

CHILDREN'S SERVICES COMMITTEE AGENDA



Tuesday 21 March, 2017

at 4.00 pm

**in the Council Chamber,
Civic Centre, Hartlepool.**

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Beck, Clark, Hamilton, Harrison, James, Lauderdale and Moore.

Co-opted Members: Jo Heaton, C of E Diocese and Stephen Hammond, RC Diocese representatives.

School Heads Representatives: Mark Tilling (Secondary), David Turner (Primary)

Six Young Peoples Representatives

Observer: Councillor Thomas, Chair of Adult Services Committee

1. APOLOGIES FOR ABSENCE

2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS

3. MINUTES

- 3.1 Minutes of the meeting held on date 21 February, 2017 (*previously published and circulated*).

4. BUDGET AND POLICY FRAMEWORK ITEMS

None.



5. KEY DECISIONS

- 5.1 2017/18 Schools' Capital Works Programme – *Director of Child and Adult Services*
- 5.2 Development Projects Funding – *Director of Child and Adult Services*
- 5.3 Primary School Place Planning / Basic Need Capital Funding – *Director of Child and Adult Services*
- 5.4 Supported Accommodation and Outreach Support for Vulnerable Young People – Procurement - *Director of Child and Adult Services and Director of Regeneration and Neighbourhoods*

6. OTHER ITEMS REQUIRING DECISION

- 6.1 Hartlepool Adult Education Strategy 2016 – 2026 – *Assistant Director (Economic Growth and Regeneration)*
- 6.2 Hartlepool Education Commission – Update Report – *Director of Child and Adult Services*
- 6.3 Children's Social Care Innovation Programme – Targeted Funding Opportunity – *Director of Child and Adult Services*

7. ITEMS FOR INFORMATION

- 7.1 Dedicated School Grant - High Needs Block 2017/18 – *Director of Child and Adult Services*
- 7.2 Kick The Dust – Heritage Lottery Fund – *Director of Child and Adult Services*
- 7.3 Quarter 3 – Council Overview of Performance and Risk 2016/17 – *Director of Child and Adult Services*
- 7.4 Young People Not In Education, Employment or Training (NEET) Update – *Director of Child and Adult Services*
- 7.5 Update of Young Inspectors – *Director of Child and Adult Services*
- 7.6 Fostering Service Interim Report - 1 October 2016 – 31 December 2016 – *Director of Child and Adult Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION:

Date of next meeting – to be confirmed.



CHILDREN'S SERVICES COMMITTEE

21 March 2017



Report of: Director of Child and Adult Services

Subject: 2017/18 SCHOOLS' CAPITAL WORKS PROGRAMME

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision – test (i) and (ii) applies – Forward Plan Reference No. CAS 064/17

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to seek approval to the 2017/18 Schools' Capital Works Programme, as detailed in confidential **Appendix 1** in order to progress the design and detailed costing exercise in time for the majority of projects to be carried out during the summer holiday period. **This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, (para 3.) information relating to the financial or business affairs of any particular person (including the authority holding that information).**

3. BACKGROUND

- 3.1 Each year, during January or early February, the Department for Education (DfE) announces capital funding allocations, these being School Condition Allocations (SCA) formerly known as Capital Maintenance and Devolved Formula Capital (DFC) for the school estate in Hartlepool both for the local authority (LA) and the Voluntary Aided sector (VA).
- 3.2 At the time of writing this report, capital funding allocations had not been communicated to the LA. However, last year the DfE stated that SCA allocations for 2016/17 would be indicative of the funding that responsible bodies will receive in 2017/18. DfE further stated that SCA will be revised annually to reflect any schools moving to a different responsible body e.g. converting to academy status, opening or closing. During 2016/17 (financial year), two schools converted to academy status. Therefore the SCA schemes detailed in

confidential **Appendix 1** are considered affordable using a forecasted reduced allocation to that made in 2016/17.

4. UNIVERSAL FREE SCHOOL MEALS

- 4.1 In addition to the SCA schemes, approval is sought for works and the purchase of equipment to cater for the extra demand in implementing the Universal Infant Free School Meals (UIFSM) initiative. The details of which are also contained within confidential **Appendix 1**.
- 4.2 The UIFSM capital funding was a one-off allocation made to the LA, specifically for local authority maintained community and voluntary controlled schools. Children's Services Committee has previously approved schemes. However, due to unused contingency, there is currently £43,192 remaining in the UIFSM budget.

5. PRIORITY SCHOOL BUILD PROGRAMME – PHASE 2

- 5.1 In 2014, Children's Services Committee approved works to address condition issues at High Tunstall College of Science. However, the majority of these works were subsequently put on hold following an expression of interest to the Education Funding Agency (EFA) to request inclusion in Priority School Building Programme – Phase 2 (PSBP2).
- 5.2 In 2016, EFA confirmed that High Tunstall College of Science would form part of the Phase 2 programme for PSBP, and since then the LA and college have been waiting for EFA to undertake a scoping exercise to understand which elements of the school would be rebuilt or remodeled.
- 5.3 In November 2016, an initial scoping meeting took place with the EFA, who confirmed that the main teaching block and administration areas are included in the scope of works, however, one of the blocks – 'D' block (previously known as Thornhill) is not. There is currently £328,497 still on hold for High Tunstall College to address previous condition issues. It is therefore proposed to use the remaining funding, plus some of the 2017/18 SCA allocation to address the condition issues required for 'D' block and also fund the demolition of two mobile class units which have come the end of their useful life and are no longer required. The details of which are also contained within confidential **Appendix 1**.

6. FUNDING

- 6.1 School Condition Allocation is a grant to the LA for all maintained community schools and is aimed at addressing condition needs in existing school premises, but does not include academies who receive funding from a Condition Improvement Fund, direct from the Education Funding Agency.
- 6.2 Devolved Formula Capital is a relatively limited capital allocation made directly to schools via the LA to support small scale projects and ICT development.

Schools often use this allocation to fund their 10% contributions to larger capital schemes.

- 6.3 This report is seeking approval for the schemes proposed in confidential **Appendix 1** and will be funded from the 2017/18 Schools Capital Allocation, the 2016/17 unallocated funding, the funding on hold for High Tunstall, the remaining 2016/17 contingency and the remaining UIFSM capital. Schools will also be expected to contribute 10% towards the condition schemes.
- 6.4 Detailed in **Table 1** below is the total funding available. **Table 2** below details the total costs of schemes proposed and the funding required. All schemes have a contingency figure built into the costs, therefore officers are confident that the programme is affordable. The programme will be carefully managed to ensure there is no risk of overspending.

Table 1

17/18 SCA Funding*	600,000
16/17 Unallocated Funding	300,421
Unused 16/17 Contingency	145,950
Funding currently on hold for High Tunstall schemes	328,497
10% school contributions	132,965
Total Available	1,507,833

*anticipated allocation

Table 2

Capital Schemes and demolition of mobile units	1,357,650
Contingency	150,000
Total Required	1,507,650

7. CONTINGENCY

- 7.1 As in previous years, the overall programme recommended to Committee for approval includes a contingency fund which has been allocated from the SCA. This will continue to ensure that urgent but unforeseen items can be addressed, should the need arise.
- 7.2 Other than in response to an emergency situation, there will be no significant variation to the programme of works as detailed in confidential **Appendix 1**.
- 7.3 Within the 2016/17 programme there was a contingency allocation of £150,000. Only one emergency scheme was funded which is detailed in confidential **Appendix 1**. The scheme was initially approved by the Director of Child and Adult Services and it now requires retrospective Member approval.

8. DIOCESE COLLABORATION

- 8.1 Liaison with representatives from the Roman Catholic Diocese of Hexham and Newcastle and the Church of England Diocese of Durham and Newcastle has taken place. A consistent approach to the development of capital schemes has been agreed. In order to aid the creation of the 2017/18 Locally Controlled

Voluntary Aided Programme (LCVAP), technical knowledge in relation to the condition of Hartlepool VA schools has been shared with the two Dioceses for their consideration. Further liaison will take place to determine which schemes should feature in the final schedule of works for the voluntary-aided sector and will be submitted to the Education Funding Agency.

9. PROCUREMENT

- 9.1 All works of a non-specialist nature will be offered to the in-house Construction Team and if they decline then the works will be procured in accordance with the Council's procurement rules.
- 9.2 In-house work that utilises subcontractors or work of a specialist nature will be procured in accordance with the Council's procurement rules.

10. RISK IMPLICATIONS

- 10.1 The report is concerned with the condition, protection and development of Council assets i.e. school buildings.
- 10.2 The proposed programme of works has been compiled on the basis of those areas/sections of school buildings which are showing clear signs of failure, together with aspects of the building which have the potential to improve teaching and learning and to prevent possible loss of school days due to emergency school closures.
- 10.3 As detailed in section 3.2, the SCA allocation is expected to be reduced because of two schools converting to academy status. Should this not be the position, schemes will be prioritised further or some funding can be diverted from the contingency figure.

11. LEGAL CONSIDERATIONS

- 11.1 The UIFSM sections of the report are concerned with complying with The Children and Families Bill, which places a legal duty on state-funded schools, to offer a free school lunch to all pupils in reception, Year 1 and Year 2.

12. CHILD AND POVERTY CONSIDERATIONS

- 12.1 There are no child and poverty considerations.

13. EQUALITY AND DIVERSITY CONSIDERATIONS

- 13.1 There are no equality and diversity considerations.

14. STAFF CONSIDERATIONS

- 14.1 There are no staff considerations.

15. FINANCIAL CONSIDERATIONS

- 15.1 If the schemes detailed in the attached **Appendix 1** are approved, funding can be met from the 2017/18 Schools Capital Allocation, current unallocated capital funding together with school contributions.

16. RECOMMENDATIONS

Members are recommended to:

- 16.1 Approve the schedule of 2017/18 capital works programme as summarised in **Appendix 1**, subject to the LA agreeing contributions from schools towards individual schemes in line with the shared funding principles established by the Schools Forum.
This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, (para. 3) information relating to the financial or business affairs of any particular person (including the authority holding that information).
- 16.2 Approve the allocation of funding to meet the requirements of the Universal Free School Meals initiative as summarised in **Confidential Appendix 1**.
This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, (para. 3) information relating to the financial or business affairs of any particular person (including the authority holding that information).
- 16.3 Retrospectively approve the scheme which has been funded from contingency which is detailed in **Appendix 1**.
- 16.4 Allow the Director of Child and Adult Services and the Lead Member for Children's Services dispensation and discretion to authorise works where an emergency (eg risk of school closure) or a significant health and safety risk is exposed.

17. BACKGROUND PAPERS

Report to Children's Services Committee – 31 March 2014

18. CONTACT OFFICER

Mark Patton
Assistant Director: Education, Learning and Skills (0-19)
Level 4, Civic Centre
Victoria Road
Hartlepool, TS24 8AY
Telephone: 01429 523736
e-mail: mark.patton@hartlepool.gov.uk

CHILDREN'S SERVICES COMMITTEE

21 March 2017



Report of: Director of Child and Adult Services

Subject: DEVELOPMENT PROJECTS FUNDING

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision (test (i)/(ii) Forward Plan Reference No. CAS 058/16

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to seek retrospective approval for two school capital suitability schemes and for one Development Project, and to agree how remaining development funding will be allocated. Further details relating to these schemes are outlines in **Appendix 1** of this report. **This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, (para. 3) information relating to the financial or business affairs of any particular person (including the authority holding that information).**

3. BACKGROUND

- 3.1 At the meeting of 12 July 2016, Children's Services Committee (Forward Plan Reference No. CAS 048/16) agreed a number of schemes that had been selected for progression by School's Capital Sub Group using Suitability Funding. Further schemes were agreed at the meeting of Children's Services Committee on 13 September 2016. An update on the financial position of these schemes is included at **Appendix 1** of this report.
- 3.2 Schools' Capital Sub Group found the process of allocating Suitability Funding extremely difficult. Every school in Hartlepool carried out a suitability survey but each did so using different assessment logic; guidance on how to complete the survey had been provided. £4.2 million of improvements were proposed through the suitability surveys however, there was £1.353 million of available funding to allocate. This had been accumulated between 2014 and 2016. Up to September 2016, funding to the value of £1,244,312 had been allocated to schemes proposed through

the suitability surveys, leaving £108,688 unallocated. In addition, Schools' Forum agreed to additional further funding of £628,000 in 2016/17, bringing the total funding left to be allocated to £736,688.

- 3.3 Due to the previous difficulties in the equitable allocation of the available funding, Schools' Capital Sub Group agreed to devise a new process to allocate funding. The new criteria and application process was developed by a task and finish group in November 2016. It was intended that this new process, now titled 'Development Projects Funding', offered schools structure and clarity in relation to bidding for this available funding. The new process encourages schools to work collaboratively and was also aligned to the priorities of the Hartlepool Education Commission in order to focus bids on developing projects that would help to alleviate agreed town-wide issues.

4. PROPOSALS FOR DEVELOPMENT FUNDING

- 4.1 Eight bids were received from a combination of nine schools. Some bids were collaborative, others were for single schools. Projects put forward were as follows:
- Nursery Development – Fens Primary
 - External Development – Hart Primary
 - Internal Development – Hart Primary
 - Music Room Development – PRU
 - SLT Room Development – PRU
 - Language Lab – Rift House and St Helen's
 - SEMH In/Out Reach Project – Grange, Stranton and Springwell
 - Early Years Development – Ward Jackson
- 4.2 Of the bids that were received, one bid was approved. This was the Language Lab project at Rift House and St Helen's which received 69/100 points. The required funding will be used to provide each school with a Language Lab that will focus specifically on supporting pupils with identified weaknesses in speech/oracy and reading.
- 4.3 The bid from Ward Jackson Primary School in relation to early years development was rejected on the ground that included provision for 2-year-olds which was not in scope for this funding. Other funding streams are available to support the development of 2-year-old capacity.
- 4.4 The joint bid from Grange Primary School, Stranton Academy and Springwell Primary School in relation to social, emotional and mental health (SEMH) provision was rejected as it didn't pass the pass/fail requirement in relation to sustainability. The panel had particular concerns around how the project would be staffed. The panel acknowledged that SEMH provision in Hartlepool is a key issue but felt that this bid may not be the right solution. The required funding was also in excess of what was available.
- 4.5 The panel felt that all other projects lacked detail in some areas which led them to not being approved.

- 4.6 Approximately £740,000 of funding was available of which £70,000 was allocated. Therefore there is approximately £670,000 yet to be allocated.
- 4.7 Members of Schools' Capital Sub Group have proposed that the remaining Development Funding should be allocated to the KS2-4 Behaviour Review Group who has been tasked with designing solutions to improve the SEMH provision in Hartlepool schools. This would mean that funding would be readily available when a solution has been agreed. This proposal will be considered for approval by Schools' Forum on 8 March 2017.

5. RISK IMPLICATIONS

- 5.1 There are no risk implications.

6. FINANCIAL CONSIDERATIONS

- 6.1 The current budgetary position for Suitability Funding is shown at **Appendix 1** of this report. Members are asked to note the cost variations to the following schemes:
- a. St Hild's fencing: the school originally bid to have two boundary fences replaced. Schools' Capital Sub Group approved the replacement of one boundary fence which was the most urgent. When actual costs were returned for the scheme they were significantly lower than anticipated. This meant that for a slight increase in budget the school could have both boundary fences replaced. This was agreed by Schools' Capital Sub Group.
 - b. Eldon Grove fencing: it was previously agreed that the academy could have a boundary fence replaced, although there was no feasibility quote attached to this. An actual quote has now been received for this scheme and planning permission received. Schools' Capital Sub Group agreed for this scheme to go ahead based on the quote that was submitted, and as detailed at **Appendix 1**.
- 6.2 The current budgetary position for Development Project funding is shown in Appendix 2 of this report.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations in this report.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 There are no child and family poverty considerations in this report.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 There are no equality and diversity considerations in this report.

10. STAFF CONSIDERATIONS

- 10.1 There are no staffing considerations in this report.

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 The approved funding for Rift House Primary School and St Helen's Primary School will allow the school to build dedicated 'language lab' space on their current school premises. These building developments are essential for each school to deliver the educational activities and outcomes for children detailed in their project bid.

12. RECOMMENDATIONS

- 12.1 It is recommended that Members support the approval given in January 2017 by Schools' Capital Sub Group and Schools' Forum for the joint bid between Rift House Primary School and St Helen's Primary School to create 'language labs' in each school.
- 12.2 It is recommended that Members support the Schools' Forum decision regarding future allocation of Development Funding to improving the provision for children and young people with social, emotional and mental health needs.
- 12.3 It is recommended that Members note the variation in costs for suitability schemes shown in **Appendix 1**.

13. REASONS FOR RECOMMENDATIONS

- 13.1 'Language labs' at Right House Primary School and St Helen's Primary School will support the schools to carry out targeted interventions in relation to early years language development. This is a key recommendation of the Hartlepool Education Commission.
- 13.2 SEMH provision is a high priority need by all schools in Hartlepool. Allocating capital funding will allow a solution to be implemented sooner.

14. BACKGROUND PAPERS

- Children's Services Committee, Suitability Projects reports – 12 July 2016 and 13 September 2016
- Schools' Forum paper – 31 January 2017

15. CONTACT OFFICER

Mark Patton
Assistant Director: Education, Learning and Skills (0-19)
Level 4, Civic Centre
Victoria Road
Hartlepool, TS24 8AY
Telephone: 01429 523736
e-mail: mark.patton@hartlepool.gov.uk

CHILDREN'S SERVICES COMMITTEE

21 March 2017



Report of: Director of Child and Adult Services

Subject: PRIMARY SCHOOL PLACE PLANNING / BASIC
NEED CAPITAL FUNDING

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision test (i) applies. Forward Plan Reference Number: CAS 063/17

2. PURPOSE OF REPORT

- 2.1 To seek approval to create additional primary school places by expanding Clavering Primary School, supported by a capital funding allocation from the Basic Need Capital Grant to be received in 2017/18.

3. BACKGROUND

- 3.1 Basic Need funding allocations are made to local authorities (LAs) to support the capital requirement for providing new pupil places by expanding existing maintained schools, free schools or academies, and by establishing new schools.
- 3.2 Basic Need is based principally on data collected from School Capacity Surveys (SCAP) and the LA has the responsibility for determining how this funding should be invested in schools across our area.
- 3.3 In order to alleviate some of the demand for primary places in the north of the town, in October 2015, Children's Services Committee approved works for Hart Primary and Clavering Primary Schools utilising Basic Need allocations. The works approved for Clavering were for the Key Stage 1 area of the school only. Children's Services Committee also noted that further works would be required at Clavering in 2017. This is to accommodate the increased number of pupils currently in KS1.

4. PROPOSALS

- 4.1 An initial feasibility study and costing exercise has now been carried out for works proposed at Clavering. The works will enable the school to provide accommodation for an additional 5 pupils per year group. This will allow the school to permanently increase their published admission number (PAN) to 60. The school currently has a PAN of 55. Therefore, a total of 35 primary school places will be created across all year groups.

The estimated cost for the scheme is detailed in confidential **Appendix 1**. **This item contains exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, (para. 3) information relating to the financial or business affairs of any particular person (including the authority holding that information).**

- 4.2 Further analysis of primary place provision will begin in the spring term. Should there be a requirement for additional primary places, recommendations for approval of schemes will be brought back to Children's Services Committee for consideration, subject to funding being available.

5. RISK IMPLICATIONS

- 5.1 The primary admissions round for 2015 highlighted that there were insufficient places available in the north of the town to meet the demand for places due to parental preference. Additional pupil places, 'bulge classes', for Reception in September 2015 were agreed with four schools in the area, a total of 20 places. These 'bulge classes' were a temporary measure only and the places were offered in accordance with the published admissions policy.
- 5.2 The risk of not expanding the current primary sector provision will result in the LA not being able to carry out its statutory duty to provide a school place for every primary aged Hartlepool child.

6. FINANCIAL CONSIDERATIONS

- 6.1 The Council's Basic Need funding allocation for 2017-18 is £2,127,000.
- 6.2 In January 2017, Children's Services Committee approved Basic Need funding for secondary school expansions. This is not expected to be paid to the Education Funding Agency until 2018 when additional Basic Need funding will be allocated to the Council. Therefore, the Clavering scheme is considered to be affordable.

7. LEGAL CONSIDERATIONS

- 7.1 School place planning is a critical aspect of the Council's statutory duty to assess the local need for school places and to ensure that every child can be provided with a place in a state-funded school in Hartlepool.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 There are no implications to consider.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 There are no implications to consider.

10. STAFF CONSIDERATIONS

- 10.1 There are no implications to consider.

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 This report is concerned with the expansion and development of the school estate. The proposed scheme has been compiled on the basis of pressure for places in the north of the town.

12. BACKGROUND PAPERS

- 12.1 Reports to Children's Services Committee – 6 October 2015 and 31 March 2014.

13. RECOMMENDATIONS

It is recommended that Children's Services Committee approve the spend of Basic Need funding to increase capacity at Clavering Primary School as detailed in **confidential Appendix 1**. This will help to meet the demand for more primary school places in the north of the town, and enable all of those children in key stage 1 of Clavering Primary School to continue in the school into key stage 2.

14. CONTACT OFFICER

Mark Patton
Assistant Director of Child and Adult Services (Education, Learning and Skills 0-19)
Level 4, Civic Centre
Victoria Road
Hartlepool, TS24 8AY
Telephone 01429 523736
e-mail mark.patton@hartlepool.gov.uk

POVERTY IMPACT ASSESSMENT**1. Is this decision a Budget & Policy Framework or Key Decision? YES****If YES please answer question 2 below****2. Will there be an impact of the decision requested in respect of Child and Family Poverty? NO****If YES please complete the matrix below**

GROUP	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE
Young working people aged 18 - 21			✓	
Those who are disabled or suffer from illness / mental illness			✓	
Those with low educational attainment			✓	
Those who are unemployed			✓	
Those who are underemployed			✓	
Children born into families in poverty			✓	
Those who find difficulty in managing their finances			✓	
Lone parents			✓	
Those from minority ethnic backgrounds			✓	
Poverty is measured in different ways. Will the policy / decision have an impact on child and family poverty and in what way? No impact				
Poverty Measure (examples of poverty measures appended overleaf)	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE
Overall impact of Policy / Decision				
NO IMPACT / NO CHANGE	✓	ADJUST / CHANGE POLICY / SERVICE		

POVERTY IMPACT ASSESSMENT

ADVERSE IMPACT BUT CONTINUE		STOP / REMOVE POLICY / SERVICE	
Examples of Indicators that impact of Child and Family Poverty.			
Economic			
Children in Low Income Families (%)			
Children in Working Households (%)			
Overall employment rate (%)			
Proportion of young people who are NEET			
Adults with Learning difficulties in employment			
Education			
Free School meals attainment gap (key stage 2 and key stage 4)			
Gap in progression to higher education FSM / Non FSM			
Achievement gap between disadvantaged pupils and all pupils (key stage 2 and key stage 4)			
Housing			
Average time taken to process Housing Benefit / Council tax benefit claims			
Number of affordable homes built			
Health			
Prevalence of underweight children in reception year			
Prevalence of obese children in reception year			
Prevalence of underweight children in year 6			
Prevalence of obese children in reception year 6			
Life expectancy			

CHILDREN'S SERVICES COMMITTEE

21st March 2017



Report of: Director of Child and Adult Services and Director of Regeneration and Neighbourhoods

Subject: SUPPORTED ACCOMMODATION AND OUTREACH
SUPPORT FOR VULNERABLE YOUNG PEOPLE -
PROCUREMENT

1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision test (i and ii) applies. Forward Plan Reference Number: CAS 61/16

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to ask members to approve a procurement process to identify the delivery model of supported accommodation services and support for vulnerable young people.

3. BACKGROUND

- 3.1 Supported accommodation is the term given to the support the Council provides to young people aged 16-24, including care leavers, young people who are homeless or at risk of homelessness, children in need, looked after children, and teenage parents who are pregnant or have children. The Council has a statutory duty to provide accommodation to persons under 18 who have been assessed as requiring accommodation under the Children Act 1989, or because they are owed a duty under the Children (Leaving Care) Act 2000 and duties towards homeless young people under the Housing Act 1996.
- 3.2 Historically, the Council has had rolling block contracts for supported accommodation and support services. This is funded through the allocation that was previously known as the 'Supporting People' allocation, the ring fence around this budget was removed in 2009. Services procured via this funding will be subject to the new procurement solution and are outlined below;

Service	Block Contract	Contract End Date
Teenage parent accommodation	6 beds	Extended until October 2017
Homeless/Care Leavers/LAC supported accommodation	10 beds, plus 1 crash pad	October 2017
Floating support for teenage parents	8 Household Units	Extended until October 2017
Floating support for vulnerable young people	12 Household Units	Extended until October 2017

- 3.3 In addition to the services detailed above, the Council in partnership with Tees Valley Housing procured a supported accommodation solution for Care Leavers/LAC as part of a block contract in 2013. This provision comprises 5 beds plus one crash pad. This contract was for 4 years with 2 extension periods of 4 years each. This provision is not part of this procurement proposal.

4. DRIVERS FOR CHANGE

- 4.1 In October 2016, the Council received notification from one of its supported accommodation providers announcing that the organisation had taken the decision to focus on specialising in providing support to a smaller number of client groups. This has resulted in the provider not continuing to provide generic Young Peoples support services in Hartlepool. This current service provision will end in October 2017.
- 4.2 Current contracts for Floating Support and supported accommodation for teenage parents are due for renewal. The contracts have been extended to fall in line with the procurement time frame so that future provision in this area will be part of this procurement of services.
- 4.3 Increased and improved multi agency working in assisting our vulnerable young people in finding appropriate support and accommodation will complement the procurement of support services. The Terms of Reference for the Hartlepool Supported Housing Panel have been reviewed and amended to reflect the shared responsibility for these groups of young people and identifies clear pathways of support.

5. DATA AND NEEDS ANALYSIS

- 5.1 A review of historical and current provision has been undertaken by Children's Services and Housing. Historical data and service knowledge has been used to forecast potential future needs and any gaps in service provision.
- 5.2 The data below covers the period January 2016 – December 2016 in relation to accommodation services only. A total of 51 young people were placed with

the main commissioned supported accommodation providers detailed in Section 3.2 and 3.3 of this report. The status of these 51 young people is listed below:

- 16 (31.4%) were looked after children in the service as part of their plan for independence
- 5 (9.8%) were care leavers
- 19 (37.3%) were aged 16/17 year olds
- 11 (21.6%) were aged 18+

The average length of stay of a young person in accommodation since the start of January 2016 to December 2016 is 6.5 months.

5.3 As part of this process, the Council is eager to further develop 'moving on' strategies in partnership with providers to support our young people in gaining the skills and confidence to live independently. It is anticipated that through this procurement exercise demand will be managed down in the future by improved working with key partners to minimise the need for supported accommodation; more robust floating support and mediation to prevent young people entering the supported accommodation system and the proactive management to ensure timely move on of young people aged 18 and over from services.

5.4 The outcomes that are sought through the procurement of these services are as follows:

- Provide a more cost efficient solution for the support of vulnerable young people which provide better outcomes;
- Allows for a more flexible response in providing the right support for young people with complex and/or high level need;
- Outcomes focused approach will give rise to opportunities for market development by offering providers greater flexibility in how the provision is delivered yet with a clear focus on achieving the required outcomes;
- Minimise the number of accommodation moves for young people by enabling the right placement to be found first time which will support the young person into independent living.

5.5 Using the information and intelligence gathered the Council will work with the market to co-design and procure more efficient and effective accommodation pathways and support that results in better outcomes for our young people

6. CONSULTATION

6.1 A provider event was held on 24th January 2017, with attendance from 27 local and national providers. Council officers from Housing, Children's Services and Corporate Procurement presented initial proposals regarding the procurement of services for supported accommodation for vulnerable young people. Initial feedback has been very positive, with a focus on collaboration and partnership

working to develop solutions that meet the needs of our young people and support market development in this area.

Future provider events are planned for 16th March 2017 and 25th April 2017.

The event in March will consider the financial modeling and service specifications for each of the lotting structures in more detail, allowing providers an opportunity to comment and contribute to the development of the proposals. It is envisaged that there will be several lots to cover the needs of our vulnerable young people, with providers outlining at the point of tender which lots they are able to deliver on. The Council would then assess the suitability of each provider for inclusion in relevant lots.

At the April event, Council officers will share the preferred solution with providers prior to beginning the procurement process.

It is anticipated that this partnership approach will encourage new providers to engage in the process with the possibility of promoting market growth in the town.

- 6.2 Three events with young people currently in supported accommodation or receiving supported housing support are scheduled in February and March 2017, with a further event to be organised for those young people who have previously accessed support in this area. The events will consider the following;

- The benefits of the current provision;
- What can be improved within the current provision;
- Independent living skills and training;
- Pathway plans and 'Moving on' strategies.

- 6.3 Feedback from all the consultation and information events will be addressed and considered as part of the preferred solution.

7. PROCUREMENT OPTIONS

- 7.1 It is acknowledged that our supported housing requirements need to reflect the requirements of both the Client base and the Council.

- 7.2 Listed below is a summary of the Council's requirements:

- Minimal administration;
- Continuity of supply;
- A structure which encourages the maximum volume of demand to be satisfied by the Council arrangement as opposed to the Council having to make direct payments;
- Control over service quality;
- Cost certainty.

