

Agenda for a meeting of the Corporate Parenting Panel to be held on Wednesday, 27 April 2016 at 4.30 pm in Committee Room 4 - City Hall, Bradford

Members of the Committee – Councillors

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT
D Smith	Thirkill Engel Tait	Leeming

Alternates:

CONSERVATIVE	LABOUR	LIBERAL DEMOCRAT
<i>M Pollard</i>	<i>Akhtar Shaheen Shafiq</i>	<i>N Pollard</i>

Notes:

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- If any further information is required about any item on this agenda, please contact the officer named at the foot of that agenda item.

From:

City Solicitor
Agenda Contact: Sheila Farnhill
Phone: 01274 432268
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To:



A. PROCEDURAL ITEMS

1. ALTERNATE MEMBERS (Standing Order 34)

The City Solicitor will report the names of alternate Members who are attending the meeting in place of appointed Members.

(Sheila Farnhill – 01274 432268)

2. DISCLOSURES OF INTEREST

(Members Code of Conduct - Part 4A of the Constitution)

To receive disclosures of interests from members and co-opted members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

Notes:

- (1) *Members may remain in the meeting and take part fully in discussion and voting unless the interest is a disclosable pecuniary interest or an interest which the Member feels would call into question their compliance with the wider principles set out in the Code of Conduct. Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.*
- (2) *Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations, and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.*
- (3) *Members are also welcome to disclose interests which are not disclosable pecuniary interests but which they consider should be made in the interest of clarity.*
- (4) *Officers must disclose interests in accordance with Council Standing Order 44.*

(Sheila Farnhill – 01274 432268)



3. MINUTES

Recommended –

That the minutes of the meeting held on 9 March 2016 be signed as a correct record (previously circulated).

(Sheila Farnhill – 01274 432268)

4. INSPECTION OF REPORTS AND BACKGROUND PAPERS

(Access to Information Procedure Rules – Part 3B of the Constitution)

Reports and background papers for agenda items may be inspected by contacting the person shown after each agenda item. Certain reports and background papers may be restricted.

Any request to remove the restriction on a report or background paper should be made to the relevant Strategic Director or Assistant Director whose name is shown on the front page of the report.

If that request is refused, there is a right of appeal to this meeting.

Please contact the officer shown below in advance of the meeting if you wish to appeal.

(Sheila Farnhill - 01274 432268)

B. BUSINESS ITEMS

5. UNACCOMPANIED ASYLUM SEEKERS AND REFUGEES

1 - 6

Previous reference: Minute 13 (2015/16)

The Assistant Director Children's Specialist Services will present a report (**Document "O"**) which provides the Panel with an update in respect of unaccompanied asylum seekers and refugees in the district, as requested at the meeting held on 9 September 2015.

The report explains that Children's Services care for a small number of children and young people who have arrived in the UK with no parents or guardians. These young people are assessed on referral to the department and become looked after.

Recommended –

That Document "O" be noted.

(Di Watherston – 01274 437077)



6. EDUCATION OUTCOMES FOR LOOKED AFTER CHILDREN

7 - 24

Previous reference: Minute 17 (2015/16)

The Assistant Director, Children's Specialist Services will submit a report (**Document "P"**) which provides the Panel with a summary of attainment statistics for looked after pupils for the academic year 2014/2015. The report relates to school children and young people, who had been in care for one year or more on 31st March 2015 and provides data on attendance, exclusions, Special Educational Needs (SEN) and end of Key Stage attainment.

Recommended –

That Document "P" be noted.

(Peter Gibbons – 01274 435777)

7. RESIDENTIAL CARE REVIEW

25 - 28

Previous reference: Minute 12 (2015/16)

A report will be presented by the Assistant Director, Children's Specialist Services (**Document "Q"**) which updates Members, further to the report to the Panel on 9 September 2015, in relation to the planned approach to deliver a residential review in Bradford.

The report explains that the review is now part of the wider 'Journey to Excellence' programme and provides an update on the authority's placement strategy and changes planned within Children's Homes locally.

Recommended –

That the Corporate Parenting Panel supports the approach being taken to revise the placement strategy and develop a model of care in children's placements in Bradford.

(David Byrom – 01274 432986)

THIS AGENDA AND ACCOMPANYING DOCUMENTS HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER



Report of the Assistant Director (Children's Specialist Services) to the Meeting of the Corporate Parenting Panel to be held on 27th April 2016



Subject: Asylum Seeking/Refugee Looked After Children

Summary statement:

Bradford Children's Services care for a small number of children who are Unaccompanied Asylum Seekers. These young people have arrived in the UK with no parents or guardians. They are assessed on referral to the department and become looked after. The majority are aged 16 and over and live in supported accommodation. Younger children are cared for in local resources.

Gani Martins
Interim Assistant Director
(Children's Specialist Services)

Portfolio:

Children's Services

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Overview & Scrutiny Area:

Children's Services



1. SUMMARY

Bradford Children's Services care for a small number of children and young people who are identified as Unaccompanied Asylum Seekers. These young people have arrived in the UK with no parents or guardians. The young people are assessed on referral to the department and become looked after. The majority are aged 16 and over and live in supported accommodation. Younger children are cared for in local resources.

2. BACKGROUND

Unaccompanied Asylum Seeking Children (UASC) are children and young people who have arrived in the country and are not accompanied by an adult who has parental responsibility for them. They become the responsibility of the local authority where they initially 'appear' and as such Bradford has relatively few UASC. Higher numbers are found in London Boroughs and local authorities that have Channel ports.

There is a very small number of looked after children from refugee families that have become looked after as a result of their families being unable to provide appropriate care. This report does not focus on those children.

