

# Children and Education Scrutiny Sub-Committee

## Agenda

**Thursday, 8 December 2022 at 6.30 p.m.**  
**Committee Room One - Town Hall, Mulberry  
Place, 5 Clove Crescent, London, E14 2BG**

### Members:

**Chair:** Councillor Bodrul Choudhury

**Vice Chair:** Councillor Ahmodul Kabir

Councillor Abdul Wahid, Councillor Ana Miah, Councillor Amina Ali, Councillor Shubo Hussain and Councillor Leelu Ahmed

### Co-opted Members:

Shiblu Miah ((Muslim community representative)), Dr Phillip Rice (Church of England Representative), Joanna Hannan (Representative of Diocese of Westminster), Abena Adeji (Parent Governor), Ashraf Zaman (Parent Governor) and Nafisa Ahmed (Parent Governor)

**Substitutes:** Councillor Harun Miah, Councillor Kamrul Hussain, Councillor Amin Rahman, Councillor Mufeedah Bustin, Councillor Asma Islam and Councillor Amy Lee

[The quorum for the Sub-Committee is 3 voting Members]

### Contact for further enquiries:

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<http://www.towerhamlets.gov.uk>



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## **A Guide to Children and Education Scrutiny Sub-Committee**

The Children and Education Scrutiny Sub-Committee has been established to scrutinise the provision, planning and management of children and young people's services – including children's social care; safeguarding children; children in care; SEN and education inclusion, troubled families and the Youth Offending Service (YOS) education, learning and schools; youth services; early years; education capital estate and youth & play services.

The Children and Education Scrutiny Sub-Committee will discharge the Council's statutory functions to undertake overview and scrutiny, insofar as these pertain to Children's and Education matters. This will include:

- a) Reviewing and/or scrutinising decisions made or actions taken in connection with the discharge of the Council's children social care and education functions;
- b) Advising the Mayor or Cabinet of key issues/questions arising in relation to children and education reports due to be considered by the Mayor or Cabinet;
- c) Making reports and/or recommendations to the Council and/or Mayor or Cabinet in connection with the discharge of children and education functions;
- d) Delivering (c) by organising an annual work programme, drawing on the knowledge and priorities of the Council, registered providers and other stakeholders, that will identify relevant topics or issues that can be properly scrutinised;
- e) Holding service providers to account, where recent performance fails to meet the recognised standard, by looking at relevant evidence and make recommendations for service improvements;
- f) Considering children and education matters affecting the area or its inhabitants, including where these matters have been brought to the attention of the sub-committee by tenant and resident associations, or members of the general public; and
- g) The sub-committee will report annually to the Overview and Scrutiny Committee on its work.

### **Public Engagement**

Meetings of the committee are open to the public to attend, and a timetable for meeting dates and deadlines can be found on the council's website.

# London Borough of Tower Hamlets

## Children and Education Scrutiny Sub-Committee

Thursday, 8 December 2022

6.30 p.m.

### 1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

### 2. DECLARATIONS OF INTERESTS (PAGES 7 - 8)

Members are reminded to consider the categories of interest, identified in the Code of Conduct for Members to determine: whether they have an interest in any agenda item and any action they should take. For further details, see the attached note from the Monitoring Officer.

Members are also reminded to declare the nature of the interest at the earliest opportunity and the agenda item it relates to. Please note that ultimately it is the Members' responsibility to identify any interests and also update their register of interest form as required by the Code.

If in doubt as to the nature of an interest, you are advised to seek advice prior the meeting by contacting the Monitoring Officer or Democratic Services.

### 3. MINUTES OF THE PREVIOUS MEETING AND ACTION LOG (PAGES 9 - 24)

To confirm as a correct record of the proceedings the unrestricted minutes of the meeting of the held on 13<sup>th</sup> October 2022.

### 4. REPORTS FOR CONSIDERATION

#### 4.1 Education Spotlight

Presentation slides to follow.