7.3 Listed below is a summary of the provider's requirements

- Quality Services
- Stability

There are several approaches which can be taken to put arrangements in place, some of which satisfy the above requirements better than others. The attributes of these approaches are described below:

- **Framework Agreement** – This is an agreement (not a contract) where tenderers apply to be on a list of providers. As and when the Council has a requirement it either asks the providers on the list to submit a bid which is then evaluated and a contract awarded to the successful tenderer (a mini-competition), or a contract is awarded directly to the provider offering the most economically advantageous solution. The maximum duration of a framework agreement is 4 years and once the framework has been finalised, no further providers are permitted to be added.
- **Dynamic Purchasing System (DPS)** – This is the same as a Framework in that it is an agreement which is used to create contracts through mini-competitions. It is not possible to make a direct award on a DPS. The main difference between a DPS and a framework is that a DPS can run indefinitely and providers can be added to the DPS at any time during the lifetime of the DPS.
- **Block Contracts** – These are typically contracts, not just agreements like a framework and a DPS. These are used when the Council has a specific, predictable need which it is in a position to contract for and which can be quantified e.g. no. of beds required. Facilitates economies of scale when available.

7.4 The benefits and disadvantages of each arrangement listed above can be found in Appendix 1. It is envisaged that the preferred solution will be a mixture of the procurement approaches outlined above.

7.5 Further discussion with providers will form the basis of future events to identify which is the most appropriate and viable option for each of the commissioning service areas.

8. RISK IMPLICATIONS

8.1 There is a risk associated with not procuring new services to support the accommodation needs of young people, as current accommodation contracts end their full term October 2017.

8.2 There is a risk associated with a delay in commencing procurement. This could result in having insufficient time to fully engage with the provider market and complete the procurement process by September 2017.

- 8.3 It is anticipated that the market engagement events with providers will assist in the development of bids and stimulate the market to mitigate against lack of provider tender submissions.
- 8.4 The procurement process will begin in April 2017, with completion and contract awards in late August/early September 2017. This will allow sufficient time for transition to the new provision.

9. FINANCIAL CONSIDERATIONS

- 9.1 In reviewing the current service specifications and by re-commissioning the services, it is hoped that savings against the current contract values can be achieved in accordance with the savings proposals identified within the Child and Adults Savings Reports.
- 9.2 Members are reminded that significant additional Government Grant cuts will be made over the period 2017/18 to 2019/20. By 2019/20 this means Government funding will have been cut for 9 years. In addition, the Government's current policy in relation to Council Tax, including the Social Care precept, is increasing the proportion of the overall budget funded from Council Tax. An update of the Medium Term Financial Strategy was submitted to the Finance and Policy Committee on 9th January 2017 and informed Members that the Council faces a gross budget deficit over the next three year of £20.8m. The implementation of corporate savings, forecast Council Tax increases, housing growth and increased Better Care Funding reduces this to £8.8 million over the next three years, which equates to 10% of the 2016/17 budget. Detailed savings proposals totaling approximately £6.6m were approved by Finance and Policy Committee on 9th January 2017, which means the Council still needs to make further savings of £2.2m over the next three years. This figure may increase if existing budget pressures cannot be managed by reducing demand for demand led services. Any additional budget pressures that are created will increase the level of budget cuts which will need to be made and will need to be referred to the Finance and Policy Committee for consideration.

10. LEGAL CONSIDERATIONS

- 10.1 The Transfer of Undertakings (Protection of Employment) Regulations 2006 may apply to any transfers of staff required for the provision of services.
- 10.2 A number of duties may arise for the Council in the provision of housing support to 16-24 year olds. These duties will depend on the individual needs and circumstances of the young person and may include leaving care support and homelessness duties.

11. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 11.1 The proposed supported accommodation services for young people aged 16-24 will keep vulnerable young people safe in suitable accommodation; provide better housing choices for young people at risk of homelessness; encourage young people to be healthier, make a positive contribution and support young people to move on to independent living.

12. EQUALITY AND DIVERSITY CONSIDERATIONS

- 12.1 The commissioning of supported accommodation services is likely to have a positive impact on all young people as a better range of services will be available.
- 12.2 Service specifications for the new services will require providers to deliver accessible, non-discriminatory services that meet the needs of all young people from protected groups, who are assessed as being eligible for supported accommodation. They will also be required to collate data about protected groups.

13. STAFF CONSIDERATIONS

- 13.1 There are no staff considerations for Hartlepool Borough Council employees.

14. ASSET MANAGEMENT CONSIDERATIONS

- 14.1 This report is concerned with the development of supported accommodation provision across the town. As part of the procurement exercise, identification of possible Council owned properties appropriate for supported accommodation for our vulnerable young people may be required.

15. RECOMMENDATIONS

- 15.1 For members to approve a procurement process to identify the delivery model of supported accommodation services and support for vulnerable young people. A further report will be brought to Committee to note the award of contracts once the procurement process has been undertaken.

16. REASON FOR RECOMMENDATION

- 16.1 To ensure that accommodation services and support are available for vulnerable young people.

17. CONTACT OFFICER

Danielle Swainston, Assistant Director, Children's Services
Level 4, Civic Centre 01429 523732; danielle.swainston@hartlepool.gov.uk

Rachel Smith, Strategic Commissioner (Education and Children's Services),
Level 4, Civic Centre, 01429 523761 rachel.smith@hartlepool.gov.uk

Appendix 1 – Procurement Options

	Dynamic Purchasing System	Block Contract	Framework
Minimal administration	✓ Structured into lots so mini-competitions can be kept manageable	✗ Full procurement required for each contract.	✓ Structured into lots so mini-competitions can be kept manageable ✗ Will require renewing after 4 years (can be a big project)
Continuity of supply / Stability	✓ Can run indefinitely – helping to create long term business relationships	✗ Risk of changing provider at contract renewal	✗ Limited to 4 years in duration Risk of current providers not being included on new frameworks
A structure which encourages the maximum volume of demand to be satisfied by the Council arrangement as opposed to the Council having to make direct payments	✓ Flexible – Qualified providers have to be added during the life of the arrangement, the Council is not limited in the providers it can use ✓ Contract Award Criteria – designed to reflect needs of decision maker (Client / Family / Advocate / Council)	✗ Limited to those providers we have contracts with. If these are not to the liking of the Client there is a risk of off-contract spend.	✗ Limited to those providers on the framework. If these are not to the liking of the Client there is a risk of off-contract spend. ✓ Contract Award Criteria – designed to reflect needs of decision maker (Client / Family / Advocate / Council)
Control over service quality / Quality Services	✓ Service quality is evaluated when a company is added to the DPS, and potentially again when a contract is awarded. ✓ Quality is then monitored through the life of the contract	✓ Service quality is evaluated when the contract is awarded. ✓ Quality is then monitored through the life of the contract	✓ Service quality is evaluated when the framework is awarded, and potentially again when a contract is awarded. ✓ Quality is then monitored through the life of the contract
Cost certainty	✗ Lacks cost certainty, a cap will need to be established and put in place to allow the LA's to run mini competition but stay within the agreed budget parameters. ✗ Typically a higher number of lower value contracts are awarded so prices can vary from contract to contract unless pricing is established at the outset.	✓ Provides cost certainty for Council – prices are determined when the contract is awarded. ✓ Nature of demand ('predictable') provides possibilities to exploit economies of scale.	✗ Lacks cost certainty, a cap will need to be established and put in place to allow the LA's to run mini competition but stay within the agreed budget parameters. ✗ Typically a higher number of lower value contracts are awarded so prices can vary from contract to contract unless pricing is established at the outset.

POVERTY IMPACT ASSESSMENT**1. Is this decision a Budget & Policy Framework or Key Decision? YES****If YES please answer question 2 below****2. Will there be an impact of the decision requested in respect of Child and Family Poverty? YES****If YES please complete the matrix below**

GROUP	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE
Young working people aged 18 - 21	✓			The provision will support vulnerable young people aged 16-24 into accommodation/independent living skills.
Those who are disabled or suffer from illness / mental illness			✓	
Those with low educational attainment	✓			Research shows that young people who access supported accommodation/floating support are more likely to be NEET.
Those who are unemployed	✓			Research shows that young people who access supported accommodation/floating support are more likely to be NEET.
Those who are underemployed			✓	
Children born into families in poverty	✓			Research shows that young people born into families in poverty are represented within the cohort accessing supported accommodation/floating support.
Those who find difficulty in managing their finances	✓			Part of the solution will look to focus on supporting young people with independent living skills including finance management.
Lone parents	✓			Part of the solution will be focused on procuring support for teenage parents.
Those from minority ethnic backgrounds			✓	

POVERTY IMPACT ASSESSMENT

Poverty is measured in different ways. Will the policy / decision have an impact on child and family poverty and in what way?				
Poverty Measure (examples of poverty measures appended overleaf)	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE
Proportion of young people who are NEET	✓			Independent living skills support will identify pathways into education/employment and/or training.
Overall impact of Policy / Decision				
NO IMPACT / NO CHANGE – the impact will be positive	✓	ADJUST / CHANGE POLICY / SERVICE		
ADVERSE IMPACT BUT CONTINUE		STOP / REMOVE POLICY / SERVICE		
Examples of Indicators that impact of Child and Family Poverty.				
Economic				
Children in Low Income Families (%)				
Children in Working Households (%)				
Overall employment rate (%)				
Proportion of young people who are NEET				
Adults with Learning difficulties in employment				
Education				
Free School meals attainment gap (key stage 2 and key stage 4)				
Gap in progression to higher education FSM / Non FSM				
Achievement gap between disadvantaged pupils and all pupils (key stage 2 and key stage 4)				
Housing				
Average time taken to process Housing Benefit / Council tax benefit claims				
Number of affordable homes built				
Health				
Prevalence of underweight children in reception year				
Prevalence of obese children in reception year				
Prevalence of underweight children in year 6				
Prevalence of obese children in reception year 6				
Life expectancy				

CHILDREN'S SERVICES COMMITTEE

21st March 2017



Report of: Assistant Director (Economic Growth and Regeneration)

Subject: HARTLEPOOL ADULT EDUCATION STRATEGY
2016 - 2026

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non-Key decision.

2. PURPOSE OF REPORT

2.1 To inform Members of the Hartlepool Adult Education Strategy 2016-2026.

3. BACKGROUND

3.1 On 10th February 2017, Regeneration Services Committee endorsed the Hartlepool Adult Education Strategy 2016-2026. Within the meeting, the Chair requested that the Strategy be referred to the Children's Services Committee for information.

3.2 The Hartlepool Adult Education Strategy 2016-2026 provides the policy and strategic framework to support the ongoing implementation of Government and local priorities relating to areas such as increasing the Apprenticeship rate, improving community learning, increasing employment and skill levels, widening participation, developing stronger communities and transforming the quality of learning.

3.3 The Mission Statement, Aim and Objectives will support the expectations of OFSTED and wider sub-regional priorities such as the *Tees Valley Transformation Education Board and Combined Authority* which are:

Mission Statement: Transforming Learning, Transforming Lives, Meeting the needs of the Community and Businesses.

Aim: To promote personal and professional growth by providing bespoke, high quality learning and educational opportunities that responds to the whole community and meets the demands of employers.

Objectives:

- Increase the economic inclusion of young people and adults through community learning and bespoke personal, social and employability initiatives.
- Increase the employment and skills levels and develop a competitive workforce that meets the demands of employers and the economy.
- Improve business growth by enhancing the culture of entrepreneurship.
- To continuously raise performance in all aspects of our provision.
- To increase retention, achievement and success rates to 90% in all subject areas and increase progression rates for all learners to 75%.

3.4 In addition, this strategy will support the Council's now established six strategic priorities as shown below:

1. Growing our Economy, Jobs and Skills
2. Regenerating our town
3. Developing and promoting Hartlepool as a great place to live
4. Developing new services for people and communities
5. Building better beginnings and better futures for our children and young people
6. Providing effective leadership based upon innovation and efficiency

4. HARTLEPOOL ADULT EDUCATION STRATEGY 2016-2026

4.1 The strategy has been designed to ensure optimum benefits for the community, employers and the wider economy and has been split according to the key priority themes of: -

- Careers Education, Information, Advice and Guidance
- Employability
- Youth Employment
- Learner Engagement
- Community and Family Learning
- Employer Engagement
- Traineeships and Apprenticeships
- Skills Development
- Enterprise Development
- Maths, English and Digital Skills and English for Speakers of Other Languages
- Volunteering
- E-Learning
- Quality Improvement

- 4.2 Within these themes, the strategy sets out how initiatives and activities will be developed that will lead to a greater emphasis on socio-economic inclusion for all, addressing skills shortages and upskilling the future workforce, tackling marginalisation and the causes of family poverty through partnership working, raising a learner's aspirations and progressing people into higher levels of education and learning and sustained employment.
- 4.3 The strategy has been developed to strategically position the service to work alongside key stakeholders such as educational establishments, post-16 providers, welfare to work providers, specialist providers and the voluntary and community sector so that there is a town wide curriculum offer that meets the demands of learners and growth sector areas.
- 4.4 The completed Hartlepool Adult Education Strategy 2016-2026 is shown in **Appendix 3**.

5. CONSULTATION

- 5.1 The Hartlepool Adult Education Strategy 2016-2026 has been developed with the full involvement of staff from Adult Education and there has been consultation with key stakeholders such as:
- Relevant Council Officers
 - Learners through the newly established Learner Voice Forum
 - Adult Education Independent Strategic Board, and
 - Hartlepool Economic Regeneration & Tourism Forum.

6. RISK IMPLICATIONS

- 6.1 There are no risks associated with this report.

7. FINANCIAL CONSIDERATIONS

- 7.1 There are no financial considerations associated with this report.

8. LEGAL CONSIDERATIONS

- 8.1 There are no legal considerations associated with this report.

9. CHILD AND FAMILY POVERTY (APPENDIX 2)

- 9.1 This strategy will positively contribute to tackling the longer term causes and consequences of child and family poverty by improving the educational attainment of residents and supporting them into further education, employment, training and self employment/business start up.

10. EQUALITY AND DIVERSITY CONSIDERATIONS (APPENDIX 1)

10.1 This strategy will provide learning opportunities for local residents particularly amongst vulnerable groups such as those shown below: -

- Looked after children and care leavers;
- Offenders (including those leaving the secure estate);
- Lone Parents;
- Residents with specific learning difficulties and/or disabilities;
- Residents with mental health issues, and;
- Residents with drug and alcohol misuse issues.

11. SECTION 17 OF THE CRIME AND DISORDER ACT 1998 CONSIDERATIONS

11.1 This strategy will positively contribute to Section 17 by providing education, employment and training opportunities for local residents including individuals who may have been identified as high risk of offending.

12. STAFF CONSIDERATIONS

12.1 There are not staff considerations to this report.

13. ASSET MANAGEMENT CONSIDERATIONS

13.1 There are not asset management considerations to this report.

14. RECOMMENDATIONS

14.1 Members are recommended to note the contents of this report and consider taking it to the Schools Forum.

15. BACKGROUND PAPERS

15.1 The 10th February 2017, Regeneration Services Committee.

16. CONTACT OFFICER

Andrew Carter
Assistant Director (Economic Growth and Regeneration)
Level 3
Civic Centre
Victoria Road
Hartlepool, TS24 8AY
Email andrew.carter@hartlepool.gov.uk
Tel: 01429 284271

Patrick Wilson
Learning & Skills Manager
Adult Education
Victoria Buildings
Hartlepool, TS24 7HD
Email patrick.wilson@hartlepool.gov.uk
Tel: 01429 868616

6.1 APPENDIX 1

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Department	Division	Section	Owner/Officer
Regeneration & Neighbourhoods	Regeneration	Learning & Skills	Patrick Wilson
Function/ Service	Adult Education Strategy 2016 - 2026		
Information Available	The Equality & Diversity Data for Adult Education is reported as part of the funding and is shown below: -		
		Learners	Enrolments
	Total Number of Learners	1,555	2,407
	Gender	Learners	Enrolments
	Male	672	934
	Female	883	1,473
	Ethnicity	Learners	Enrolments
	White / English / Welsh / Scottish / Irish / Traveller	1,346	2,082
	BME	114	206
	Unknown/Not Provided	95	119
		Learners	Enrolments
	Disability	430	893
	Age	Learners	Enrolments
	Under 19	37	48
	19-24	238	341
	25-34	312	458
	35-44	316	485
	45-54	377	613
	55-64	220	373
	Over 65	55	89
	There has been consultation which shows that Adult Education actively engages and supports residents regardless of Gender Re-Assignment, Race, Religion, Sexual Orientation, Marriage & Civil Partnership or Pregnancy & Maternity.		
Relevance Identify which strands are relevant or may be affected by what you are reviewing or changing	Age		
	The Adult Education Strategy will support the growth of learning and skills across Hartlepool. The service supports all residents aged 16+ as shown within the above Equality and Diversity Information.		
	Disability		
	Adult Education leads on the Promoting Change,		

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

	<i>Transforming Lives Project which will increase the number of residents with a Learning Difficulty / Disability. This will support the Adult Education Strategy.</i>	
	Gender Re-assignment	
	<i>There will be no changes as the Adult Education Strategy will continue to support all residents regardless of Gender.</i>	
	Race	
	<i>There will be no changes as the Adult Education Strategy will continue to support all residents regardless of Race.</i>	
	Religion	
	<i>There will be no changes as the Adult Education Strategy will continue to support all residents regardless of Religion.</i>	
	Gender	
	The above Equality & Diversity Information shows that of the learners in 2015/16 43% were Male and 57% were Female. The Adult Education Strategy will ensure that all residents can access provision regardless of Gender.	
	Sexual Orientation	
	<i>There will be no changes as the Adult Education Strategy will continue to support all residents regardless of Sexual Orientation.</i>	
	Marriage & Civil Partnership	
	<i>There will be no changes as the Adult Education Strategy will continue to support all residents regardless of Marital Status.</i>	
	Pregnancy & Maternity	
	<i>There will be no changes as the Adult Education Strategy will continue to support all residents regardless of Maternity.</i>	
	<p>Information Gaps</p> <p><i>The Equality & Diversity Information which is collected as part of the funding for Adult Education does not collect data for: -</i></p> <ul style="list-style-type: none"> • Gender Re-Assignment • Race • Religion • Sexual Orientation • Marriage & Civil Partnership • Pregnancy & Maternity 	

6.1 APPENDIX 1

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

	<i>These gaps will be overcome by Adult Education as part of the delivery of the Adult Education Strategy. This will be part of the consultation and feedback process undertaken with each learner who commences with Adult Education. There will also be discussions with other stakeholders who can support this such as Hart Gables and Salaam Centre.</i>		
What is the Impact	<i>The Adult Education Strategy will add value to the existing support which ensures that all residents regardless of Age, Disability, Race, Religion, Sexual Orientation, Gender, Marital Status or Pregnancy.</i>		
Addressing the impact	1. No Impact- No Major Change - <i>It is clear that there is no potential for discrimination or adverse impact on the above Protected Characteristics. All opportunities to promote Equality have been taken and further consultation will be carried out as part of the Adult Education Strategy.</i>		
Actions			
<i>It will be useful to record and monitor any actions resulting from your assessment to ensure that they have had the intended effect and that the outcomes have been achieved.</i>			
Action identified	Responsible Officer	By When	How will this be evaluated?
<i>Improve Equality & Diversity Monitoring</i>	<i>Craig Taylor</i>	<i>31/03/17</i>	<i>This will be reported within the Adult Education Management Team.</i>

Date sent to Equality Rep for publishing	00/00/00
Date Published	00/00/00
Date Assessment Carried out	00/00/00

6.1 APPENDIX 2 CHILD AND POVERTY IMPACT ASSESSMENT FORM

1. Is this decision a Budget & Policy Framework or Key Decision? YES

If YES please answer question 2 below

2. Will there be an impact of the decision requested in respect of Child and Family Poverty? YES

If YES please complete the matrix below

GROUP	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE
Young working people aged 18 - 21	X			The Adult Education Strategy will increase Traineeships and Apprenticeships especially for those aged 18 to 24 years old.
Those who are disabled or suffer from illness / mental illness	X			The Adult Education Strategy will be the catalyst for the Promoting Change, Transforming Lives Project which supports residents with a Learning Difficulty/Disability or Mental Health Problem.
Those with low educational attainment	X			The Adult Education Strategy will increase Functional Skills Provision and offer provision to those with Low Education Attainment.
Those who are unemployed	X			The Adult Education Strategy promotes the joint working with Hartlepool Working Solutions so all unemployed and employed residents are offered Information, Advice and Guidance.
Those who are underemployed	X			The Adult Education Strategy promotes the joint working with Hartlepool Working Solutions so all unemployed and employed residents are offered Information, Advice and Guidance.
Children born into families in poverty	X			The Adult Education Strategy will improve the engagement with

6.1 APPENDIX 2 CHILD AND POVERTY IMPACT ASSESSMENT FORM

				priority groups however the service already works in partnership with other Council Teams such as Adult Services and Youth Support Service.
Those who find difficulty in managing their finances	X			The Adult Education Strategy will add value to the existing provision which provides a range of courses to increase financial management and Maths Skills.
Lone parents	X			The Adult Education Strategy will complement the current service which offers courses in local community settings and at times suitable for Lone Parents.
Those from minority ethnic backgrounds	X			The Adult Education Strategy promotes all residents regardless of their ethnic background and the service already engages a significant number of BME Residents.

Poverty is measured in different ways. Will the policy / decision have an impact on child and family poverty and in what way?

Poverty Measure (examples of poverty measures appended overleaf)	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE
Overall employment rate	X			The Adult Education Strategy will improve the employment rate of local residents by ensuring the adults have the skills and attributes to access the labour market.
Proportion of young people who are NEET	X			The Adult Education Strategy will promote access to the Youth Employment Initiative which will positively reduce the NEET Rate.

6.1 APPENDIX 2 CHILD AND POVERTY IMPACT ASSESSMENT FORM

Adults with Learning difficulties in employment	X			The Adult Education Strategy will promote access to the Promoting Change, Transforming Lives Project which will positively support adults with learning difficulties / disabilities into employment.
Unemployment Rate	X			The Adult Education Strategy will reduce the unemployment rate by ensuring that local residents are supported into employment or education, training or self-employment.

Overall impact of Policy / Decision

NO IMPACT / NO CHANGE	X	ADJUST / CHANGE POLICY / SERVICE	
ADVERSE IMPACT BUT CONTINUE		STOP / REMOVE POLICY / SERVICE	

Examples of Indicators that impact of Child and Family Poverty.

Economic

Children in Low Income Families (%)
Children in Working Households (%)
Overall employment rate (%)
Proportion of young people who are NEET
Adults with Learning difficulties in employment

Education

Free School meals attainment gap (key stage 2 and key stage 4)
Gap in progression to higher education FSM / Non FSM
Achievement gap between disadvantaged pupils and all pupils (key stage 2 and key stage 4)

Housing

Average time taken to process Housing Benefit / Council tax benefit claims
Number of affordable homes built

Health

Prevalence of underweight children in reception year
Prevalence of obese children in reception year
Prevalence of underweight children in year 6
Prevalence of obese children in reception year 6
Life expectancy

Hartlepool Borough Council



Hartlepool Adult Education Strategy 2016-2026

*Transforming Learning, Transforming Lives,
Meeting the needs of the Community and Businesses*

Contents

- 1. Foreword by Councillor Kevin Cranney – Regeneration Services Committee Chair**
- 2. Introduction**
- 3. Mission Statement, Aim and Objectives**
- 4. Measuring Success of the Strategy**
- 5. Priority Areas**
 - Learners
 - Geographical Areas
 - Sectors
 - Partnerships
- 6. Key Strategic Themes**
 - Careers Education, Information, Advice and Guidance
 - Employability
 - Youth Employment
 - Learner Engagement
 - Community and Family Learning
 - Employer Engagement
 - Traineeships and Apprenticeships
 - Skills Development
 - Enterprise Development
 - Maths, English and Digital Skills and English for Speakers of Other Languages
 - Volunteering

- E-Learning
- Quality Improvement

7. **Learner's Pathway and Support Offer**
8. **Learner's Journey within Hartlepool Adult Education**
9. **Future Funding Opportunities**
- 10 **Capacity Building**
11. **Governance Refresh of Strategy and Action Plan**
12. **Lead Officer**



1. Foreword by Councillor Kevin Cranney – Chair of Regeneration Services Committee

- 1.1 As Chair of the Hartlepool Borough Council's Regeneration Services Committee, I am extremely proud to introduce the first *Hartlepool Adult Education Strategy* that sets out our shared ambition and vision to drive forward employment and skills development, community learning, entrepreneurship and business development that will lead to greater community cohesion, and a more prosperous, growing and resilient economy.
- 1.2 This will be a proactive strategy that will remain flexible to support key drivers such as the Council's Corporate Plan, Hartlepool Vision, Master plan, Economic Regeneration Strategy and the Tees Valley Combined Authority which will regenerate the Borough and sub-region.
- 1.3 The Strategy has been designed in consultation with partners to respond to the fast pace of economic change and to meet current and future demands of both learners and employers. It will also respond to the key ambitions of the Tees Valley Education, Employment and Skills Board.
- 1.4 It will contribute to Government targets such as increasing the Apprenticeship rate, improving Functional Skills (English, Maths and Digital Skills), preparing young people for the world of work, promoting a culture of enterprise and creating pathways to sustained employment within key growth sectors.
- 1.5 With ongoing investment, major regeneration developments, business growth and the forecasted 25,000 new jobs and circa 120,000 replacement jobs to be created over the next decade across Tees Valley, community learning, employment readiness and workforce skills development has never been so critical. That is why the Council will continue to enhance and formalise partnership arrangements with the public, private and voluntary sector so that we can collectively ensure residents have the right skills, work experience and qualifications to achieve their career aspirations and take full advantage of new opportunities.
- 1.6 The direction of this strategy will be formulated through the examination of data and local intelligence and engagement with stakeholders from the community, partners, employers, industry experts and educationalists who have the knowledge and expertise in which to ensure our resources have the greatest positive impact on the area. In addition and of fundamental importance, it will significantly contribute to the wider ambition of Tees Valley Combined Authority's growth strategy.
- 1.7 On behalf of Regeneration Services Committee, we fully endorse this strategy and look forward to reviewing its progress.

2. Introduction

- 2.1 Hartlepool Adult Education Strategy 2016-2026 provides the policy and strategic framework to support the ongoing implementation of Government and local priorities relating to areas such as increasing the Apprenticeship rate, improving community learning, increasing employment and skill levels, widening participation, developing stronger communities and transforming the quality of learning.
- 2.2 The strategy has been designed to ensure optimum benefits for the community, employers and the wider economy and has been split according to the key priority themes of: -
- Careers Education, Information, Advice and Guidance
 - Employability
 - Youth Employment
 - Learner Engagement
 - Community and Family Learning
 - Employer Engagement
 - Traineeships and Apprenticeships
 - Skills Development
 - Enterprise Development
 - Maths, English and Digital Skills and English for Speakers of Other Languages
 - Volunteering
 - E-Learning
 - Quality Improvement
- 2.3 Within these themes, the strategy sets out how initiatives and activities will be developed that will lead to a greater emphasis on socio-economic inclusion for all, addressing skills shortages and up skilling the future workforce, tackling marginalisation and the causes of family poverty through partnership working, raising a learner's aspirations and progressing people into higher levels of education and learning and sustained employment.
- 2.4 The strategy has been developed to strategically position the service to work alongside key stakeholders such as educational establishments, post-16 providers, welfare to work providers, specialist providers and the voluntary and community sector so that there is a town wide curriculum offer that meets the demands of learners and growth sector areas.

