grant Funding to maximise revenue funds available to the Authority	0.650
CYPF Management - In Year Savings through Budget Monitoring	0.225
EPS Management - In Year Savings through Budget Monitoring	0.717
	3.942

Quarter 1 Monitoring Position

- At Quarter 1, the CYPF department were showing an adverse variance to budget of £1.960m. This adverse variance was primarily down to 2 High Cost Residential & 2 High Cost Supported Living (£1.342m) & Pending SGO Judicial Review (£0.618m)

Children, Young People & Families 2023/24 Budget

Budget Areas	2023/24 Approved Budget Expenditure £m	2023/24 Approved Budget Income £m	2023/24 Approved Net Budget £m	2023/24 Forecast Month 3 £m	Variance to Budget
Independent and Internal Sector Placements	34.262	(0.301)	33.961	33.961	0.000
Permanency	4.012	(0.161)	3.851	3.851	0.000
Childrens Social Work	3.732	0.000	3.732	3.732	0.000
Targeted	5.326	(2.296)	3.030	3.030	0.000
Plymouth Referral and Assmnt	3.354	(0.486)	2.868	4.828	1.960
CYPF Central Costs	1.967	(0.010)	1.957	1.957	0.000
QA Safeguarding and Bus Suppt	1.839	(0.048)	1.791	1.791	0.000
Adoption	1.161	0.000	1.161	1.161	0.000
CAMHS Specialist Services	0.658	(0.048)	0.610	0.610	0.000
Virtual School	1.167	(0.811)	0.356	0.356	0.000
CYPF Delivery Plans	(3.225)	0.000	(3.225)	(3.225)	0.000
Total	54.253	(4.161)	50.092	52.052	1.960

- At Quarter 1, the EPS department were showing an adverse variance to budget of £0.852m. This adverse variance was primarily down to SEND Transport – 2023/24 budget was right sized with £1m but since then new routes and new children have met the statutory threshold and are now realising a £0.852m pressure

Education, Participation and Skills 2023/24 Budget

Budget Areas	2023/24 Approved Budget Expenditure £m	2023/24 Approved Budget Income £m	2023/24 Approved Net Budget £m	2023/24 Forecast Month 3 £m	Variance to Budget
Transport	6.297	(0.448)	5.849	6.701	0.852
SEND	6.993	(3.353)	3.640	3.640	0.000
Centrally Managed Schools Exp	2.974	(1.740)	1.234	1.234	0.000
Educational Psychology	0.834	(0.184)	0.649	0.649	0.000
On Course South West	2.553	(2.055)	0.498	0.498	0.000
PIAS & Parenting	0.435	0.000	0.435	0.435	0.000
School Improvement	0.473	(0.107)	0.366	0.366	0.000
Management	0.348	(0.007)	0.341	0.341	0.000
Organisation	0.437	(0.127)	0.311	0.311	0.000
Inclusion	0.611	(0.387)	0.223	0.223	0.000
Skills and Post 16	1.033	(0.971)	0.062	0.062	0.000
Outdoor education	0.021	0.000	0.021	0.021	0.000
Admissions	0.395	(0.389)	0.006	0.006	0.000
Nursery Schools	1.217	(1.217)	0.000	0.000	0.000
Services for Schools	0.056	(0.112)	(0.056)	(0.056)	0.000
Education Services Grant	0.000	(0.634)	(0.634)	(0.634)	0.000
EP&S Delivery Plans	(0.717)	0.000	(0.717)	(0.600)	0.117
Total	23.958	(11.731)	12.227	13.079	0.997

This page is intentionally left blank

Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	12 September 2023
Title of Report:	Plymouth Children's Services Improvement Plan
Lead Member:	Councillor Jemima Laing (Deputy Leader, and Cabinet Member for Children's Social Care, Culture, Events and Communications)
Lead Strategic Director:	David Haley (Interim Director for Children's Services)
Author:	Nigel Denning (Service Director for Children, Young People and Families)
Contact Email:	Nigel.denning@plymouth.gov.uk
Your Reference:	Click here to enter text.
Key Decision:	No
Confidentiality:	Part I - Official

Purpose of Report

This report presents a highlight report of progress against the improvement plan for Plymouth Children's Services since the July Education and Children's Social Care Overview and Scrutiny Committee. The current improvement plan is currently being reviewed with front line practitioners and managers and will focus on key deliverables and priorities. The updated plan will be available for Scrutiny at November's Committee.

