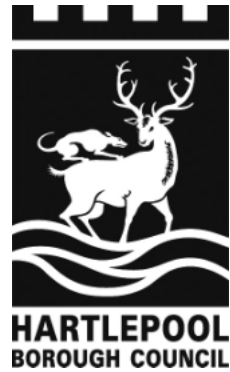


CHILDREN'S SERVICES PORTFOLIO

DECISION SCHEDULE



Tuesday, 21 December 2010

at 10.00 am

**in Committee Room C,
Civic Centre, Hartlepool**

Councillor C Hill, Cabinet Member responsible for Children's Services will consider the following items.

1. KEY DECISIONS

None.

2. OTHER ITEMS REQUIRING DECISION

- 2.1 Special Educational Needs Policy (SEN) – *Director of Child and Adult Services*

3. ITEMS FOR INFORMATION

- 3.1 Children's Services Departmental Plan Quarter 2 Progress Report – *Director of Child and Adult Services*

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

21 December 2010



Report of: Director of Child and Adult Services

Subject: **Special Educational Needs Policy (SEN)**

SUMMARY

1. PURPOSE OF REPORT

The purpose of this report is to inform the portfolio holder of the updated LA SEN policy (attached) and to seek approval to publish it on the council website.

2. BACKGROUND INFORMATION

The current LA SEN Policy was last updated in 2001. Following the retirement of two senior officers with expertise in this area the policy has been reviewed by the newly established team with advice from an external consultant. The draft policy was circulated to all Head Teachers and was agreed by Secondary Heads at the Directors meeting on 24th November and by Primary Heads at the Directors meeting on 30th November 2010.

3. RELEVANCE TO PORTFOLIO MEMBER

The updated policy provides an outline of the approach to SEN taken in Hartlepool and ensures all legal requirements are fulfilled.

4. TYPE OF DECISION

Non Key

5. DECISION MAKING ROUTE

Portfolio Holder

6. DECISION(S) REQUIRED

To approve the updated policy which is to be published on the council website.

Report of: Director of Child and Adult Services

Subject: **Special Educational Needs Policy (SEN)**

1. PURPOSE OF REPORT

The purpose of this report is to inform the portfolio holder of the updated LA SEN policy, attached by way of **appendix**, and to seek approval to publish it on the council website.

2. BACKGROUND

The current LA SEN Policy was last updated in 2001. Following the retirement of two senior officers with expertise in this area the policy has been reviewed by the newly established team with advice from an external consultant. The draft policy was circulated to all Head Teachers and was agreed by Secondary Heads at the Directors meeting on 24th November and by Primary Heads at the Directors meeting on 30th November 2010.

3. RISK IMPLICATIONS

This policy is required to provide the LA and schools with a framework for meeting the needs of children and young people with Special Educational Needs. If a policy is not in place the LA could be at risk of failing to meet our statutory responsibilities.

4. LEGAL AND FINANCIAL CONSIDERATIONS

The legal background is outlined in the policy along with an outline of delegated and non-delegated funding for SEN.

5. RECOMMENDATIONS

To approve the updated policy; this is to be published on the council website.

6. REASONS FOR RECOMMENDATIONS

To ensure the LA complies with legal requirements.

7. BACKGROUND PAPERS

SEN Policy is attached for approval.

8. CONTACT OFFICER

Zoe Westley, Head of Social & Education Inclusion. Tel: 287349

Child & Adult Services

Every Child Matters



Special Educational Needs Policy

December 2010

Contact officer: Emma Marley

01429 284242

This Policy provides information on Special Educational Needs (SEN) funding and provision to comply with statutory requirements.

1. Hartlepool's Vision for Children and Young People with Learning Difficulties and/or Disabilities

Children and Young People with Disabilities in Hartlepool should enjoy a happy and healthy childhood, be socially included and grow up to achieve their full potential.

2. Hartlepool's Mission Statement for Inclusive Education

Hartlepool Borough Council believes that all children should have an equal opportunity to have access to a broad and balanced curriculum and to be included in all activities at school that are open to pupils of their age group. The Council aims to secure this equal opportunity for every child by promoting and supporting the development of an inclusive education within mainstream schools and by ensuring that ultimately every child is able to access a mainstream school and receive appropriate support in respect of any special educational needs they may have. This is a long term aim which will be worked towards over a number of years. The needs of individual children will remain paramount and Hartlepool special schools will form part of the provision both in relation to individual children and in their supporting role to mainstream schools.