#### 4.2 SEND Statement of Action (Pages 25 - 52)

### 5. SUB-COMMITTEE WORK PROGRAMME



6. **ANY OTHER UNRESTRICTED BUSINESS CONSIDERED TO BE URGENT**

**Next Meeting of the Children and Education Scrutiny Sub-Committee**

Thursday, 9 February 2023 at 6.30 p.m. to be held in Committee Room One - Town Hall, Mulberry Place, 5 Clove Crescent, London, E14 2BG



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# Agenda Item 2

## **DECLARATIONS OF INTERESTS AT MEETINGS– NOTE FROM THE MONITORING OFFICER**

This note is for guidance only. For further details please consult the Code of Conduct for Members at Part C, Section 31 of the Council's Constitution

### **(i) Disclosable Pecuniary Interests (DPI)**

You have a DPI in any item of business on the agenda where it relates to the categories listed in **Appendix A** to this guidance. Please note that a DPI includes: (i) Your own relevant interests; (ii) Those of your spouse or civil partner; (iii) A person with whom the Member is living as husband/wife/civil partners. Other individuals, e.g. Children, siblings and flatmates do not need to be considered. Failure to disclose or register a DPI (within 28 days) is a criminal offence.

Members with a DPI, (unless granted a dispensation) must not seek to improperly influence the decision, must declare the nature of the interest and leave the meeting room (including the public gallery) during the consideration and decision on the item – unless exercising their right to address the Committee.

**DPI Dispensations and Sensitive Interests.** In certain circumstances, Members may make a request to the Monitoring Officer for a dispensation or for an interest to be treated as sensitive.

### **(ii) Non - DPI Interests that the Council has decided should be registered – (Non - DPIs)**

You will have 'Non DPI Interest' in any item on the agenda, where it relates to (i) the offer of gifts or hospitality, (with an estimated value of at least £25) (ii) Council Appointments or nominations to bodies (iii) Membership of any body exercising a function of a public nature, a charitable purpose or aimed at influencing public opinion.

Members must declare the nature of the interest, but may stay in the meeting room and participate in the consideration of the matter and vote on it **unless:**

- A reasonable person would think that your interest is so significant that it would be likely to impair your judgement of the public interest. **If so, you must withdraw and take no part in the consideration or discussion of the matter.**

### **(iii) Declarations of Interests not included in the Register of Members' Interest.**

Occasions may arise where a matter under consideration would, or would be likely to, **affect the wellbeing of you, your family, or close associate(s) more than it would anyone else living in the local area** but which is not required to be included in the Register of Members' Interests. In such matters, Members must consider the information set out in paragraph (ii) above regarding Non DPI - interests and apply the test, set out in this paragraph.

### **Guidance on Predetermination and Bias**

Member's attention is drawn to the guidance on predetermination and bias, particularly the need to consider the merits of the case with an open mind, as set out in the Planning and Licensing Codes of Conduct, (Part C, Section 34 and 35 of the Constitution). For further advice on the possibility of bias or predetermination, you are advised to seek advice prior to the meeting.

### **Section 106 of the Local Government Finance Act, 1992 - Declarations which restrict Members in Council Tax arrears, for at least a two months from voting**

In such circumstances the member may not vote on any reports and motions with respect to the matter.

**Further Advice** contact: Janet Fasan, Director of Legal and Monitoring Officer, Tel: 0207 364 4800.

## **APPENDIX A: Definition of a Disclosable Pecuniary Interest**

(Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012, Reg 2 and Schedule)

Subject	Prescribed description
Employment, office, trade, profession or vacation	Any employment, office, trade, profession or vocation carried on for profit or gain.
Sponsorship	Any payment or provision of any other financial benefit (other than from the relevant authority) made or provided within the relevant period in respect of any expenses incurred by the Member in carrying out duties as a member, or towards the election expenses of the Member. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.
Contracts	Any contract which is made between the relevant person (or a body in which the relevant person has a beneficial interest) and the relevant authority— (a) under which goods or services are to be provided or works are to be executed; and (b) which has not been fully discharged.
Land	Any beneficial interest in land which is within the area of the relevant authority.
Licences	Any licence (alone or jointly with others) to occupy land in the area of the relevant authority for a month or longer.
Corporate tenancies	Any tenancy where (to the Member's knowledge)— (a) the landlord is the relevant authority; and (b) the tenant is a body in which the relevant person has a beneficial interest.
Securities	Any beneficial interest in securities of a body where— (a) that body (to the Member's knowledge) has a place of business or land in the area of the relevant authority; and (b) either—  (i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or  (ii) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the relevant person has a beneficial interest exceeds one hundredth of the total issued share capital of that class.