Following an Ofsted Focused Visit to Plymouth's Front Door to Children's Services on 13/14 December 2022, an Improvement Plan was devised in response to Ofsted's report of the visit (dated 30 January). The Improvement Board was established in March 2023 in advance of an Improvement Notice issued by the Department for Education (DfE) on 19 May 2023. The Improvement Board is chaired by Theresa Leavy, Director of Children's Services, Dorset and is attended by The Leader of the Council, The Cabinet Member for Children's Social Care, Director of Children's Services and colleagues from across the Council as well as key partnership leads from the Police, Health and Schools.

Recommendations and Reasons

Scrutiny is asked to note the Improvement Plan

Alternative options considered and rejected

The DfE Improvement Notice mandates that Plymouth establishes an Improvement Board and an Improvement Plan alternative options considered and rejected

--	--	--	--	--	--	--	--	--	--

Sign off:

Fin	DJN. 23.2 4.94	Leg	LS/0 0001 075/ 4/AC /4/9/ 23	Mon Off	Click here to enter text.	HR	Click here to enter text.	Asset s	Click here to enter text.	Strat Proc	Click here to enter text.
-----	----------------------	-----	---	------------	---------------------------------------	----	---------------------------------------	------------	---------------------------------------	---------------	---------------------------------

Originating Senior Leadership Team member: Nigel Denning (Service Director for Children, Young People and Families)

Please confirm the Strategic Director(s) has agreed the report? Yes

Date agreed: 04/09/2023

Cabinet Member approval: Councillor Jemima Laing (Deputy Leader/ Children's Social Care, Culture, Events and Communications)