3. Legal Background

The Education Act 1996 gives Local Authorities and school governors responsibility for identifying and providing suitable education for children with special educational needs.

The Education Act 1993 requires the Government to issue a Code of Practice. The latest Code of Practice came into force in November 2001. This Code gives guidance to local authorities and the governing bodies of all schools about the education of all children with special educational needs. It gives a stronger right for children with SEN to be educated at a mainstream school. Subsequent guidance has strengthened the rights of children to receive an inclusive education in accordance with their parents' wishes.

The legislation defines a child as having special educational needs if he or she has a learning difficulty that calls for special educational provision to be made.

A child has a learning difficulty if he or she has:

- Significantly greater difficulty in learning than the majority of children of his or her age;
- A disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority; or

- Is under five and falls into one of these categories, or is likely to if special educational provision is not made.

Special educational provision means for children over two, provision which is additional to, or otherwise different from, the provision made generally for children of the same age in schools maintained by the LA, other than special schools in the area. For a child under two, it means educational provision of any kind.

These definitions include those children with a range of interconnected complex needs who have statements as well as those with less severe special educational needs. The legislation recognises that the needs of most pupils will be met in mainstream schools without a statutory assessment or statement of special educational needs.

Hartlepool Borough Council believes that children with special educational needs, including children with statements, should, where appropriate and taking into account the wishes of their parents, be educated alongside their peers in mainstream schools. Nevertheless for a very small number of children, very specialist provision will be required which may best be provided by placement in a special school.

4. Identification and Assessment

The Local Authority (LA) adopts the guidance offered in the [Special Educational Needs Code of Practice](#) (DfES, 2001) for the identification and assessment of pupils with special educational needs.

Schools are advised to follow the graduated response and the LA has issued a separate document titled '*Guidance for the placement of pupils on the Code of Practice*'. In summary, pupils who are giving cause for concern to their teachers and require support that is *additional to* and *different from* that available to every child are placed at **School Action**. When advice has been sought from an external professional and they have also become involved in drawing up and monitoring an Individual Education Plan or equivalent, the pupil is placed at **School Action Plus**.

The needs of pupils are considered individually and those with the most significant needs can proceed to a statutory assessment if the graduated response has been followed and the LA believes that it may need to determine the special educational provision required. Flexibility can be applied in exceptional circumstances such as pupils transferring from another local authority area where there is clear evidence that they will meet the criteria for statutory assessment.

5. Involvement of Parents & Carers

Hartlepool Borough Council believes that parents and carers should be involved at every stage of the Code of Practice and statutory assessment. Every effort is made to ensure that parents' views are sought and recorded.

6. Involvement of Young People

Young people should, as far as possible, be involved in the assessment of their special educational needs and any decision which is made about their educational placement. Where appropriate they should be actively involved in setting their own objectives and monitoring their progress.

7. Delegated Funding for Additional or Special Educational Needs

The Local Authority has identified several sources of funding for SEN. The vast majority of this funding is **delegated** to mainstream schools to enable them to make provision for a range of children with Additional Educational Needs (AEN) or Special Educational Needs (SEN). Specific details of delegated funding for the current financial year are provided in Appendices A and B.

7.1 Delegation to all Mainstream Schools - Notional Share of AWPUP

A notional sum is earmarked for SEN within every school's delegated mainstream budget. This equates to 7.5% of the basic Age-Weighted Pupil Unit (AWPU) Funding. It is expected that these funds will allow all schools to:

- Employ a Special Educational Needs Coordinator;
- Provide administrative support to the SENCO;
- Liaise effectively with parents and carers;
- Ensure effective liaison between staff working with a child with SEN;
- Ensure effective liaison between school staff and external specialists;
- Develop 'quality first' teaching that is differentiated to include the curriculum requirements of a range of children with AEN or SEN;
- Provide resources and low-cost technical aids to support differentiation;
- Allocate a proportion of additional support for children with SEN through small group teaching and occasional individual help;
- Permit classroom staff to participate in developing and reviewing IEPs;
- Undertake whole-school activities relating to the development, implementation and monitoring of the school's SEN Policy.