2.1 General Trends:

Over the past 4 years, the numbers of UASC have decreased both in respect of total numbers and as a proportion of the leaving care population. Bradford Childrens Services are currently caring for 2 under 16 year olds and 5 16-18 year olds, with Leaving Care Support being provided to 18 young people who are 18+. This compares to 8 16-18 year olds and 39 18+ in April 2012. (Appendix 1)

The cases are held in the Looked After Children team and in the Leaving Care Service, with the majority of the work led from Leaving Care.

The predominant nationality has remained from Afghanistan and the gender balance has remained overwhelmingly male, although recently there has been a slight proportionate increase in the numbers of female asylum seekers. Most Afghani UASC come from a Dari speaking Hazara background, although recently there has been a proportionate increase in the number of Pashto speaking Pathans. Most of our UASC have eventually had their asylum claims granted, albeit for some after lengthy appeal processes.

2.2 Employment Education and Training:

The UASC who are of school age are in full time education and fully supported to aspire to reach their potential.

Over the years of caring for UASC, the majority have been in some form of employment, education or training. Our experience is that most UASC are keen to learn English, further their education and gain qualifications and employability skills. UASC currently account for approximately 25% of care leavers in higher education. In general, UASC awaiting asylum decisions are prohibited from taking employment and faster tracking of asylum claims by the Border and Immigration Agency may account for the decrease in the proportion of UASC identified as NEET.

2.3 Health:

Emotional health remains a major concern for young people awaiting decisions about leave to remain or receiving adverse decisions and facing the prospect of removal and the Leaving Care Service encourages participation in physical and communal activities as a way of managing stress, such as going to the gym or taking part in sports, as well as developing friendship networks among themselves and other young people.

2.4 Accommodation:

Three young people are placed in local authority care.

For the older (16+) young people those UASC from Afghanistan have usually wanted to live in shared houses with each other and we have continued to work closely with the Palm Cove Society in supporting young people in this way, developing their understanding of life in the UK and gaining independent living skills. As young people have adjusted to British culture, become more established in their friendship groups and progressed with their education, at their request we have supported them to move into their own accommodation, usually a privately rented flat within the community or within university accommodation.

2.5 Identity:

Most Afghani UASC come from a Dari speaking Hazara background, although recently there has been a proportionate increase in the number of Pashto speaking Pathans. Most maintain their adherence to Islam, with the former group usually attending Shia mosques and the latter Sunni mosques. Of the other nationalities, most are also adherents of Islam. As the young people learn English and progress educationally, our experience is that most are keen to assimilate into mainstream society and seek British citizenship.

Service Development

2.6 Age Assessments

When an unaccompanied asylum seeking child or young person is referred to Children's Services, the young person does not have accurate documentation that identifies their age. As a result Children's Services have to undertake an assessment of their age.

Age assessments are undertaken by the initial assessment team alongside a full assessment of needs. Once it has been ascertained that the young person is under the age of 18 years then Leaving Care Service or Looked after Service would become involved.

Work has taken place to ensure that the age assessments completed are 'Merton' compliant (this refers to a Legal judgement where age assessments were required to be of a certain standard).

- Three sets of age assessment training have taken place across Children's Social Care.
- All age assessments are scrutinised to ensure quality is consistent.
- A clearer pathway between the Leaving Care Service and the Assessment Team identifies roles and responsibilities and alerts between services.
- The Leaving Care Service establish arrangements for supporting the Assessment Team to undertake age assessments.

2.7 Accommodation:

Liaison with accommodation providers takes place on a regular basis. Early liaison takes place with the assessment team when accommodation is required. Consideration when seeking accommodation is given to other UASC being in placement from the same country, culture, language etc to offer peer support.

2.8 Education:

Good links are in place with the careers service to ensure quick progression on to ESOL (English for Speakers of Other Languages) courses (or whatever is appropriate).

2.9 Health :

One of the Leaving Care Service Nurses takes responsibility for having an overview of all UASC within the Department. This ensures the following:

- Medical screening is undertaken
- Paediatric assessment is undertaken by the community Paediatrician
- Immunisations are looked at and addressed
- Any health issues are addressed and the health worker supports workers to ensure tasks are carried out.
- If formal mental health services are required liaison takes place with staff within Leaving Care Service who are Accredited Mental Health Practitioner's and who can refer directly to Mental Health services.
- Emotional well being is looked at as part of the ongoing care planning. Leaving Care has an emotional well being drop- in that is staffed by the Leaving Care Nurse and a social worker.

3. REPORT ISSUES

None.

4. OPTIONS

None.

5. CONTRIBUTION TO STRATEGIC PRIORITIES

None.

6. RECOMMENDATIONS

That the report be noted.

7. BACKGROUND DOCUMENTS

None.

8. NOT FOR PUBLICATION DOCUMENTS

None.