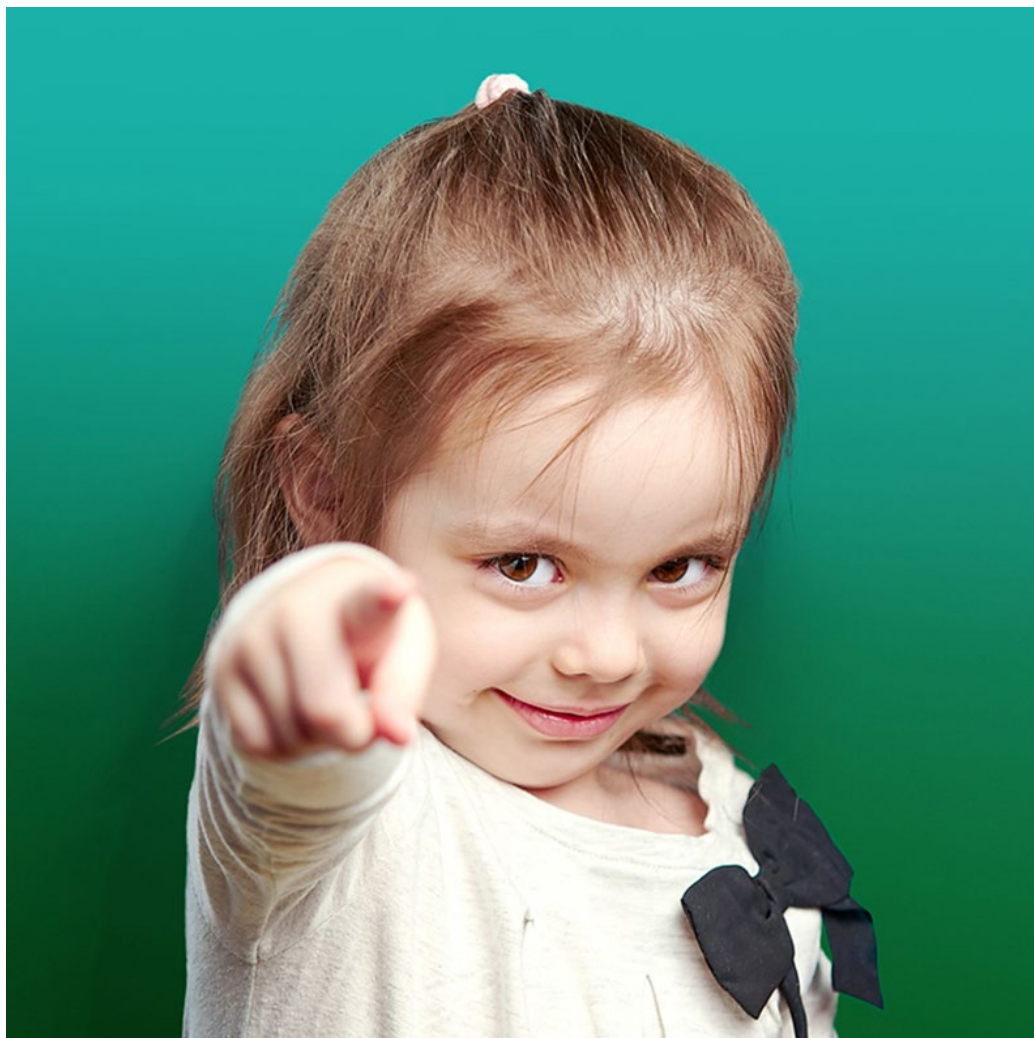
Date approved: 04/09/2023

This page is intentionally left blank

Children and Young People's Improvement Plan



PLYMOUTH
CITY COUNCIL



Improvement
Plan Update –
Sept 2023

PROJECT, WORK STREAM AND MILESTONE STATUS UPDATES

PLEASE NOTE:

THE DIRECTION OF TRAVEL INDICATOR IS BASED ON WHETHER INCREASE OR DECREASE IS A POSITIVE OR NEGATIVE CHANGE.

Child Population and Key for RAG Rating / Direction of Travel

Improvement Board Dataset



Plymouth's child population:

From May 2023, the 2021 Census population is used as follows:

- 0 to 17 at 51,635 used for CYPFS rate per 10,000 children (1,656 less than the mid-2021 ONS population estimate)
- 10 to 17 at 23,307 used for YJS rate per 1,000 & 100,000 children (344 more than the mid-2021 ONS population estimate)

Key for RAG rating against target and direction of travel:

RAG rating for actuals against targets (it is not appropriate to have targets for all indicators)	On target	Within 15% of target	More than 15% from target
Direction of travel shown between current and previous month (green indicates an improvement and amber indicates a decline)	▲	▼	

Priority I – Governance, Leadership and Management

Lead Officer: Service Director CYPFS



PLYMOUTH
CITY COUNCIL

Commitment

Children and young people will have a strong voice in the improvement process, benefit from skilled and engaged professionals, and experience better quality of service

RAG Status

Previous

Current

Headline Performance Measures

ID	Description	May-23	Jun-23	Jul-23	Direction of travel	Target
62	Early Help / Targeted Support - Child Level Caseload (where service is lead (inc Edge of Care))	215	211	195	Monitor	▼
63	Initial Response Team - Child Level Caseload (where service is lead)	466	527	749	Monitor	▲
64	Children's Social Work - Child Level Caseload (where service is lead)	828	794	732	Monitor	▼
65	Children's Disability Team - Child Level Caseload (where service is lead)	103	100	102	Monitor	▲
66	Permanency Service - Child Level Caseload (where service is lead (inc Fostering Service))	313	315	325	Monitor	▲
67	Care Leavers - Child Level Caseload (where service is lead)	256	255	255	Monitor	◀ ▶
68	CIN, CP or CIC Children with missing or incorrect team (month end snapshot)	1	0	5	0	▲
73	Percentage of Case Supervision's in time – Care Leavers Service (month end snapshot (all workers))	100.0%	79.6%	87.8%	90.0%	▲

Page 98

KPIs marked as Monitor are snapshot throughput measures. Whole system caseload is reviewed through the CHAT tool.

Priority I – Governance, Leadership and Management

Lead Officer: Service Director CYPFS



Project Milestones – (Month)					
	Owner	Status	DoT	This period	Next period
Ensure Elected Members are well-informed	Director Children's Services		▲	Engagement systems are embedded now as business as usual.	
Workforce involvement in Improvement	Service Director – CYPFS		▲	Engagement systems are embedded now as business as usual.	Next whole Service Events planned for September TOM Consultation completed, implementation plan in development Practitioners and managers are involved with updating the current improvement plan to focus on key priorities and deliverables
Improve Management Oversight	Service Director – CYPFS		▶	Quality Assurance Framework continue to embed new permanent Head of Service now in post leading this work. Professional challenge – learning from audits and peers at Learning Reviews Dorset SLIP have undertaken a Annex A (child level data) audit and reported to the Improvement Board	Ensure follow through of actions from audits and sampling. Implement forward plan for QA activity to include auditing and sampling of the Front Door