7.2 Additional Educational Needs (AEN) Funding

AEN Funding is calculated using a formula based on two deprivation indicators – 22% on Free School Meals and 78% on Tax Credit information. It is expected that these funds will allow schools to:

- Develop and implement a whole-school inclusive ethos;
- Provide additional small group and individual support for children on School Action, School Action Plus or those with a statement;
- Implement a range of special programmes aimed at narrowing the gap between the lowest achievers and the rest of the pupils;

- Enable staff to improve their knowledge and expertise through appropriate continuous staff development.

7.3 SEN Funding

Schools receive additional delegated funding specifically to support pupils with SEN. These funds are to supplement the allocations outlined in 7.1 and 7.2 to ensure that schools are able to meet the needs of children with statements of SEN. Schools will be able to ensure that those with the most significant needs receive good levels of individual support, small group work, specialist teaching and benefit from specific programmes of support.

SEN funding is calculated in the following ways:

Primary

The total funding is based on the number of pupils who did not achieve above Level 'W' (working towards Level 1) in the Key Stage 1 SATs in the previous four years. In addition, there are additional factors for the actual number of Level W's in Reading, Writing and Maths and support for schools where this percentage is high.

Secondary

The total funding is based on two factors: the number of pupils who did not achieve above Level 2 in Reading, Writing or Maths in the Key Stage 2 SATs in the previous five years and a flat amount of funding for every pupil with a statement of SEN.

7.4 Use of Delegated AEN/SEN Funding

Schools are expected to plan the use of delegated funding to ensure that they can provide appropriate support for pupils with SEN. As a general guide, this equates to:

Primary

- 5 hours of individual 1:1 support per week from a TA or;
- 10 hours paired support per week or;
- Small group support for up to 25 hours per week or;
- Other equivalent support or a combination of the above.

Secondary

- 20 hours of individual 1:1 support per week from a TA or;
- Equivalent in shared support.

7.5 Special Provision Funded on the Basis of Planned Places

In addition to the funding streams described above for mainstream schools, some dedicated special provision is funded on the basis of planned places. This applies to:

- additionally resourced special provision in a small number of mainstream schools and
- special schools

7.5.1 Additionally Resourced Provision (ARP) in Mainstream Schools

There is ARP for children with:

- Autistic Spectrum Disorders at Kingsley Primary and Manor College;
- Physical disabilities at Grange Primary and High Tunstall College;
- Speech, language and communication difficulties at Owton Manor Primary and;
- Moderate learning difficulties at Grange Primary (due to close July 2012).

The 'host' schools receive funding based on a set number of planned places multiplied by a place value, irrespective of whether all of the places are full. The place value varies according to the type of need and age range. There is no additional AWP funding given for each pupil on roll at a base as the place value is calculated to include all costs associated with the child's presence at the school. Requests for placement in such facilities are made by schools to the LA's SEN Manager for consideration by an appropriate admissions panel. Admissions panels are convened as and when necessary and, depending on the type of ARP, may comprise representatives of the SEN team, Psychology Team, Speech and Language Service and Headteachers.

7.5.2 Special Schools

The LA maintains 2 special schools: Springwell Primary School, for children aged 3-11 and Catcote Business and Enterprise College, for young people aged 11 – 19. Both schools cater for a wide range of needs and therefore places are funded at different levels. There are 5 funding levels ranging from £6.8k to £33.8k per place, with each pupil reviewed on an annual basis. The review uses data gathered as part of the Pupil Level Annual School Census (PLASC) returns and a range of other information.

7.5.3 Outreach Services from Special Schools and ARP

While special schools and ARP exist to meet the needs of children with the most severe and complex needs, our policy is to support as many children as possible in their local mainstream school. In order to do this it is essential that the expertise available in special schools and ARP is made available to all schools through outreach services. Procedures are in place for both special schools and the ARP to provide a level of outreach to mainstream schools. The majority of this support will take the form of advice and consultation, and should be authorised by the SEN Manager.

7.5.4 In-reach Services from Special Schools and ARP

When the outreach support outlined above is not appropriate, or has been exhausted, it may be decided that an in-reach placement is necessary to support individual pupils. An in-reach placement involves attendance at a special school or ARP for an identified period. Specific outcomes are set to enable easy re-integration to mainstream and progress reviewed on a regular basis. In-reach placements may be full or part time and the mainstream school which holds the pupil's main registration is subject to clawback of the AWP funding, or a proportion of it, for the duration of the placement.