9. APPENDICES

Appendix 1 – Statistics regarding UASC

Appendix 1

REPORT FOR CORPORATE PARENTING PANEL ON UASC

Statistics:

	April 2012	April 2014	April 2016
Total Numbers:			
Under 16s			2
16 / 17 yrs	8	1	5
18+	39	28	23
Gender:	M=44 / F=3	M=27 / F=2	M=22 / F=5
Nationalities:	Afghanistan = 28 China = 1 Congo = 1 Guinea = 1 Iran = 2 Iraq = 3 Malawi = 1 Nigeria = 2 Pakistan = 2 Sierra Leone = 1 Vietnam = 3 Zimbabwe = 2	Afghanistan = 21 Iran = 2 Iraq = 1 Malawi = 2 Nigeria = 1 Zimbabwe = 2	Afghanistan = 14 Bangladesh = 2 Congo = 1 Ethiopia = 1 Iran = 2 Iraq = 2 Malawi = 1 Nigeria = 1 Sudan = 1 Syria = 1 Zimbabwe = 2 Pakistan = 2
School	1	0	3
ESOL / foundation education	7	1	4
In Training	3	4	3
Number in Further Education:	16	9	6
Number in Higher Education	4	6	7
In Employment	4	0	2
Parenting:	2	0	1
Illness:	1	0	0
NEET:	6	9	3
Missing:	3	0	0
Accommodation on leaving care:			
Supported Accommodation Project:	15	6	5
Privately rented tenancy:	23	23	20
Staying Put:	0	0	2

Report of the Assistant Director (Children's Specialist Services) to the Meeting of Corporate Parenting Panel to be held on 27th April 2016.

P

Subject: Education Outcomes of Looked After Children 2014/15

Summary statement:

This report relates to school children and young people, who had been in care for one year or more on 31st March 2015. The cohort size is 486 school age LAC out of a total cohort of 668. As of 31st March 2015 the total Bradford Looked After population was 878. This report provides data on attendance, exclusions, SEN and end of Key Stage attainment.

Gani Martins
Assistant Director
(Children's Specialist Services)

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Portfolio:

Children's Services

Overview & Scrutiny Area :

Children's Services



1. Summary

1.1 This report relates to school children and young people, who had been in care for one year or more on 31st March 2015. The cohort size is 486 school age LAC out of a total cohort of 668. As of 31st March 2015 the total Bradford Looked After population was 878. This report provides data on attendance, exclusions, SEN and end of Key Stage attainment.

2. Background

2.1 National and local context

2.1.1 The Government continues to give priority to supporting looked-after children (LAC). The duty on local authorities to promote the achievement of looked-after children remains in place.

2.1.2 The Pupil Premium (PP) was introduced on 1 April 2011 to support vulnerable pupils, including LAC. The Pupil Premium is paid at different levels: £1300 for primary age pupils eligible for free school meals, £935 for secondary aged pupils and £1900 for LAC. Pupil Premium for LAC is referred to as Pupil Premium Plus (PPP).

2.1.3 The local authority is responsible for paying PPP to all Bradford schools, including Academies, and also to schools outside the authority that have Bradford LAC on roll. The Virtual School Headteacher determines the level of funding to be retained centrally and what proportion of PPP are to be delegated to schools. The Virtual School Head is accountable to the Assistant Director for Employment and Skills for monitoring the impact of the grant.

2.1.4 Since 1st April 2015, the Virtual School for Looked After Children has retained 25% of the Pupil Premium Plus. The Virtual School appointed a Deputy Head and two Virtual School Teachers in September 2015. The Virtual School have also appointed a bank of Virtual School Associates on a casual contract basis.

2.1.5 From April 2014, maintained schools and non-maintained special schools also attracted PPP for children adopted from care, left care under a Special Guardianship Order or left care under a Residential Order on or after 14 October 1991. Schools receive these payments directly and the Virtual School is not responsible for monitoring how this is spent.

2.1.6 Early Years Pupil Premium was introduced in April 2015. This is to support closing the funding gap between the additional support disadvantaged children receive at age 2 and the additional support they then receive in school from the existing school-age pupil premium. Providers receive £300 per year, or £0.53 per child per hour, for each eligible child.

2.1.7 Post 16 LAC are eligible for a bursary of £1,200 if their course lasts for 30 weeks or more. The Leaving Care Service (LCS) is responsible for the administration and for monitoring the impact of this grant.

2.2 Special Educational Needs

2.2.1 The DfE have reported on the number of Looked After Children with the following provisions for SEN in 2014/15. The DfE round the numbers up to 5 or 0.

	Number of Looked After Children	Number with No SEN	% with No SEN	Number SEN without EHCP or Statement	% SEN without EHCP or Statement	Number SEN with EHCP or Statement	% SEN with EHCP or Statement	Number with SEN	% with SEN
Bradford LAC	490	195	40.2	185	37.8	110	22	295	59.8
Yorkshire and Humber LAC	3970	1630	41.2	1380	34.7	960	24.1	2330	58.8
England LAC	34820	13750	39.5	11440	32.9	9630	27.6	21070	60.5

2.2.2 One common feature of LAC is the high numbers who are on the SEN continuum. Bradford LAC are more likely to have a statement of special educational needs than their peers. The numbers with SEN vary year by year as children come in and out of care. Based on internal data systems, of the total school age cohort of 486, 96 (19.7%) young people had a Statement or Education, Health and Care Plan on 31st March 2015, compared to 105 young people (22.1%) had a statement of SEN in 2014. In total 257 (52.9%) were on the special educational needs continuum in 2014/15 compared to 290 (62.1%) in 2013/14.