3. Mission Statement, Aim and Objectives

The council has now established six strategic priorities as shown below which this strategy will support:

1. Growing our Economy, Jobs and Skills
2. Regenerating our town
3. Developing and promoting Hartlepool as a great place to live
4. Developing new services for people and communities
5. Building better beginnings and better futures for our children and young people
6. Providing effective leadership based upon innovation and efficiency

The mission statement, aim and objectives of this strategy are shown below

Transforming learning, Transforming lives, Meeting the needs of the Community and Businesses	Our Mission Statement		
To promote personal and professional growth by providing bespoke, high quality learning and educational opportunities that responds to the whole community and meets the demands of employers.		Our Aim	
1. Increase the economic inclusion of young people and adults through community learning and bespoke personal, social and employability initiatives. 2. Increase the employment and skills levels and develop a competitive workforce that meets the demands of employers and the economy. 3. Improve business growth by enhancing the culture of entrepreneurship. 4. To continuously raise performance in all aspects of our provision. 5. To increase retention, achievement and success rates to 90% in all subject areas and to increase progression rates for all learners to 75%.			Our Objectives

4. Measuring Success of the Strategy

Key Performance Indicator	Current Value	2019 Target	2022 Target	2026 Target
Overall Employment Rate	63% (June 2016)	65%	68%	70%
Unemployment Rate	4.7% (November 2016)	4%	3%	2.5%
Youth Employment Rate – 16 to 24 Years	45.3% (June 2016)	48%	53.5%	55%
Youth Unemployment Rate	3% (November 2016)	2.8%	2.4%	2%
Self-Employment Rate	10.6% (June 2016)	11%	11.5%	12%
Apprenticeship Starts	1,460 (2015/16)	1,500	1,600	1,700
Proportion of Residents with No Qualifications	11.8% (2015)	11%	10.5%	10%
Proportion of Residents with NVQ Level 2 or Above	69.1% (2015)	70%	71%	72%
Proportion of Residents with NVQ Level 4 or Above	24.3% (2015)	25%	26%	28%
Reduction in Child Poverty	32.2% (2015)	Monitor Only	Monitor Only	Monitor Only
Reduction in the number of young people not in education, employment and/or training	4.5% (2015)	0%	0%	0%

5.1 Priority Areas

- 5.1.1 As the strategy evolves the curriculum will be further expanded, diversified and tailored to be responsive to local residents, the business community and emerging and growth sector areas.
- 5.1.2 The employment, learning, enterprise and skills programmes offered will be designed to support learners to effectively develop the necessary characteristics to succeed in employment and learning such as confidence, self-motivation, grit and resilience. Alongside this, there will be a real purpose and intent to equip non-employed and employed people with a range of skills, specialist sector specific knowledge and expertise to secure sustained, high quality employment. Specialist qualifications and programmes will be designed in consultation with industry experts and Tees Valley Combined Authority. Tees Valley Combined Authority will offer learners a plethora of options including traineeships, apprenticeships, on and off-site training, work placements and volunteering.
- 5.1.3 Employers will be engaged with so that a comprehensive training needs analysis is undertaken on the whole workforce to facilitate up skilling, career development and progression training

5.2 Priority Learners

- 5.2.1 The priority learners groups have been split to employed and non-employed as shown below (This is not an exhaustive list and will be revised according to need identified)

5.2.2 Employed People:

- With low or no Functional Skills (English, Maths and Digital Skills)
- Without Level 2 / 3 Qualifications
- To receive specialist, bespoke training that enables individuals to develop new skills and/or be re-trained
- To support them to progress onto Higher Skilled Apprenticeships
- To receive Careers Advice & Training Plans for Career Progression
- Who are on low incomes and/or those who lack job security

5.2.3 Non Employed

- Unemployed
- Young unemployed, particularly long term unemployed
- 16 to 18 Year Old NEETs
- Lone Parents
- Male and Female returners to the labour market
- Carers
- Older People aged 50+
- Black and Minority Ethnic (BME)
- Learning Difficulties and Disabilities (LDD and/or mental health problems)
- People with Low or No Skills
- Homeless People
- People for whom English is a Second or Other Language
- Working Age Adults who are unemployed and living in workless households

5.3 Geographical Areas

- 5.3.1 Over the past thirty years, Hartlepool's regeneration and economic development activity has significantly improved the social, economic and environmental vitality of the town and it is now an enriched, vibrant and attractive area in which to live, work and socialise within.
- 5.3.2 The town has transformed key regeneration areas within this period including the docks and specific employment land sites, with The Marina and areas such as Queens Meadow Business Park acknowledged as flagship initiatives with the former offering excellent office, housing and maritime tourism facilities and the latter providing improved business infrastructure facilities which have increased inward investment. Furthermore, the UK Steel Enterprise Innovation Centre and the redeveloped Hartlepool Enterprise Centre offer excellent start-up units which have increased the number of new businesses across the town.

- 5.3.3 The town is now recognised as a major retail, service and manufacturing centre which significantly contributes to the sub region's Gross Domestic Product (GDP) and there is a long term Vision for Hartlepool and Master plan driven by the council which is supported by the community and businesses that will further aid major infrastructure work to regenerate the area and encourage and attract major investment which will lead to sustained economic growth
- 5.3.4 Through this transformation, the town has witnessed considerable success in tackling inequalities and social exclusion has helped narrow the gap on key regional and national indicators such as youth unemployment. However, deprivation and poverty still remain across Hartlepool and the town is still ranked the 18th most deprived area in the country, with eleven wards and 58 Lower Super Output Areas (LSOAs) in the top 5% of the most deprived wards in the country and six wards and 19 LSOAs in the top 10% of most deprived areas nationally according to the Index of Multiple Deprivation (IMD) 2015.
- 5.3.5 In Hartlepool, nearly 50% of the population live in a deprived area with over 24% claiming a key out of work benefit such as Jobseekers Allowance. The overall worklessness rate remains high at 27.3% with 15,800 adults economically inactive – higher than the North East and national rates of 25.1% and 22.3% respectively. Of this group, over 5,900 adults are on a sickness benefit such as Employment Support Allowance and are unfit for work. Over the last three years unemployment and youth unemployment have reduced within the town with unemployment falling from 8.2% in February 2013 to 4/.8% in February 2016, however further work needs to continue to close the gap to the North East Rate of 3%
- 5.3.6 Reversing worklessness is a key responsibility of Adult Education and is a socio-economic priority for the town. To tackle intergenerational worklessness requires Adult Education to work with key stakeholders from the public, private and voluntary sector to focus their resources and expertise on those geographical areas with the greatest need of support. It will also entail working closely with and enhancing the excellent work of key players such as Children's Centres who are at the heart of supporting out key priority learners.
- 5.3.7 Tackling worklessness within deprived areas requires an holistic and innovative approach as long term unemployment is linked to multiple issues including families and their children living in poverty, people having no formal qualifications (over 8,000 working age adults or 13.8% of the population fit into this category), limited or no work experience, low confidence and often poor physical and mental health

- 5.3.8 The map on the next page shows those wards where existing education and training activity is delivered by Adult Education and Hartlepool Working Solutions and through the Strategy and annual Action Plan there will be intensive of priority groups, wards and workless streets to further tackle inequalities.

5.4 Priority Sectors

- 5.4.1 As this strategy is developed there will be a greater focus for Hartlepool Adult Education to continue to be outward focused and to work with key stakeholders such as Tees Valley Combined Authority and providers to ensure that there is a comprehensive training package available for employers across all sectors and occupational areas.
- 5.4.2 Across the Borough, there are exceptional examples of innovation by companies and major regeneration and development activity were there will be significant growth leading to job creation and safeguarding of jobs.
- 5.4.3 Whilst Hartlepool, has always celebrated its skilled and motivated workforce, the demands by employers have never been higher as companies aim to remain competitive within a global market and grow and thrive.
- 5.4.4 It is an economic imperative that partners work together to support the business community, from indigenous micro businesses to large employers to find real solutions to legacy challenges including a lack of skilled workers in key priority sectors
- 5.4.5 Adult Education will work alongside specialist training providers and co-consult with employers so that any new activity contributes towards increasing the number of young people and adults who are work-ready and support the existing workforce within the following priority sectors
- **Nuclear**
 - **Offshore Oil and Gas**
 - **Low Carbon Economy including Offshore Wind**
 - **High Value Added Engineering**
 - **Knowledge Intensive Business Services**
 - **Process and Chemicals**
 - **Hospitality and Tourism**
 - **Retail**
 - **Health and Social**
 - **Construction**
 - **Partnerships**

- 5.4.6 Hartlepool Adult Education will build on existing successful partnerships and form new relationships with stakeholders from the public, private and voluntary sector to improve the overall education and learning offer for the community and businesses. With demand increasing and resources being finite, Adult Education acknowledges that the best sustainable solution is to collaborate directly with partners such as training providers, Children's Centres and the courses successfully delivered through this services Learning Lounges, specialist agencies and critically employers to co-design future programmes that will have the maximum positive impact on improving skills levels and the employment rate.
- 5.4.7 Hartlepool Adult Education will be bold in its commitment to working with stakeholders to reduce duplication of effort through the forming of localised partnership agreements which complements the key strengths of organisations working within the locality.

6. Key Strategic Themes

6.1 Careers Education, Information, Advice and Guidance

- 6.1.1 Economic growth and personal development is aligned to individuals' receiving professional Careers Education, Information, Advice and Guidance (CEIAG) that provides them with an understanding of the current labour market, direction of travel on growth sectors and advice on pathways to higher level qualifications and sustained, high quality employment.
- 6.1.2 Adult Education's Ambition is to provide excellence in careers advice that meets the demands of both the community and economy.
- 6.1.3 By working closely with Employment Advisors within Economic Regeneration, the service will work towards its goal of ensuring that a minimum of 75% of all learners successfully progress into sustained education, employment or training. This complements the vision of the Government's new 19+ Learner Outcome Based Success Measures Framework which will be accomplished by embedding both vertically and horizontally the principle that no individual or groups should be disadvantaged in gaining access to education, training or employment.
- 6.1.4 This means that careers sessions will be more person-centred and cover key areas such as, a detailed study to identify the personal ambition of the individual, removing actual and perceived barriers to learning and employment, identifying preferred long term career options and developing a comprehensive action plan which includes key elements such as after care support.
- 6.1.5 Adult Education's CEIAG Plan will ensure that:
- All learners have access to qualified IAG Advisors who have achieved or are working towards Level 6 in Careers Guidance
 - The Service continues to work within key industry quality standards such as Investors in Careers and Matrix
 - CEIAG is embedded within all curriculum areas and provision so learners have access to a named Adviser and a range of support throughout their programme and beyond
 - Subcontractors are required to offer learners access to highly qualified, specialist Employment Advisors
 - The Service works with National Careers Service and Tees Valley Combined Authority to cascade Labour Market Information to staff, learners, carers and families.

6.2 Employability

- 6.2.1 Being in high value, sustainable employment for an individual has multiple benefits including increased self-esteem and confidence, improved physical health and wellbeing, better quality of life and standard of living for the whole family, income security and longer life expectancy
- 6.2.2 At a macro level, increased employment rates stimulate spending in the economy, improve Gross Domestic Product for the Country leading to reinvestment in major regeneration development programmes, attracts future inwards investment that contributes to further job creation, supports social inclusion and community cohesion and reduces pressures on local authorities spending relating to health and social care, welfare, housing and policing bill.
- 6.2.3 To support an increase in the employment rate at a local sub-regional level, Adult Education has re-designed its service so that a primary role is to develop pathways to support personal development and citizenship through lifelong learning and move as many adults as possible towards the labour market and support individuals into sustained employment. By working closely with the Council's Economic Regeneration Team that already has established direct links with the business community, Adult Education can effectively engage with employers to co-create sector specific programmes that will improve supply and demand side issues within the labour market.
- 6.2.4 As part of the strategic goal to increase the employability rates of all learners, regardless of their prior attainment or background Adult Education will:
- Support the development of the emerging Community Hubs that will aid local residents to access employment and health advice and guidance provision within their local area. These new Community Hubs will improve accessibility for adults to engage with specialists employment and health workers who will assist individuals to receive the necessary support services relating to health and economic wellbeing.
 - Support the delivery of the Tees Valley Combined Authority's Education, Employment and Skills Board's strategic priorities. This Board will be the key strategic driver to improve educational standards across the Tees Valley and to help increase the number of educational establishments who provide good or outstanding provision to learners. Alongside this, the Board which consists of

representatives from the public, private and voluntary sector will work with key priority sectors as outlined within this strategy to focus on issues such as economic inactivity, job creation, narrowing the educational attainment gap, increase the number of adults securing higher level qualifications through workforce development programmes and improve the skills supply to meet the demand of employers. Hartlepool Borough Council is leading on the Education, Employment and Skills agenda on behalf of the Tees Valley Combined Authority and will be instrumental in helping shape the development of a high level strategic framework now and in the future for which Adult Education will contribute to.

- Work with Economic Regeneration Team's Hartlepool Working Solutions 'Employability and Skills' Section that has dedicated specialist employment Advisers who will offer a universal service to all unemployed adults wishing to access employment advice.
- Employers from specific sectors will design programmes direct with the Curriculum Team and Economic Regeneration and employers will become a 'patron or programme sponsor' of courses which will re-affirm how the employability activities meet the needs of the sector.
- Work with Jobcentre Plus, training providers and their employer networks to develop pre-employability programmes, work trials, work placements and volunteering, particularly for those adults with multiple and complex barriers.
- Work directly with the Economic Regeneration Team's Employment Link Team who are a dedicated team of specialist Advisers responsible for increasing the employment rate for adults with a Learning Difficulty/Disability and/or Mental Health problem.
- Build on from the successes of the Community Learning Mental Health Pilot to support this priority group into employment and learning, working closely with key stakeholders such as MIND and Public Health
- Work with Jobcentre plus and employers to launch the 'Disability Confidence Initiative' to promote the economic benefits to business of employing people with a disability.
- Continue to work collaboratively with Catcote Futures to create supported internships and permitted earnings programmes for vulnerable adults
- Develop a network of high quality Work Clubs; in partnership with community groups, within the most deprived wards in Hartlepool
- Work with the Combined Authority and contribute to the co-designing of the new Work and Health programmes that will assist long term unemployed adults with health problems to access employment.
- Work with specialist providers and agencies, such as Drug and Alcohol Teams to develop bespoke employability programmes for their client group

- Develop Sector Academies with employers that will create routeways to specific training, Apprenticeships and jobs.
- Support the development of localised Armed Forces employability Pathway
- Work with major developers to create Targeted, Training & Recruitment Clauses in line with Constructing Hartlepool Strategy that will aid local people to access training, Apprenticeships and employment on construction initiatives.
- Build on the successful joint working with Children's Centres to improve the qualifications and employability skills of our learners.

6.3 Youth Employment

- 6.3.1 A key priority for the Council has always been to tackle the causes and consequences of youth unemployment and through the establishment of Hartlepool Youth Investment Project (HYIP) in September 2012; whose main aim is to prepare young people aged 16 to 24 years to be ready for work, there has already been some staggering achievements, with the current youth unemployment rate being the lowest since monitoring of data commenced in April 1994, reducing by over 75% since the inception of HYIP.
- 6.3.2 There are a number of reasons why the youth unemployment rate has declined so drastically including the Raising Participation Age Strategy that has provided young people with an education and training placement up to the age of 18 years and the Early Intervention Strategy that has led to dedicated support from partners to reduce the number of young people who are NEET, thus stemming the flow of new claimants.
- 6.3.3 The collaborative working of schools, colleges, post-16 providers, Jobcentre Plus, National Careers Service and critically employers under the direction of the HYIP Working Group has paved the way for the creation of joint enterprises to increase the number of young people receiving access to work trials, work placements, volunteering, Global Entrepreneur and Career Events and Traineeships and Apprenticeships.
- 6.3.4 HYIP is a project managed by Economic Regeneration Team and Adult Education has a major role in the contribution to the aim of this specific initiative by delivering on specialised programmes that support young people with little or no job place experience, low

academic and skill levels and a lack of confidence and self esteem that create barriers to work to prevent individuals' from fulfilling their potential

- 6.3.5 Adult Education will work closely with referral agencies including the Council's Youth Service, JCP and community-based organisations to engage hard to reach young people, such as care leavers to offer early interventions and re-engagement programmes that offer coaching and mentoring support services that are pivotal in directing and empowering an individual towards a positive outcome.
- 6.3.6 The service will deliver on initiatives to target young people who are NEET and offer bespoke packages through Study Programmes and Traineeships with a clear emphasis on moving young people into sustained education, employment, training and Apprenticeship placements.
- 6.3.7 Moving forward, there is a major opportunity to further reduce youth unemployment rates across the sub-region through the Tees Valley European Structural Investment Fund's Youth Employment Initiative (YEI) which is £29m of European Social Funding to support and engage 9,500 young people aged 15 to 29 years across the Tees Valley with progression into sustained education, training employment and self-employment
- 6.3.8 Hartlepool's Economic Regeneration Team is leading on this with the other five Local Authorities and a consortium of partners from the public, private and voluntary sector and has secured a contract value of approximately £20m which is unprecedented in size. New College Durham has secured £4m and there will be close working with them to ensure value for money and to maximise the funding for the benefit of the end user.

6.4 Learner Engagement

- 6.4.1 Adult Education has a corporate responsibility to work with partners to widen participation and to increase the number of young people and adults accessing education and learning that aids personal development and leads to sustainable employment. This requires a strategic approach so that those from marginalised communities and individuals' with multiple barriers to learning and complex social, emotional and financial problems are effectively targeted and engaged with so that they receive the necessary holistic support to progress.
- 6.4.2 By capitalising on existing networks and developing new initiatives with post-16 providers and specialist agencies there is the very real potential to provide a Universal Offer to employed and non-employed across the Borough that will improve the social mobility of local residents, tackle family poverty and the causes of unemployment and economic inactivity, increase Functional and Employability skills and connect people to the right courses, the right sector and their preferred career option.
- 6.4.3 To accomplish our ambition of widening participation Adult Education will:
- Work with cross-cutting themed agencies to develop pathways for their clients to access Community Learning Programmes.
 - Design and trial perspective learning programmes with partners that help people with complex needs, such as people with mental health problems or those suffering from domestic violence to access learning
 - Work with grass-roots community groups to understand barriers to learning and to develop strategies to engage with hard to reach groups.
 - Increase its Employer Engagement activity through the Employer Core Offer Group
 - Develop partnership agreements with post-16 providers to undertake joint promotional activity and deliver localised courses, particularly targeted deprived communities.
 - Work closely with Hartlepool Works which is the Employment and Skills Consortium, consisting of 40 members from the public, private and voluntary sector.
 - Work closely with Children's Centres to build on the existing Learning Lounge provision that supports individuals to access high quality pre-employment courses and to support individuals to remove barriers to work (With focus on unemployed learners with children under 5)

- Work Closely with Think Families/Think Communities project to aid working age adults with complex and multiple barriers to employment.

- 6.4.4 In addition, the emerging Community Hubs as previously stated will help shape the Hartlepool of the Future Programme that will support greater engagement with the community and reduce demand through prevention and integration of health, social care and employability work streams. The Community Hubs will be based within key venues such as Libraries and will offer a range of advice, guidance, health, learning, employment and community support services. Services offered by the hub will not operate in silos; tackling single issue needs, but will be perfectly positioned to meet the diverse needs of each person.
- 6.4.5 Adult Education will be central to support the development and delivery of the Community Hubs and this person centred approach is ideal as it will support individuals who may have multiple barriers to learning and employment to feel confident about accessing the necessary services to progress in their lives.
- 6.4.6 Community Hubs will be more than physical locations; there will be a network of partners across all services and sectors that have an agreed and defined assessment and pathways to progress an individual towards self help, to seek help and offers of help through volunteering, learning and community action. Individuals can expect to have access to the same service options regardless of where their first point of contact is. Physical Hubs will be universal but targeted; anyone will be able to access one, but they will be located in areas of both employment and health inequality hotspots. However, every resident within Hartlepool will be within 2km of a hub which will support Adult Education's drive to increase the number of adults from disadvantaged backgrounds from accessing Community and Family Learning and skills programme through an integrated service model.

6.5 Community and Family Learning

- 6.5.1 The primary aim of Adult Education's Community and Family Learning is to provide a range of community-based and outreach learning for everyone that will enable local people to get a new skill, reconnect with learning, follow an interest, prepare to progress an individual to form courses and learn how to support their children better.
- 6.5.2 The provision is critical to meeting the overall vision of this strategy by Transforming Learning, Transforming Lives, meeting the ends of the Community and Businesses by offering personalised provision that will encourage people new to learning or those who have been disaffected due to a previous negative experience of education to re-engage
- 6.5.3 Courses to be delivered in the future through Adult Education's Community and Family Learning provision will focus in instance on encouraging people to participate and to reconnect with learning that will build their confidence, support individuals to become more resilient, be more integrated within society, be able to interact with family, friends and neighbours and broaden their horizons, raise their aspirations and provide the elevator effect to progress learners onto formal and higher level courses.
- 6.5.4 For some learners, Community and Family Learning will be accessed to improve their health and wellbeing and inclusion in the community. However, within current fiscal circumstances, Adult Education believes that the catalyst for this provision is to develop an individual's personal, social and professional skills base so that they do have the motivation and confidence to secure their chosen career path. The benefit of moving people from economic inactivity to employment is significant to the local economy and there will be major investment by the Service in navigating people in their respective learner's journey towards sustainable employment.
- 6.5.5 To achieve this, the Service will develop a localised delivery model that will attract new learners to accredited and non-accredited training through a mixed economy of providers from the public, private and voluntary sector who will offer courses linked to:
- Financial Wellbeing
 - Digital Inclusion
 - Cultural and Family Learning
 - British Values

- Pathways to work
- Health and wellbeing

6.5.6 These courses will be designed to respond to Central and Local government objectives relating to economic development, localism, social justice, stronger families, reducing family and child poverty and adding value to public investment by attracting extra income through the Pound Plus agenda

6.6 Employment Engagement

6.6.1 The Council's Economic Regeneration Team is the first local authority in the North East to establish an Employer Core offer Group consisting of representatives from key agencies such as Jobcentre Plus, National Apprenticeship Service and National Careers Services with an aim of effectively co-ordinating joint employer engagement to reduce duplication of efforts.

6.6.2 The Employer Core Offer Group's primary aim is to develop a single point of contact for employers and to consult and collaborate with them to develop bespoke packages of support for businesses in areas such as:

- Inward Investment
- Advice on Business Loans and Grants to support Growth
- Information on how Traineeships and Internships could benefit a business
- Support to recruit new employees and apprentices including work trials and pre-employability training programmes.
- Training and Support to up skill your existing workforce
- Offering work experience and Volunteering Opportunities for local people
- Redundancy Support
- Careers advice to employees

- 6.6.3 The Group feeds into the wider Tees Valley Business Compass and Skills Hub to ensure that the employer will receive the most effective and timely information on the above services and Adult Education will be a conduit to offering the necessary support to enable the employer to meet their current and emerging requirements.
- 6.6.4 Adult Education will maintain and grow it's employer network in partnership with the Employer Core Offer Group so that the Service can continue to aid those existing and new companies who will welcome assistance due to emerging developments such as the Enterprise Bill, Employer Levy, new Apprenticeship Standards and their role as a lead large employer in purchasing future training.

6.7 Traineeships and Apprenticeships

- 6.7.1 Through the Government's English Apprenticeships: Our 2020 Vision, which aims to reach three million starts by 2020 through the new Enterprise Bill 2015 and emerging levy that will put employers at the heart of creating these apprenticeships positions, paying off and choosing the training for apprentices, there will be a major shift in how training providers will be funded and need to operate. The employer levy provides a magnificent opportunity for Adult Education to showcase the high quality apprenticeship training that it can offer all employers, regardless of sector or occupational area and how it can co-design the new Apprenticeship Standards that meet the requirements of future industry needs.
- 6.7.2 Adult Education has a very proud tradition of engaging with employers to create Apprenticeships and link in learners who have benefitted from vocational learning and on-site work experience that has proven invaluable to the local growth of the economy and helped businesses to develop a talented workforce.
- 6.7.3 Increasing the number of Traineeships and Apprenticeships is a major growth area for funders and Adult Education recognises the socio-economic benefits that increasing the participation rate will have for the Borough including:
- Young People receiving first-hand experience of how the sector operates
 - Increases in employee retention, business being more competitive and improved productivity

- It tackles stagnated and longer term issues of an ageing workforce and skills gaps, particularly in high value economic sectors such as Engineering, Construction, Processing and Manufacturing
- A more dedicated and motivated workforce, with longer term investment to the business including many Apprentices going on to become senior managers within the company they were initially employed within
- Apprentices supporting businesses through the challenges of global competitiveness

6.7.4 Recognising these benefits, Adult Education already has a plethora of Apprenticeship programmes that it successfully offer to companies, such as Business Admin, Customer Service, Child and Young Peoples Workforce, Hospitality and Catering, Health and Social Care and Leadership and Management.

6.7.5 However, the economy now demands higher skilled workers and that is why Adult Education will be driving forward its ambition to co-design with employers Higher Level Apprenticeships up to Level 7 in a whole range of sectors and occupational areas.

6.7.6 As a Service, Adult Education has already proven that it can diversify to meet priority sector demands by developing very specialist programmes such as Tees Valley Heritage Apprenticeship Scheme in collaboration with Heritage Craft Alliance and it will continue to prove that it is in a central position to offer Apprenticeships in all sector areas and can support the Government's 2020 Vision by direct engagement with micro, small-to-medium size and large employers.

6.8 Skills Development

6.8.1 Employment and skills are intrinsically linked and education and in-work training are key factors in growth enablers and meeting the current and future demands of the skills and labour market.

6.8.2 The benefits of a skilled workforce for an area are widely researched with evidence of improved employment rates, increased investment in an area, economic resilience of a business and enhanced productivity within the workplace.

- 6.8.3 Re-balancing the local economy in Hartlepool requires investment in skills and an increase in the number of both entry level and higher skills workers. Of the 25,000 new jobs and 116,000 replacement jobs to be created over the next decade in Tees Valley, many are anticipated as being in high level occupational areas such as High Value Engineering and current research shows that there is an identified need to support a minimum of 6,500 people to achieve a level 4 qualification and 8,500 to achieve a level 3 in their relevant field
- 6.8.4 For this to happen, Adult Education will work collaboratively with Tees Valley Combined Authority, Combined Authority, FE Colleges, Work-Based Learning and Apprenticeship providers and specialist training providers to pool their expertise to support learners on their path to skills development and aid the business community to co-design Workforce Development programmes.
- 6.8.5 Through this strategic approach there can be mutual benefits for all parties and future funding opportunities, developed powers and a change in how existing post-19 activity will be commissioned will lead to improved skills development programmes that Adult Education can help deliver on including activity that:
- Retrains the existing workforce
 - Trains Leaders and Managers of the Future
 - Provides pathways to higher level qualifications
 - Encourages innovation through e-learning within the workplace
 - Responds to the diversified training needs of priority sectors to ensure that they remain globally competitive
 - Supports women to enter into non-traditional sectors such as construction and manufacturing
 - Supports men to enter into non-traditional sectors such as health and social care
 - Supports adults who are not work ready or ready to learn through specialist and individualised employability programmes.

6.9 Enterprise Development

- 6.9.1 As part of the Hartlepool Economic Regeneration Strategy 2011-2021, a key objective is to increase the level of entrepreneurship within the local area as enterprise is one of the major drivers of economic growth across the Borough

- 6.9.2 Hartlepool already has a culture of entrepreneurship and has one of the highest business start-up rates in the region. In 2014, there were 54 business registrations per 10,000 of the working age population which was substantially higher than both the Tees Valley and North East averages. This success can be attributed to the delivery of a diverse package of business support services, self-employment advice and physical incubation units for new start-up companies within facilities such as Hartlepool Enterprise Centre and UKSE Innovation Centre.
- 6.9.3 As part of the strategic goal to increase the self-employment rate and create an enterprise culture across the Borough Adult Education will:
- Embed enterprise and promote entrepreneurship as a viable career option within the curriculum offer
 - Work with the Economic Regeneration Team to deliver a programme of advice, guidance and support for any individual wanting to start their own business which will incorporate a range of activities including business planning, financial forecasting, marketing workshops and HR and legal requirements.
 - Support the delivery of the Youth Enterprise Fund which provides young people aged 11 to 19 years with grants and ongoing support from a Business Ambassador that allows the young person to develop their enterprise knowledge and skills and progress their business idea.
 - Work with Jobcentre Plus to support the New Enterprise Allowance Programme which provides money and guidance to unemployed people who want to start their own business. The programme provides a business mentor who will help develop the business, support the individual to start trading and provide access to a loan scheme to fund start-up-costs.
 - Develop partnership arrangements with incubation facilities such as Hartlepool Enterprise Centre, UKSE Innovation Centre and UKSE Innovation Centre Hub 2 to ensure that new companies have access to sector specific training and qualifications as well as information around traineeships, apprenticeships and internship programmes.
 - Link businesses to the Tees Valley Growth Hub that will provide cross sector targeted business support and ensure a flexible mix of finance available for Small to Medium Sized Enterprises.

6.10 Maths, English, Digital Skills and English for Speakers of Other Languages

- 6.10.1 Functional Skills lie at the very root of our capacity to communicate; to live and work together successfully; and to develop and share knowledge. They provide an individual with the essential knowledge, skills and understanding that enables them to operate confidently, effectively and independently in life, learning and work; and their contribution to workforce skills has increasingly been recognised as critical to economic growth and workforce development. Confidence in reading, writing and number skills forms the basis of a successful society and a healthy economy whilst a growing body of evidence demonstrates a link to personal and societal health.
- 6.10.2 Current research by National Institute of Adult Continuing Education (NIACE) showed that over five million adults lack functional literacy and numeracy skills and 11 million don't have basic digital skills. This restricts career and job opportunities; reduces business success by limiting the skills base needed; and damages society by limiting active participation and access to public services that are increasingly digital-by-default. The research went on to highlight that even at the current rate of enrolment in learning, it would take 20 years to support all the adults that would benefit from help.
- 6.10.3 Over 8000 (or 13.8%) of working age adults in Hartlepool have no formal qualifications, which is higher than the Tees Valley rate of 10.6%. North East rate of 10% and GB rate of 8.8% (NOMIS 2014) alongside this, the following table shows high levels of adults with Functional Skills below Level 1.