Priority 2 - Early Help and Front Door Responses

Lead Officer: HoS Targeted Support / HoS Front Door



Commitment

Children and young people will receive timely and effective support to prevent escalation of need, have their needs understood and addressed at the earliest opportunity, and benefit from improved access to a range of support services

RAG Status

Previous

Current



Headline Performance Measures

ID	Description	May-23	Jun-23	Jul-23	Direction of travel	Target
4	Number of children stepped down from Child In Need to Early Help (in month)	11	4	5	Monitor	▲
7	Percentage of MASH Contact decisions made within one working day (in month)	36.2%	13.0%	12.2%	90.0%	▼
10	Percentage of re-referrals within previous 12 months (rolling 12 months)	18.8%	18.6%	18.7%	23.0%	▲

Page 100

Please note the Direction OfTravel indicator is based on whether increase or decrease is a positive or negative change.

Priority 2 - Early Help and Front Door Responses

Lead Officer: HoS Targeted Support / HoS Front Door



PLYMOUTH
CITY COUNCIL

Project Milestones – (Month)					
	Owner	Status	DoT	This period	Next period
Develop and Implement Early Help Strategy to deliver A Bright Futures Vision	HoS - Targeted Support and Youth Justice		▶	<p>Deliver training on new support models (June 23)</p> <p>Review and update digital information on breadth of Early Help available (June 23)</p> <p>Implementation of Phase 1 Family Hubs</p> <p>Locality Managers met with individual schools in July</p>	<p>Early Help lead workers scheduled to meet with schools in the Autumn term</p> <p>Agree and implement a revised Neglect strategy</p>
Develop and Deliver Front Door Improvement Plan	HoS - Front Door		▶	<p>Remedial actions identified in July through deep dive and diagnostic work implemented a priority Front Door Improvement plan</p> <p>Dorset sector led improvement partner supporting and testing the impact of the priority action plan</p> <p>Additional Service Manager and Team Manager recruited for the MASH</p> <p>New Interim Head of Service now in post.</p> <p>Use of consent and information sharing reviewed and improved in the MASH</p> <p>MASH now working in 'live time' with no backlog. Improved staff morale.</p>	<p>Embedding the new ways of working for</p> <p>Recruit additional social workers for IRT to reduce high caseloads</p> <p>New MASH consultation line will be operational the first week in September</p> <p>Ensure the MASH practice manual provides the practitioners and managers with the clear guidance on standards to address workflow and variable understanding of consent.</p> <p>Partnership Threshold document will be refreshed in September with partnership training events scheduled for September and October.</p>

Priority 3 – Robust and effective social work practice

Lead Officer: Service Director - CYPFS



PLYMOUTH
CITY COUNCIL

Commitment

Children and young people will receive high-quality, child-centred support and interventions, experience improved decision-making and timeliness of interventions, and have greater involvement in the planning and delivery of their care

RAG Status

Previous

Current

Headline Performance Measures

ID	Description	May-23	Jun-23	Jul-23	Direction of travel	Target
20	Rate of Children subject to a Child Protection Plan (CP) per 10,000 children (month end snapshot)	41.4r	39.7r	39.9r	42.1r England	▲
21	Rate of Children in Care (CIC) per 10,000 children (month end snapshot)	95.9r	94.9r	94.7r	70.0r England	▼
23	Percentage of single assessments completed within 45 working days (year to date)	75.5%	74.3%	71.5%	90.0%	▼
25	Percentage of Initial Child Protection Conferences held within 15 working days of Strategy Discussion (in month)	100.0%	100.0%	86.7%	90.0%	▼
26	Current children subject to Repeat Child Protection Plans within 2 years	9.2%	10.6%	9.2%	10.5% Ofsted Good*	▼
31	Percentage of PLO (Public Law Outline) concluding within 16 weeks	None concluding	0.0%	27.3%	90.0%	▲

Page 102

Please note the Direction OfTravel indicator is based on whether increase or decrease is a positive or negative change.