Comparison of numbers of LAC with SEN at end of Key Stages over 3 years

	2012-13		2013-14		2014-15	
Year 2 – Key Stage 1	No	%	No	%	No	%
Education, Health and Care Plan					0	0%
Statemented	6	20%	6	17.1%	4	19%
Action Plus	5	16.6%	6	17.1%	0	0%
Action	4	13.3%	3	8.6%	1	4.7%
With SEN	15	50%	15	42.9%	5	23.8%
No SEN	15	50%	20	57.1%	16	76.2%
Total	30	100%	35	100%	21	100%

Year 6 – Key Stage 2	No.	%	No.	%	No.	%
Education, Health and Care Plan					4	10.8%
Statemented	8	19.9%	7	20.6%	6	16.2%
Action Plus	11	26.2%	7	20.6%	8	21.6%
Action	7	16.6%	10	29.4%	5	13.5%
With SEN	26	61.9%	24	70.6%	23	62.2%
No SEN	16	38.1%	10	29.4%	14	37.8%
Total	42	100%	34	100%	37	100%
Year 9 – Key Stage 3	No.	%	No.	%	No.	%
Education, Health and Care Plan					1	2.2%
Statemented	12	22.6%	13	27.1%	8	17.8%
Action Plus	13	24.5%	10	20.8%	8	17.8%
Action	13	24.5%	9	18.8%	8	17.8%
With SEN	38	71.7%	32	66.7%	25	53.2%
No SEN	15	28.3%	16	33.3%	22	46.8%
Total	53	100%	48	100%	47	100%

Year 11 – Key Stage 4	No.	%	No.	%	No.	%
Education, Health and Care Plan					3	4.5%
Statemented	19	33.3%	8	15.7%	11	16.4%
Action Plus	14	24.6%	9	17.6%	16	23.9%
Action	13	22.8%	14	27.5%	13	19.4%
With SEN	46	80.7%	31	60.8%	43	64.2%
No SEN	11	19.3%	20	39.2%	24	35.8%
Total	57	100%	51	100%	67	100%

2.2.3 Publication of outcomes for all Looked After Children in England for the school year ending in August 2015 was made in March 2016.

2.2.4 At the end of Key Stage 1 in 2014/15, the percentage of LAC in the cohort with SEN provision reduced to 23.8% compared to 42.9% in 2013/14. At the end of Key Stage 2 the percentage with SEN provision reduced to 62.2% compared to 70.6% in 2013/14. At the end of Key Stage 3 the percentage with SEN provision fell from 66.7% in 2012/13 to 53.2% in 2014/15. In Key Stage 4, the percentage with SEN provision increased from 60.8% in 2013/14 to 64.2% in 2014/15, with an increase in the number of LAC with statements or Education. Health and Care Plans from 15.7% to 20.9%.

Primary Need for LAC having a statement or Education Health and Care Plan

	2012-2013				2013-2014				2014-2015			
	Y2	Y6	Y9	Y11	Y2	Y6	Y9	Y11	Y2	Y6	Y9	Y11
Social, emotional and behavioural difficulties	3	2	6	12	4	5	10	1	1	5	5	11

Social, emotional and mental health	0	0	0	0	0	0	0	0	0	1	1	0
Percentage with SEBD	50	25	50	63.1	66.7	71.4	76.9	1	25	60	66.3	78.6
Profound and multiple learning difficulties	0	1	0	1	0	1	0	1	0	1	0	0
Moderate learning difficulties	0	0	2	0	0	0	1	0	1	0	0	1
Severe learning difficulties	2	3	1	0	0	0	1	1	1	1	1	1
Speech, language, communication need	0	1	2	1	0	1	0	0	0	0	1	0
Autistic spectrum	0	0	1	3	0	0	1	5	0	2	1	1
Physical Difficulty	1	1	0	2	0	0	0	0	1	0	0	0
Hearing Impairment	0	0	0	0	2	0	0	0	0	0	0	0
Percentage with learning or physical difficulty	50	75	50	36.9	33.3	28.6	23.1	100	75	40	33.3	21.4

2.3 Attendance

- 2.3.1** Attendance is monitored by the Attendance Strategy Group (ASG). The ASG has focused on identifying early signs of poor attendance, receiving and monitoring individual action plans and evaluating the outcomes of subsequent actions. The effect of continued monitoring by the ASG and managers in Social Care has been to change the culture towards school attendance amongst many looked-after young people. This is evidenced in the improvement in attendance overall.
- 2.3.2** The attendance of young people at school is calculated against a measure that was introduced in September 2011 by the DfE. A persistent absentee for six terms of absence data is classified as 56 sessions of absence (authorised or unauthorised), around 15 per cent overall absence. As the sixth half term is discounted for children aged 15), the persistent absentee threshold for a 15 year old is 46 sessions of absence. For all other children the threshold is 56 sessions of absence.
- 2.3.3** The table below shows Bradford's rate of persistent absenteeism of Looked After Children since 2013. This compares favourably with Yorkshire and the Humber and England averages. However, there is a three-year rising trend. The DfE have reported these figures, however the number of LAC in the cohort they have matched to absence data is 410. There are 490 LAC in the cohort. One known reason is the attendance data only includes children who were age 5 to 15 at the start of the academic year, therefore 21 Reception age LAC are not included. Internal calculations show a higher percentage of LAC are persistent absentees.

Percentage of sessions lost to absenteeism and LAC classed and persistent absentees

Percentage of sessions lost due to absence	Bradford	Yorkshire & Humber	England
2013			
Unauthorised	0.9	1.0	1.1
Authorised	2.9	3.0	3.3
Overall Absence	3.8	4.0	4.4
Percentage of LAC classed as persistent absentees	3.1	4.1	5.0
2014			
Unauthorised	1.4	1.0	1.0
Authorised	2.6	2.6	2.9
Overall Absence	4.1	3.7	3.9
Percentage of LAC classed as persistent absentees	5.5	4.3	4.7
2015			
Unauthorised	1.2	1.0	1.0
Authorised	2.8	2.8	3.0
Overall Absence	4.0	3.7	4.0
Percentage of LAC classed as persistent absentees	4.7	4.9	4.9

2.4. Attainment

2.4.1 Early Years Foundation Stage

2.4.1.1 The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

2.4.1.2 In 2014/15, there were 11 eligible pupils of reception age in the cohort in Bradford schools. The table below shows the Early Years Foundation Stage Profile (EYFSP) for these children. 27% of LAC at reception age had a Good Level of Development (GLD); this compares unfavourably with their Bradford peers at 62%.