Table X – Functional Skills Levels

Area	Literacy Below Level 1		Numeracy Below Level 1		ICT Below Level 1	
	Number	Proportion (%)	Number	Proportion (%)	Number	Proportion (%)
Hartlepool	11,499	20.08	31,752	55.46	30,872	53.92
Middlesbrough	18,087	20.06	49,733	55.17	46,883	52.08
Redcar & Cleveland	16,355	19.15	46,102	53.99	45,130	52.85
Stockton-on-Tees	21,125	17.27	61,957	50.66	59,855	48.94
Darlington	10,309	16.44	31,453	50.12	30,701	48.95
Tees Valley	77,375	18.59	220,979	53.08	213,442	51.35
North East	294,561	17.24	929,488	54.44	842,580	49.32
England	5,123,151	14.68	16,787,795	49.56	13,629,457	40.69

- 6.10.4 If Hartlepool's economy is to grow there has to be a major drive and new strategic focus on drastically improving the Functional Skill Levels of adults so that individuals have the confidence to move closer to the labour market and can position themselves more effectively to take full advantage of future employment opportunities.
- 6.10.5 In line with Government policies, the Functional Skills theme of this overall strategy will increase the number of employed and non-employed learners accessing English, Maths, Digital Skills and ESOL courses; and internally will embed English, Maths and Digital Skills across all subject areas within Adult Education.
- 6.10.5 Due to the size and scale of this task, Adult Education will work with partners, the community and employers to develop initiatives and activities that are focused on moving adults towards Functional Skills Level 2 and above, which is a pre-requisite of today's employers and within the context of society, a requirement due to the move towards digital inclusion.
- 6.10.6 Over the next ten years, our focus will be to support and drive forward an educational culture whereby Functional Skills is fully integrated into all community learning and workforce development programmes. To achieve this, Adult Education will:
- Develop a town-wide initiative to increase the number of learners accessing functional skills and ESOL.
 - Support the objectives of Hartlepool Education Commission to improve functional skills of 16-18 year olds.
 - Develop bespoke functional skills and ESOL courses for partners such as JCP to meet client needs
 - Co-design functional skills packages for specific priority sectors.
 - Develop an internal profile which embeds functional skills in all curriculum and subject areas.
 - Become an active organisational member of the North East Professional Exchange
 - Develop a curriculum pathway model linked to priority sectors
 - Introduce high profile functional skills challenges through initiatives such as Adult Learners Week
 - Pilot the alignment of KPIs with business initiatives to measure the impact of achievement on productivity.
 - Develop a Citizens' Curriculum
 - Work with Children's Centres to enhance the Learning Lounge Offer to local people.

6.10.7 Functional Skills learners will be offered progression pathways in accordance with full information, advice and guidance from qualified IAG staff at Hartlepool Adult Education and Economic Regeneration Teams. Pathways will be in the context of employment status and will include:

- Functional Skills programmes
- Vocational qualifications, such as NVQs, Award/Certificate in Education and Training
- Work Related training such as First Aid; Working Safely; Abrasive Wheels
- Accredited learning programmes under the Adult Skills Budget, such as British Sign Language
- Apprenticeships and Traineeships
- Non-Accredited community learning to support disengaged adults back into learning and progression

6.11 Volunteering

6.11.1 Adult Education's Volunteer Hartlepool has been established to provide a volunteer bureau service for the Council, other public bodies and the voluntary and community sector. It is a bespoke brokerage service to link local people wishing to access volunteer placements to gain invaluable work experience with local employers.

6.11.2 Volunteering is a major aspect of helping those residents with limited or no work experience or people wishing to change careers to access quality work placements that will equip them with a wide range of new skills that will make them more employable. There are multiple benefits to volunteering for the community, economy, environment and the individual. These include businesses being more productive, having potential volunteers who can learn the necessary skills to plug skill shortage areas, improvements in a local area through Social Action Programmes and an increase in self-esteem and confidence.

6.11.3 The vision will be to expand the work of Volunteer Hartlepool so that there are greater numbers of employers offering work placements and to increase the range of specialist occupational disciplines available so that potential volunteers can choose from a wider range of jobs that will meet their preferred career paths. There will be an emphasis on building on the excellent and longstanding

partnership with Children's Centres who have been a key driver for supporting parents/carers with children under 5 back into the workplace through activities such as volunteering

- 6.11.4 There will be more emphasis on engaging with priority groups who are the most disadvantaged within the labour market, such as people with learning disabilities and/or a mental health problems so that specialist pathways to volunteering can be developed.
- 6.11.5 Economic Regeneration has secured significant investment from BIG Lottery to support people with a Learning Disability and/or a mental health problem to lead more fulfilling lives and to become more employable through the Promoting Change, Transforming Lives Programme and there will be joint working with Volunteer Hartlepool to increase take up in Volunteering and Community Learning for participants.
- 6.11.6 The focus will be to continuously invest in Volunteer Hartlepool to grow the brand and to work alongside other key stakeholders to add value of the overall package of support for those wishing to become volunteering
- 6.11.7 To prove its commitment to Volunteer Hartlepool, Volunteers and to the sector, Adult Education will become the first Local Authority Adult Education in the Country to secure investors in Volunteering which is a quality kite mark that shows to prospective volunteers, employers and the public the highest standards that this service offers.

6.12 E-Learning

- 6.12.1 The Further Education Learning Technology Action Group Coalition was established by the Department for Business Innovation and Skills (BIS) and consists of membership bodies representing the whole of the FE and Skills sector and the full range of provision that is available to learners, employers and the wider community.
- 6.12.2 The aim of FELTAG is to support:
- **Learners** to be empowered to fully exploit their own understanding of, and familiarity with digital technology for their own learning

- **Capability and capacity** of FE and Skills Providers – the entire workforce being brought up to speed to fully understand the potential of learning technology
- **Employers** – relationships between the Further Education community and employers should become closer, richer and enhanced by learning technology inside and outside the workplace
- **English, Maths and ESOL** – exploring how innovative uses of learning technology can be used to help people develop these functional skills
- **Investment** – Providers should aim to provide industry-standard technological infrastructure (including broadband resilience) to maximise the effective use of learning technology working with employers and their communities to help prepare learners for work

6.12.3 Hartlepool Adult Education chairs the Tees Valley Adult Education E-Learning Group which has been established to learn from good practice, adopting and embed the principles of the findings and recommendations of FELTAG by promoting technology to support and improve teaching and learning, using online learning, hardware and software.

6.12.4 Adult Education will drive forward the E-Learning and digital inclusion agenda as it recognises that technology can transform learning and improving teaching, assessment and management across the service leading to increased accessibility for learners through measures such as distance learning. Through this approach, learners will be better prepared to live and work in a digital age and support local employers and the UK economy in an ever-changing landscape of a competitive digital global economy.

6.13 Quality Improvement

6.13.1 Adult Education works within the principles of the Common Inspection Framework (CIF) which was devised by Her Majesty's Chief Inspector (HMCI) FOR USE FROM September 2015. It sets out the principles that apply to inspection and the main judgements that inspectors make when conducting inspections of educational establishments such as Adult Education.

6.13.2 Through the CIF Inspectors will judge Adult Education on four key areas:

- Effectiveness of leadership and management

- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and other learners

6.13.3 The strategy sets out how the Service will develop provision that meets Government requirements. Furthermore, Adult Education has an embedded Leadership and Management structure, high performing teaching and learning internally and via subcontractors, excellent strategic framework to respond to community and business needs, good partnership working arrangements with employers and external agencies and established rigorous quality improvement systems, processes and procedures.

6.13.4 In the short, medium to longer term Service will continue to consult with staff, learners, the community, businesses, Industry Experts, external funders and Government Bodies to improve the quality of its provision and its annual performance will be presented to showcase the effectiveness of the provision offered to learners and how it has impacted on the local economy.

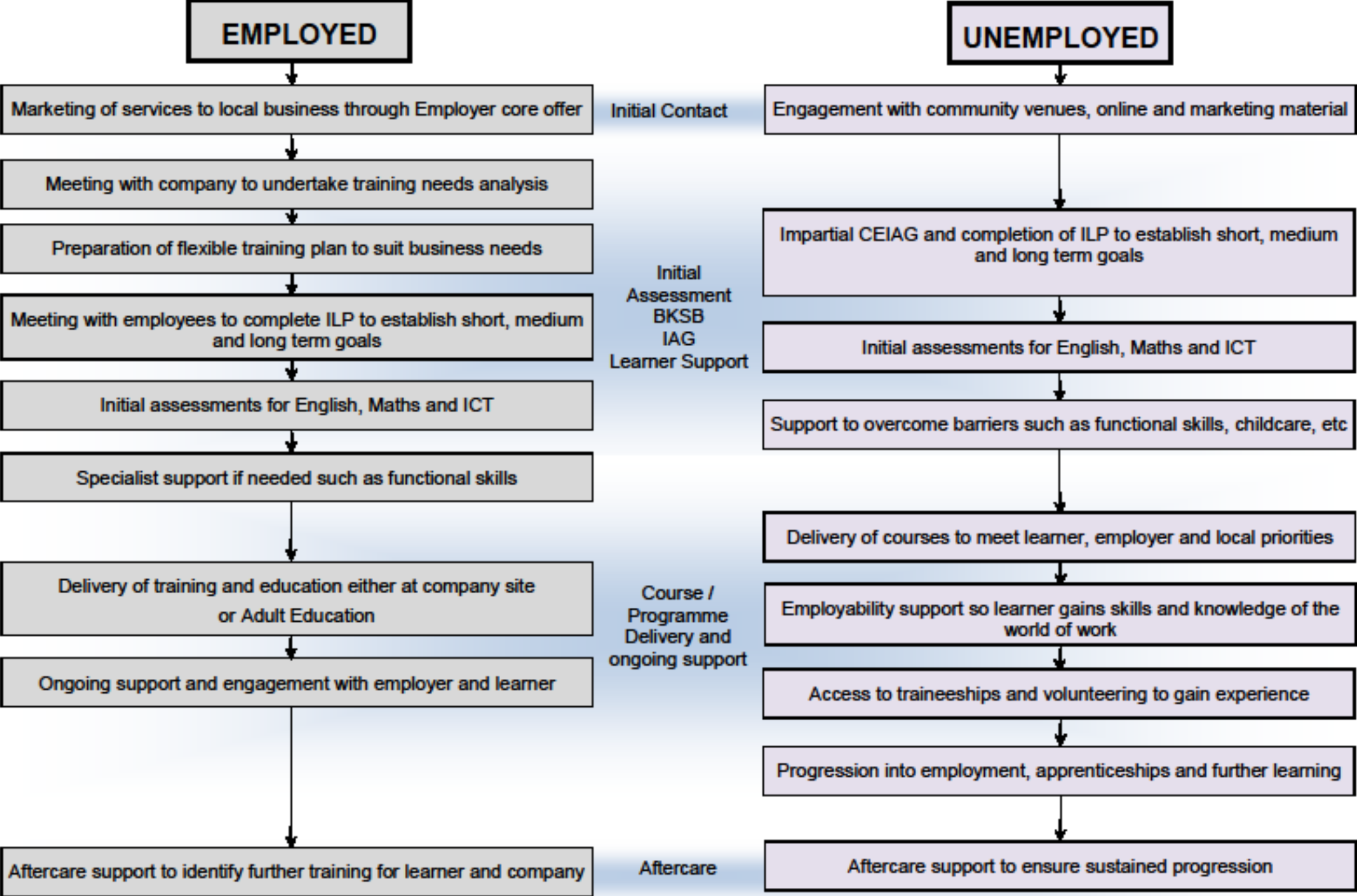
6.13.5 The Self Assessment Report (SAR) will provide the evidence base for OFSTED on overall performance and will be developed on an annual basis alongside a Quality Improvement Plan (QIP) which forms the basis of the Quality Improvement Cycle.

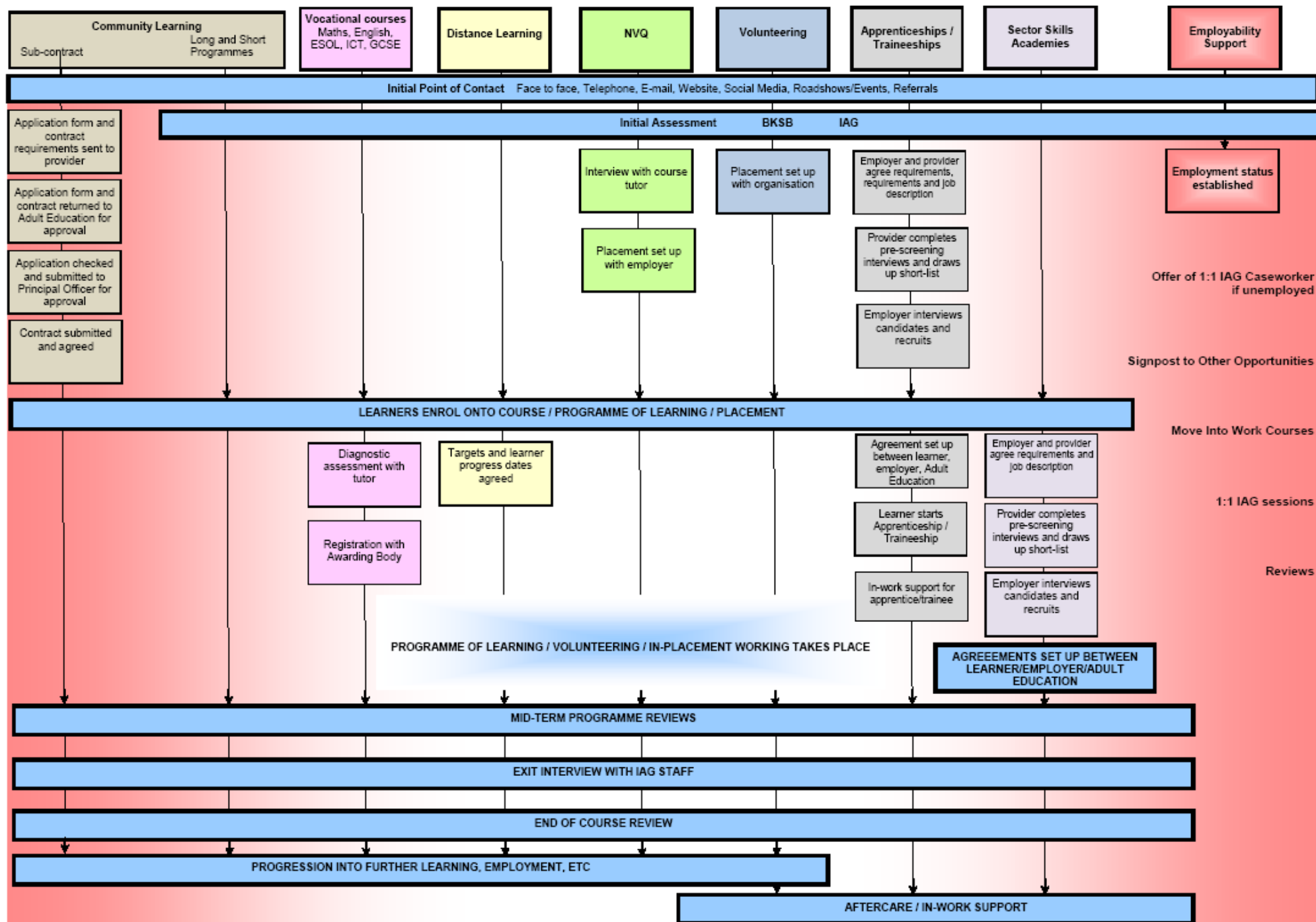
6.13.6 As part of service development, Adult Education has developed a **100 Day Improvement Plan** under the banner of the '**Project Big 90**' that has key priorities that will make a fundamental difference to how we approach the delivery of initiatives including to:

- Set aspirational targets to achieve 90% retention, achievement and success on all of its courses
- Improve our approach to employer and learner engagement
- Improve the quality of teaching, learning assessment and reviews – 90% good and outstanding minimum
- Offer positive outcomes to all learners with at least 75 progressing into education, employment for training

6.13.7 The remit and aims of 'Project Big 90' will remain throughout the 10 Year Strategy and will be the golden thread for quality improvement and will inform key stakeholders of the ambition of Adult Education to become an Outstanding OFSTED provider.

7. Learners Pathway and Support Officer





9. Future Funding Opportunities

- 9.1 Over the next five years there will be over £100m of European Structural Investment Funding for the Tees Valley area which will support strategic themes such as business development, education and skills development, employability and social inclusion.
- 9.2 The investment provides major opportunities for Adult Education and Economic Regeneration Team to work with partners across Tees Valley to develop schemes that target marginalised communities, support priority groups to improve their economic prospects and reduce benefit dependency and assist businesses with packages to facilitate growth and improve productivity through workforce development.
- 9.3 The Council has a significant track record of successfully co-designing, managing and delivering within a consortium approach large scale European programmes and other funding streams.
- 9.4 Through partnership arrangements between the five local authorities within the Tees Valley, the council has been the accountable body for sub-regional programmes such as:
- Tees Valley Works (TVW) that was established in 2006 to tackle skills deficits and to reduce the overall Tees Valley NEET and unemployment rate. TVW supported over 1200 learners to progress into positive outcomes
 - Tees Valley Workforce Skills (TVWS) that commenced in 2013 and conducted a Training Needs Analysis to over 900 businesses and specialist training to 4000 employed adults within all priority sectors.
- 9.5 Both programmes have extremely strong branding and are recognised by learners and the business community as a mark of excellence and as new funding opportunities are advertised through an Open and Competitive Tendering (OCT) Process then TVW and TVWS will be re-ignited to bid for initiatives such as:
- Workforce Development
 - Skills Support for the Unemployed
 - NEET Reduction Programmes

- Support for those at risk of Redundancy
- Job creation programmes in new and growth industries, particularly in digital sector

- 9.6 In addition, there is nearly £9m of funding through the Big Lottery's Building Better Opportunities programme that will support adults with complex and multiple barriers to employment and the Council will work with the prime provider to ensure all provision within the locality is effectively targeted.
- 9.7 Looking across other geographical areas within the Country, Adult Education and Economic Regeneration Team will also be exploring with prime providers, specialist subcontractors and agencies to bid for European Funding and other relevant expansion opportunities.

10. Capacity Building

- 10.1 The Voluntary and Community Sector (VCS) provides the foundation for the first steps towards re-engagement of hard to reach and disengaged priority groups and offer a plethora of specialist community learning programmes.
- 10.2 The sector has always offered inspiration to people who require support and mentoring and helped navigate individuals through mainstreams services which often prevent them from engaging in learning. The VCS Workforce, consisting of paid and unpaid staff have a wealth of knowledge and expertise in offering person-centred, individualised programmes that remove barriers to work including courses relating to citizenship, financial and digital inclusion and health and well-being.
- 10.3 Local residents; particularly from marginalised communities, welcome the sector's ethos of engagement and informal/formal learning in a nonthreatening environment, which has led to many successful initiatives being delivered at a grass-roots level. Through the varying challenges and opportunities of the sector, local residents are encouraged to take up volunteering and work placements within VCS groups that help with an individual's personal and professional development.
- 10.4 The sector has been particularly challenged over recent times with cuts within central and Local Government funding which has traditionally been their main funder of activity. Greater demands on services at a time when there are less resources and a move away from awarding grant funding has had the consequence of a significant reduction in charitable, not-for-profit groups.
- 10.5 However, Adult Education wholly recognises the social value and economic contribution of the sector and to reverse this decline this strategy will focus on building the capacity of VCS groups so that the network of specialist agencies can continue to provide wide ranging, high quality provision for the Service. As part of the ten year plan Adult Education will work with the sector to:
- Identify emerging socio-economic issues within priority wards and co-design commissioning opportunities in consultation with relevant community groups.
 - Understand current and emerging challenges which prevent learners from engaging in learning

- Identify future funding opportunities, income generation and business support services to assist in the self-sustainability of organisations
- Develop bespoke VCS Workforce Development Courses to up skill staff and volunteers to improve the skill base, expertise and knowledge of the sector.
- Embed Functional Skills within the VCS adult skills and community learning
- Provide support to ensure VCS groups deliver activity within quality frameworks such as OFSTED and work towards quality standards i.e. Matrix and Investors in Volunteering

11. Governance Refresh and Strategy Action Plan

- 11.1 Adult Education is in the process of making significant transformational changes to the service and as part of its Leadership and Management structure, there will be a new Independent Strategic Board consisting of the Regeneration Services Committee Chair, Adult Education, Economic Regeneration Team, Tees Valley Combined Authority, National Careers Services, educationalists and local employers. The Independent Strategic Board will formally review the Strategy on an annual basis as this will be critical with major changes imminent, including TVCA devolved powers regarding the adult education budget and the ceasing of European funding.
- 11.2 Through governance arrangements, the Board will monitor the progress and performance of the strategy against the overall mission statement, aim, objectives, key performance indicators and activities. There will also be a joint annual Adult Education and Economic Regeneration Team Action Plan that will outline key actions that will be delivered that will contribute towards the strategy that the Board will review.
- 11.3 The Board will meet on a quarterly basis and the Head of Adult Education will also formally meet the Regeneration Services Committee Chair on a monthly basis to discuss any key matters relating to the strategy and plan.
- 11.4 Members will be chosen based on their skills, knowledge and expertise to play an effective role in helping to shape and support the delivery of the strategy. As the strategy progressed the group will aim to involve members who reflect the community they represent. Where performance is not on track they will take remedial action to address this.
- 11.5 The strategy will be refreshed every three years and will be revised to inform of new political, strategic, economic and social developments.
- 11.6 The Head of Adult Education will be responsible for reporting back to Regeneration Services Committee and Hartlepool Economic Regeneration Forum (which is private sector led) on an annual basis.

- 11.7 Finally, this Strategy will feed into and support other key strategies and operational plans such as the Council's Family and Child poverty Strategy.

12. Lead Officer

Catherine Busby

Hartlepool Adult Education

Tower Street

Hartlepool

01429 868616

Catherine.busby@hartlepool.gov.uk

CHILDREN'S SERVICES COMMITTEE

21 March 2017



Report of: Director of Child and Adult Services

Subject: HARTLEPOOL EDUCATION COMMISSION –
UPDATE REPORT

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non key decision.

2. PURPOSE OF REPORT

2.1 To update Committee on the progress of implementation of the Education Commission's recommendations, and impact achieved since the previous report to Committee in January 2016.

3. BACKGROUND

3.1 The background leading to the Hartlepool Education Commission and the Commission's recommendations are contained in the final Commission report published in September 2015.

3.2 The Commission's report was publically launched on 6th October 2015, where a mandate was received to action the recommendations outlined in Section 5 of the report document.

3.3 This is the second update report for consideration by Hartlepool's Children's Services Committee, some fifteen months after the launch of the Commission report.

3.4 The governance arrangements supporting the implementation of the Commission's recommendations are at **Appendix A**.

3.5 A strategic Education Commission Leadership Group meets on a termly basis to oversee the workplan and finances, and receives updates from each workstream at these meetings. The Group has representative members

from all stakeholder sectors including young people, Members, schools, employers, governors and the Tees Valley Combined Authority. The Group met on the following occasions: 4 January 2016, 18 April 2016, 19 September 2016 and most recently on 10 January 2017. The terms of reference for the Education Commission Leadership Group are at **Appendix B**.

4. ACTIONS AND IMPACT

- 4.1 In September 2016 a stakeholder engagement conference was held. The purpose of the event was to inform all stakeholders of the work undertaken and impact achieved during the first year of implementing the Commission's recommendations. A publication summarising this work was produced for and circulated at this event; this is available upon request. A collation of the stakeholder feedback to the event is presented at **Appendix C** for information. This feedback was used by the workstream leads to shape future planning for each workstream as appropriate.
- 4.2 At each Education Commission Leadership Group meeting, all workstream leads table and talk to a summary of the actions undertaken and their impact. A collation of the latest workstream update reports is presented at **Appendix D**.
- 4.3 In summary, much work was done during Year 1 (October 2015 – September 2016), but direct impact on young people and practitioners was more variable. This is typical of large scale change projects. Despite this, some notable successes in Year 1 include:
 - **Leadership Development Programme** – worked with Teesside University to develop a bespoke, accredited (PG Cert) professional development programme for middle leaders in schools
 - **Raising Boys' Achievement** – photography competition over the 2016 summer holidays for Year 6 and Year 7 pupils as part of the primary/secondary transition process
 - **Emotional Health and Wellbeing** - £40,000 secured from Health Education England to train 24 teachers in the Mindfulness Stress Reduction Programme
 - **Early Language Development** – worked with education, health, social care, public libraries, Children's Centres and adult education partners to develop the 'Talk Matters' project, which was launched in October 2016
 - **Continuous Professional Development (CPD)** – new website developed and launched providing a one-stop shop for training opportunities for teachers and support staff in schools
 - **Getting every school to 'Good' or 'Outstanding'** – at the end of July 2016, Hartlepool had 89% of its schools rated as 'Good' or better by Ofsted compared to an England average of 88%. This was an improvement from 81% in July 2015 (England average 84%).

- 4.4 Year 2 is already beginning to see more impact of the Education Commission's work on young people and practitioners, as can be read in the update reports at **Appendix D**.

5. RISK IMPLICATIONS

- 5.1 There are no risk implications.

6. FINANCIAL CONSIDERATIONS

- 6.1 To fund the implementation of the Commission's recommendations, an amount of £250,000 has been allocated to 2015-16 and to 2016-17. An overview of budget commitments as at 31 January 2017 is summarised below:

Staffing costs	£243,000
Workstream costs	£178,000
Miscellaneous	£ 32,000

- 6.2 More detailed financial reports are tabled and scrutinised at each Leadership Group meeting.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 The full and sustained implementation of the Hartlepool Education Commission's recommendations will improve the educational achievement of the children and young people in Hartlepool. Allied to this, improved access to good and outstanding schools, experiencing inspirational activities and raising aspirations will all improve children's life chances, providing pathways out of poverty for Hartlepool families.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 There are no equality and diversity considerations.

10. STAFF CONSIDERATIONS

- 10.1 There are no staff considerations.

11. ASSET MANAGEMENT CONSIDERATIONS

There are no asset management considerations.

12. RECOMMENDATIONS

- 12.1 Committee to note the contents of this report.
- 12.2 Committee to agree to receive further update reports following each Education Commission Leadership Group meeting on a termly basis.

13. REASONS FOR RECOMMENDATIONS

- 13.1 The Education Commission's authority and accountability originates with this Committee and Hartlepool's elected Members.

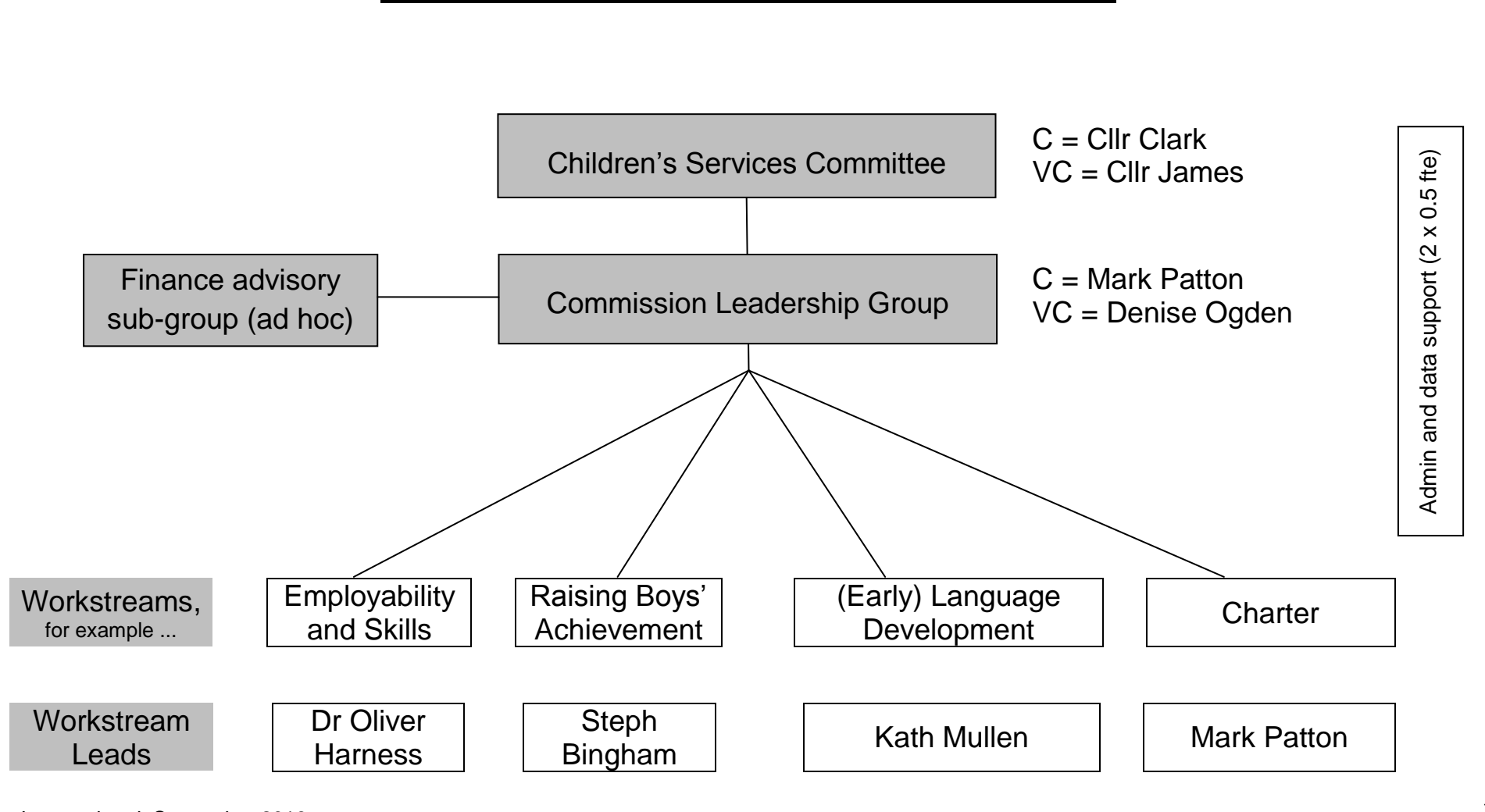
14. BACKGROUND PAPERS

- Hartlepool Education Commission report (previously published)
- Children's Services Committee report, 19 January 2016

15. CONTACT OFFICER

Mark Patton
Assistant Director: Education, Learning & Skills (0-19)
Level 4, Civic Centre
Victoria Road
Hartlepool, TS24 8AY
Telephone: 01429 523736
e-mail: mark.patton@hartlepool.gov.uk

HBC Education Commission Governance



Last updated: September 2016

Terms of Reference for the Hartlepool Education Commission Leadership Group



June 2016

Terms of Reference

The following documentation will act as the terms of reference for the Hartlepool Education Commission Leadership Group.