8. Non-delegated Funding for SEN

There are several budget headings related to expenditure on SEN that are centrally retained:

- SEN Team who are responsible for administering the assessment and statementing procedures;
- Educational Psychology Team;
- Extra-district fees for children placed in other authorities' schools;
- Independent school fees [very complex cases often funded jointly with Health & Social Care];
- Peripatetic services for the hearing impaired and visually impaired;
- Individual Pupil Support budget.

8.1 Individual Pupil Support (IPS)

The IPS budget should be considered in the context of all of the funding already delegated to schools. The level of funding available to support children with SEN is determined through regular consultation with schools, who have consistently supported the continuation of this significant resource to ensure that additional funding can be devolved to schools to respond to the needs of identified pupils. Schools must make an application to the SEN Manager to access this funding.

In previous years, the purpose of the IPS funding was to meet the needs of children with statements of SEN. In recent years, the Government has encouraged local authorities to reduce the number of referrals for statutory assessment by allocating additional support to pupils at School Action Plus. This enables the LA and schools to be more responsive to individual needs at an earlier stage in a child's education.

As secondary schools benefit from a significantly higher proportion of delegated funding, the vast majority of IPS is allocated to pupils in the primary sector.

8.1.1 Allocation of IPS

To ensure a degree of consistency and equity across all schools, many factors are taken into account when deciding whether IPS should be allocated. The individual needs of the pupil, the level of SEN support generally provided throughout the school and the level of SEN funding the school receives through delegation are all considered when determining what is required.

Three principles apply to IPS:

- IPS funding is initially allocated on a time-limited basis;
- Allocations assume a level of contribution from the school's delegated resources;

- Robust outcomes should be set at the time of funding being allocated, and progress reviewed regularly.

A review is held before the end of the funding period, where progress against the outcomes set is considered. A decision is taken to withdraw, reduce, continue or increase the level of funding.

8.1.2 Applying for IPS

As part of the graduated response, there is an expectation that schools will have provided at least 6 months support at School Action Plus before a request for IPS is made. Schools must complete the LA's *Application for Individual Pupil Support* proforma, providing details of:

- The pupil's special educational need (including a brief history) and the reasons why it is felt that additional support is required;
- Academic attainment/teacher assessment levels in the core subjects of the National Curriculum;
- Details of the pupil's class group, current staffing levels and whether there are other pupils with SEN currently receiving support;
- The action formulated, monitored and evaluated in consultation with external specialists and the two most recent Individual Education Plans (IEPs).;
- Details of all previous strategies implemented to address the pupil's difficulties and the additional targeted support provided by the school (including access to in/out reach services);
- Details of any other factors which are impacting on the pupil's learning;
- Information about how any additional support would be used;
- Monitoring arrangements for the tracking of progress.

As part of the application process, the SEN Manager may request additional information about the school:

- How delegated AEN/SEN funding is targeted;
- Availability of additional funding for SEN pupils from other sources;
- Size of the school and the SEN profile;
- Levels of pupil mobility;
- Any other issues considered relevant.

9. Special Educational Provision

Provision with the LA area can be made in a variety of ways:

9.1 Within Mainstream school: Without a Statement

Schools are required to indicate in their SEN policy how their delegated SEN funding is spent. It is the LA's policy to support early intervention. Where exceptional needs are identified, additional funding may be released to support pupils at School Action Plus without the need for a statement. Alternatively a child could be admitted to an additionally

resourced provision without undergoing a statutory assessment, providing the admission guidelines for that ARP are followed.

Support is also provided to pupils with a sensory impairment from the Services for Hearing Impaired and Visually Impaired Pupils. These services are part of regional provision. They operate an open referral system and many children are identified at an early age and referred to the service by Health professionals without undergoing a statutory assessment.

9.2 Within Mainstream School: With a Statement

The LA issues a statement when it decides that it needs to formally determine the provision required. This places a legal duty on the LA to ensure that the provision in the statement is made and means that the LA has to 'control' the arrangements for the monitoring and review of the child's progress. Some pupils with statements may need to be supported by additional staffing which is funded by the LA. Provision for pupils with statements in mainstream settings at Key Stage 3 and Key Stage 4 is largely devolved to schools.

Wherever possible, it is the LA's policy to support pupils with special educational needs within their local school. Some pupils with complex needs access places in additionally resourced provision/facilities by means of a statement.