2.4.1.3 Literacy and Mathematics are slightly higher for this cohort than last year

2.4.1.4 The extremely small cohort can easily distort data and makes it difficult to identify trends. Please note also comparative data with regional LAC is not available.

	2012/2013		2013/2014			2014/2015		
	Bradford LAC	All Bradford	Bradford LAC	All Bradford	National	Bradford LAC	All Bradford	National
Communication and language	38.9%	67.0%	55.5%	71%	77%	36%	78.3%	80%
Physical Development	38.9%	76.0%	66.6%	78%	86%	54%	84.0%	87%
Personal, Social and Emotional Development	33.3%	71.0%	38.8%	74%	81%	27%	80.7%	84%
Literacy	38.9%	55.0%	27.7%	59%	66%	36%	64.3%	70%
Mathematics	38.9%	60.0%	33.3%	63%	72%	36%	68.7%	76%
Understanding the World	38.9%	63.0%	55.5%	66%	80%	36%	72.8%	82%
Expressive Arts and Design	33.3%	68.0%	61.1%	70%	83%	54%	78.1%	85%
Prime Goals	27.8%	61.4%	33.3%	67%	72%	27%	74.3%	76%
Specific Goals	33.3%	45.4%	22.2%	52%	60%	27%	59.0%	66%

All 17 Early Learning Goals (ELG)	22.2%	43.7%	16.6%	51%	58%	27%	58.4%	64%
Good Level of Development (GLD)	27.8%	49.0%	16.6%	55%	60%	7%	62.2%	66%

2.4.2 Phonics

2.4.2.1 The Phonics Screening Check was introduced for Year 1 pupils in 2011/2012. The benchmark success level has continued to be 32 out of 40. On 31st March 2015 there were 30 looked after children in Year 1 who had been in care for one year or more. Of the 30 children, 20 were attending schools in Bradford, of which 16 (80%) achieved 32 or more. The national figure is 77%

Those whose performance fell below the threshold are targeted by schools with additional support and catch-up funding. These pupils will be re-checked by schools at the end of Year 2 to ascertain rates of progress. This check is an important development for benchmarking those in need of early intervention. Carers and parents are informed of individual scores but no cohort results for schools or virtual schools are reported.

2.4.3 Key Stage 1

2.4.3.1 At 31 March 2014 there were 21 LAC of Year 2 school age in the cohort, who had been in care to Bradford for a year or more, compared to 35 in the previous year. Due to the small cohort size, caution should be taken with comparisons to previous years.

2.4.3.2 In Year 2 there were 4 (19%) statemented LAC, 0 (0%) on School Action Plus and 1 (4.8%) on School Action in 2014, compared to 6 (17.1%) statemented, 6 (17.1%) on School Action Plus and 3 (8.6%) on School Action in 2014.

2.4.3.3 The percentage attaining Level 2+ in reading increased by 8% in 2015 from 2014. Bradford LAC increased by 8% whilst regional and national gains were 3% and 0% respectively. The gap between the Bradford LAC cohort and the general Bradford cohort has reduced from 12% to 7%.

% KS1 Reading L2+					
	2012	2013	2014	2015	% change 2014 - 15
Bradford LAC	66	67	72	80	+8
Yorkshire & Humber LAC	62	68	66	69	+3
England LAC	67	69	71	71	0
Bradford All	82	83	84	87	+3
England All	87	89	90	90	0

2.4.3.4 The percentage achieving Level 2+ in writing increased by 6% in 2015 from 2014. Bradford LAC results continue to be higher than regional and national and our gains have been stronger. The gap between Bradford LAC and all children nationally is closing gradually.

% KS1 Writing L2 +					
	2012	2013	2014	2015	% change 2014 - 15
Bradford LAC	57	59	59	65	+6
Yorkshire & Humber LAC	51	57	54	60	+6
England LAC	57	61	61	63	+2
Bradford All	78	80	81	84	+3
England All	83	85	86	88	+2

2.4.3.5 The percentage of LAC who achieved level 2+ in Mathematics decreased by 3% in 2015 from 2014. This equates to less than one child.

% KS1 Maths L2+					
	2012	2013	2014	2015	% change 2014-15
Bradford LAC	66	63	78	75	-3
Yorkshire & Humber LAC	71	67	68	70	+2
England LAC	65	71	72	73	+1
Bradford All	85	87	87	89	+2
England All	91	91	92	93	+1

2.4.4 Key Stage 2

2.4.4.1 At 31 March 2015 there were 37 Year 6 LAC who had been in care to Bradford for a year or more compared to 34 in 2014. The DfE have reported on 30.

2.4.4.2 The DfE will be contacted to query which children they have reported on. Based on 37, the cohort had 4 (11%) on Education Health and Care Plans, 6 (16%) statemented, 8 (22%) school action plus and 5 (14%) on school action, compared to 2014 when there were 7 (20.6%) statemented children, 7 (20.6%) on school action plus and 10 (29.4%) on school action.

2.4.4.3 57% of Bradford LAC achieved L4+ in Maths. This compares to 86% for All Bradford children. This compares to 86% for All Bradford children and represents a significant drop from last year's results (13% lower).

% KS2 L4+ Maths					
	2012	2013	2014	2015	% Change 14 – 15
Bradford LAC	70	60	70	57	-13
Yorkshire & Humber LAC	55	59	55	61	+6
England LAC	56	59	61	64	+3
Bradford All	80	80	82	86	+4
England All	84	85	86	87	+1

2.4.4.4 Only 40% of Bradford LAC achieved L4+ in Grammar, Punctuation and Spelling compared to 77% of All Bradford children at KS2. The gap widened by 7%.