The framework for the terms of reference is as follows:

- 1 **Purpose and outcomes**
- 2 **Functions and roles**
- 3 **Membership**
- 4 **Principles**
- 5 **Performance and risk management**
- 6 **Developing capacity and capability**
- 7 **Engaging with stakeholders**
- 8 **Operations**
- 9 **Finance**

1 Purpose and outcomes

The purpose of the Leadership Group is to direct and oversee the operational implementation of the recommendations resulting from Hartlepool's Education Commission (September 2015) over the period September 2015 – July 2018. These recommendations are reproduced at **Appendix A** of this document.

The key outcomes or performance indicators of this are listed below.

- Every school in Hartlepool is good or outstanding and has the capacity to remain so because leadership and governance are strong, and the quality of teaching is first class.
- Educational transition periods in children and young people's lives are well managed to ensure continuity of learning and emotional resilience of the pupils.
- There is a diverse curriculum across Hartlepool in order to provide coherent pathways from primary to secondary schools, and into high quality post-16 provision.
- There will be a Borough-wide literacy and oracy programme to improve the literacy and communication skills of children and young people.
- Improved participation and achievement rates in science, technology, engineering and mathematics and in modern foreign languages to at least national benchmarks.
- Improved careers education, information, advice and guidance (CEIAG) in all phases of education so that children and young people have impartial advice and guidance that improves their self-esteem, raises their expectations and helps them to make better life choices.
- A clearly articulated and implemented vision for alternative education provision, taking into account behaviour and attendance, so that we re-engage young people with difficult and challenging behaviour and improve their outcomes.
- Integrated assessment, planning and resource allocation so that children and young people with Special Educational Needs and Disabilities (SEND) make good progress and good transitions into adulthood.
- Improved educational progress of all our vulnerable learners so that they achieve at the highest level and progress to high quality education, training and employment.

- Improved partnership working between employers and educational providers so that provision within schools and colleges better matches the needs of employers and the economy.

2 Functions and roles

2.1 The functions of the Leadership Group are to:

- Monitor the implementation of the Education Commission recommendations through a series of workstreams.
- To prioritise the work of the workstreams within the overarching timeframe of September 2015 – July 2018.
- To challenge and support the work of the workstreams and the workstream leads.
- To ensure that the work being done by the workstreams, along with the outcomes and lessons learned, is shared as widely as possible with all stakeholders.
- To oversee the budget allocated by Hartlepool's Children's Services Policy Committee.

2.2 The Role of Leadership Group Members:

- To act in the best interests of the Leadership Group, the organisations they represent and the people and business community of Hartlepool and young people aged 14-19.
- To take part in themed workstreams as determined by the Chair.
- To challenge, support and prioritise the work of the workstreams.
- To represent the views of the Leadership Group in external networks and meetings as appropriate.
- To attend all appropriate meetings wherever possible. Members unable to attend for three consecutive meetings will be removed unless extenuating circumstances exist. Representatives can send an appropriate deputy or substitute (this person should be named).

2.3 Chair and Vice Chair:

- In the first instance The Chair will be Mark Patton and the Vice Chair will be Denise Ogden.
- The terms of office shall expire on the following dates initially. The elected post-holders will then be replaced on an alternate two-year cycle.

Vice Chair – 31st August 2016

Chair – 31st August 2017

- The Chair / Vice Chair will represent the Leadership Group on the Education Improvement Board, and other such relevant groups, during the period of office or delegate their responsibilities to a member of the Leadership Group who will deputise on their behalf.

2.3.1 Role of the Chair

- To lead the work of the Leadership Group, ensuring that the views of the Leadership Group are communicated to a wide audience.
- To represent the Leadership Group on the Education Improvement Board.
- To ensure the efficient and effective operation of the Leadership Group.
- To promote effective partnership working between members of the Leadership Group and if necessary resolve conflict and help foster an environment of mutual interest.
- To approve the formation of workstreams to deliver specific items of work on behalf of the Leadership Group.
- To help to direct the challenge, support and priorities of the workstreams.
- With administrative support, to agree the agenda, associated papers and minutes of previous meetings.

2.3.2 Role of Vice Chair

- To deputise for the Chair as required.
- To support the Chair to ensure the work of the Leadership Group is effectively deployed.

3 Membership

3.1 The membership of the board will consist of:

Organisation/role	Member	Substitute
Chair	Mark Patton	Denise Ogden
Children's Services Policy Committee	Cllr Alan Clark	
Director Child & Adult Services	Sally Robinson	
Assistant Director (Education, Learning and Skills 0-19)	Mark Patton	
Neighbourhoods and Regeneration Department	Denise Ogden	Patrick Wilson
Manor Community College	Anne Malcolm	
Hart Bio	Alby Pattison	Mal Pattison
Hartlepool Sixth Form College	Alex Fau-Goodwin	Maureen Bunter
Throston Primary School	Andy Millward	
St Helens Primary School	Carole Bradley	
Workstream Lead	Jacqui Braithwaite	
Hartlepool Borough Council	Jane Young	
Independent (Finance)	Julie Cordiner	
Workstream Lead	Kath Mullen	
Hartlepool Borough Council	Katie Hammond	
Tees Valley Combined Authority	Kelly Britton	
Hartlepool Pupil Referral Unit	Kieran Sharp	
Grange Primary School	Leanne Yates	

Organisation/role	Member	Substitute
High Tunstall College of Science	Marion Agar	
High Tunstall College of Science	Mark Tilling	
Workstream Lead	Oliver Harness	
Hartlepool Borough Council	Rachel Smith	
Thirteen Group	Samantha Granger	Lynsey Jones
English Martyrs School	Stephen Hammond	
Workstream Lead	Stephanie Bingham	
Tees Valley Combined Authority	Sue Hannan	
Springwell School	Zoe Westley	
Selection of Children and Young People		

4 Principles

4.1 A statement of shared principles relevant to the theme

All members of the Leadership Group shall be committed to the effective and timely implementation of the Commission recommendations as reproduced at **Appendix A**. This work will be underpinned by some shared principles of operation:

- Clear governance arrangements, including the appropriate delegation of authority where appropriate and necessary
- Transparent decision making and communication; written and spoken communication will be in plain English; a table of commonly used educational acronyms may be found at **Appendix B**
- Effective and efficient partnership working across all stakeholders
- Honesty and integrity
- Development of skills, knowledge and understanding that leads to sustainable systems and programmes

4.2 Clear standards of behaviour

- All members of the Leadership Group will be committed to the highest standards of professional behaviour both within and outside the formal meetings of the group.

- Formal meetings of the Group shall be convened and chaired by an elected representative from the Group. Comments made during meetings shall be directed through the Chair.
- Any and all conflicts of interest shall be made clear on each occasion they have a bearing on debate and on decision making.

5 Performance and risk management

- 5.1** The Leadership Group will continue to develop consensus, commitment and common decision making processes. Where practicable, members should have the authority to take decisions and make commitments.

As far as practicable, business will be conducted in the spirit of partnership and consensus will be sought without recourse to votes. In exceptional circumstances where a vote proves necessary, each member will have a single vote and in the event of a tied vote, the Chair will have the casting vote. The quorum for the Leadership Group will be 50% of all voting members.

5.2 A clear process for obtaining good quality information, advice and support

All information, advice and support will be fit for purpose and tailored to the functions of the Leadership Group. The Chair will ensure that all information is directly relevant to the decisions being taken and is:

- timely
- objective
- sufficient
- clear and concise
- reliable

The Leadership Group will call on professional and specialist advice and support when deemed necessary, particularly when the outcome of decision has a significant legal or financial implication.

5.3 A performance management statement

The Leadership Group is responsible for implementing the recommendations outlined in the published Hartlepool Education Commission report. The Leadership Group will receive regular reports on progress towards implementing these recommendations from workstream leads. Where performance is not on track, the Leadership Group will take action to address this.

5.4 A risk management statement

The Leadership Group will take a planned and systematic approach to identifying, evaluating and responding to risks. We will consider the full range of our activities and responsibilities, and continuously check that various good management disciplines are in place, including:

- strategies and policies are put into practice where appropriate;
- high quality services are delivered efficiently and effectively;

- performance is regularly monitored and effective measures are put in place to tackle poor performance;
- laws and regulations are complied with;
- information used by the Leadership Group is relevant, accurate, up-to-date, timely and reliable;
- financial statements and other information published by the Leadership Group are accurate and reliable;
- financial and human resources are managed efficiently and effectively and are safeguarded.

6 Developing capacity and capability

- 6.1** The Leadership Group is aware of the importance of recruiting people with the right skills, knowledge and experience to play an effective part in delivering the strategic aims of the Leadership Group. We aim to recruit individuals who reflect the community they represent. We will balance the need for stability which comes from continuity of knowledge and relationships with the need for new ideas and new thinking. New members will receive a thorough induction which is tailored to their role in the Leadership Group.
- 6.2** All Leadership Group members will be given the opportunity to develop their skills further and to update their knowledge throughout their period of membership.

7 Engaging with stakeholders

- 7.1** The Leadership Group will take the lead in forming and will maintain relationships with other partnerships which will affect and/or influence the success of implementing the Education Commission's recommendations.

8. Operation of the Leadership Group

8.1 Frequency of meetings

The Leadership Group meets termly, with additional meetings established as and when required through agreement with the Chair. The meetings shall be open only to members or their substitutes, to observers agreed in advance with the Chair, and to invited speakers and presenters. The minutes of Leadership Group meetings shall be made available to members of the Group. Copies may also be made available to anyone else who requests a copy from the Chair.

8.2 Substitutes

As flexibility and continuity is essential to partnership working, each member may identify a named substitute who may attend on their behalf when necessary. These are listed at section 3 above.

8.3 Administrative support arrangements

Admin support for the Leadership Group will be provided by specifically employed staff. This support includes:

- arranging Leadership Group meetings;
- publishing agendas, papers and minutes of previous meetings on the instruction of the Chair;
- arranging guest speakers and reports from external bodies for the attention of the Leadership Group members;
- facilitating training, induction and other development events for the benefit of Leadership Group members;
- managing communication, consultation and performance management events on behalf of the Leadership Group;
- submitting funding applications where appropriate and managing and accounting for resources allocated to the Leadership Group;
- all other general administrative support for the Leadership Group and the work stream leads, as appropriate.

8.4 Meeting procedures

Leadership Group meetings are not open to the public. The agenda will be prepared by the Chair. The group will endeavour to provide information 5-10 working days prior to meetings. Subject to the Chair's approval items may be tabled at the meeting.

8.5 Declaration of interest

Decisions of the Leadership Group must be taken and be seen to be taken in the interests of the children and young people of Hartlepool. All Leadership Group members should declare any personal or business interests that they believe could come into conflict with their responsibilities as Leadership Group members when discussing individual items and when decisions are made.

8.6 Making a complaint

The Leadership Group is keen to ensure that all members and stakeholders are happy with the procedures and arrangements in place. If however an individual is dissatisfied they should first of all verbally raise their concern with the Chair who will endeavour to resolve the problem quickly and amicably.

In the event of the issue not being resolved, the individual should then make a formal complaint, in writing, to the Chair of the Leadership Group detailing the nature of the complaint.

Due to the format of the Leadership Group, and dependant on the nature of the complaint, the following procedures have been agreed.

If the complaint is in relation to:

- the procedures of the Leadership Group or conduct at its meetings then the complaint will be dealt with by the Chair;
- the procedures of a work stream or conduct at a work stream meeting then the complaint will be dealt with by the Chair of the respective work stream;
- a Hartlepool Borough Council staff member, the Elected Mayor or an elected member then Hartlepool Borough Council's Complaints Procedure will apply;
- a Leadership Group member from a partner organisation then their respective organisation's procedures will apply;
- for all other complaints then this will be dealt with by Education Improvement Board.

As detailed above, in all cases the written complaint should be sent in the first instance to the admin support who will then respond within 5 working days to advise who is dealing with the complaint and how long a response is expected to take. A full response will then normally be delivered within 15 working days.

If the individual is still dissatisfied with how the complaint was handled they may then ask for a further review by writing to the Director of Children's Services.

8.7 Leadership Group work streams

Occasionally a sub group of the Leadership Group may be established which requires focussed activity or where a more specialist membership is required. Such a sub group is called a work stream and will have a named work stream lead. Work streams would normally have a specific remit and period of operation to undertake a specific task and report directly back to the Leadership Group.

9. Finance

9.1 Education Commission funding

Hartlepool's Children's Services Policy Committee has delegated an amount of funding to support the implementation of the recommendations contained in the Commission report. This Policy Committee has a key role in overseeing the use of this funding. The Assistant Director (Education, Learning and Skills 0-19) has delegated authority to spend this funding in accordance with Council policies and procedures, and has a direct reporting and accountability responsibility to this Policy Committee.

9.2 Finance responsibility

The Assistant Director is the budget holder for the Education Commission budget.

9.3 Financial monitoring

Financial monitoring of the Education Commission budget shall be provided by the Leadership Group and by Children's Services Policy Committee. The budget holder will present a financial summary report of the budget at each meeting of the Leadership Group, and at Children's Policy Committee meetings as required by the Policy Committee Chair.

9.4 Operational financial support, challenge and advice

Financial support, challenge and advice on items of proposed expenditure may be sought by the Assistant Director from a finance sub-group composed of members of the Leadership Group. The final decision and responsibility on expenditure lies with the Assistant Director.

These terms of reference were agreed by the Leadership Group at a quorate meeting held on 18 April 2016.

These terms of reference are due for review at the first Leadership Group meeting after 31 August 2016.

Recommendations from the Hartlepool Education Commission final report, September 2015, Section 5

A: Leadership, Governance and Collaboration

1. **A commitment to partnership:** working together with children, young people, parents, carers, schools, academies and colleges to develop a 'Charter' outlining our promise to every child and young person in the town, based on inspiration, aspiration and ambition
2. **Transforming leadership and governance:** harnessing the power of collective leadership and governance to deliver ambitious goals through a strong alliance within Hartlepool and across the Tees Valley
3. **Excellence in leadership and governance:** co-ordinating a Hartlepool developing leaders and governors programme

B: Culture, aspirations and employment

1. **Achieving high aspirations and broadening horizons:** develop a cradle to career programme in collaboration with employers that works with young people to achieve high expectations and that provides children and young people with the information and opportunities including high quality careers advice, work experience, mentoring and apprenticeship and HE pathways that enables them to make good life decisions
2. **Engaging with and supporting families:** to ensure children's learning and achievement by providing effective and targeted family support in partnership with the wider children's services offer
3. **Supporting Transition:** through a focus on curriculum, assessment, information sharing, pastoral support and shared pedagogy develop a model that secures continuity and progression at key transition points across the town
4. **21st century curriculum offer:** establish a network of employer linked curriculum and qualification pathways that facilitate access to work in skill shortage sectors as well as to continued education
5. **Emotional and physical well being:** improving the emotional and physical well-being of young people through a revised curriculum for life

C: Closing the gap

1. **A focus on early child development:** develop and support an integrated family support and early intervention programme for 0-2 year olds that stimulates early child development
2. **Raising achievement through targeted interventions:** developing evidence based practice across clusters of schools with a focus on literacy, mathematics, science and transforming outcomes for low income and vulnerable children and young people
3. **Alternative education provision:** developing a continuum of specialist provision across the education that engages the disaffected and accelerates their learning

D: Getting every school, academy, college to good or outstanding and maintaining educational excellence

1. **Teacher recruitment and retention:** proactively recruit and retain excellent teachers within Hartlepool schools
2. **School intervention programme:** continue to identify schools that are a cause for concern and broker school-to-school support in order to intervene early and swiftly to secure rapid improvement
3. **Improve the quality of teaching and learning** through a town wide CPD programme including high quality conferences, master classes, practice networks and school and cluster based CPD.

Table of commonly used acronyms

Every effort will be used to ensure that written and spoken communications are in plain English. This is to ensure that the widest possible audience can easily understand the information being given. There are some commonly used acronyms used in education for the sake of expediency in the table below. This list is not exhaustive.

Acronym	Long form
BCP	Better Childhood Programme
CAMHS	Child and Adolescent Mental Health Services
CCG	Clinical Commissioning Group
CPD	Continuous Professional Development
FE	Further Education – usually aimed at 16 to 19 year-olds

Education Commission Celebration Event 20th September 2016

A Leadership, Governance and Collaboration

From best practice exchanges

- Learning Pathway – Draft programme. Consults with Hartlepool headteachers, include Post 16.
- Please don't forget about Year 11 – Year 12.
- Transition – 6th form and FE.
- How are managed moves in Year 7/8 monitored? Do we understand why they happen properly. Are there any trends? Do you expect 2016 data to show reduction?
- Specialist leaders of education. SLE designations to include Post 16.
- CPD – Page 5 – funding available to primary/secondary. What about Post 16 providers.
- Sustainability – oracy skills and knowledge.
- Clear leadership pathway.
- CPD to include Colleges.
- Leadership – will schools come together to look at good quality joint training.
- CPD – page 5 – Subject support for Secondary – Post 16 can support GCSE changes – Town wide.
- Leaders can be children leaders as well as adults.
- Looking at all levels of transition from Early Years right through to after education into the workplace.
- What progress has been made with the Charter?
- As a head boy and head girl, we meet and greet visitors. Also we work alongside our headteacher. We show compassion to other children who need it and we get them to follow school values.
- We do reading in school and have reading buddies who do guided reading groups. We have people who help to keep the library tidy, we also do Maths meet.
- As leaders we attend meetings. We make decisions about our School Council. We write letters to important people including the Queen.
- Leadership is not all about teachers and headteachers. It is about the children in the Council, School Council and Workshop Council.

A Leadership, Governance and Collaboration

From Workshop discussion

- Post 16 Transition.
- How does Post 16 get involved? Partnership.
- Not communicating with Post 16.
- Post 16 recognition for good / outstanding.
- Communication enhanced.
- Signs put on town signs “we are a learning town”.
- “We are a learning town” on buses, libraries, twitter, heartbeat, job centres, etc.
- Parent support officers.
- Hartlepool Mail?
- Charter to be mutual – responsibility on both sides.
- Transition must include Year 11.
- Involvement of CYP – Learning Town (Early Years).
- Involvement of parents – Learning Town (Charter).
- Action Learning Set current leaders.
- Develop a clear protocol of communication on commission regularly.
- Town news – letter aimed at drawing parents in – engage in Charter.
- Alter all communication to include Post 16.
- Create a consultation group to bring parents into the process.
- Local Authority to set up forum to design Post 16 transition.
- Partnership definition – needs to include parents.
- What is our vision – needs to be clear and then communicated.

B Culture, aspirations and employment

From best practice exchanges

- Transition KS2/3 is better but it is variable still according to each secondary you work with.
- How will teachers outside of Hartlepool learn about the Leadership Pathway to make them want to come here?
- Get a social media / media presence.
- Transition – For pupils in primary school
 - Get to know new friends and teachers
 - Understand new routines
- Youth Council – presentation on mental health in schools (emotional wellbeing).
- When will we see the impact on mindfulness training?
- Youth Council – help with transition period from Year 6 / 7.
- More parental involvement – engaging with parents.
- Careers – preparation for working life – socially awkward people, interviewing, CV writing.
- Borough-wide post 16 transition conference for Year 11!
- Need to link in Adult Education.
- Youth Council – provide a resource pack for drugs / alcohol.
- Page 7 – what about Year 11 to Year 12 transition. Post 16 do not have access to Year 11s in the same way secondary have access to Year 6, why?
- Page 7 – what about Year 11 transition? Should be a specific strategy led by the authority to ensure impartial CIAG.
- What is happening around increase in managed moves? Any trends identified? Monitor 2016 Managed Moves.

Drop

Everything

And

Read (Dear Time)

Dedicated

Improvement

Reflection

Time

B Culture, aspirations and employment

From Workshop discussion

- How can we get primary schools involved in more things, eg Big Bang. Develop in school resources – with a parental engagement strand and grandparents.
- Pathways that do not close down.
- How can we join up more with Transforming Tees and Combined Authority? – need case studies.
- Consistence and relentless messages about aspiration.
- Communicate and share is critical.
- Please include industry and Post 16.
- Written down:
 - Contacts
 - Pathways
 - Consistency of information across all age groups
- Link in with Transforming Tees more.
- Keep parents on-board throughout KS3 and 4.
- Autumn Term – Concrete Action – Use town-wide CPD day as an information sharing vehicle. Plan for each year group.
- Learn from Boys Learning Network.
- STEM / STEAM – High Tunstall.
- Teach / Meet (need an aspirations meet) – 3 minute ideas.
- This once per year is not enough – strategic group – how can we get primary voice into 11-25.
- Personalised curriculum that does not limit.
- Aspirations
 - School Champions
 - Key central point in Local Authority
 - Directory of contacts
 - Include post 16
- Round of words.

C Closing the Gap

From best practice exchanges

- Acknowledges mismatch between Year 6 and Year 7 – need to consider Year 11 and Year 12.
- Future focus on EAL pupils.
- Helps the parents to help their children to learn new strategies. It also gives support for parents. It also improves children's development.
- Our schools is starting an early years development for 2-3 year olds. Giving little children extra leaning helps them to focus. It helps them get into the routine and gives them confidence.
- Boys Achievement:
 - Prevent distraction in classes
 - Help to complete homework
 - Monitors help complete tasks
- "Talk" Matters teaching young children how to be "talk rich" as parents (eg EYs play) – also be mindful of danger of only of FSM pupils as focus.
- Links between primary and secondary still not good / strong enough.
- Greater collaboration cross-phase on extra-curricular activity.
- How do we use information in secondary that we get from primary schools (ie personalised learning for all students not just data).
- Where are the gaps (KS1, KS2, KS4...)
- CPD – Leadership Page 5 – please remember Post 16.
- Leadership Pathways – please remember Post 16.
- What is the impact of the initiative to close the gaps?
- How far has the transition in maths/science gone?
- SLE provision has improved.
- Transition between primary and secondary has improved, although there is still so much more we can do, eg schools sharing information/CPD/closing gaps.
- Young people – transport to other educational alternatives outside of Hartlepool to do something they enjoy without distraction of others.
- What work is being done with primary schools in closing the gap other than the 2 week transition pilot.
- Good offer of CPD.
- Don't forget the girls!
- Early language - Sharing of information prior to entry to nursery – information sharing protocols.

6.2 Appendix C

- More fluidity in 'catchment' means fragmented links between primary and secondary.
- Targeted intervention – Audit of what people are doing via TS / clusters.
- Need impact of attendance team interventions. Possible link with troubled families data.
- Audit of schools successful at engaging parents and nurturing over time.
- Best use of funding for Alt Ed.
- Need resources, training specialists.
- Survey current KS3/4 to understand what key issues / what are we not doing / what would have helped?
- Links with BCP important – need to ensure strong working relationships. Multi agency.
- Better transition for vulnerable pupils.
- Parental engagement at all phases - secondaries can learn from primaries.
- Need to use expertise in the town more effectively.
- Relationships are important in all phases – sense of belonging, eg Likely Lads Tutor groups.
- Be wary of over emphasis on particular groups – could disaffect the others, eg boys/girls.
- Continue to get best teachers / best teaching / best resources. Every child should have same opportunities. Q of T.
- Alternative provision in KS1/2 – identifying barriers and supporting schools – early signs.
- Need case studies of particular students – journey – missed opportunities.

C Closing the Gap

From Workshop discussion

- Pedagogy of the sexes – research- is this real (physical) or socially constructed?
- Ages and stages information not robust enough – need a more nuanced score/grade/check
- There is a need to re-brand Alt Ed – it is not that necessarily.
- Has anyone had success in engaging parents in their learning?
- Parental engagement at all levels! Reduce the negative.
- Input measurement of attendance teams as KS1, KS2 etc to see what impact they have
- Use “troubled families” data
- In primary – support in not taking the pupils away from the school – school is the family, therefore they need ‘in-reach’ not exclusion
- Transition – family history beyond the school
- Mental Health – training? The right staff? Not always the money.
- Talk to current pupils with current problems – what do they think went wrong? What do they think would have helped them?
- Barriers – what is needed. Joined up thinking – schools social care – big picture of their lives – spotting early signs
- Create some longitudinal case studies – learn from them so we can strengthen our ability to identify need before the crisis.

D Getting every school, academy, college to good or outstanding and maintaining educational excellence

From best practice exchanges

- What progress has been made with the Charter?
- SLEs – what now? (big push but is it still now).
- Transition – what are other schools doing? What will it take to get a town-wide entitlement around transition?
- “Home-learning” help-line for children and parents.
- Alternative Education – What continuity is there for young people accessing Alt Ed? Provisions that provide continuity from young people from ages 14-19 have closed due to funding issues.
- Should schools be the ‘key worker’ for young person, rather than sending them away to other provisions?
- Raising Boys’ Achievement – Gary Wilson – support/projects in primary and secondary – what about post 16?
- Post 16 providers could support schools with raising aspirations – how to go into different careers – soft skills, academic and technical.
- Alternative provision (for behaviour) primary still an issue.
- Recruitment – get rid of ‘dead wood’ – difficult!
- Recruitment – Making Hartlepool – The perception of the town outside.
- How will teachers outside of Hartlepool learn about the Leadership Pathway to make them want to come to the town?
- More support for children in school.

P = Potential

R = Resilience

I = Independence

D = Determination

E = Excellence

From Workshop discussion

No workshop undertaken.

Charter

- Manor – Raising Boys' Achievement – reading – boys – counteract low levels of boys achievement.
- PRIDE – successful learners – form time – reward system – 5 books – 1 free – improving resilience, spelling.
- Relationships are robust, enabling meaningful conversations with pupils.
- Close working between K3 and KS3 teachers – powerful aid to effective transition (Y4-Y9).
- Need to look at KS3 curriculum for 'non-secondary ready' pupils.
- We learnt that every school in Hartlepool give good education to children for their GCSEs.
- Need re-deployment of SLEs.
- Need to develop primary cluster.
- Importance of an effective Transition.

Hartlepool Education Commission

Workstream Update report: Leadership Programme

Period this update covers: October –December 2016

What have we done?

- We have held the first two sessions for the PG Cert and the L1 & L2 leadership programme: we have 30 candidates each on L1 & L2, and 9 on the PG Cert.
- All PG Cert candidates have completed a 360 diagnostic review and received confidential feedback
- We have ensured that all participants on the programmes have identified an area of focus for their in school project
- Within each group participants have shared their focus area and some partnerships for working have been created

What has been the impact of this work on the children and YP of Hartlepool?

This cannot be measured yet, as the projects are just beginning; however, some projects will give an interim update at the next sessions to be held this half term

What will we be doing next?

- Continue to deliver the programme
- Visit projects
- Report all research areas from the PG Cert candidates to all headteachers

Stephanie Bingham
January 2017

Hartlepool Education Commission

Raising Boys' Achievement Workstream Update report

Period this update covers: October – December 2017

What have we done?

- Conducted second round of PASS surveys
- Continued to run school based projects

What has been the impact of this work on the children and YP of Hartlepool?

PASS Data is currently being analysed in schools

As presented at the EC update event last, term, there has been a variety of effects on pupils in different schools, including improved attendance, better results, better engagement with lessons.

What will be doing next?

Summarise PASS findings

SB to visit all 5 schools and interview pupils and staff involved in projects

Stephanie Bingham
January 2017

Hartlepool Education Commission

Oracy 'Talk Matters' Workstream Update report

Period this update covers: September to December 2016

What have we done since September?

- Formed steering group comprised of representatives from education, health, social care, children's centres, libraries, workforce development, adult ed, education psychology, initial meeting held 27th September (to meet termly)
- Launched project to schools October 4th – 27 signed up (so far!)
- Formed partnership with PHD undergrad student to support development of assessment tool. Developed a draft Talk Matters progressive universal language/literacy screening tool to be used with all children at 2, 3 and 4
- Identified Wellcomm assessment tool as preferred specialised diagnostic tool for children identified as needing intervention
- Set up 3 working groups (one for each strand). Each group has met twice in the autumn term to contribute to final stages of development
- Finalised first element of training programme for teachers and practitioners – being piloted this half term for roll out from February
- Content of '5 a day' and format of information cards have been finalised
- Begun to develop media campaign to promote the key messages through the '5 a day' cards around the importance of talk and early literacy at all opportunities – ensuring parents know *what, why, and how*. Working with the Art department in High
- Tunstall to produce logo, illustrations for materials etc.