**LONDON BOROUGH OF TOWER HAMLETS**

**MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY SUB-COMMITTEE**

**HELD AT 6.37 P.M. ON THURSDAY, 13 OCTOBER 2022**

**COMMITTEE ROOM ONE - TOWN HALL, MULBERRY PLACE, 5 CLOVE  
CRESCENT, LONDON, E14 2BG**

**Members Present in Person:**

Councillor Bodrul Choudhury  
Councillor Ahmodul Kabir  
Councillor Abdul Wahid  
Councillor Ana Miah

**Members In Attendance Virtually:**

Councillor Shubo Hussain

**Co-optees Present in Person:**

Shiblu Miah	Muslim Community Representative
Dr Phillip Rice	Church of England Representative
Joanna Hannan	Representative of Diocese of Westminster
Ashraf Zaman	Parent Governor

**Co-optees In Attendance Virtually:**

Abena Adeji	Parent Governor
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**Apologies:**

Councillor Leelu Ahmed

**Officers Present in Person:**

Abzel Ali	Youth Service
Jim Melton	Metropolitan Police
Susannah Beasley-Murray	(Divisional Director of Supporting Families)
Kelly Duggan	HOS Youth Justice & Young People's Service • LBTH - Childrens Services
Luke Norbury	Deputy Head of Youth Justice Service
Abdul Quddas	Deputy Head of Early Help & CFS
James Thomas	(Corporate Director, Children and Culture)
Farhana Zia	(Democratic Services Officer, Committees, Governance)

## **1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor Leelu Ahmed and from Councillor Maium Talukdar, Cabinet Member for Education and Lifelong Learning.

## **2. DECLARATIONS OF INTERESTS**

Councillor Abdul Wahid declared that he worked for the Youth Service many years ago but was no longer involved in youth work.

## **3. MINUTES OF THE PREVIOUS MEETING**

The minutes of the previous meeting of 12th July 2022 were agreed and approved to be an accurate record of the meeting and were approved by the Sub-Committee.

## **4. REPORTS FOR CONSIDERATION**

### **4.1 Spotlight on Youth Justice**

Mr James Thomas, Corporate Director for Children and Culture introduced the presentation stating that Children who become involved in anti-social behaviour and criminal activities are one of the Council's most significant statutory responsibilities. He said the arrangement for the Youth Justice Service were set down in strict legislation and statutory guidance, with a multi-disciplinary service, involving the police and other stakeholders, contributing to its effectiveness.

Mr Thomas then handed over to Ms Susannah Beasley-Murray, Director of Supporting Families, who provided an overview of the Youth Justice Service. Ms Beasley-Murray was supported by Ms Kelly Duggan, Head of Youth Justice Service and Mr Luke Norbury, Deputy Head of Youth Justice Service.

The presentation provided a detailed analysis of the work of the Youth Justice Service, outlining the key performance indicators that the service is measured against as well as data on performance and impacts of interventions. Ms Duggan stated they were part of the pilot project where youngsters in youth custody would be referred to residential units rather than prison. She said the accommodation was in Newham and Tower Hamlets was one of six borough's working together on the accommodation project. She said they were working with 81 children as at September 2022 and the main types of offences related to violence against the person at 50%, with burglary and Fraud & forgery at 11%. Ms Duggan said drug related offences were statistically low at 6%, but the borough did have a problem with drug dealing

and grooming of children. She said this was more within the borough and across London rather than cross county lines.

Ms Duggan said 277 children were at risk of harm, with 47 being identified as being at high risk and harm. Ms Duggan outlined what the Service was doing to tackle exploitation and how they work with other agencies, via multi-disciplinary teams to develop intelligence and provide intensive support to children on a one-to-one basis. Mr Norbury added they had used feedback from Youth Justice Children to understand what intervention worked best and were working in partnership to offer a holistic and targeted service to young people to prevent offending and at-risk behaviour.