% KS2 L4+ Grammar, Punctuation and Spelling					
	2012	2013	2014	2015	% Change 2014 - 15
Bradford LAC		40	43	40	-3
Yorkshire & Humber LAC		41	44	50	+6
England LAC		45	49	54	+5
Bradford All		69	73	77	+4
England All		74	76	80	+4

2.4.4.5 67% of Bradford LAC achieved L4+ in Reading compared to 85% of All Bradford children at KS2 which is an increase of 4% but still leaves us low compared to 85% of All Bradford children at KS2.

% KS2 L4+ Reading					
	2012	2013	2014	2015	% change 2012 - 14
Bradford LAC	79	65	63	67	+4
Yorkshire & Humber LAC	61	60	64	65	+1
England LAC	64	63	68	71	+3
Bradford All	82	80	84	85	+1
England All	87	86	89	89	0

2.4.4.6 57% of Bradford LAC achieved L4+ in Writing compared to 84% of All Bradford children at KS2. All Bradford KS2 rose by 6% but this was not reflected in the Bradford LAC cohort.

% KS2 L4+ Writing					
	2012	2013	2014	2015	% Change 2014 - 15
Bradford LAC	70	60	57	57	0
Yorkshire & Humber LAC	46	53	56	59	+3
England LAC	51	55	59	61	+2
Bradford All	79	81	78	84	+6
England All	81	83	85	87	+2

2.4.4.7 47% of Bradford LAC achieved Level 4+ in Reading, Writing and Maths compared to 76% of All Bradford at KS2. The gains seen for LAC nationally and regionally and for all pupils locally are not replicated in our Bradford LAC results.

% KS2 Reading. Writing & Maths					
	2012	2013	2014	2015	% Change 2014 - 15
Bradford LAC	58	45	53	47	- 6
Yorkshire & Humber LAC	38	43	45	51	+6
England LAC	42	45	48	52	+4
Bradford All	70	69	73	76	+3
England All				70	N/A

2.4.4.8 Two outstanding primary school teachers have been appointed in September 2015 to impact on the quality of PEPs. It is anticipated that their impact will be reflected on KS2 outcomes next year.

2.5.5 Key Stage 4

2.4.5.1 At 31 March 2015 there were 67 LAC who were the age to be in Year 11 and had been in care for one year or more.

2.5.5.2 The cohort had 3 (4.5%) on Education, Health and Care Plans, 11 (16.4%) statemented children, 16 (23.9%) on School Action Plus and 14 (27.5%) on School Action. It was not appropriate for 12 of these young people to be entered for GCSE; more individualized provision was made for them to access alternative educational qualifications relevant to their educational needs. This compares to 2014 in which the cohort had 8 (15.7%) statemented children, 9 (17.6%) on School Action Plus and 14 (27.5%) on School Action.

2.4.5.3 Two national policy changes were implemented in 2014 that affected the calculation of KS4 performance data. Professor Alison Wolf's Review of Vocational Education restricted the qualifications that were to be counted, prevented any qualification from counting as larger than one GCSE and capped the number of non-GCSEs included in performance measures at two per pupil. The early entry policy to only count a pupil's first attempt at a qualification was introduced in 2014 and extended to all subjects in 2015.

2.4.5.4 According to the methodology introduced in 2014, 27.1% obtained 5 or more GCSEs compared to 13.0% in 2014. This is an increase of 14.1%.

% KS4 5+ A* - C grades						
	2012	2013	2014 (using 2013 methodol ogy)	2014 (new methodo logy)	2015	% Change 14 - 15
Bradford LAC	50.9	42.1	33.3	13.0	27.1	+14.1
Yorkshire & Humber LAC	39.1	38.9	31.5	14.2	19.3	+ 5.1
England LAC	51.6	52.0	38.9	16.3	18.3	+2.0
Bradford All	81.7	83		54.8	54.6	-0.2
England All	82	82	76	64	64	0

2.4.5.5 The percentage of LAC who obtained GCSE grades A* to C in five or more subjects has increased compared to 2013/2014.

2.4.5.6 In 2014/15, 11 had a Statement or EHCP for SEBD and 3 for Learning and Physical Difficulties compared to 2013/2014 in which 1 child had a statement for SEBD and 7 for Learning and Physical Difficulty, in 2014/15.

2.4.5.7 17.1% of Bradford LAC achieved 5 or more GCSE grades including Maths and English compared to 11.7% in 2014.

% KS4 5+ A* - C grades including Maths and English						
	2012	2013	2014 (using 2013 methodology)	2014 (new methodology)	2015	% Change 14 - 15
Bradford LAC	19.3	7 (2)	14.8	11.7(2)	17.1	+5.4
Yorkshire & Humber LAC	13.6	14.6	13.7	10.5	14.4	+3.9
England LAC	14.9	15.5	14.4	12.0	13.8	+1.8
Bradford All	52.4	52.6		44	45.5	+1.5
England All	59	59	57	53	53	0

(1) x = number less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

(2) Figure based on internal calculations. X was reported by the DfE. See (1)

2.4.5.8 The DfE report on the number of LAC who achieved A* - C in Mathematics and English. This was previously not reported for All Children.