What has been the impact of this work on the children and YP of Hartlepool?

Not yet applicable

What will we be doing next?

- Schools and settings to nominate a 'Talk Matters' Champion to ensure effective implementation and sustainability over time
- Begin rollout of enhanced tier in Spring term
- Establish network meetings to support reflection on what works well, practice transfer and to develop the project further across all phases
- Continue working with Children's Centres to contribute to influence on parents
- Explore development of a Hartlepool Talk Matters Quality Mark for settings
- Extend training programme to wider workforce (eg. health visitors, midwives, school nurses, children's social care, etc)
- Gather feedback from practitioners on content of screening tool
- Trial the screening tool across the age range and amend in light of findings and feedback



Build in links with Literacy Campaign (EEF) including use of Language and Communication Friendly School assessment tool

Establish systems to gather data

- Establish QA process
- Longer term... Work with teaching staff of older children to extend the programme into Key Stage 2, 3 and 4.

Kath Mullen
January 2017

Hartlepool Education Commission

CPD Workstream Update report

Period this update covers: September to December 2016

What have we done?

- CPD website launched September 2016
- Website promoted to all teaching and support staff in all schools across the town – individual packs provided containing details of website, pen with logo and web address and a Hartlepool CPD notepad
- Website promoted via e-communications to large number of schools across the Tees Valley
- Initial systems for advertising, booking and evaluating courses implemented
- Change in admin support due to promotion led to temporary cover from October to December. Now have permanent full time admin support in place. Currently reviewing and evaluating effectiveness of booking procedures etc with a view to adapt where necessary

What has been the impact of this work on the children and YP of Hartlepool?

From September 1st to November 15th:

- A total of 185 delegates from Hartlepool and across the Tees Valley have attended courses, networks or conferences across the autumn term

In addition:

- 79 teachers from 16 Hartlepool schools enrolled on Level 1 or Level 2 Hartlepool Leadership Pathways courses, developed by Steph Bingham in conjunction with colleagues from Together to Succeed Alliance, accredited by Teesside University
- 9 schools, including 5 from outside eg Hartlepool, have continued to access Reading Recovery training for 2016/17
- 9 Hartlepool schools have accessed the 1st Class @ Number primary maths intervention

What will we be doing next?

- Continue to keep abreast of current developments in Education to inform ongoing development of the CPD offer
- Monitor uptake, feedback and impact on pupils where possible
- Carry out financial analysis from April 16 to March 17 to ensure cost effectiveness
- Carry out analysis to gauge 'internet traffic' to site at the end of the academic year
- Liaise with schools and settings to ensure the offer matches need

Kath Mullen
January 2017

Hartlepool Education Commission

Workstream Update report – Emotional Wellbeing

Period this update covers: September 2016 – December 2016

What have we done?

Work that has been undertaken this term includes:

- a selection of schools identified to pilot the model developed for training and intervention
- Training programme developed to build capacity around emotional wellbeing and common mental health difficulties in the children's workforce.
- Further funding secured from Transforming Tees to support the development of universal approaches (curriculum for life). Two Education consultants appointed to take this work forward
- Successful ELSA (Emotional Literacy Support Assisant) Course run and well received by schools
- Ongoing consultation with children and young people;
- consultation October with the voluntary community sector (VCS);
- Update to the Joint Strategic Needs Assessment (Emotional Wellbeing) in progress with partner agencies.
- Further alignment of this work to A Better Childhood in Hartlepool

What has been the impact of this work on the children and YP of Hartlepool?

Direct work with Young People will start in 2017. The work will now be much more targeted now that we better understand the need following the consultation processes of phase 1. Evaluation to measure impact will be linked to each intervention.

What will be doing next?

- Complete the consultation process with children, young people and VCS;
- Carry out an analysis of the data;
- Undertake a more detailed review of emotional wellbeing services commissioned by schools and colleges with a view to more efficient and cost effective commissioning;
- Work with children and young people to design accessible information to signpost emotional wellbeing services;
- Enhance the Local Offer website to make clear to parents/carers the services available to support emotional wellbeing and mental health;
- JSNA completed and joint commissioning of services according to locally identified need.
- Model piloted and evaluated with the identified schools;
- Training programme rolled out across the children's workforce aligned with the BCP training schedule.
- The roll out of Mindfulness stress management techniques to children and young people in the pilot schools and colleges;

- Funding sought for further training to enable more schools to participate;
- Educational Psychology Team to further develop VIG services to support early intervention.
- Develop accessible support services for vulnerable groups in coordination with the BCP;

Jacqui Braithwaite
December 2016

Hartlepool Education Commission

Workstream Update report - TRANSITION

Period this update covers: September 2016 – December 2016

What have we done?

- Secured funding from Transforming Tees in order to:
 - Develop a transition guarantee that all stakeholders can sign up to in order to ensure an equitable offer to all of our CYP
 - Develop cross phase models of partnership working so that colleagues from different key stages can engage in sustained professional dialogue to gain a shared understanding of the curriculum, pedagogy and assessment methods within each others' areas. Joint planning, team teaching and cross phase teaching will be key elements of this relationship.
 - Enhance pathways for the transition of vulnerable groups.
 - Provide opportunities for gathering and sharing best practice across the Tees Valley
- Appointed two Education Consultants Melanie Siddell and Sandra Saint to take forward the work described above.
- Lynne Horton, Senior Advisory Consultant has begun a Science Transition Project with the aim of:
 - demonstrating to secondary teachers the skills and abilities the pupils already have and avoid any repetition of learning in year 7
 - raising standards of attainment and rates of progress in science
 - improving links between primary and secondary teachers through a shared pedagogy
 - establishing a curriculum model for successful transition to be used in other core subjects.
- Dyke House School staff and some of their young people shared their developing practice in transition at the last Education Commission Conference in September 2016.

What has been the impact of this work on the CYP of Hartlepool?

- Evaluation to be completed by October 2017 following the transition of the current year 6 cohort

What we will be doing next?

- Continuation of the Transition Guarantee work moving onto KS4 to KS5 transition
- Evaluate Science Transition Project and use findings to inform the planning

Jacqui Braithwaite
December 2016

Hartlepool Education Commission

Hartlepool Children's Charter Workstream Update report

Period this update covers: September 2016 – December 2016 (autumn term)

What have we done?

- Analysis of engagement events indicated that
 - need further engagement with stakeholders
 - traditional method of “meetings” has proved less effective at reaching large numbers because of difficulty of releasing people from school/college and the workplace
 - the original concept of a Charter as a list of “promises” received lukewarm reception, especially from teachers and school leaders, largely due to potential conflicts with ‘charters’ that already exist and also potential resource implications
 - instead, a kind of ‘values system’ has begun to emerge as an alternative model to provide a uniform framework within which stakeholders can operate and make decisions
- Begun work with Open Lab team at Newcastle University, as well as **leading learning education** to use innovative new digital technologies to reach larger numbers of stakeholders
- The new technologies being developed by the Open Lab team have many interesting possibilities not only for traditional engagement/consultation work with stakeholders, but also developing co-created solutions to problems or needs generated from within the larger stakeholder group

What has been the impact of this work on the children and YP of Hartlepool?

- No additional impact in the autumn term 2016

What will be doing next?

- Working with the Open Lab team to launch the next phase of stakeholder consultation in order to increase the evidence base much further
- Working with the Open Lab team to develop the co-creation aspect of the new technologies by using it in a trial to shape a large conference event

Mark Patton
January 2017

Hartlepool Education Commission

Workstream Update report: Alternate Education Provision

Period this update covers: July to January 2017

What have we done?

- Funding of £6,000 has been allocated:

Initially it was thought that the money would develop a directory of alternative educational provision that would meet the diverse needs of some learners in Hartlepool. Alternative education placements are used for pupils who are at risk of exclusion or to re-engage excluded pupils in their education. The needs of these pupils can vary and schools were looking for a wide variety of organisations to help these young people achieve all that they are capable of in their studies and prepare them with life skills.

Unfortunately the creation of the directory revealed the very limited provision available within Hartlepool and its surrounding area. This realisation has meant that the original plan is now under review, especially in the light of the following:

- Concerns across the region regarding the escalation of PEX and FTE resulting in some Local Authorities exploring extreme measures to cope with an explosion in numbers of pupils' schools feel they can no longer cope with. The extreme measures include 'fining' schools up to £18,000 per PEX.
- KS2-4 Review identifying the need for Alternate Provision in KS2 and the subsequent development of a 'therapeutic facility' based at Stranton primary school. Other schools are developing similar facilities in other clusters.
- The development of a business case for Northern Lights Academy (VITAL – TV) with a broad offer of Alternative Education.

"Offers will be tailored at age groups and will be a mix of engaging with the artist in residence programme to learn and create and, exploring and understanding the technical equipment housed in the centre" (Appendix 1).

- Feedback during the Education Improvement Board celebration event led to a discussion at the 11-25 Education and Employment forum regarding work related learning and alternative education provision. It was decided that a sub group should meet to discuss this. This sub group met (Appendix 2). During the next 11-25 E and E Forum it was agreed that this sub group should continue to meet with specific terms of reference (Appendix 3).

- The original plan is still live. Currently the Behaviour and Attendance Partnership are reviewing the Alternative Education passport (Appendix 4), a document to ensure consistency with exit and entry information between schools and providers. A document to ensure consistency of provision regarding health and safety, safeguarding etc. is being devised and will be used to quality assure the provision within the Hartlepool directory. We are still hoping to hold an Alt Ed. event allowing providers and schools to connect and better understand the provision on offer.

What has been the impact of this work on the children and YP of Hartlepool?

- So far there has been little impact other than awareness raising of the need and an attempt to re-focus leaders perceptions of Alternative Education Provision. However this has lead to changes within schools such as the Bridge Project at English Martyrs and a re-focus of the Hamlyn provision at St. Hild's.
- The first draft of the Hartlepool Directory of Alternate Provision has been circulated to all secondary schools and a very small number of pupils are accessing this provision.

What will we be doing next?

- **Gathering data for the plan, implementing the plan, revising the plan.**
 - Quality assurance of each provider will begin during the Spring Term.
 - The team will have attempted to commission providers to create more places for therapeutic provision.
 - The KS2-4 Review group will continue to develop provision at KS2.
 - The development of a business case for Northern Lights Academy (VITAL – TV) with a broad offer of Alternative Education will continue.
 - The sub group of the 11-25 Education and Employment Forum will continue to explore those areas outlined in the Terms of Reference.
 - In the light of the above the plan will be revised.

CHILDREN'S SERVICES COMMITTEE

21st March 2017



Report of: Director of Child and Adult Services

Subject: CHILDREN'S SOCIAL CARE INNOVATION
PROGRAMME – TARGETED FUNDING
OPPORTUNITY

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key

2. PURPOSE OF REPORT

- 2.1 For members to approve the submission of a full bid to the DfE Children's Social Care Innovation Programme.

3. BACKGROUND

- 3.1 The children's social care innovation programme has been developed by the Department for Education to support the development, testing and sharing of effective ways of supporting children who need help from children's social care services.
- 3.2 The Department for Education (DfE) launched the Innovation Programme in October 2013 to act as a catalyst for developing more effective ways of supporting vulnerable children. The programme seeks to inspire whole system change so that in five years' time the following is achieved:
- **Better life chances** for children receiving help from the social care system;
 - **Stronger incentives and mechanisms** for innovation, experimentation and replication of successful new approaches; and
 - **Better value for money** across children's social care.

4. PROPOSAL

- 4.1 The council have been working closely with Changing Futures North East within A Better Childhood in Hartlepool to enable the workforce to focus on developing effective relationships within families.
- 4.2 Children's Services, Changing Futures North East and the Tavistock Centre for couple relationships agreed that it would be beneficial to build on this work and develop an expression of interest to the innovation programme. It is expected that all bids are focused on a specific cohort in order to understand learning and impact and to understand if it can be replicated across a larger cohort. It was felt that the cohort of children that may benefit from this approach were children who are being supported as a Child In Need. It is proposed to create a small Child In Need team consisting of social workers and psychotherapists that would focus on children who have been identified as in need for longer than a year.
- 4.3 The expression of interest included the following:
- The council aspires for a workforce where staff can build relationships with parents that enable work that builds capacity within the family for them to identify, own and sustain change for the benefit of their children;
 - National research suggests the parent couple relationship is extremely important (or any "parenting" relationship which can include grandparents);
 - Parents within the social care system, very often, have had poor attachment experiences themselves and this can feed into their ability to a) provide for their children's emotional and physical needs, b) deal with distressing emotions and accurately identify them, and c) engage in reasoned "perspective taking" e.g. child, other parent, practitioners point of view;
 - There's a relatively high prevalence of mental health problems within the parents of children in the social care system, often undiagnosed. Extremes of personality traits may be present that mean a singular approach to building relationships and motivating change can be challenging;
 - This bid targets the Child In Need population in particular and has a psychodynamic theory focus, and a mentalising skill focus. These address the vision within A Better Childhood in Hartlepool which highlights building relationships, encouraging responsibility for parenting to be held by parents, building relationship "resource" within families and helping staff manage anxiety and build resilience;
 - Provides targeted relationship support interventions – this is particularly of interest to the Early Intervention Foundation who have highlighted the potential impact of this approach but would like it to be tested more.

5. NEXT STEPS

- 5.1 The partnership (Hartlepool Council, Changing Futures North East and the Tavistock Centre for Couples relationships) have been asked to submit a full proposal following a successful expression of interest. The DfE have not informed us of the deadline for submission however it is thought that the deadline will be approximately end of April.
- 5.2 It is important that this project is co-constructed with the workforce and children and families. There will be a number of sessions to discuss the thinking of this proposal to understand if it is achievable. This information will inform a final submission.
- 5.3 It is expected that the DfE will make decisions on the submissions by the Summer with successful areas being able to draw down funding by September 2017.

6. RISK IMPLICATIONS

- 6.1 If successful the Local Authority would need to ensure that there was capacity to deliver the project as set out in the submission. It is important for the reputation of the council and Changing Futures North East that a submission would only be submitted if it is felt that it is achievable. This will be explored within the development of the submission and if there it is felt that this piece of work is unachievable a submission will not be submitted.

7. FINANCIAL CONSIDERATIONS

- 7.1 The DfE have not specified the amount available to bid for. It is expected that financial modelling will be undertaken over the next 8 weeks within the development phase.

8. LEGAL CONSIDERATIONS

- 8.1 There are no legal implications.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 9.1 Options have been considered and there are no child and family poverty impact issues.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 This project is focused on a specific cohort of children as expected by the DfE.

11. STAFF CONSIDERATIONS

- 11.1 There are currently no staffing considerations however if successful in this submission a further detailed plan will need to be developed which will include staffing considerations.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management implications.

13. RECOMMENDATIONS

- 13.1 For members to approve the submission of a full bid to the DfE Children's Social Care Innovation Programme in partnership with Changing Futures North East.

14. REASONS FOR RECOMMENDATIONS

- 14.1 Hartlepool Council and Changing Futures are focused on continuous improvement and looking at innovative ways to improve the lives of children and young people. This offers an opportunity to test an innovative approach that may improve outcomes for families.

15. BACKGROUND PAPERS

None

16. CONTACT OFFICER

Danielle Swainston, Assistant Director, Children's Services, Civic Centre,
Danielle.swainston@hartlepool.gov.uk; 01429 523732

CHILDREN'S SERVICES COMMITTEE

21st March 2017



Report of: Director of Child and Adult Services

Subject: DEDICATED SCHOOL GRANT - HIGH NEEDS
BLOCK 2017/18

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information.

2. PURPOSE OF REPORT

2.1 The purpose of the report is to provide an update on the High Needs Block funding for 2017/18.

3. BACKGROUND

3.1 The local authority (LA) receives funding to support children and young people with special educational needs via the Dedicated Schools Grant (DSG). This funding is allocated directly to the High Needs Block.

3.2 The High Needs funding will be subject to a national formulae from 2018/19. The second stage of the Department for Education's (DfE) consultation was launched in December 2016. Until the results of this are published we will not know the full extent of the impact. However, the DfE have confirmed two key proposals:

- To provide up to **3% increases** in 2018-19 and 2019-20 respectively for local authorities due to gain under the formula; and
- That there will be **no cash losses** to local authorities as a result of the high needs formula.

4. HIGH NEEDS BLOCK BUDGET 2017/18

- 4.1 The Education Funding Agency (EFA) have issued the funding allocation for 2017/18, funding has remained at 2016/17 levels. The table below details how the funding of £10.504m is allocated.

High Needs Block 2017/18	£m
LA place funding	1.560
Academy Pre 16 place funding	1.416
Post 16 Place funding	0.912
Independent school fees	0.880
Top up funding and support	4.956
Post 16 Top ups	0.780
Total Funding	10.504

- 4.2 The authority commission places in special schools, the pupil referral unit and additional resourced units (ARP) which are attached to mainstream schools. Places are funded at £10,000 per year and based upon the needs of the pupil additional top up payments are then made to the provider. Place funding is commissioned on an academic year basis.
- 4.3 The place funding commissioned from academies of £1.416m and post 16 places of £0.912m will be paid directly to the provider from the EFA.
- 4.4 Over the last few years the pressure on the High Needs Block has increased significantly. This is owing to;
- an increased number of children and young people with additional needs who require Education Health and Care (EHC) plans and their associated support costs;
 - children and young people in our special schools and in our additionally resourced provision bases in mainstream schools are being diagnosed with more complex needs;
 - a greater number of children with additional needs without EHC plans who require additional support via Individual Pupil Support (IPS);
 - an increased number of children and young people with complex needs needing to access specialist provision which is only available out of area.
- 4.5 The ongoing pressures have been funded using a combination of earmarked reserves and savings owing to the reduction in the hourly rates paid to providers for individual pupil support (top up payments). However these reserves will be fully committed in 2017/18. A permanent solution needs to be developed before the start of 2018/19 to address this issue.
- 4.6 In consultation with Schools and the Schools Forum the local authority are undertaking a review of SEND (Special Educational Needs and Disabilities) funding across Hartlepool to help address the increasing overspend of the High Needs Block of funding. The aim of this is to:

- Develop a comprehensive set of new bandings and descriptors appropriate for use across all special schools, ARPs and mainstream schools for children and young people in Hartlepool
- Undertake a review of the bandings and monies committed to support children and young people in Hartlepool who access provision
- Review the provision offer and access arrangement available in the maintained primary special school and ARP bases to assess what support the schools are able to provide.
- Work collaboratively with schools, EPs and other partners to develop a formalised admission and entry criteria.

4.7 The LA is working closely with schools as part of this review and all schools are involved in a process of reviewing current levels of need and support. The team manager (SEND) is working with each school to identify levels of needs. Following this work with individual schools a number of moderation events are taking place with schools to ensure that the levels of need have been assessed fairly. Financial modelling will be undertaken once the levels of support have been agreed across the schools.

4.8 The review is anticipated to be complete by Autumn 2017. The outcome and recommendations from this review along with an update on the projected 2017/18 outturn will be brought back to Children's Services for consideration.

5. RISK IMPLICATIONS

5.1 There is insufficient funding to support the existing level of support paid to providers, within the High Needs block allocation from the EFA. This is a concern as early indications are showing that there are more children and young people presenting with more complex needs. In order to mitigate this risk a whole scale review of SEND funding is currently being undertaken as set out in section 4.7.

6. FINANCIAL CONSIDERATIONS

6.1 The current level of spending within the high needs block is not sustainable within the current budget allocation. Following the review the options will be assessed to enable recommendations to be made to manage demand in this area.

6.2 Until the outcome of second stage consultation is published by the DfE the LA cannot assess the likely impact on the High Needs Block funding.

7. LEGAL CONSIDERATIONS

7.1 There are no legal implications.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 There are no child and family poverty considerations, all children with additional needs will be supported.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 There are no equality and diversity considerations.

10. STAFF CONSIDERATIONS

- 10.1 There are no staff considerations.

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 There are no asset management considerations.

12. RECOMMENDATIONS

- 12.1 It is recommended that Members
- i) Note this update of the High Needs Block of the Dedicated Schools Grant;
 - ii) Receive an update on the national funding formula when the EFA publish the results from the second stage consultation for 2018/19;
 - iii) Note that further updates will be provided following the conclusion of the SEND review which will include funding and implementation proposals.

13. REASONS FOR RECOMMENDATIONS

- 13.1 To ensure that members are aware of the High Needs Block funding for 2017/18 and potential changes due in 2018/19.

14. BACKGROUND PAPERS

- 14.1 Children's Services Committee papers – 8th March 2016
Schools Forum Report – 9th December 2016 – SEND Update

15. CONTACT OFFICERS

Danielle Swainston, Assistant Director: Children's Services, Civic Centre,
01429 523732, Danielle.swainston@hartlepool.gov.uk

Louise Allen, Head of Service (SEND), CETL, 01429 523209
Louise.allen@hartlepool.gov.uk

CHILDREN'S SERVICES COMMITTEE

21st March 2017



Report of: Director of Child and Adult Services

Subject: KICK THE DUST – HERITAGE LOTTERY FUND

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 To inform members of an application to Heritage Lottery Fund's 'Kick The Dust' Youth Programme of £644,970.

3. BACKGROUND AND PROPOSAL

- 3.1 For several years Hartlepool Youth Service and Cultural Services have worked together on improving young people's access to heritage and arts venues and programmes across Hartlepool. This resulted in the development of the Youth/ Cultural strategy and several initiatives including success bids by Youth Services to Youth Music. This includes Exchanging Notes Programme, Heritage Lottery Funds (Young Roots Programme) and Cultural Services for The Young Cultural Ambassadors programme. This includes changes to practice through the Arts Award and Young People's openings at The Art Gallery which have given young people many opportunities that previously did not exist.
- 3.2 In 2016 The Heritage Lottery Fund announced the 'Kick The Dust' programme which is £10 million grants programme for ambitious youth-focused projects that aim to transform how heritage organisations engage young people. In December 2016 Youth Services submitted an expression of interest in partnership with Cultural Services, The Museum of The Royal Navy Hartlepool, The Heugh Gun Battery and voluntary sector partners to develop the heritage sector in Hartlepool alongside young people. The bid was for £644,970 in total with £59,070 secured from in kind support from partners and the Local Authority over a four year programme. This was accepted to be developed by the Heritage Lottery Fund (one of four

regionally) into a first round submission that was submitted in February 2017.

- 3.3 Decisions will be made in June as to the successful applicants. If successful, the project would be developed into a second round submission with further detail and project delivery would start in January 2018. The project would be funded for four years and provide young people and the heritage sector with:
- A programme of activities to involve young people in heritage activities to develop their interest and knowledge of local heritage and enable the sector locally to develop skills in working with young people.
 - Support to young people who may have additional needs to enable participation in the programme through a mentoring programme.
 - Engagement and progression events to monitor the progress of and engage more young people.
 - A Youth Advisory Board - their role would be to review the heritage offer in both local heritage organisations to young people and local youth organisations heritage offer and report on findings.
 - Resources to respond to recommendations from the Youth Advisory Board for Youth and Heritage organisations.
 - A training programme for young people in heritage and engagement skills so they can fully take up volunteer and employment opportunities within the sector.

4. RISK IMPLICATIONS

- 4.1 If successful the Local Authority would need to act as guarantor that the project is delivered and funds utilised in accordance with the grant. Failure to do so might incur financial risk. This is mitigated by the systems and processes already in place within the Local Authority and the terms and conditions of the grant. Youth Services and Cultural Services have an excellent track record in successful delivery in Heritage Lottery Funded.

5. FINANCIAL CONSIDERATIONS

- 5.1 The only financial consideration other than 5.1 is the commitment of the local authority to find cash match funding of £4,400 during the project course. This will be allocated from current Youth Service funds.

6. LEGAL CONSIDERATIONS

- 6.1 There are no legal implications.

7. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 7.1 Options have been considered and there are no child and family poverty impact issues.

8. EQUALITY AND DIVERSITY CONSIDERATIONS

- 8.1 If successful this project will be available for all young people to be involved.

9. STAFF CONSIDERATIONS

- 9.1 There are currently no staffing considerations however if successful in this first round submission a further detailed plan will need to be developed which will include staffing considerations.

10. ASSET MANAGEMENT CONSIDERATIONS

- 10.1 There are no asset management implications.

11. RECOMMENDATIONS

- 11.1 For members to note the application to Heritage Lottery Fund's 'Kick The Dust' Youth Programme.

12. REASONS FOR RECOMMENDATIONS

- 12.1 It is important for the local authority to look for funding opportunities to enhance the youth offer available in Hartlepool.

13. BACKGROUND PAPERS

None

14. CONTACT OFFICER

Danielle Swainston, Assistant Director, Children's Services, Civic Centre,
Danielle.swainston@hartlepool.gov.uk; 01429 523732

Beth Major, Youth Work Manager, Windsor Buildings,
beth.major@hartlepool.gov.uk 01429 523762

CHILDREN'S SERVICES COMMITTEE

21st March 2017



Report of: Director of Child and Adults

Subject: QUARTER 3 – COUNCIL OVERVIEW OF PERFORMANCE AND RISK 2016/17

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 To inform Children's Services Committee of the progress made against the relevant areas of the 2016/17 Council Plan at the end of quarter 3.

3. BACKGROUND

- 3.1 The Council Plan includes a number of key actions, performance indicators and risks which set out how the Council intends to deliver on its priority outcomes. The Council Plan 2016/17 was agreed by Council on the 17th March 2016.
- 3.2 At the end of each quarter officers provide an assessment of progress against the actions, performance indicators and risks in the Plan. These assessments are collected together and form the basis of the quarterly performance reports to Committee. Progress is categorised as:

Performance Indicator	Action
Achieved	Completed
On track to achieve target	On track to be completed
Acceptable progress made	Acceptable progress made
Requiring intervention	Requiring intervention
Not achieved	Not completed
No value	

- 3.3 At the beginning of the municipal year each Policy Committee identified 4 key areas of activity that they would like to receive updates on through these

quarterly performance reports (i.e. one for each quarter). Children's Services Committee agreed that their 4 topics for 2016/17 would be:

Fostering & Adoption
Safeguarding
Education Commission Review
Education Improvement Strategy

4. QUARTER 3 PERFORMANCE REPORT

- 4.1 Overall progress against actions, performance indicators and risks that are relevant to this committee are identified in the performance report (**appendix 1**).

5. RISK IMPLICATIONS

- 5.1 No implications

6. FINANCIAL CONSIDERATIONS

- 6.1 No implications

7. LEGAL CONSIDERATIONS

- 7.1 No implications

8. CHILD AND FAMILY POVERTY

- 8.1 No implications

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 No implications

10. STAFF CONSIDERATIONS

- 10.1 No implications

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 No implications

12. RECOMMENDATIONS

- 12.1 The Children's Services Committee is asked to: -
- Note the progress made on the specific areas, as set out in page 1 of Appendix 1.

13. REASONS FOR RECOMMENDATIONS

- 14.1 Children's Services Committee has responsibility for a number of services that are included within the Council Plan.

14. BACKGROUND PAPERS

- 14.1 No background papers were used in the preparation of the report.

15. CONTACT OFFICER

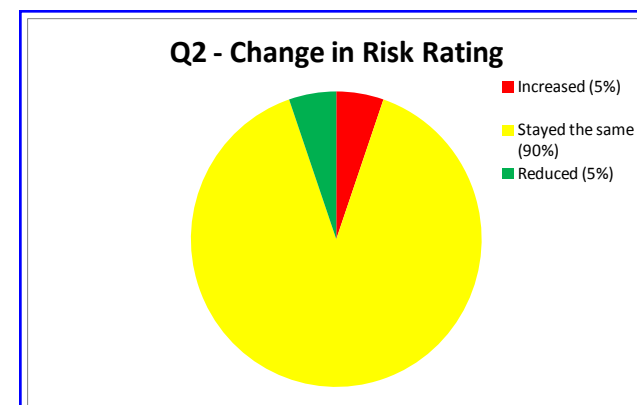
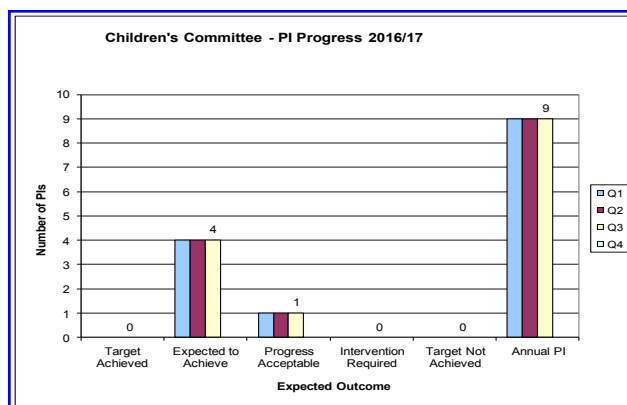
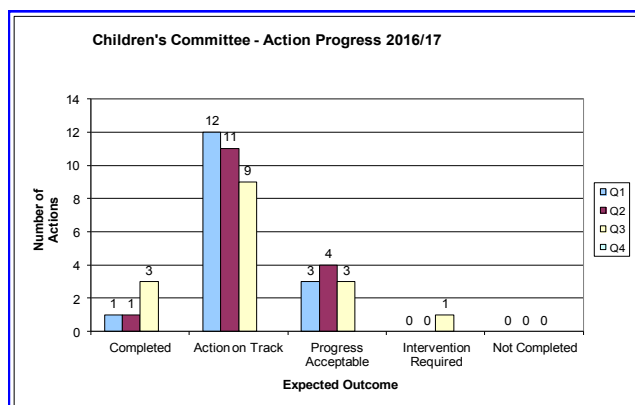
Sally Robinson
Director of Child and Adults
Sally.robison@hartlepool.gov.uk



Quarter 3 Performance Update 2016/17

Children's Services Committee

7.3 APPENDIX 1



Action Update:

Of the actions within the Council Plan and within the remit of Children's Services Committee:

- 3 have been completed by due date
- 9 are on track to be completed by due date
- 3 actions are making acceptable progress
- The final action requires intervention (see overleaf)

Targeted Performance Indicator Update:

Of the targeted PIs within the Council Plan and within the remit of the Children's Services Committee:

- 4 are expected to achieve target
- 1 has made acceptable progress
- The remaining 9 PI's are reported annually



Change in Risk:

- Two out of 19 risks have had their risk ratings within the Children's Services element of the Council Plan changed (see overleaf).