9.3 Within Special Schools

Hartlepool Borough Council maintains two special schools: one primary and one secondary. Long-term, full time placement in these schools will normally require a full statutory assessment and the naming of the special school in a statement of SEN. However, significant links have been developed between special and mainstream schools to support inclusion which, in some circumstances, allows children who are on the roll of a mainstream school to access some provision in a special school on a time-limited basis. Such requests should be made to the SEN Manager and are considered by a central panel, comprising representatives of the SEN team, Psychology team and Headteachers. Where appropriate pupils are dual registered at a mainstream and a special school.

Even where a pupil's needs are very challenging or complex, every effort will be made by the LA to work with the special schools to provide a highly individualised package to meet those needs. Where a pupil's needs cannot be met within the LA area a place may be sought in a neighbouring authority. Every effort is made to provide pupils with appropriate education as near as possible to their own community.

In very few, exceptional circumstances, where children have complex needs and/or where provision needs to be made in partnership with the Health Authority and/or Social Care, a child may be placed in an independent or non-maintained special school.

9.4 Monitoring Arrangements for Pupils with Statements of SEN

The progress of children and young people and the provision specified for them in their statements is monitored in several ways:

- Schools are required to report annually on the progress of pupils using National Curriculum levels or P levels (where recording progress using National Curriculum levels is not appropriate);
- The progress of children with Individual Education Plans (IEPs) is monitored with regard to the Code of Practice, which recommends that IEPs should be monitored and revised at least twice a year, ideally on a termly basis. Where appropriate, the educational psychologist or other outside specialist should be involved in reviews of IEPs;
- All pupils who have a statement of SEN are reviewed annually by the LA in partnership with schools, parents and colleagues from other services and the young people themselves;
- A representative of the LA will normally attend all annual reviews of pupils who are making the transition into secondary education, further education or leaving school.
- A representative of the LA will normally attend all annual reviews of young people who are placed in out of district or independent special schools.
- The SEN Manager will be responsive to any concern or question raised by a parent about a child's progress or the provision being made for him/her.
- The LA retains strong links with Health Services. In this way any concerns about the provision made for pupils by the Health Services can be raised with the relevant person and, similarly, health professionals can raise issues of concern that they may have about pupils.
- School governors have a special responsibility to monitor the administration of the school's SEN policy and they have a duty to ensure that the provision described in a statement is delivered. Whilst issues of confidentiality preclude discussion about individual pupils, Governors will monitor overall progress of pupils within the school and the implementation of the school's SEN Policy.
- OFSTED inspections will monitor the progress made by pupils with SEN within schools and make particular reference to inclusion.
- The LA has a right of access to any maintained school where they have responsibility for the education of a child with a statement.

10. Schools' SEN Policies

All schools are required to have an SEN policy and any changes in this policy have to be reported to parents via the Governors' report on an annual basis.

Schools must also have a Disability Equality Scheme (DES) that includes an action plan to improve access within the school for children with disabilities. The DES can be incorporated in a Single Equality Scheme as long as the access plan is clear. This should be published with other information about SEN on each school's website.

Hartlepool Borough Council Special Educational Needs policy

This section of the policy is updated annually and provides specific details of the funding available for SEN and AEN. For ease of reference, the numbering of sections is maintained from the main body of the policy.

7.1 Delegation to all mainstream school – notional share of AWP

The AWP for each school is listed in Appendix B, together with the notional 7.5% share which should be spent on SEN. At presents funding levels this equates to around £36,000 for an average-sized primary school with around 200 pupils on roll and to around £250,000 for a secondary school with 1000 pupils on roll.

7.2 Additional Educational Needs (AEN) Funding

Amounts for the two deprivation indicators are provided by school in Appendix B. In the primary sector, the sums allocated in 2010/11 vary greatly across the LA area, from around £10,000 to over £100,000. In the secondary phase, the total allocated for AEN was over £2.5 million. By school, the amounts ranged from £385,000 to £664,000.

7.3 SEN funding

The level of SEN funding per school is provided in Appendix B. In the Primary sector, the amounts allocated to schools range from £0 (4 schools) to over £70,000 (7 schools receive in excess of £40,000). In the secondary sector, there were 414 Key Stage 2 scores at Level 2 or below in the previous 5 years; each of these scores equated to £543. In total, this amounted to £224,000 and funding to individual school ranged from £15,000 to £67,000. In addition, in the secondary phase there was a flat amount of £3022 for every pupil with a statement of SEN – around £368,000 in total.