In response to comments and questions from members the following was noted:

- The resettlement unit based in Newham was a six-bed facility with funding for three years. The Youth Justice Board were the main funders although each borough is also expected to make a small contribution towards it. Beds as part of the pilot cost approximately £140 per night compared with £350 per night for a bed at a custody facility.
- Safeguarding children from county lines was a vital part of the work the Youth Justice Service undertakes. Education is key for this. The child exploitation team works with those who are at low to high risk on a one-to-one basis. The data and intelligence collated via the multi-agency approach ensures that the team is aware of the emerging themes and is constantly questioning how it can disrupt the flow of drugs and limit the exposure of children who are victims of grooming, rather than criminals.
- In respect to partnership working, Ms Beasley-Murray stated that they were working with the Courts, health partners and the voluntary sector in 'breaking the cycle' to reduce harm and risk to children. Ms Duggan added they use the 'Trusted Adult Model' so the young person can have dialogue with the adult that they most trust, rather than being passed from professional to professional.
- Ms Beasley-Murray confirmed resources were pooled together to ensure the best use of resources and information. She said the exploitation team was co-located with the police and worked in unison with the community safety teams. She said MACE was co-chaired with the police, where data was scrutinised as well as individual cases discussed.
- Ms Beasley-Murray said family involvement was key in helping young people not to become involved in crime and/or re-offend. She said the pressures were external from outside the home, but extended families, community and places of worship played an important role to steering youngster away from crime. She said the Council's Youth Service and Early Help teams worked with families to identify at risk children and provide intensive interventions.

- In regard to if the service had adequate staffing, Ms Beasley-Murray said whilst there were 81 children at risk as at September, the work undertaken by practitioners was very intensive, with some children requiring contact 7 days a week and others perhaps 3 days a week. She said the service was busy as a result.
- Ms Duggan added that the work of practitioners in the Youth Justice Service was slightly different to the work undertaken by Youth workers. She said caseworkers were passionate about their work and provided tailored support from ensuring the young person was up and ready for the day to supporting and building on their strengths.
- Mr James Thomas said that whilst the borough had a high rate of child poverty this did not automatically translate into higher crime rates. He said they were very committed to ensuring the Children and Families partnership continued to support families through the cost-of-living crisis and those entitled to free school meals were claiming this.
- **ACTION:** Ms Beasley-Murray to provide a written response to Councillor Kabir's question relating to new responsibilities around keeping children in education, training and employment.

The Chair thanked Mr James Thomas and the Youth Justice Service for their presentation.

#### 4.2 HM Inspection of Probation report

Mr James Thomas, Corporate Director for Children and Culture introduced this presentation stating the outcome of the inspection published in July 2022 was disappointing. He said it reflected services were not good enough at the point of inspection. Mr Thomas said a new leadership team had taken over with himself leading the Justice Service Management Board and new appointments of Ms Beasley-Murray as the Director of Supporting Families and Ms Kelly Duggan as Head of the Youth Justice Service.

Mr Thomas handed over to Ms Beasley-Murray who talked about the changes made in consideration of the seven recommendations made by the Inspectorate. She said the membership of the Board had been reviewed with an executive and operational board in place. She said this would help to ensure the actions on the improvement plan could be pushed forward and managers at the right level of seniority were actively seeking better outcomes for YJS children.

Ms Beasley-Murray continued stated they had made changes to policy and procedures to ensure all data and management information was accurate and reliable, which helped with informed decision-making. She said they had reviewed the out-of-court provision and had improved the quality of assessment of at-risk children.

Ms Kelly Duggan stated the statutory one-year Youth Justice Plan had been devised and submitted to the Youth Justice Board along with the comprehensive improvement plan outlining how the service was intending to improve its activity over the next two years. She said a YJS disproportionality action plan had also been included as part of the improvement plan.

Ms Duggan stated there were six priority areas for focus and they were working with staff, partners and YJS children to improve governance and leadership. Mr Luke Norbury showed how the service would track its delivery of the improvement plan and how they were learning from best practice, with better trained staff.