Action highlighted as Intervention Required

Action	Due Date	Comment
CAD 16/17 LL05 Support primary and secondary schools to close the gap in achievement between learners from low income families and children in care ('disadvantaged pupils') and all other children and young people nationally	31 March 2017	Unvalidated data indicates that broadly Hartlepool schools' performance in 2016 in terms of the gap between disadvantaged learners and national non-disadvantaged measure widened, particularly in primary schools. Schools have attended the practice exchange events organised through Transforming Tees and have begun to adjust classroom practice and strategic thinking (in deployment of funding for example). School Improvement team are working with particularly vulnerable schools directly and through officer groups.

Changes in Risks

Risk	Change	Comment
CAD R062 Increase in the number of pupils in primary and secondary schools judged by OFSTED to require improvement or to be inadequate		The assessment has been increased to Low/Possible from Low/Unlikely due to the inconsistent nature of primary school test data, particularly at KS2 and how this might influence future inspections
CAD R063 Reduction in performance at GCSE to below the national average		This has been reduced from high impact to medium impact but remains possible due to GCSE trends in Manor Academy and a downward trend in Dyke House Sports and Technology College. Static trends at English Martyrs school have been recognised and a suitable action plan is in place' High Tunstall has increased the GCSE percentages as have St Hild's, these trends are expected to continue upwards this year

CHILDREN'S SERVICES COMMITTEE

21 March 2017



Report of: Director of Child and Adult Services

Subject: YOUNG PEOPLE NOT IN EDUCATION,
EMPLOYMENT OR TRAINING (NEET) UPDATE

1. TYPE OF DECISION/APPLICABLE CATEGORY

This report is for information.

2. PURPOSE OF REPORT

- 2.1 To provide an update on how the areas for improvement highlighted in the annual NEET report 2016 are being moved forward, and how the risks identified in the 2016 report are being mitigated.

3. BACKGROUND

- 3.1 In July 2016 the annual NEET report was submitted to Children's Services Committee providing an update in relation young people Not in Education, Employment or Training across Hartlepool. Whilst the report showed some areas of good performance it also highlighted some areas for improvement:
- a. There has been a substantial decline in the guidance skills held by the Family Support Worker (FSW) team. This is attributed to a low priority being given historically to workforce development in these areas and to losing staff with guidance qualifications. The outcome of this is that the service is now one of a placement service which simply matches young people to opportunities rather than exploring wider options and raising aspirations. Consideration should therefore be given to producing a workforce development programme which equips the team with these skills.
 - b. Consideration should be given to how disadvantaged young people are supported through to their post-16 transitions and beyond. The draft destination measures data clearly show poorer outcomes for these cohorts of young people.

- c. Links with schools have been very useful in the identification of Year 11 young people who are at risk of becoming NEET. This needs to be maintained and more work needs to be done to support this cohort earlier than Year 11. Strong links to the newly established 11-25 Forum will be essential in maintaining a strategic focus on the issues outlined in this report. Robust partnership working between all schools, colleges and work-based learning providers will be required if Hartlepool is to meet its ambitious education, employment and skills targets.

4. UPDATES

- 4.1 In relation to the advice and guidance skills of family support workers, enquiries with adult education and other local learning providers have been made to establish the cost implication and course duration. This needs further consideration due to budget pressures, time constraints and impact on existing resources. Additionally consultation with HR would be necessary due to potential impacts on job evaluation.
- 4.2 The issue of poorer educational outcomes for young people eligible for free school meals is a complex issue which requires a partnership approach across the town, and is due to be tabled at the next Careers Education Information Advice and Guidance (CEIAG) meeting. For progress to be made in this area we need to continue to understand why young people from these cohorts are having difficulty maintaining a sustained progression post-16. Systems and protocols have been massively improved to re-engage these young people at the earliest opportunity via the CEIAG forum. However we would like to be able to prevent this from happening in the first place. Any school can commission a pupil premium review to look at its pupil premium strategy and identify ways they can use the funding more effectively. Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the impact of the school's provision for disadvantaged pupils.
- 4.3 There is ongoing work happening with the local authority and its partners to develop a high quality CEIAG programme that is embedded in to the curriculum. This will be accessible to all children and young people across the town regardless of the educational establishment they attend. It will provide children and young people with information and opportunities including high quality careers advice that will enable them to make the right choices post-16 including a sustained progression that is right for them.
- 4.4 The alternative education workstream of the Education Commission is creating a robust directory of an alternative education offer across the town that is quality assured. The aim is to provide schools with an alternative offer that is another option for pupils where the standard curriculum is not right for them. This should then impact on sustained progression post-16.

- 4.5 The government's Post-16 Skills Plan and its emphasis on technical qualifications as well as the existing academic route will also provide young people with additional routes to employment post-16. The introduction of a transition year at age 16 will also be on offer for those not yet ready to access the academic or technical pathway. Enabling young people to access the right pathway for them will impact positively on sustained progression post-16.
- 4.6 Work with parents and carers is essential if we are to support young people with their post-16 transition, and clear progression in to employment or higher education. An event in the October half-term of 2016 was organised for the first time to target parents and carers to ensure that they are fully aware of the options available to their young people, including apprenticeships. It is envisaged that events such as this will be replicated throughout the year for maximum impact.
- 4.7 Whilst we receive information from schools on young people at risk of NEET in Year 11, it is often too late to make a real impact. Work has been done and is ongoing with schools around the benefits of early help and how to access support around this. The CEIAG forum has provided the platform for schools and post-16 providers to put transition plans in place for the young people most at risk of NEET. However the early help assessment should be done as soon as any concerns are identified. Links are also now made with those identified in Year 11 as risk of NEET and their siblings, allowing a think-family approach to be implemented as early as possible.
- 4.8 Hartlepool's Youth Employment Initiative (YEI) has offered providers the opportunity to develop transition programmes across the summer to engage those young people who may struggle to make the progression in September. The six week holiday period across the summer can be a pivotal point in engaging young people in education, employment or training. Programmes will continue to be developed to meet the needs of those young people struggling to make a successful and sustained transition.
- 4.9 Good links have been made with the 11-25 Education and Employment Forum and work will continue in this area. Identification of other forums such as the CEIAG and Hartlepool Youth Working Group have been made and a joined up approach between the forums has begun to happen. As each group has similar priorities and goals, going forward the work they do should complement one another.

5. RISK IMPLICATIONS

- 5.1 The NEET report in 2016 highlighted that without further sustained effort and focus there would be a risk to not achieving Hartlepool's ambitious targets. Whilst there is a vast amount of work going on across the town, this risk remains and efforts need to be sustained and developed further if we are to continue to improve in this area. We now have an information sharing agreement in place with the Skills Funding Agency (SFA) which will give us

up-to-date information on those young people on an apprenticeship. This will reduce the risk of inaccurate figures and help us to achieve our ambitious targets.

6. FINANCIAL CONSIDERATIONS

None.

7. LEGAL CONSIDERATIONS

None.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 There are no child and family poverty impact issues resulting from this report.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

None.

10. STAFF CONSIDERATIONS

None.

11. ASSET MANAGEMENT CONSIDERATIONS

None.

12. RECOMMENDATIONS

- 12.1 That the Committee notes the report.

13. REASONS FOR RECOMMENDATIONS

None.

14. BACKGROUND PAPERS

- 14.1 Children's Services Committee report – July 2016.

15. CONTACT OFFICER

Mark Patton
Assistant Director of Child and Adult Services
Level 4, Civic Centre
Victoria Road
Hartlepool, TS24 8AY
Telephone: 01429 523736
e-mail: mark.patton@hartlepool.gov.uk

CHILDREN'S SERVICES COMMITTEE

21st March 2017



Report of: Director of Child and Adult Services

Subject: UPDATE OF YOUNG INSPECTORS

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key

2. PURPOSE OF REPORT

- 2.1 The purpose of the report is to present to Children's Services Committee the inspection and consultation reports produced by the young inspectors requested by Children's Services Committee in April 2013.
- 2.2 The inspection reports and consultation reports attached as appendices 1 to 5 provide an insight into services and organisations that have been scrutinised by young people and have been given feedback and recommendations for improvement.

3. BACKGROUND

- 3.1 Hartlepool Borough Council Participation Team within the Standard, Engagement and Development Team facilitate a number of young inspectors groups comprising of young people aged 12-22 years and junior inspectors aged 7-11.
- 3.2 Reports of inspections undertaken by the Young Inspectors and Junior Young Inspectors are attached in Appendix 1 to 5 and cover the following areas:
- Exmoor Grove Review
 - Waverly Terrace Allotments Review
 - Pathways to Independence
 - Youth Offending Service Consultation 2016
 - Safeguarding Board Section 11 Consultation 2016

4. SUMMARY OF SENIOR (12-19) INSPECTION FINDINGS

- 4.1 The general outcome of young people's findings of the services inspected and consulted on were positive. Young people were often satisfied with the inspections and made few recommendations on ways in which services could be improved. All of the services inspected were found to be accessible and welcoming, while staff were friendly and approachable. Many of the services involved children and young people in the planning, delivery and evaluation though this could be improved. Each service will receive a six month review.

4.2 Exmoor Grove Review

Strengths

- Exmoor Grove was found to be very welcoming.
- The building was homely and decorated in a friendly and welcoming way.
- Lots of photos of the young people throughout the building.
- Building is safe and secure.
- Young inspectors felt that the needs of the young people were met.

Recommendations

- Consider making a space for wheelchairs, currently wheelchairs are folded up and left in an area that is near to a fire exit and this could cause obstructions in an emergency.

The young inspectors were pleased to see that the recommendations they had made previously had been put in place. This included;

- Bathroom had been refurbished.
- Blinds had been fixed.
- All toys were put away in boxes with clear labels on.
- The BBQ had been stored away in a shed.

The young inspectors felt that Exmoor grove was a comfortable place for young people to live and that staff were very welcoming and had good relationships with all the young people.

4.3 Waverly Terrace Allotments Review

Strengths

- Staff are friendly and polite.
- The service users were welcoming and offered to show us around.
- Planting areas were clean and organised with names attached.
- All areas were numbered.
- Service users enjoy working there and turn up all of the time.
- Work with schools was ongoing and more plans for the future.
- People donate generously which shows that the vegetables and flowers are good quality.

Recommendations

- Update the notice board regularly.
- Consider having a smoking shelter outside of the area.
- Provide leaflets to other services.
- Promote the service more to other services; i.e. youth services.
- Advertise the sale of vegetables, etc.
- Consider having a signing in book to see how many people access the service.
- Consider using questionnaires to find out information from service users on how to improve the service.
- Consider forming a group of service users that can help make decisions on the service.
- Consider offering different opportunities and learning experiences for children and young people during school holidays.

The young inspectors felt that the allotments provide a really good service and that it is a very friendly place to go to. The staff had lots of information to tell them and are very passionate about their jobs. The young inspectors thought that the service could be provided to more young people as they all really enjoyed their visit and seeing that some of their previous recommendations had been put in place.

4.4 Pathways to Independence**Strengths**

- Young people were fully included in their initial assessments and were allocated staff that could provide the best service to suit their needs and interests.
- All of the young people we spoke to were happy with the service.
- Good relationships with staff and young people.
- Young people are involved in the planning of the service..

Recommendations

- Consider adding an automatic door to the front entrance.
- Display opening times on the front window.
- Consider making the entrance at the back of building more noticeable (signs).
- Promote the service more to other organisations.
- Look at making the information leaflets brighter.

The young inspectors found that the service was a very welcoming place and gave young people and their families the opportunity to have a break and meet with other young people away from home.

4.5 Youth Offending Service Consultation 2016

Strengths

- Many of the young people seemed happy and felt supported
- Two workers were specifically identified by young people as good workers who supported the young people.
- Most young people understood the process they were going through.
- Parents felt supported through home visits.

Recommendations

- Consider the worker and young person's relationship.
- Use positive outcomes from other staff as learning opportunities.

The young inspectors found that some workers have the right balance between support and supervision; and have an effective way of building relationships with the young people and families they work with. This is a key strength of the service and one which could be built upon and shared to ensure all workers have a consistent and quality approach.

4.6 Safeguarding Board – Section 11 Consultation

Strengths

- All services recognised the need to take safeguarding seriously.
- Staff were very knowledgeable on safeguarding procedures and policies.
- Good practice was identified in all services.
- All services offered regular training to their staff on safeguarding.
- All services had an excellent understanding of confidentiality and promoted this to staff.
- All files containing personal information were locked away.

Recommendations

- All services to complete action plan for the year to detail how they will carry forward the safeguarding policy and check throughout the year on progress. (Use green, amber or red to identify areas of improvement).
- All services to have the same template with additional space relevant to each service to promote consistency.
- Do not use acronyms in report, and keep jargon to a minimum.
- All managers to ensure that new workers to the department who come into contact with children and families follow the induction procedure which ensures safeguarding training booked within the first week of employment.
- To consider training on completing section 11 form.
- Involve children and young people in safeguarding policies and procedures and the promotion of this within the organisation.
- All staff within the local authority or commissioned by the local authority to adhere to the Hartlepool Borough Council customer charter and undertake customer service training.

- All staff to be offered training on working with children and young people with additional needs (Learning disabilities, physical disabilities) – equality and diversity training.
- Make sure all visitor logs are up to date and checked regularly, and with consideration being given to any weaknesses in front of house service providers.
- For staff to be aware of advocacy services available and promote those services with children and families.
- Make children and young people more aware of the complaints procedure and include them in the development of the safeguarding policy.
- Include children and young people in service's recruitment process of new employees and promote this via management forums.
- Managers to promote and circulate safeguarding training opportunities more effectively with all staff.
- All staff to have regular e-safety training and update on knowledge.
- Make all staff aware where safeguarding policies and procedures are kept.
- Recognise good practice and promote to other services, coordinated through the HSCB.

Some excellent practice was observed through the interview process and it would be incredibly useful to share this practice, coordinated by the Board so that everyone can benefit. Having training on how to complete the section 11's would ensure consistency and encourage organisations to take this form seriously. Whilst some areas of practice need to be revised and improved upon, overall the inspectors were impressed by the breadth and depth of good quality practice shown to keep children and young people safe.

5. SUMMARY OF JUNIOR (7-12) INSPECTOR FINDINGS

- 5.1 There are over 20 Junior Inspectors engaged through the commissioned work of the West View Project.

During the year the inspectors have been involved in a school meal consultation and individual school improvements. Alongside this they planned their successful primary school conference, in which members of Hartlepool Youth Council delivered awareness raising on E safety. Following this they took part in take-over day in November 2016 and worked on the environment and recycling projects with their local Councillor.

5.2 Ongoing Consultations

Due to the skills and recognition of the inspectors programme we have received funding from various services to deliver more intensive key pieces of work. These services include Hartlepool and Stockton Clinical Commissioning Group, Youth Offending Service and Hartlepool Health

Watch. The young inspectors are also involved in working alongside Hartlepool Dementia Group around intergenerational work and Dementia Awareness.

- 5.3 **Hartlepool and Stockton Clinical Commissioning group (Complete March 2016)** – Young people aged between 12 and 22 (7 Stockton and 11 Hartlepool young people) have been recruited, and trained to be young inspectors. The recruited young people from both Hartlepool and Stockton have attended joint training and team building events. Meeting weekly they have been developing an enquiry and consultation questions around the subject of emotional wellbeing/ mental health and the use of digital technology.

The young people have learnt about mental health and how it can affect young people and the stigma they face. The groups have looked at various research methods and are currently involved in consultation with young people's groups across both boroughs. Once the information has been gathered the young inspectors will present their findings to the Clinical Commissioning Group.

- 5.4 **Hartlepool Health Watch/York University - The Co-Production of Young People's Health and Social Services (CYPHER)** - *Cypher* is a participatory research project designed to enable children and young people to have an impact upon their local health and social care policy formulation and service provision. 30 young people from Hartlepool will collect data through the use of digital communications technologies, and the young people will act as co-researchers to work collaboratively with Healthwatch, artists, practitioner stakeholders and York University. The young people will identify 3 health issues in Hartlepool that they feel are important to them and these issues will form the basis of the consultation.

A partnership has been formed between the Centre for Political Youth Culture and Communication (Department of Sociology) and the Department of Health Sciences based at the University of York, Hartlepool Borough Council, Hartlepool Healthwatch, and 3 digital artists. The project will enable young people to learn why research is important, research techniques and how this information can be used. It will also help raise the aspirations of the young people. Young people have been involved in the interview and selection process for the artists and will be involved in all of the planning, design and delivery. The project will start in March 2016; a 2 day residential at York University has been planned for mid July followed by 8 weeks field work, the work will be completed by September 2016. Funding has been sourced through Healthwatch, Participation Team and York University.

- 5.5 **Youth Offending 2017** – The consultation covers the ongoing processes that young people are involved in from referral point into the specific programmes; including, Victim Support/Restorative Justice and Reparation processes, as well as worker and young people feedback. Methodology includes questionnaire and focus groups and will follow on from the 2016 report. The group will also examine responses and recommendations from

the previous report and feedback to the youth offending service board in May 2017

- 5.6 **Dementia Awareness** - Young Inspectors have been trained in dementia awareness and hope to use this training to look at ways to make more young people in Hartlepool Dementia aware. (Ongoing)

6. RISK IMPLICATIONS

- 6.1 There are no risk implications.

7. FINANCIAL CONSIDERATIONS

- 7.1 There are no financial considerations specific to this report.

8. LEGAL CONSIDERATIONS

- 8.1 There are no legal considerations.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 9.1 There are no child and family poverty issues to consider within this report.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 There are no equality and diversity issues to consider within this report.

11. STAFF CONSIDERATIONS

- 11.1 There no staff implications.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations.

13. RECOMMENDATIONS

- 13.1 Children's Services Committee is asked to note the findings and recommendations of the Inspection reports undertaken by the Young Inspectors.

14. REASONS FOR RECOMMENDATIONS

- 14.1 To ensure that members are kept up to date with the young inspectors work.

15. BACKGROUND PAPERS

None

16. CONTACT OFFICER

Juliette Ward, Young Inspectors Co-ordinator, Standards, Engagement and Development Team, Level 4 Civic Centre, Telephone: 01429 523198
Email: juliette.ward@hartlepool.gov.uk

Helen White, Participation Manager, Standards, Engagement and Development Team, Level 4 Civic Centre, Telephone: 01429 284044
Email: Helen.white@hartlepool.gov.uk

Appendix 1

Young Inspectors Inspection Report Template – Review Inspection



Support worker name:		Area: Hartlepool	
Service inspected: Exmoor Grove		Who requested the inspection? Sylvia Lowe	
Name and contact details of the person who requested/commissioned the inspection: Juliette Ward Young Inspectors Co-ordinator Standards, Engagement and Development Team Level 4 Civic Centre Victoria Road Hartlepool TS24 8AY			
Inspection start date: 10/12/15	Inspection end date:	Report date:	
About how many hours did the inspection activities take? 1			
Below, please briefly describe the inspection activities used. Please attach the young inspectors' reports and any additional documentation. On the visit to Exmoor Grove young inspectors spoke with staff and were given a brief explanation of what the service does. They explained the needs of the service users and why Exmoor is a great facility for individual service users. Young inspectors used cameras to take photos of facility and used note paper to write and record all observations witnessed.			

Observation(s) conducted? Yes What/who was observed? The centre, facilities and staff How were observations recorded? Notes	Interviews conducted? Yes What was the focus of the interviews? Questions set by YI Who was interviewed? Individual or group interviews? Individual staff member How were the interviews recorded? Notes	Surveys conducted? No What was the focus of the surveys? N/A Who were they given out to? N/A What type of survey was it – paper, electronic? N/A
--------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Overall impressions of the service including strengths and areas for further development

Question 1: Is the service accessible?

The young inspectors feel that the service is accessible. The building is on a main bus route and is accessible for those people who access the building in a wheelchair, they thought the doors were wide enough and the doors were automatic with a ramp leading to them. The doors were locked for service user's safety and there was clear and visible bell to ring when needing access. The building is on one level floor so no lifts are needed.

The young inspectors found that there were a lot of different areas that were easily accessible and safe for all of the young people that used the service.

The young inspectors felt that Exmoor Grove allowed young people from different countries to access the service and feel welcome also due to the nature of the posters in a number of different languages.

Question 2: Is the service welcoming?

The Young inspectors feel that Exmoor Grove is very welcoming. They feel that the staff provide a very pleasant meet and greet as soon as you enter the building and there are also homely and welcoming signs next to the sign in book. The different languages on the posters allows young people from different countries to feel welcome and you are asked to wait you are taken into a small sitting room which is light, clean and homely.

The young inspectors feel that the staff are very friendly and polite and make you feel comfortable.

The service provides welcome packs which provide information to young people, foster carers and social workers. The group feel this is a good idea as it provides information and may answer questions that people may need answering and allow them to feel more welcome when they do engage with the service.

Throughout the building there are photos and there were TV's in every room. There

were no magazines but lots of toys and games available for all service users. We really liked the use of symbols on notice boards so that all of the young people could understand about fire exits, fire emergencies and any other information that they needed to know.

There were photos on the wall of all of the staff explaining what their job roles were and there was a menu on the wall in the dining room so all of the young people knew what meals they were having.

Question 3: Is it clear what the service does?

The young inspectors felt that it was not clear what the service does or what it provides. There were no signs outside of the building or on the car park and the service does not have a website or did not provide leaflets. The young inspectors asked questions regarding this and fully understand the reasons why the service does not have these due to the specialist nature of the service and the referral process, it is not a drop in centre.

The enrichment days and the welcome packs for the young people, foster carers and social workers however did provide clarity for young people who would be engaging with the service.

Staff were very helpful and answered any questions we had about the service.

Question 4: How satisfied are you/do other young people seem to be with the service?

Overall, the young inspectors felt that the children and young people who engaged with the service were happy with what the service provided.

One of the service users did answer questions and advised that he was happy with the service especially because they allow the young people to take in their own bedding and toys so the respite facility feels like home. The young person helped show us around the building and he was really pleased about the new area he had for his own space. The young person was 18 years old and the oldest in the service, staff had recognized that he needed his own larger bedroom and also an area that he could relax away from the younger people. The young person had been fully involved in the decoration and planning of the area.

The Young inspectors observed a board of photographs and activities that the young people have experienced in which they look extremely happy and having lots of fun. The inspectors also observed that the young people were laughing a lot with staff and this gave the impression they are happy and satisfied with the service.

Question 5: How are young people involved in the development, delivery and evaluation of the service?

The young inspectors felt that young people were involved in the reviewing, planning and evaluation of the service to an extent, to the most they could get involved due to their difficulty and disabilities.

The young inspectors observed a suggestion box at the front of the building for all people to drop in any comments, suggestions or improvements to the service.

The young people choose activities and trips they would like to go on and they have a reward system which they choose the rewards they would like and work towards them. The young inspectors were pleased to see that the young people were consulted with on what meals they would like and also how they would like to decorate their room.

Strengths:

The young inspectors felt that there were a number of strengths of Exmoor Grove. The group felt very welcome, they were met with a friendly greeting, they felt the building was homely this including quotations on the wall, nice decoration and friendly.

One of the main points the young inspectors found to be a strength was how safe and secure the building was. There were massive security measures including lighting, fob controlled doors and alarm and coded door, the young inspectors felt this was extremely important for the young people to be in a safe and secure environment.

The young inspectors felt the strength of Exmoor was ensuring the needs of the children and young people were met including sensory room and safe space. They felt the environment was calming and quiet which is what the young people needed too. They also felt a strength of Exmoor Grove was the collage of photographs which shows the young people enjoying their activities and also encouraging them for further activities.

Areas for further development:

Consider making a space for wheelchairs, currently wheelchairs are folded up and let in an area that is near to a fire exit and this could cause obstructions in an emergency.

General impressions and comments:

The young inspectors were pleased to see that the recommendations they had made previously had been put in place. This included;

- Bathroom had been refurbished
- Blinds had been fixed
- All toys were put away in boxes with clear labels on
- The BBQ had been stored away in a shed

The young inspectors also felt that Exmoor grove was a comfortable place for young people to live and access and that staff were very welcoming and clearly had good relationships with all the young people.

Appendix 2

Young Inspectors Inspection Report Template –
Review Inspection

Support worker name: Juliette Ward		Area: Hartlepool	
Service inspected: Waverly terrace Allotments		Who requested the inspection? Martyn French	
Name and contact details of the person who requested/commissioned the inspection: Juliette Ward Young Inspectors Co-ordinator Standards, Engagement and Development Team Level 4 Civic Centre Victoria Road Hartlepool TS24 8AY			
Inspection start date: 2/3/16	Inspection end date:	Report date:	
About how many hours did the inspection activities take? 2			
Below, please briefly describe the inspection activities used. Please attach the young inspectors' reports and any additional documentation.			
Observation(s) conducted? Yes What/who was observed? The centre, facilities and staff How were observations recorded? Notes	Interviews conducted? Yes What was the focus of the interviews? Questions set by YI Who was interviewed? Individual or group interviews? Individual staff member How were the interviews recorded? Notes	Surveys conducted? No What was the focus of the surveys? N/A Who were they given out to? N/A What type of survey was it – paper, electronic? N/A	

Overall impressions of the service including strengths and areas for further development**Question 1: Is the service accessible?**

We found the service to be accessible as it was off Oxford Road which is a main Road and has access to buses from all areas although there were no signs to direct us. There was a small sign on the front of the gates at the entrance but this did not say what the service did. There was a large car park (with no sign) which was a mixture of rubble and mud which made it muddy and uneven. Both of the units had ramps on the front entrances and all of the paths were large enough for wheelchair users.

Inside the huts there was plenty of room to move around and staff were always around for support. There were accessible toilets which we were told was a composting toilet which is also good for the environment.

All of the planting beds were raised up so that everyone could be involved. The allotments have a website with details of where it is and it has information on it about how it started and what they do there. We found that the allotments are not open to the public and that service users had to be referred, but that the public could buy vegetables and flowers for a donation, this money was then put back into the allotments.

Question 2: Is the service welcoming?

Staff were very welcoming and showed us around the allotments and explained where everything was. We found inside the allotments very friendly and welcoming with lots of different plants growing and even bees were kept for honey.

The staff told us that they worked with local junior schools and taught children how to plant seeds, had bug hunts and competitions. The staff also went into schools to talk about plants.

We found that the service and staff very welcoming but did not like the large fence around the service as this made it look unwelcoming. This was discussed in our last inspection and we were told that it was for security as items had been stolen in the past. Work had been started on making the fences look more welcoming and bamboo fencing was being used on the inside of the fence and staff hoped to have it completed as soon as possible. On the outside of the building we observed a security camera and they felt that this gave an impression of safety for all service users. On arrival all staff introduced themselves to the young inspectors and were warm and welcoming.

Question 3: Is it clear what the service does?

The website for the allotments is very clear about what the service offers, who can use it and information on how it started but we didn't know that it was there or who could use it until we inspected it. The staff explained to us what the allotments was for but didn't have any leaflets to give out.

There wasn't a sign outside to let people know what it was and although there was a notice board near the front entrance, the information was out of date.

The website was clear and up to date and had lots of information on it about the funding they had received from the big lottery and showed how the money was going to be spent plans for the future. The website had clear directions of where the service was and a contact number.

Question 4: How satisfied are you/do other young people seem to be with the service?

The service had around 30-35 users a week (most came more than once a week) and

although they had been referred to the service they came on a voluntary basis. This shows that they are satisfied with the service and enjoy working on the allotments. Schools across the town continue to use the service and the children and young people are seem to enjoy visiting the service.

Question 5: How are young people involved in the development, delivery and evaluation of the service?

Service users are regularly asked about designing the different areas in the allotments but were not consulted on how the money from the big lottery would be spent.