% KS4 A* - C grades in Maths and English						
	2012	2013	2014 (using 2013 methodology)	2014 (new methodology)	2015	% Change 14 - 15
Bradford LAC	19.3	X(1)	16.7	13.0	18.6	+5.6
Yorkshire & Humber LAC	14.0	14.6	15.0	12.9	15.4	+2.5
England LAC	X(1)	16.0	16.7	14.2	15.9	+1.7
Bradford All					47.8	N/A
England All					59	N/A

(1) x = number less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

2.5. Exclusions

2.5.1 There were no permanent exclusions of a Bradford Looked After Child in 2014/15.

2.5.2 The table below shows the exclusion data which has been reported by the DfE

	2012-13			2013-14			2014-15		
	No. matched to school census	% Permanently Excluded	% with at least one fixed term exclusion	No. matched to school census	% Permanently Excluded	% with at least one fixed term exclusion	No. matched to school census	% Permanently Excluded	% with at least one fixed term exclusion
Bradford LAC	420	0.00	9.66	420	0.00	5.71	420	0	6.89
Yorkshire & Humber	3,270	x	8.11	3,410	x	8.22	3490	0	9.38
England	28,160	0.15	11.32	28,870	0.11	9.77	29580	0.13	10.25

x = number less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10.

2.5.3 Based on internal data recorded, the table below shows the number of Fixed Term Exclusions and Days Lost by Looked After Children in Bradford.

	2012-13			2013-14			2014-15		
	Pupils	No of Fixed Term Exclusions	Days lost	Pupils	No of Fixed Term Exclusions	Days Lost	Pupils	No of Fixed Term Exclusions	Days Lost
Primary (inc. Academies)	8	12	20.5	12	36	68	10	8	10.5
Secondary (inc Academies)	28	60	140	33	60	147.5	20	59	110
Primary PRU	6	21	43.5	5	15	20	5	9	9
Secondary PRU	14	26	32.5	13	25	32	6	10	22
Primary and Secondary PRU's	20	47	76	18	40	52	11	19	31
Special	1	1	2	2	3	4.5	0	0	0
TOTAL	57	120	238.5	65	139	272	30	67	122.5

2.6. Personal Education Plans

- 2.6.1** The PEP is the key document that acts as an ongoing record of the children's learning needs and how these are met using PPP and other resources. The completion rate of PEPs is currently significantly lower than that expected and will continue to be addressed by Education and Care colleagues. Virtual School teachers have taken active steps in partnership with Education and care colleagues to accelerate the completion of PEP; this will be reflected in our 2015/16 report.
- 2.6.2** The contribution of the designated teacher in each school is key to setting challenging but achievable targets for each child, identifying barriers to progress and for ensuring outcomes identified are owned by school and Social Care. Refresher training will be arranged for designated teachers on target setting and the use of the PPP.
- 2.6.3** PEPs will be monitored by the Virtual School Team to evaluate the impact of the PPP.
- 2.6.4** Carers are key partners in supporting LAC with their schooling. The Virtual School Team will work closely with local organizations to raise awareness of the value of the PEP and the PPP in identifying needs, targeting resources and monitoring outcomes.
- 2.6.5** Attendance monitoring will continue through the Attendance Strategy Group to focus on individuals where persistent absence is noted. Analysis will also take place of groups where attendance is lower than expected with outcomes discussed and conclusions acted upon.
- 2.6.6** The Virtual School retain 25% of the total PPP allocation which equates to £500 per pupil. This has been used to fund the following:
- Appointment of two teachers resulting in stronger support and challenge for schools and the PEP process
 - deployment of "Associates"
 - additional payments to schools to respond to a range of emerging needs
- 2.6.7** The position of Deputy Headteacher of the Virtual School/ Pupil Premium Manager will be created to work with schools and social workers to ensure PEPs are of high quality. Associated training will be included in the role. The Deputy Headteacher will also deputise for the Headteacher as and when required.
- 2.6.8** The Virtual school will be involved in a higher level of individual case work than is currently possible. This will be undertaken by three Education Officers charged with providing pastoral support for the child and carer and will build stronger relationships with schools in Bradford and beyond. The impact of the initiative will include reducing the number of Primary school exclusions and placement breakdowns.
- 2.6.9** The retained PPP will allow the Virtual School to offer centrally organized interventions to complement and enhance that provided by schools. This will include one to one tuition in Grammar, Punctuation and Spelling, Early Years and Foundation Stage support, support during transition and intensive GCSE preparation.

3. Actions

- 3.1** Data presented above is based on relatively small cohorts of pupils, a significant proportion of whom have complex social, emotional, behavioural and learning needs as a result of their early life experiences.
- 3.2** Given the above, it is central to the Virtual School's work that each child is seen as an individual and developments are focused on each child's needs.

4. Options

None for consideration.

5. Financial and Resource Appraisal

None for consideration.

6. Legal Appraisal

- 6.1** The measures are intended to meet the statutory duty of a local authority, under section 22(3)(a) of the Children Act 1989, as amended by section 52 of the Children Act 2004, to safeguard and promote the welfare of a child looked-after by them. This includes, in particular, a duty to promote the child's educational achievement. The authority must therefore give particular attention to the educational implications of any decision about the welfare of those children.

7. Other Implications

7.1 Equal Rights

- 7.1.1** The activities outlined promote the right of children and young people in Public Care to full life chances in education and social opportunity,

7.2 Sustainability implications

- 7.2.1** Improvement in the life chances of children and young people in Public Care is an investment in their future. It will allow them to develop as citizens who contribute to the prosperity of the community

7.3 Community safety implications

- 7.3.1** Better educational outcomes for children and young people in Public Care will contribute to reducing the offending behaviour of this group.

7.4 Human Rights Act

- 7.4.1** The implementation of the recommendations will promote the rights of looked-after children. To maximise their life chances.