In response to comments and questions from members the following was noted:

- Referring to the out-of-court provision, Dr Rice asked what exactly was going on. Ms Duggan responded stating that there were many small things that led to the bigger issue; from the lack of focus and trust within the service to staff relying on Youth Condition Cautions – (the more stringent recourse than triage and Youth cautions – which are voluntary) for decision making. She said they had re-trained staff and had built their confidence so that better decisions and outcomes can be achieved for children. She said they were changing the method of assessment.
- In respect to how the actions from the improvement plan had been communicated to staff, Mr Luke Norbury stated that they had involved staff from the onset to help devise, engage and own the improvement plan. He said the governance structure had been improved, with visibility of senior managers and daily communication within teams, plus dissemination of information through newsletters and emails. Ms Beasley-Murray added that there was an expectation for improvement, and this was also communicated and discussed through staff appraisals.
- Ms Duggan confirmed the external assessors would be assisting the areas where the service has scored lowest. She said there were numerous areas that required improvement.
- Mr Thomas said one way to strengthen the governance arrangements was to have representation of young people on the Youth Justice Executive Board. He said it was important to hear the voices of young people be that from them attending meetings or providing a video recording. He said young people found video interviews to be less daunting than attending in person. He said it was vital the ‘voice of the child’ was captured more systematically in everything they did. Ms Beasley-Murray added they were looking to set up a Youth Justice Council like the Young Mayor’s youth council, to engage regular voices representing young people.
- Ms Duggan stated she did have adequate resources to deliver the improvement plan and said significant work had been done to improve

staff morale. She said the service was on a journey of improvement and clear leadership and staff involvement was key to this. She said staff had been involved from the onset and team building through a team away-day, regular supervision and appraisal all helped to improve morale.

The Chair thanked Mr James Thomas and the Youth Justice Service for their presentation.

**5. ANY OTHER UNRESTRICTED BUSINESS CONSIDERED TO BE URGENT**

There was no other business to be discussed.

**6. CESSC WORK PROGRAMME 2022-23**

The Chair, Councillor Choudhury referred members to the sub-committee's work programme for 2022-23 and asked members if they had any comments or questions relating to the work scheduled for the sub-committee to scrutinise.

- No comment or questions were asked in relation to the work programme.

The Sub-Committee **RESOLVED** to:

1. **NOTE** and **AGREE** the work programme for 2022-23.

The meeting ended at 8.14 p.m.

Chair, Councillor Bodrul Choudhury  
Children and Education Scrutiny Sub-Committee

## Scrutiny Action Log

Name of Committee: Children and Education Scrutiny Sub-Committee

Municipal Year: 2022-23

Reference	Action	Assigned to	Scrutiny Lead	Due Date	Response
Insert date	Insert agenda item title and the action requested by the committee	Insert name of director	Insert scrutiny lead	Insert Date	Response provided by the service/ witness
14.07.22					
13.10.22	<p><b>1. Youth Justice: The Youth Justice Service Performance with a specific focus on drugs, grooming of young people and county lines</b></p> <p>The committee requested a response about the new responsibilities around education and attendance.</p>	<p>James Thomas</p> <p>Corporate Director for Children &amp; Culture</p>	<p>Cllr Bodrul Choudhury</p> <p>CESSC Chair</p>	20.10.22	Response provided on 19.10.22. See Appendix 1 for response.
	<p><b>2. Youth Justice: To understand the findings from the inspection report and review the plan for improvement</b></p> <p>The committee raised concerns about the rising number of children from Tower Hamlets entering the criminal justice system and wanted to know why.</p>	<p>James Thomas</p> <p>Corporate Director for Children &amp; Culture</p>	<p>Cllr Bodrul Choudhury</p>	20.10.22	Response provided on 19.10.22. See Appendix 2 for response.
21.11.2022	<p>Challenge Session: Increasing women and girls access to sports provision</p> <p>The committee requested data/breakdown of female participation in sports in Tower Hamlets, with a specific focus on ethnicity.</p>	<p>James Thomas</p> <p>Corporate Director for Children &amp; Culture</p>	<p>Cllr Bodrul Choudhury</p>	20.12.22	

	<p>The committee requested a response on whether the 'first come' policy has been reviewed.</p> <p>The committee requested a response on any actions or plans being taken to redesign existing sporting facilities in Tower Hamlets to make them more accommodating to women and girls.</p>				
08.12.22					
09.02.23					
04.05.23					





### Appendix 1:

#### The new responsibilities and attendance

#### **The role of the Virtual School supporting the YJS and the *educational engagement\** of children on orders.**

\*Please note that educational engagement is the term used by the Department of Justice that means attendance but also has a wider meaning re: enabling attendance for children with no ETE offer. i.e. Taking a child presenting as NEET to ETE.