Priority 3 – Robust and effective social work practice

Lead Officer: Service Director - CYPFS



PLYMOUTH
CITY COUNCIL

Project Milestones – (Month)

	Owner	Status	DoT	This period	Next period
Review and relaunch Practice Standards	Service Director - CYPFS		▲	Refreshed Standards agreed Participation team have created a video with young people to support the launched use of Practice Standards	Leaders for Excellence and whole service events in September used to launch and embed the standards
Public Law Outline and Pre-Proceedings process	Head of Service – Children’s Social Work		▲	Improved tracking and monitoring process of all children’s cases to ensure timely and appropriate legal action is taken for the child. PLO performance data introduced for SMT to improve timeliness	Representation of pre-proceedings data will be improved in the service operational scorecard
Improve Assessment and Planning Quality	Practice Improvement Lead		▶	Revised suite of assessment tools and associated guidance and training. Daily Work Flow meetings implemented in MASH to support increased management oversight and improved timeliness of decision making. Young people at high risk of coming into care due to presenting as Homeless directly referred from MASH to the edge of care service for a timely assessment of needs and risks and intervention to ensure support and safety. Sexually Harmful Behaviour Training delivered by the NSPCC	Revised Assessment tool training to be delivered to workforce from September 2023. Continued roll out Graded Care Profile2 Training. Training
Improve Support for Adolescents	HoS Targeted Support and Youth Justice		▶	Non Violent Resistance and PACE attachment style training delivered 16&17 year old homeless prevention work now undertaken by the EOC Team	Establishment of Adolescent Safety Hub in MASH Exploitation Audit and updated adolescent strategy

Priority 4 – At risk of Care, Cared for and Care Experienced Children and Young People

Lead Officer: HoS Targeted Support / HoS Front Door



Commitment

Children and young people will have access to a range of effective services and support that promote stability, permanence, educational success, and positive health outcomes

RAG Status	
Previous	Yellow
Current	Yellow

Headline Performance Measures						
ID	Description	May-23	Jun-23	Jul-23	Direction of travel	Target
29	Number of Safer Me Assessments undertaken in month	5	7	2	Monitor	▼
30	Children open to services with a Safer Me 'High Risk' status (month end snapshot)	4	5	7	Monitor	▲
34	Number of unregistered placements – Under 16 (month end snapshot)	3	2	3	0	▲
35	Number of unregistered placements – Age 16+ (month end snapshot)	2	0	1	0	▲
36	Number of residential placements (month end snapshot)	57	57	55	50	▼
41	Short Term Placement Stability (month end snapshot)	9.1%	9.0%	8.6%	10.0%	▼
42	Long Term Placement Stability (month end snapshot)	72.2%	70.9%	71.0%	70.0%	▲
43	Percentage of Initial Health Assessments offered admissions to care within timescales (where required)	50.0%	77.8%	83.3%	95.0%	▲
44	Percentage of children in care with health checks up to date	85.3%	84.6%	78.7%	95.0%	▼
45	Percentage of children in care with dental checks up to date	48.0%	47.2%	47.1%	95.0%	▼
46	Percentage of children in care with optical checks up to date	67.5%	69.4%	71.9%	95.0%	▲
47	Percentage of children in care with immunisations up to date	65.8%	65.3%	66.5%	95.0%	▲

Please note the Direction Of Travel indicator is based on whether increase or decrease is a positive or negative change.

Priority 4 – At risk of Care, Cared for and Care Experienced Children and Young People

Lead Officer: HoS Targeted Support / HoS Front Door



Project Milestones – (Month)

	Owner	Status	DoT	This period	Next period
Permanency Support	Head of Permanence		▲	Children's Resource Panel and Overview Panel – unregistered and high risk chaired by Service Director have been implemented and provides improved senior leadership grip on prevention and care planning. Children in unregistered arrangements currently at 7 children. Remit of the weekly unregulated meeting extended to include vulnerable cohorts and high-risk children	Develop Special Guardianship Offer Implement part 2 of Children's Resource Panel to review children with move on plans.
Transitions Support	Head of Permanence		▶	Corporate Parenting Operational Managers Group focused on transitions and set task/finish actions for each agency	Care Leavers Team to work with each agency where transitions are identified to create a simple transitions pathway on a page for use by young people and the team working with them in each agency
Sufficiency Placements	Strategic Commissioning Manager		▲	Merrivale Project has been slightly delayed due to building issues but will be opened in September. Planning for young people identified to move into these flats is underway.	Opening of Merrivale Project – 4 training flats and 8 independent flats with floating support Track progress of children with a plan to move on from residential care.
Health of children in care and care leavers	Head of Permanence		▶	Updated Health offer has been provided and will be incorporated in the review of the local offer, which will be co-designed with the Listen & Care Councils through the VOICE group. Local Offer to Care Leavers updated Present revised offer presented to Corporate Parenting Group Numbers of care leavers in unsuitable accommodation improved	Wider roll out of Mind of My Own across all teams, including Care Leavers Team to increase opportunity for children and young people to share their views and participate in care planning and service delivery Working group to be set up to consider the communication around the use of SDQs, review the process and develop workshops for carers, schools and social workers to increase use and benefit