7.5 Trade Unions

None

7.6 Not for Publication Documents

None.

8. Recommendations

- 8.1** That the Corporate Parenting Panel notes the content of the report.

9. Appendices

None.

10. Background Documents

None.

Report of the Assistant Director (Children's Specialist Services) to the Meeting of the Corporate Parenting Panel to be held on 27th April 2016

Q

Subject: Update on Residential Review

Summary statement:

A verbal report was provided to the Corporate Parenting Panel on the 9th September 2015 on the planned approach to deliver a residential review in Bradford. The review is now part of the wider Journey to Excellence programme and this report provides an update on our placement strategy and change within Children's Homes locally.

Gani Martins
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Portfolio:

Children's Services

Overview & Scrutiny Area:

Children's Services



1. SUMMARY

- 1.1 A verbal report was provided to the Corporate Parenting Panel on the 9th September 2015 on the planned approach to deliver a residential review in Bradford. The review is now part of the wider Journey to Excellence programme and this report provides an update on our placement strategy and change within Children's Homes locally.
- 1.2 An external review of the current residential provision In Bradford took place through the summer of 2015. The review was necessary due to significant changes in the private sector and young people with higher needs being needed to be looked after locally in our own provision.

2. BACKGROUND

- 2.1 The review highlighted the need to address the following issues within the homes:
- Sustain but re-design provision
 - A coherent placement strategy based on a detailed needs assessment
 - Review all statements of purpose
 - Develop specialism within each home
 - 'The right place the first time'
 - Review the training offer
 - Reduce the size of the homes

3. REPORT ISSUES

- 3.1 The ambition is to have Bradford children in Bradford provision; to meet the needs of more complex young people a strategic response is required from our partners to support our placements in Bradford. This will mean a different response from the virtual school, health, youth service, Police to support our placements in the city.

The review highlighted three tiers of need within our placements:

- Tier 1 – children with relatively simple or straightforward needs who require either short term or relatively ordinary substitute care
- Tier 2 – children of families with deep rooted complex, or chronic needs with a long history of difficulty and disruption including abuse or neglect requiring more than simply a substitute family
- Tier 3 – Children with extreme, complex, and enduring needs, compounded by very difficult behaviour, who require more specialised and intensive resources such as therapeutic community, and adolescent mental health unit, a small intensive care residential unit, or a secure unit.

Well matched care and placements will be at the centre of our placement strategy, homes will not admit Tier 1 children in the future the ambition are that these children should access a family placement.

A targeted marketing and recruitment campaign is under way to ensure we have enough foster carers for teenagers to meet demand in the future.

The homes will admit children who are tier 2 and 3. Two homes will specifically take tier 3 children. The remainder will admit tier 2. It is clear to achieve this that the support from partners to deliver this placement strategy is essential. The homes must be able to call upon support in a timely way in the future.

The statements of purpose for the homes will be revised to reflect the reduced number of places and the specialist model of care, training and support that will be delivered.

- 3.2 The homes in Bradford are large in size on average 8 beds; this is higher than most other residential provision both in local authorities and in privately run homes. The homes have had to accommodate young people with higher needs over the last 18 months which has resulted in placement disruption and poorer outcomes.

The buildings have limited space for focussed direct work with young people; the dining rooms and living rooms are multi function and are not ideal for the virtual school or CAMHS / Health professionals to meet with young people. The space also makes managing behaviour more of a challenge.

All the homes have been visited by a site surveyor, the virtual school, facilities management and the head of service, homes managers were asked to think how the buildings could be adapted to provide a better space to deliver wrap around support to placements. Due to the homes reducing in size from 8 beds to 5 the space within the homes can be put to better use. All the homes now have plans and finance in place to carry out building work to provide space for separate education, therapeutic work, direct work and improved leisure space. Open spaces will be adapted to improve the level of noise in the buildings which will improve behaviour management.

- 3.3 The training offer to residential staff has been generic and not specialist, as more complex children have been placed locally staff need to be able to access specialist training to meet the needs.

A model of care has been developed for looked after children in Bradford:

- Attachment (PACE playfulness, acceptance, curiosity, empathy)
- Resilience
- Team Teach
- Outcome Star
- Signs of Safety
- Building life skills for independence

A workforce training plan is being developed across the workforce to embed the approaches above within the staff teams. This approach will provide staff with the skills to support children and young people; this will be further supported by therapeutic consultations to staff teams.

The model of care aligned to integrated support to placements is aimed at delivering:

- Steps to success in learning and education
- Good health and emotional well being
- Safe, nurturing and aspirational care

3.4 Managers and staff within the homes will be given the opportunity to express an interest as to which tier of children they feel they are best equipped to work with. We will be looking to be more flexible with our staffing resource in the future and move staff where they are required to meet needs.

3.5 Children and young people are involved in the review of placements in Bradford. Focus groups are being brought together involving younger children, older children and those living in a foster home, children's home or leaving care setting. The young people are working together to influence the change programme and provide feedback on the model of care that is being taken. This will continue throughout the journey to excellence programme.

4. OPTIONS

4.1 To support the approach being taken to implement the recommendations of the residential review.

5. CONTRIBUTION TO STRATEGIC PRIORITIES

5.1 The approach to delivering nurturing care and placements in Bradford district is a key part of the journey to excellence programme and aligns with new deal priorities.

6. RECOMMENDATIONS

6.1 That the Corporate Parenting Panel supports the approach being taken to revise the placement strategy and develop a model of care in children's placements in Bradford.

7. BACKGROUND DOCUMENTS

None.

8. NOT FOR PUBLICATION DOCUMENTS

None.

9. APPENDICES

None.