The Virtual School for Children in Our Care (CIOC) works alongside the YJS to support all children who are on an order, to improve or create engagement with education. Put simply, this is attendance with or sourcing of an educational offer.

There is an element of cross over with the most difficult to reach cases in care also coming under the YJS so the Virtual School jointly funded an education officer with the service.

The Education Officer is a qualified teacher (QTS) who works between the Virtual School and YJS.

The Virtual School also works across Education and the Social Care provision of the authority to get the best outcomes for children in its remit. This is a very powerful synergy, providing comprehensive insight and support for professionals and the children. At inspection this was seen as strength.

The Education Officer is part of a team of education professionals in the Virtual School, receiving constant educational continuous professional development (CPD) essential due to the fast-paced movement of curriculum change in KS4, KS5 and vocational education that our children access. The post holder provides strategic support to all YJS staff across the entire cohort whether in care or not. This support includes navigating school and college offers to make sure all children have an ETE offer. For example at the start of the academic year advocating for young people, often in place of their parents, to make informed decisions about education offers. This advocacy is essential due to the challenging nature of the cohort, which has high levels of SEND, EAL and histories of underachievement, exclusion and disruption to learning.

The Education Officer and Headteacher of the Virtual School are the visible face of the service for our schools and other establishments, reassuring, supporting and challenging teachers and leaders to promote the educational engagement of our children. It is essential that our children and their needs are visible. This representation extends to the Tower Hamlets Safeguarding Service (THESS) which is also under the remit of the Virtual School

Headteacher. This linkage provides regular insight into the Designated Safeguarding Lead network (DSLs) of all our schools. This allows the service to clearly communicate policy and expectations for education in the YJS across the LA.

Education placement and via this attendance, is further supported by the Education Officer being a sitting member of the Fair Access Panel (FAP) which makes sure that school age children with issues arising are placed in the most suitable provision. This linkage means that 100% of our school age children have a school to attend.

It is essential that the needs of our learners are advocated for with internal and external agencies who can offer support to improve engagement. When needs are met, attendance improves.

The education officer links with the wide variety of education, vocational and careers areas that the LA offers. For example, the SEND department has a Youth Justice Champion who assists advocating for needs assessments and health requirements to be reflected into comprehensive Educational Health Care Plans (EHCPs) sometimes created from scratch because the need has previously been missed.

The THESS also has oversight of Children Missing in Education and any child Electively Home Educated (EHE). In other authorities' children known to the YJS can fall into these categories in particularly EHE. Our joined-up services mean we are alerted to any child in these categories instantly. We do not have any electively educated child out of school on an order nor would it be allowed.

**Attendance work in place** - A key responsibility of the Education Officer is to promote engagement with education. This means good and regular attendance to set ETE hours and for statistical purposes, this is measured as "on the last week of the order." This is that we aim to improve attendance, or in many cases, gain education offers for children so their engagement is better by the time their order is complete, than when they joined the service.

**School age** - In the Virtual School, we monitor attendance in real time for all children in care. To do this for the YJS, we work with the Behaviour Attendance Support Service – BASS – to monitor attendance daily with our schools. This monitoring has 100% coverage for children of school age and has proved very effective in spotting attendance tailing off or difficulties at school. Schooling provides many the supervision hours required by an order. Our work with the BASS means that 100% of our school age children have an educational offer and 70% of those children improved or maintained their attendance while on an order last year. 30% of those children had very good attendance at 85%+. This confirms that being on an order has a positive impact on a child's engagement with education. This makes sure a child is safe and gaining the skills and support to we hope not to reoffend.

**Post-16** - Monitoring attendance for young people Post-16 is more problematic. This is due to the wide range of institutions involved, varying attendance requirements for College Courses and the co-operation of FE colleges in data collection. To counter these issues, the Virtual School pays for an Attendance and Welfare Officer from the BASS to phone institutions and develop relationships. The officer has now been in place for the last year, progressing attendance monitoring from just at New City College and LEAP in the LA to a wider range of both in and out of borough institutions. Coverage is not 100% and there are children in this cohort NEET. However, 54% of children in a provision monitored had improved or maintained their attendance while on an order last year.