Priority 5 – Quality Assurance and Audit

Lead Officer: HoS Targeted Support / HoS Front Door



Commitment
Children and young people will benefit from a culture of continuous improvement and quality assurance that ensures the best possible outcomes and experiences for them

RAG Status	
Previous	
Current	

Headline Performance Measures						
ID	Description	May-23	Jun-23	Jul-23	Direction of travel	Target
54	Timeliness of Reviews of Child Protection Plans (month end snapshot)	99.1%	100.0%	99.5%	95.0%	▼
55	Timeliness of Reviews of Children in Care (month end snapshot)	87.8%	93.1%	93.0%	95.0%	▼
58	Overall number of audits completed	14/24	9/24	Due early September	30	▼
59	Overall percentage of audits completed within timescale	58%	66%	Due early September	90.0%	▲
60	Overall percentage of audits graded as good or better at moderation	20%	13%	Due early September	80.0%	▼

Page 106

Please note the Direction OfTravel indicator is based on whether increase or decrease is a positive or negative change.

Priority 5 – Quality Assurance and Audit

Lead Officer: HoS Targeted Support / HoS Front Door



Project Milestones – (Month)					
	Owner	Status	DoT	This period	Next period
Implement the new Children's Services Quality Assurance Framework	Head of QA and Safeguarding		▲	<p>Dorset SLIP presentation of their Performance Management system alongside review of Plymouths. Monthly Learning and Impact meetings now in place. Monthly Audit Practice Panels in place.</p> <p>Dorset SLIP deep dive of Annex A exceptions Since April 2023 all audits have been collaboratively moderated New Head of Quality Assurance and Safeguarding in post since August 2023</p>	<p>Increase the number of audits that are taking place, ensure the audit loop is closed and impact measured.</p> <p>Audit forward plan implemented including dip sampling and auditing of the impact of improvements in Front Door services and children on the Edge of Care.</p> <p>Practice week scheduled for November.</p> <p>Recruitment of 2 interim practice learning reviewers to evidence our practice and support with practice development</p>

Priority 6 – A Stable and Able workforce

Lead Officer: Service Director - CYPFS



Commitment
Children and young people will benefit from a stable and sustainable workforce that is able to provide high-quality, effective support, and interventions that meet their needs and aspirations

RAG Status	
Previous	Yellow
Current	Yellow

Headline Performance Measures						
ID	Description	May-23	Jun-23	Jul-23	Direction of travel	Target
69	Percentage of Social Workers with more 20 children allocated (month end snapshot)	50.5%	47.3%	52.0%	5.0%	◀ ▶
76	Turnover rate for Social Workers (month end snapshot)	14.9%	14.9%	15.4%	17.0%	▲
77	Vacancy rate for Social Workers (month end snapshot)	7.5%	10.0%	11.0%	18.5%	▲
78	Sickness Average Days Lost Per FTE (Rolling Year) - CYPFS department as a whole	9.43	9.99	11.06	7.00	▲

Page 108

Please note the Direction OfTravel indicator is based on whether increase or decrease is a positive or negative change.

Priority 6 – A Stable and Able workforce

Lead Officer: Service Director - CYPF



PLYMOUTH
CITY COUNCIL

Project Milestones – (Month)					
	Owner	Status	DoT	This period	Next period
Develop a workforce strategy that incorporates recruitment, retention, wellbeing, induction, workforce philosophy / culture, diversity, career planning, succession planning, exit, learning from surveys, engagement and change management approach	Service Director - CYPFS		▲	Retention payments for the Children Social Work teams agreed that rewards Social Workers who remain working for Plymouth in the CSW teams. Social worker registration payments agreed for all social workers Access to parking for social workers in the course of their work improved. International Social work Programme to recruit 16 social workers on track for completion September 23.	Recruit additional resources to reduce high workloads in IRT and CSW Recruit Programme and Project Management capacity On-board ASYEs and Overseas workers
Develop and embed new Target Operating Model for Children's Services	Service Director - CYPFS		▶	Target Operating Model consultation now concluded	Develop and implement the Target Operating Model phased forward plan.

This page is intentionally left blank