7.4.1 Additionally resourced provision in mainstream schools

The total amount of funding for schools with ARP is provided in Appendix B. This funding varies according to the number of planned places and ranged from around £86,000 to £338,000. The total cost for 2010/11 is over £1.5 million.

8. Non-delegated Funding for SEN

There are several budget heading related to expenditure on SEN that are centrally retained:

- SEN team, who are responsible for administering the assessment and statementing procedures: £110,000;
- Educational Psychology Team: £358,000;
- Extra-district fees for children placed in other authorities' schools: £132,000;
- Independent school fees [very complex cases often funded jointly with Health & Social Care]: £527,000;
- Peripatetic services for the hearing impaired and visually impaired: £140,000;
- Individual Pupil Support budget: £1.7m.

8.1 Individual Pupil Support (IPS)

The IPS budget for 2010/11 is £1.7 million. Around £140 children benefit from individual support at School Action Plus or as part of a statement. 90% of these are of primary school age.

Hartlepool Borough Council
Special Educational Needs policy

		(a)	(b)	(c)	(d)	(a+b+c+d)	
	AWPU	Notional	Delegated	Delegated	Delegated	Delegated	Planned
School	Funding	SEN	AEN	AEN	SEN	TOTAL	Place
	£	7.5%	FSM	Tax Credits			Funding
Seaton Carew Nursery	0	0	0	0	0	0	
Barnard Grove	710,022	53,252	29,363	82,707	9,022	174,344	
Brougham	602,295	45,172	66,856	96,012	44,928	252,968	
Clavering	702,676	52,701	3,834	48,803	7,440	112,778	
Eldon Grove	1,030,755	77,307	16,828	106,118	43,346	243,599	
St. Peter's Elwick C.E.	200,765	15,057	852	11,488	4,277	31,674	
Fens	969,547	72,716	11,289	96,879	1,581	182,465	
Golden Flatts	310,940	23,321	34,846	37,683	22,788	118,638	85,992
Grange	697,780	52,334	53,735	102,127	46,509	254,705	338,202
Greatham C.E.	235,042	17,628	4,900	22,197	7,440	52,165	
Hart	210,558	15,792	639	10,749	0	27,180	
Holy Trinity C.E.	523,947	39,296	3,834	34,938	5,859	83,927	
Jesmond Road	663,503	49,763	39,571	90,894	49,672	229,900	
Kingsley	947,512	71,063	20,583	119,126	0	210,772	295,350
Lynnfield	732,056	54,904	55,227	111,716	55,998	277,845	
Owton Manor	340,321	25,524	37,278	54,339	71,055	188,196	226,693
Rift House	386,840	29,013	20,808	56,114	12,185	118,120	
Rossmere	766,334	57,475	37,865	108,385	23,255	226,980	
Sacred Heart R.C.	1,074,826	80,612	9,159	99,926	4,744	194,441	
St. Aidan's C.E.	675,745	50,681	33,772	83,086	30,695	198,234	
St. Bega's R.C.	313,390	23,504	5,325	42,180	22,788	93,797	
St. Cuthbert's R.C.	597,397	44,805	9,585	71,221	12,185	137,796	
St. Helen's	523,947	39,296	30,702	75,399	61,389	206,786	
St. John Vianney R.C.	489,670	36,725	7,668	51,004	25,951	121,348	
St. Joseph's R.C.	345,218	25,891	10,804	43,139	0	79,834	
St. Teresa's R.C.	727,160	54,537	9,159	76,958	1,581	142,235	
Stranton	604,743	45,356	59,968	87,599	15,347	208,270	
Throston	856,923	64,269	10,011	87,664	20,092	182,036	
Ward Jackson	266,871	20,015	20,523	42,006	22,788	105,332	
West Park	758,988	56,924	213	30,914	0	88,051	
West View	719,815	53,986	74,959	111,922	35,439	276,306	
PRIMARY	17,985,586	1,348,919	720,156	2,093,293	658,354	4,820,722	946,237
Dyke House	3,648,062	273,605	186,366	478,110	107,157	1,045,238	
English Martyrs	4,562,232	342,167	58,186	474,841	80,298	955,492	
High Tunstall	4,086,864	306,515	51,427	334,484	132,945	825,371	315,300
Manor College	3,936,755	295,257	91,609	464,931	168,361	1,020,158	241,575
St Hild's	3,013,970	226,048	118,114	357,570	104,730	806,462	
SECONDARY	19,247,883	1,443,591	505,702	2,109,936	593,491	4,652,720	556,875
Catcote						0	1,702,585
Springwell						0	811,045
SPECIAL	0	0	0	0	0	0	2,513,630
TOTAL	37,233,469	2,792,510	1,225,858	4,203,229	1,251,845	9,473,442	4,016,742