Strengths:

- Staff are friendly and polite
- The service users were welcoming and offered to show us around
- Planting areas were clean and organised with names attached
- All areas were numbered
- Service users enjoy working there and turn up all of the time
- Work with schools was ongoing and more plans for the future
- People donate generously which shows that the vegetables and flowers are good quality

Areas for further development:

- Update the notice board regularly
- Consider having a smoking shelter outside of the area
- Provide leaflets to other services
- Promote the service more to other services; i.e. youth services
- Advertise the sale of vegetables, etc.
- Consider having a signing in book to see how many people access the service
- Consider using questionnaires to find out information from service users on how to improve the service.
- Consider forming a group of service users that can help make decisions on the service.
- Consider offering different opportunities and learning experiences for children and young people during school holidays.

General impressions and comments: We feel that the allotments provide a really good service and that it is a very friendly place to go to. We also think that it is very interesting to find out about the different plants and flowers and especially the bees. The staff had lots of information to tell us and is very passionate about their job. We think that the service could be provided to more young people as a lot of us really enjoyed our visit.

Appendix 3

Young Inspectors Inspection Report Template –
Initial Inspection

Support worker name: Juliette Ward		Area: Hartlepool	
Service inspected: Pathways to Independence		Who requested the inspection? Sharon Showler	
Name and contact details of the person who requested/commissioned the inspection: Juliette Ward Young Inspectors Co-ordinator Standards, Engagement and Development Team Level 4 Civic Centre Victoria Road Hartlepool TS24 8AY			
Inspection start date: 6/5/16	Inspection end date:	Report date:	
About how many hours did the inspection activities take? 2			
Below, please briefly describe the inspection activities used. Please attach the young inspectors' reports and any additional documentation.			
Observation(s) conducted? Yes What/who was observed? The centre, facilities and staff How were observations recorded? Notes	Interviews conducted? Yes What was the focus of the interviews? Questions set by YI Who was interviewed? Individual or group interviews? Individual staff member How were the interviews recorded? Notes	Surveys conducted? No What was the focus of the surveys? N/A Who were they given out to? N/A What type of survey was it – paper, electronic? N/A	

Overall impressions of the service including strengths and areas for further development

Question 1: Is the service accessible?

We found the service to be accessible as it was on a main Road which had access to buses from all areas and was close to the town centre. There was a sign at the front of the service which made it easily identified by members of the public and service users. At the entrance you had to ring a door bell and a member of staff would open it to allow you in although the door was not automatic. This made the service safe for the young people as no one could just walk in. The service was all on ground level so no ramps were needed. We found that there were no opening times displayed on the front entrance and after looking through leaflets we saw that they didn't have information. The toilet was accessible and on the ground floor. The service has two entrances which we found confusing but the service users were fine with this and knew which entrance to use.

Question 2: Is the service welcoming?

On the outside of the building we observed a security camera and they felt that this gave an impression of safety for all service users. On arrival all staff introduced themselves to the young inspectors and were warm and welcoming. The entrance at the front of the building was very welcoming as it took you straight into the main room. The entrance at the side of the building wasn't clearly sign posted and visitors would not be aware if they hadn't been before. The side entrance had a buzzer and once you entered there was a signing in book. We feel that a clear reception would feel more welcoming. All of the walls in the service had pictures, photos of staff and service users and lots of information on what the service did.

Question 3: Is it clear what the service does?

During our inspection we were given a goody bag with lots of information and leaflets in explaining what the service did. The leaflets were clear and gave relevant information but we felt that they weren't very bright and appealing. The service had photos on the wall of all the staff with their work roles. There were also lots of photos of activities that the service users had been involved in. The staff explained to us that the young people that used the service had been referred by social workers, support workers and schools. The staff also explained to us that when a young person had been referred staff would then do a home visit and an assessment which matched the young person with a member of staff and identified which activities would be suitable for them. This gave the young person the opportunity to ask any questions about the service.

Question 4: How satisfied are you/do other young people seem to be with the service?

During our inspection we asked the young people some set questions on the service and how staff treated them. All of the service users felt that they were treated respectfully and always asked them what they would like to do. They felt safe when in the building and had no issues with the service. When we asked the young people if they knew about the complaints procedure they all were not aware but said that they would feel comfortable asking a member of staff for help in this matter.

Question 5: How are young people involved in the development, delivery and evaluation of the service?

We feel that the young people from the service are always involved in the planning and design of the service. The young people are involved in all of the planning of activities and if they do not wish to do planned activities staff offer them alternatives. During the initial assessments staff ask the young people what their interests are and develop a

personal plan for each individual.

Strengths:

We feel that the involvement of the young people from the first meeting is really important and that this is strength of the service. All of the young people that we spoke to were happy with the service and enjoyed having the opportunity to feel independent but know that support was there if needed. The relationship staff had with the young people was also a strength and young people felt comfortable in both with staff and in the service.

Areas for further development:

- Consider adding an automatic door to the front entrance
- Display opening times on the front window
- Consider making the entrance at the back of building more noticeable (signs)
- Promote the service more to other organisations
- Look at making the information leaflets brighter

General impressions and comments:

We found that the service was a very welcoming place and gave young people and their families the opportunity to have a break and meet with other young people away from home.

Appendix 4

Hartlepool Youth Offending Service Consultation 2015/16**Purpose of Report**

The Young Inspectors were asked to gather feedback from young people who have or are accessing the Youth Offending Service (YOS) to find out how effective and meaningful the service is for young people and their families. The aim of the consultation is to identify strengths within the programmes and also where there may be a need for development and / or change. From the outset it was clear that this was not going to be an easy task in the sense that young people are not always willing participants on a non-voluntary programme. However it was felt that peer to peer consultation may uncover a more honest reflection from young people as opposed to workers directly involved in the Youth Offending Service (YOS).

Background Information

In order for the Young Inspectors to get a diverse view from those who access the Youth Offending Service (YOS) it was decided a couple of areas could be examined; Young people would be interviewed before they went into panel meetings, a questionnaire would be sent out to all young people who were currently open on file, and finally staff would identify young people who could attend a focus group to discuss their experiences in more detail.

In order to get clear answers the Young Inspectors set questions that they felt would get the most information possible from the young people. The same questions were used for both pre court and post court interviews and throughout the process. The interviews involved the Young Inspectors meeting young people before they went into their panel meetings and introducing themselves with a short explanation of why they were interviewing them before asking them the set questions. Some of the young people attended with their parents and the young inspectors were able to ask them if the service had helped them in any way as a family. As well as the one to one meetings, questionnaires were sent out to young people with a return envelope and the opportunity to have their name put forward into a prize draw for £50 in high street vouchers. Unfortunately only 9 completed questionnaires were returned but the information on the completed questionnaires were very detailed and specific. Two focus groups were needed as the first one wasn't very well attended with only 2 young people present. The second focus group was more successful with 7 young people attending.

4 Young Inspectors were involved in the consultation (3 females & 1 male).

One to one interviews (before panel) – 15 young people were interviewed.

Questionnaires - 63 sent out and 9 questionnaires returned.

Focus Group – 9 young people attended in total.

Analysis

The responses from the consultation were very informative and we had a much better response than the previous year's consultation. Many of the young people seem very happy and supported and that their needs were met during the process. Two workers in particular have been identified throughout the consultation as being very positive and had built good relationships with the young people they worked with. The fact that these two workers are spoken about so highly suggests that they have built strong and successful

relationships with the young people they are working with. The relationship with the young person can be key to supporting the young person in making the appropriate changes in their lives and having positive outcomes. Therefore the skills these workers possess could be explored further and learning could be shared amongst other workers in the team, and thereby developing training opportunities and exploring the use of worker mentors.

The young people often felt that if their worker changed during the process that this affected relationships especially if they had a good relationship with their first worker and didn't get on with the new worker. We understand that this sometimes can't be helped due to staff sickness and new roles but it is clear that a consistent and open communication with the young person is vital. Open positive relationships built with young people can reduce the risk of a young person not being compliant, and not attending meetings, which in turn may have an impact on their order.

The majority of young people understood the process that they went through and said that their worker explained it to them, though communication around meetings and home visits could be improved.

The few parents that commented during interviews felt that the support they received was very good and that the workers did everything they could to help their child. Many found it beneficial when workers did home visits and explained the process to them. Conversely, many of the young people felt that their families didn't benefit as they felt that there offences had no impact on their family life.

We found that the returned questionnaires gave us very good feedback with many of the young people being very honest about the process they went through. Many felt that the process hadn't helped them think about their offending behaviour which is quite concerning as one of the young people was in a young offender's institution while another had just been released. When asked about their offending behaviour during the focus groups some of the young people acted with bravado and most answered that they would reoffend again as they didn't recognise their wrong doing and found it quiet funny in a group session to brag about their offending. With this in mind the young people in the focus groups were split about how their offending would affect members of the public and communities whereas those answering in the questionnaires recognised how their actions could affect others.

Conclusion

In summary, the majority of young people who access the service are satisfied with the process and also recognise that something must be in place if they offend. Key areas for development to consider would be the worker / young person relationship, and the impact that has on the work undertaken with young people and whether this produces positive outcomes. It is clear some workers have got the right balance and have an effective way of building relationships with the young people and families they work with. This is a key strength of the service and one which could be built upon and shared to ensure all workers have a similar and consistent approach.

Appendix 5**Hartlepool Young Inspectors Consultation Report on Section 11's for Hartlepool Children's Safeguarding Board****Purpose of Report**

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. The Young Inspectors were asked to take part in an audit exercise of the completed Section 11's completed for Hartlepool Children's Safeguarding Board as part of their annual review of organisations safeguarding practice. Because there is a large quantity of organisations section 11's completed, six section 11's from a cross section of organisations were chosen to be reviewed.

The aim of the enquiry was to identify strengths of safeguarding practice the services had reported upon, including how they tackled the completion of their section 11, and also to identify areas for development and improvement in safeguarding practice reported.

Background Information to Young Inspectors

The Young Inspectors programme has been running since 2009 in Hartlepool; The aim of the programme was to involve young people in the design, delivery and evaluation of services directly affecting them. It had been shown that involving children and young people in the design and delivery of services they use or which affect them leads to more effective services. We have had positive support to the ongoing development of the Inspectors programme, with a commitment to acting upon the results of inspection findings at strategic decision-making level.

Due to its success and support in Hartlepool; the Young inspectors programme continues presently despite national funding for the programme ceasing in 2012. The young Inspectors have a great track history of inspecting services and instigating positive change in organisational delivery, and more recently have been involved in enquiries, investigations and large scale consultations including programmes such as You're Welcome, and an evaluation of Hartlepool Youth Offending Service delivery to young people. Similarly they have worked across Teesside, engaging young people in other authorities through various consultations and evaluations such as the Teesside National Citizenship Service project evaluation.

Methodology

From the outset it was clear that this was not going to be an easy task in the sense that safeguarding is a very large and important area for all services, and initially the young people only had a basic knowledge of the area. To tackle this enquiry the young Inspectors decided to meet up every week and also on a Saturday so that there was a good understanding of what an organisations safeguarding responsibilities are and how to evaluate effectiveness. 11 Young Inspectors were involved in this enquiry process; aged between 15 years and 22 years of age; 8 female and 3 male.

To understand safeguarding the Inspectors looked at the HM Government Document – Working Together to Safeguarding Children from the Children's Act 2004. As a result the young people began to understand what each area should be doing to safeguard children and young people and how this information should be audited in the Section 11 documentation. Using a blank section 11 report, a series of questions were devised by the

young inspectors, to ask a variety of people involved in each individual organisation. Following this a desk top audit was undertaken in which the inspectors read through the section 11 reports with the purpose of identifying what each service said they were doing to safeguard their children and young people and if the information was up to date and relevant to the current policies and procedures. Once this was complete, a further set of questions relevant to each service and anything that we had had flagged up in the reports or if we needed more information or evidence from the answers.

In order for the Young Inspectors to get a diverse view from each service it was decided that different people would need to be interviewed. The people we chose were the heads of services, the person responsible for completing the Section 11, safeguarding officers, administration workers, social workers, teachers, young people, and face to face workers. All the services we contacted took part and even though we were on a tight timescale everyone was really helpful and answered our questions openly and honestly. The people interviewed included a Detective Inspector, a PCSO, a deputy head, a head teacher, 2 teachers, 2 safeguarding leads, a team manager, a social worker, 2 heads of services, 3 administration workers and 8 young people.

Findings

The responses from the consultation were very informative and the inspectors received a positive response to all questions asked. All of the services questioned expressed the need to take safeguarding of the children and young people very seriously; and the majority of workers who were interviewed were very knowledgeable on safeguarding procedures and policies. Good practice was identified in all services which would be beneficial to share across all organisations involved in the board. Training was raised regularly with an expressed desire to keep up to date with developments and continue to undertake any further training available on safeguarding to enhance their knowledge.

The young inspectors found that not all services were completing evidence sections, therefore not providing key examples of their specific practice, despite the fact that the section 11 form asks for consideration of this. Similarly, the young inspectors found that only some of the services were completing an action plan for the following year and they felt it would be vital for all services to complete an action plan which could be updated and checked regularly to keep all staff informed of any safeguarding issues and changes to policies and procedures. The Inspectors found it surprising that no services received training to complete section 11 forms given their importance on summing up services safeguarding responsibilities. Managers who completed the forms used guidance forms or were given information from colleagues or predecessors.

Throughout all of the reports acronyms were used and the young inspectors found it difficult to understand what this meant; some services could use the same acronym but have a different meaning to each individual service. This could be confusing for the safeguarding board.

Whilst many of the services said that they involved children and young people in the development of their safeguarding policies and awareness raising within their individual organisations, they could not provide inspectors of the evidence of this.

Some staff members of services admitted that their safeguarding training was not up to date, but recognised their weaknesses in these areas. Similarly not all face to face workers were confident with regards to safeguarding process / procedures with regard to children and young people with additional needs.

All services interviewed had an excellent understanding, awareness and processes involved in confidentiality. Files containing personal information were kept locked away with minimum access or on a need-to-know basis. Encrypted memory sticks and secure

emails was mentioned a number of times.

Some services were offering training to parents, wider family members on safeguarding issues and concerns. This is an outstanding bit of good practice that spreads the message about safeguarding children being everyone's business.

Security and checks with regards to adults / strangers entering premises was found to be mixed; with some organisations having very rigorous, highly developed access procedures to safeguard with another being much more informal which could pose a risk if not remedied or considered in the future.

To sum up the findings; whilst overall improvements could be made and further work developed in specific areas; the inspectors found that all of the services interviewed provided a good standard of safeguarding and care to children, young people and families of the town.

Recommendations

- All services to complete action plan for the year to detail how they will carry forward the safeguarding policy and check throughout the year on progress. (Use green, amber or red to identify areas of improvement).
- All services to have the same template with additional space relevant to each service to promote consistency.
- Do not use acronyms in report, and keep jargon to a minimum.
- All managers to ensure that new workers to the department who come into contact with children and families follow the induction procedure which insures safeguarding training booked with the first week of employment
- To consider training on completing section 11 form.
- Involve children and young people in safeguarding policies and procedures and the promotion of this within the organisation.
- All staff within the local authority or commissioned by the local authority to adhere to the Hartlepool Borough Council customer charter and undertake customer service training
- All staff to be offered training on working with children and young people with additional needs (Learning disabilities, physical disabilities) – equality and diversity training
- Make sure all visitor logs are up to date and checked regularly, and with consideration being given to any weaknesses in front of house service providers.
- For staff to be aware of advocacy services available and promote those services with children and families.
- Make children and young people more aware of the complaints procedure and include them in the development of the safeguarding policy.
- Include children and young people in services recruitment of new employee process and promote this via management forums.
- Managers to promote and circulate safeguarding training opportunities more effectively with all staff.
- All staff to have regular e-safety training and update on knowledge.
- Make all staff aware where safeguarding policies and procedures are kept.

- Recognise good practice and promote to other services, coordinated through the HSCB.

Conclusion

The Young Inspectors embraced this enquiry, despite fitting this intensive piece of work around a busy exam period! Safeguarding processes inspired the young inspectors and they were passionate about finding out more about the area.

Some excellent practice was observed through the interview process and it would be incredibly useful to share this practice, coordinated by the Board so that everyone can benefit. Having training on how to complete the section 11's would ensure consistency and encourage organisations to take this form seriously. Whilst some areas of practice need to be revised and improved upon, overall the inspectors were impressed by the breadth and depth of good quality practice shown to keep children and young people safe.

CHILDREN'S SERVICES COMMITTEE

21 March 2017



Report of: Director of Child and Adult Services

Subject: FOSTERING SERVICE INTERIM REPORT
1 October 2016 – 31 December 2016

1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to provide Children Service's Committee with information relating to the activity of the Fostering Service for the third quarter of 2016/17. The Fostering Service is a regulated service and as such there is a requirement to provide the executive side of the Council with performance information on a quarterly basis.

3. BACKGROUND

- 3.1 The work of the Fostering Service is subject to National Minimum Standards applicable to the provision of Foster Care for children looked after. The National Minimum Standards, together with regulations for fostering and the placement of children looked after, form the basis of the regulatory framework under the Care Standards Act 2000 for the conduct of Fostering Agencies.
- 3.2 The report provides details of the staffing arrangements in the service, training received by both staff and Foster Carers, the constitution of the Fostering and Adoption Panel, activity in relation to the recruitment, preparation and assessment of prospective Foster Carers and progress in relation to the priorities set out in the Fostering Annual Report.
- 3.3 The Fostering Services Minimum Standard 25.7 requires Fostering Services to ensure the executive side of the Local Authority:

- Receives a written report on the management, outcomes and financial state of the agency once every 3 months;
- Monitors the management and outcomes of the service in order to satisfy themselves that the agency is effective and achieving good outcomes for children;
- Satisfies themselves that the agency is complying with the conditions of the registration.

4. RECRUITMENT AND RETENTION (AS AT 31 DEC 2016)

- 4.1 The fostering team continue to recruit and assess prospective foster carers to minimise the dependency and need to source costly external placements for children.
- 4.2 There are currently 114 foster carers (including 22 of those approved as Connected Persons). These carers provided placements for 184 children and young people, including 7 young people in Staying Put placements and 28 children/young people in Connected Care foster placements. This represents an increase of four fostering households since the previous quarter and an increase of 20 children placed from the previous quarter.
- 4.3 Of the 114 approved fostering households, there are currently three foster carers who are currently on hold due to the individual circumstances of the carer, equating to 3 placements. There are a small number of placements that cannot be used due to the specific matching needs of the children/young people already in that foster placement.
- 4.4 The fostering team has continued the recruitment collaboration with the four neighbouring local authorities within the Tees Valley, Tees Valley Fostering, the initiative shares resources and strategies to enable increased recruitment activities to take place across the sub region. We continue to focus this recruitment on specifically recruiting more foster carers for sibling groups and teenagers. A radio campaign and a television advertisement are currently being aired.
- 4.5 The table below provides details of the recruitment activity which has taken place in the third quarter of 2016/17.

Initial Enquiries – including survey of where did people hear about the service	Initial Enquiries 12 Source HBC Website 1 Own volition 7 Hartbeat 1 Facebook 1 Friend recommendation 1 TV/Radio advert 1
---------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

Information packs sent out between 1/04/16 and 30/06/16	12
Initial Visits How many proceeded	4 3
Preparation Group	A preparation group was held in November 2016 and was attended by 5 fostering households.
How many prospective Carers are in the assessment process?	There are currently 3 prospective fostering households in stage 1 of assessment. There are 5 prospective fostering households in stage 2 of the assessment.

5. FAMILY PLACEMENT PANEL

- 5.1 The Family Placement Panel continues to be held on a twice monthly basis and agenda items include both fostering and adoption matters. Between 1 October and 31 December 2016, six panel meetings have taken place. The panel has a full cohort of members now available. Any new appointments continue to receive induction training and ongoing training throughout the year. Yearly appraisals of panel members are also undertaken.
- 5.2 From 1 October 2016 to 31 December 2016 the Panel has made recommendation to the Agency Decision Maker on the following fostering matters:
- Nine Foster Carer approvals, 2 of which are Connected Foster Carers;
 - The matches of two children with a long term Foster Carer;
 - Three foster care reviews.
 - Four foster carer resignations
 - The best interest decision for five children for Long Term Foster care.
- 5.3 There are effective processes in place for the recommendations made by Panel to be considered by the Agency Decision Maker and the timescale for this is within 10 working days of the Panel meeting taking place.

6. STAFF CONSIDERATIONS

- 6.1 The Fostering Team consists of a Team Manager who has management responsibility for the Fostering and Adoption Service, an Assistant Team Manager and six social work posts, 5 of which are full time posts. We have a full time social worker on a 12 month temporary contract, this post is to

cover the post held by the current family finder. The part time social worker is currently on maternity leave.

- 6.2 The Fostering Team continues to benefit greatly from the support of a team clerk. The role of this worker is to continue to offer admin support to the Fostering Team and she is responsible for the planning, preparation and smooth running of Fostering and Adoption Panel.
- 6.3 In addition the Fostering Team continues to benefit from the ongoing role of Family Finder who continues to be instrumental in family finding for those children and young people in need of permanency via long term fostering.
- 6.4 The Family Finder has been instrumental in developing links with independent agencies and ensuring processes work efficiently between the local authority and the independent agencies.
- 6.5 The Family Finder worker has ensured that plans for permanence are identified as early as possible and that a Permanency Planning meeting is closely followed by a process meeting to minimise delay for children and ensure that social workers are supported in producing quality timely matching reports.

7. DEVELOPMENTS WITHIN THE SERVICE

- 7.1 The number of children becoming looked after in the third quarter has again increased, this continues to be in line with an increase in referrals for connected carer assessments. We are continuing to recruit, assess and approve new carers consistent with an aim to be able to offer placement choice to placing social workers. We continue to need placements for sibling groups of 3 or more and older teenagers which will be the focus of ongoing targeted recruitment campaigns.
- 7.2 As part of their development and progression, all new foster carers are encouraged to complete the Children's Workforce Development Council Standards for Foster Carers Portfolio within a 12 months post approval timescale. All approved Connected Person's Carers have an increased timescale of two years to complete the portfolio. Support in completing the portfolio is available from both supervising Social Workers and existing approved carers wishing to reach progression level Band 4 where there is a requirement to provide mentoring and support. We continue to have a high proportion of our carers who achieve their CDWC qualification within the required timescale.
- 7.3 All foster carers are required to complete a record of the training they have attended for the year of their approval. The four mandatory courses are child protection, first aid, attachment and E-Safety. There is a requirement that these courses are completed within one year of approval and updated every three years.

- 7.4 Foster carers are provided with bespoke training specific to their needs whilst caring for looked after children. The bespoke training is reviewed annually and reflected on during the foster carers annual reviews.
- 7.5 Foster carer support groups have continued to take place bi-monthly. Groups are usually attended by 20+ foster carers and offer an element of training, usually provided by a guest speaker delivering information which is of interest to carers and an informal Support Group Session towards the end of the evening.
- 7.6 The Support Groups are arranged and facilitated by at least two members of the Fostering Team who are available to discuss any issues raised by individual carers or the group as a whole.
- 7.7 The fostering team also facilitate a bi- monthly coffee morning for foster carers, which is an informal support meeting.
- 7.8 Foster Carer retention is an essential part of the Fostering service and as such a great emphasis is placed upon this. Within this quarter the fostering team facilitated a trip to a pantomime for over 200 looked after children and carers, and also a Christmas party that again was attended by 200 children and carers.
- 7.9 The fostering action plan is attached as **Appendix A**.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 The Fostering service ensures that it supports all foster carers to enable them to support our children and young people.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 The service continues to recruit and assess prospective Foster Carers to provide placement choice. The fostering service will continue to work in collaboration with the Tees Valley local authorities in respect of fostering recruitment. In addition to this the team will continue to respond to requests for Connected Person's assessments.

10. ASSET MANAGEMENT CONSIDERATIONS

- 10.1 There are no asset management considerations within this report.

11. RECOMMENDATIONS

- 11.1 The Children's Service Committee is asked to note the report in relation to the work of the Fostering Service in the third quarter of 2016/17.

12. REASONS FOR RECOMMENDATION

- 12.1 The Fostering Service is required to fulfill its statutory responsibilities to children looked after by the local authority and provide regular reports to the Children Services Committee to enable the Committee to satisfy themselves that the agency is complying with the conditions of the registration.
- 12.2 Children's Services Committee has an important role in scrutinising the activities of the fostering services to ensure that performance in this area is robust.

13. BACKGROUND PAPERS

- Fostering National Minimum Standards Services 2011;
- Fostering Regulations 2011;
- Fostering Annual Report 2015/2016

14. CONTACT OFFICER

- 14.1 Karen Douglas-Weir, Head of Services for Looked After Children and Care Leavers, Karen.douglas-weir@hartlepool.gov.uk
(01429) 405584 (Direct) / (01429) 405588 (Reception)
- 14.2 Christine Croft, Team Manager (Family Placement)
Christine.croft@hartlepool.gov.uk 01429 287216



Fostering Services Action Plan April 2016 - April 2017

Priority	Progress Achieved Quarter 3	Lead Officer	Target Date
Target recruitment to attract foster carers for older children and sibling groups and those with more challenging behaviours.	<ul style="list-style-type: none"> Recruitment strategy in place Facebook advertising focussing on teenagers TV advert aired in December 2016 Radio campaign ongoing throughout Oct 16 – March 17 Leaflets redesigned to feature teenagers Continued commitment to Tees Valley Fostering 	Jacqui Dixon	Ongoing Completed Completed Completed Completed Completed
To continue to offer and deliver an extensive training programme to our carers to ensure that all of our fostering households have achieved the CWDC qualification within the allocated timescales and can demonstrate continued professional development as foster carers.	<ul style="list-style-type: none"> All foster carers who have been approved for more than a year have completed the standards, those recently approved are working towards. A support group is in place where experienced carers support new carers to complete the standards 	Christine Croft	Ongoing
To continue with family finding post enabling children and young people to have 'permanency' in their lives as early as possible	<ul style="list-style-type: none"> Family finding post has been secured for a further 12 months. Procedures are in place and proving effective to ensure early matching and permanence. 	Emma Howarth/Angi Simmonds	Ongoing

		Christine Croft	
To hold life appreciation events for all children where permanency is the option.	<ul style="list-style-type: none"> Life appreciation events have taken place. Family finder post supporting this. 	Emma Howarth/Angi Simmonds	Ongoing
To continue to demonstrate our appreciation of the commitment provided by our foster carers.	<ul style="list-style-type: none"> Fostering Christmas Party Dec 16 Fostering pantomime trip Dec 16 Annual Foster carer celebration event planned 	Jacqui Dixon/ Christine Croft	Completed Completed Ongoing
To continue to strive to support our carers to engender stability within placements for our looked after children.	<ul style="list-style-type: none"> Monthly evening support groups held Supervising social workers provide regular supervision and support visits. Supporting mentoring of new carers by experienced carers Placement support team continue to work with carers and young people to support and maintain placements 	Supervising social workers Christine Croft Margaret Hennessey	Completed Completed Completed Completed
To ensure that carers have the skills, knowledge and experience to care for children with attachment and emotional difficulties and those moving on to Staying Put	<ul style="list-style-type: none"> To plan/organise and facilitate the first Hartlepool Foster Carers Conference Conference was held in June 2016 	Christine Croft Margaret Hennessey	Completed

		Suzanne Brennan CAHMS Young People/CICC	
To consult foster carers in relation to the performance of the Local Authority in relation to support, training and retention of foster carers and to use this information to develop future priorities.	<ul style="list-style-type: none"> • Annual consultation survey sent to carers • Feedback forms reviewed during annual foster care reviews. 	Christine Croft Jacqui Dixon	Ongoing Completed
To review the Staying Put policy and guidelines to ensure that they are fit for purpose and meets the needs of the Young People of Hartlepool	<ul style="list-style-type: none"> • Staying Put Policy to be reviewed • Staying Put workshop to be delivered within FC annual conference • To ensure that all young people have a Living Together License and Agreement in place before reaching 18 years of age. 	Christine Croft Suzanne Brennan Conference Facilitators	Completed Completed Ongoing
Continue to facilitate sons and daughters group for children of foster carers.	<ul style="list-style-type: none"> • Regular meetings and activities have taken place • Specific training planned for children and young people • Sons and daughters of Foster Carers to be invited to attend preparatory training. 	Placement Support team Christine Croft	Ongoing Not completed
To further improve the quality of the care provided to children and young people to	<ul style="list-style-type: none"> • Carers have attended the Foster Carers Annual Conference June 2016 	Christine Croft	Completed

ensure better outcomes are achieved for children and young people in all aspects of their lives.	<ul style="list-style-type: none"> All carers have a personal development plan highlighting training requirements. 		Completed
To review the approval ages and status of the more experienced carers with a view to encouraging them to provide placements for older children with more complex needs.	<ul style="list-style-type: none"> Consultation with carers has taken place at a support group meeting Training planned 	Christine Croft Jacqui Dixon	Ongoing
To continue to work within the the BAAF 2 stage assessment process providing timely assessments, recruitment and training.	<ul style="list-style-type: none"> The BAAF 2 stage process is proving effective Work has been undertaken with ICT staff to ensure that the current ICS system is updated to reflect this change and enable foster carer recruitment and training to be recorded appropriately . 	Christine Croft	Ongoing Ongoing
To continue to work collaboratively with the neighbouring authorities to share resources and expertise in foster carer recruitment.	<ul style="list-style-type: none"> Tees Valley Fostering holds regular meetings attended by Hartlepool Joint recruitment activities planned 	Jacqui Dixon	Ongoing