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

21 December 2010



Report of: Director of Child and Adult Services

Subject: CHILDREN'S SERVICES DEPARTMENTAL
PLAN QUARTER 2 PROGRESS REPORT

SUMMARY

1. PURPOSE OF REPORT

To inform the Portfolio Holder of the progress made towards achieving Departmental Plan actions, performance indicators (PIs) and risks for the period to 30th September 2010.

2. SUMMARY OF CONTENTS

The report summarises progress over the second quarter of 2010/11 on the actions and performance indicators within the Children's Services priorities of the Child and Adult Services Departmental Plan 2010/11. It also covers the current position of associated risks.

3. RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder is responsible for children's and young people's issues.

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio Holder meeting 23rd November 2010.

6. DECISION REQUIRED

The Portfolio Holder is requested to note the progress made in completing the actions and achieving the performance indicators for Children's Services during the second quarter of 2010/11.

Report of: Director of Child & Adult Services

Subject: CHILDREN'S SERVICES DEPARTMENTAL
PLAN QUARTER 2 PROGRESS REPORT

1. PURPOSE OF REPORT






To inform the Portfolio Holder of the progress made towards achieving Children's Services Departmental Plan actions and performance indicators (PIs) for the period to 30th September 2010.

2. BACKGROUND

- 2.1 The Children's Services Departmental Plan 2010/11 was formally approved by the Cabinet on 10th May 2010.
- 2.2 The plan was produced in line with the corporate planning process and demonstrates the links to the Corporate Plan and to the themes of the Local Strategic Partnership. The activities from the Corporate Plan which are included in the departmental plan are those for which children's services have direct responsibility.
- 2.3 This report provides a summary on progress towards meeting the milestones associated with the actions and PIs within the current plan. Depending on the area of activity being measured, PIs are reported at different times during the year e.g. some PIs reflect the financial year whereas others reflect the academic year. A large number of PIs are reported annually and data are only collected once (e.g. school examination results) so quarterly reporting is unable to demonstrate progress towards a target.

3. PERFORMANCE TO DATE – QUARTER 2

- 3.1 This section looks in detail at how the department has performed in relation to the key actions, performance indicators (PIs) and risks which were included in the Children's Services priorities within the Child and Adult Services Departmental Plan. Progress is reported by a traffic light system.
- 3.2 The departmental plan identifies 47 Children's Services actions, two of which were acquired from the Regeneration and Planning Department following the transfer of the Youth Offending Service to Child and Adult Services. Progress against these 47 actions at quarter 2 is given in the table below.

Status	Description	Number	%
	Action Completed	12	25.5
	Action on Track	29	61.7
	Action Progress Acceptable	5	10.6
	Action Intervention Required	1	2.1
	Action Not Completed	0	0.0
	Total	47	100

- 3.3 Thirty four actions (72.3%) are currently on track or show acceptable progress and twelve actions (25.5%) have been completed. One action (2.1%) shown in the table below, requires intervention.

Ref	Action Description	Due Date	Comments
CADHW017	Work with partner agencies, young people and families to reduce under 18 conception rate by 55% from 1998 baseline and improve sexual health	31 Mar 2011	Recently published under 18 conception rates show a slight reduction in the rate for Hartlepool. 65.9 per 1000 females aged 15-17 years. This demonstrates a 12.9% change in the rate from the baseline in 1998 which was 75.6






- 3.4 As has been previously reported reducing teenage conceptions is a very challenging area and officers are working closely with colleagues from health to tackle the issue through a range of initiatives.

The Teenage Pregnancy Partnership Board has agreed the multi agency Teenage Pregnancy action plan for implementation during 2010/11 and current priorities include:

- Reducing 2nd under 18 conceptions by implementing a contraceptive pathway for young women who have had an abortion or become a young mother.
- Embedding a risk and resilience programme into secondary schools that will replace traditional sex and drug education by combining risk taking behaviour and under pinning with emotional resilience.

- Early identification of young people at risk of teenage pregnancy by utilising the learning from the North East Improvement and Efficiency Partnership (RIEP) Outcome Based Planning project.

3.5 The plan identifies 64 Children's Services performance indicators, the majority of which are part of the national indicator set. Progress against these PIs at quarter 2 is shown below. The data for most indicators are available annually and are not reportable on a quarterly basis.

Status	Description	Number	%
	PI Target Achieved	9	14.1
	PI On track to achieve target	1	1.6
	PI Progress acceptable	2	3.1
	PI Intervention Required	0	0.0
	PI Target not achieved	0	0.0
	Annual	52	81.2
	Total	64	100

3.6 There are currently ten PIs considered to be on track or target achieved (15.7%) and two indicators that have made acceptable progress to date (3.1%). Data for the remaining fifty two indicators will not be available until later in the reporting year (81.25%)

4. RISK MONITORING

4.1 It is the policy of Hartlepool Council to take an active and pragmatic approach to the management of risks that could prevent the achievement of corporate and departmental objectives. Risks are not necessarily related to each specific activity but reflect an area of work. Risks are assessed on a quarterly basis using a green/amber/red matrix depending on the likelihood that they might happen and the impact, were they to do so.

4.2 Twenty two risks are identified in relation to children's services activities (there is a separate detailed risk register for Building Schools for the Future Project Management). Of these, five are identified as red and are shown in the table below.

Risk	Action to reduce risk/comment
Failure to secure government funding for BSF	Dyke House College sample scheme approved. Balfour Beatty on site from September 2010 with completion of project scheduled for January 2012. St Hild's ICT infrastructure funding approved. Non sample design and build schemes cancelled following Government announcement on 5 th July 2010. ICT contract signed and funding approved for all secondary schools.
Failure to plan future needs and be able to respond to market pressures on placements.	Significant pressures on both social care and SEN increases in demand resulting in significant budget pressures.
Failure to provide adequate provision for pupils with emotional and behavioural difficulties and all pupils permanently excluded from school.	The BESD provision at Catcote was inspected in June 2010 as part of the whole school inspection. There is not a separate judgement for the BESD provision, however the school was judged to be good with outstanding features. The PRU is due to be inspected this academic year.
Failure to invest in non statutory/preventative services.	Awaiting outcome of comprehensive spending review to determine cuts in services. Likelihood almost certain.
Risk of not achieving sufficient and sustained reduction in Teenage Pregnancy.	In order to minimise the risk of not achieving the under 18 conception target of 55% reduction from the baseline in 1997, the Teenage Pregnancy Partnership Board has agreed the multi agency Teenage Pregnancy action plan for implementation in 2010/11. Current priorities are detailed above in section 8.

- 4.3 The diagram below shows the distribution of risks according to their risk rating. Detail of the rating system is in appendix A.

Diagram 1 – Children's Services Departmental Risk Register Heat Map

		2	1
1	1		
9	6	1	
		1	

See **Appendix A** for key to diagram above

5. RECOMMENDATIONS

- 5.1 The Portfolio Holder is requested to note the progress made towards completing actions and performance indicator targets during the second quarter of 2010/11. The Portfolio Holder is also requested to note actions taken in relation to areas of delivery which are seen to be high risk at present. Further reports on annual progress will be given quarterly in line with corporate requirements.

6. CONTACT OFFICER

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APPENDIX A

**HARTLEPOOL BC
RISK ASSESSMENT MATRIX AND VALUE GUIDES**

		IMPACT			
LIKELIHOOD		1	2	3	4
		Low	Medium	High	Extreme
Almost certain	4	AMBER 0	RED 0	RED 2	RED 1
Likely	3	GREEN 0	AMBER 1	RED 1	RED 0
Possible	2	GREEN 0	AMBER 9	AMBER 6	RED 1
Unlikely	1	GREEN 0	GREEN 0	GREEN 1	AMBER 0

Use the following suggested value guides to help rate the level of the **controlled risk**.

IMPACT

Extreme	Total service disruption / very significant financial impact / Government intervention / sustained adverse national media coverage / multiple fatalities.
High	Significant service disruption/ significant financial impact / significant adverse Government, Audit Commission etc report / adverse national media coverage / fatalities or serious disabling injuries.
Medium	Service disruption / noticeable financial impact / service user complaints or adverse local media coverage / major injuries
Low	Minor service disruption / low level financial loss / isolated complaints / minor injuries

LIKELIHOOD

Expectation of occurrence ***within the next 12 months*** -

- **Almost certain**
- **Likely**
- **Possible**
- **Unlikely**