The challenge at Post-16 remains the number of children NEET. Many come to notice out of the academic cycle, making it very difficult to gain a place on a course. Work and apprenticeship options are limited because the majority do not have L2 English and Maths – a requirement for these options.

We have put in place three solutions to this issue

- Halilbury Youth Centre offers access to Street League, which provides sports leadership qualifications and L2 Functional Skills English and Maths. This is often 1:1 support for the most challenging young people.
- Prevista at KitKat Terrace also offer Functional Skills L2 English and Maths. This is in a group setting and can be joined on a rolling basis as children come to notice. This also supports over 18's who need to gain L2 English and Maths.
- Finally, in the past two years, LEAP – our alternative provider – has extended its offer to children Post-16. At present, this is for children already studying at LEAP graduating from KS4. This is a sizable number of our cohort. This is a fantastic support for our children as it provides a continuous education offer with professionals they know and trust. Courses include Functional Skills in English and Maths as well as pathways into work via the West Ham Foundation and NHS. The offer at LEAP has been further improved for children known to YJS by winning funding for a Task Force from the Department of Justice to support children who could be drawn into crime.

**New responsibilities for the Virtual School and how these will support the YJS** - The Education Officer was put in place to give expert support to our children but also because horizon scanning by the Headteacher indicated a direction of travel from the DfE and central government re: Virtual Schools being asked to support a wider remit of children vulnerable.

You will notice the Virtual School Headteacher has the additional title: Executive Headteacher of the Corporate School for Children Vulnerable. The latest of these additional responsibilities is now formally in place: Children With A Social Worker (CSW) – See attachment.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1086931/Promoting\\_the\\_education\\_of\\_children\\_with\\_a\\_social\\_worker\\_-\\_virtual\\_school\\_head\\_role\\_extension\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1086931/Promoting_the_education_of_children_with_a_social_worker_-_virtual_school_head_role_extension_2022.pdf)

This new responsibility is strategic. It requires the Virtual School to move to monitor and give support to schools and agencies working with CWS, making the needs of these children visible. Underachievement of this group is higher for all metrics than Children in Care. Care in almost all cases sees a rise in

## Scrutiny Action Log

attendance, outcomes and progress for CIOC. Our first step on meeting this challenge has been to appoint an Assistant Headteacher to be the visible advocate for CSW and champion initiatives to support key groups in the cohort. The YJS cohort is one of these groups – we will be researching what works and what are the common challenges for CSW on cohorts. This work will be supported by a DfE research partner, and we have further reached out to the National College of Education for academic support.

The new responsibility is formative, and the post holder must contribute to research re: what works for Children in Need (CIN), requiring Child protection (CP) or close to care. Every authority will be sharing their findings to agree national policy going forward.

**Appendix 2:****More children are in our criminal justice system.**

We are not able to compare the total number of children that we are working with in total to that of our neighbours. However, we can compare performance against Key Performance Indicators (KPIs) that all Youth Justice services are marked against.

**First Time Entrants:**

Our First Time Entrants are higher than Waltham Forest and Hackney. However, we have been able to reduce our numbers year on year by a similar extent to our neighbouring boroughs.

The HMIP report highlighted that we were not using our diversionary offer as well as we could have done. We have had a renewed focus on this and we have already been able to see this in our data of the last 6 months.

Tower Hamlets and City of London	Waltham Forest	Newham	Hackney
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**First Time Entrants****Apr 21 - Mar 22**

First Time Entrants

Rate per 100,000

72	55	93	49
<b>236</b>	<b>214</b>	<b>278</b>	<b>192</b>

**Apr 20 - Mar 21**

First Time Entrants

96	72	116	82
<b>313</b>	<b>279</b>	<b>345</b>	<b>321</b>

Rate per 100,000

**% difference**

**-25%**      **-23%**      **-19%**      **-40%**

**Use of Custody**

In relation to the custody KPI of the number of children that we have in custody, we have the lowest rates of children in custody and are doing significantly better than our neighbours for the last 2 years.

Tower Hamlets and City of London	Waltham Forest	Newham	Hackney

**Use of Custody**

**Jul 21 - Jun 22**

Custodial disposals

2	4	8	11
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**Rate per 1,000**

<b>0.07</b>	<b>0.16</b>	<b>0.24</b>	<b>0.44</b>
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**Jul 20 - Jun 21**

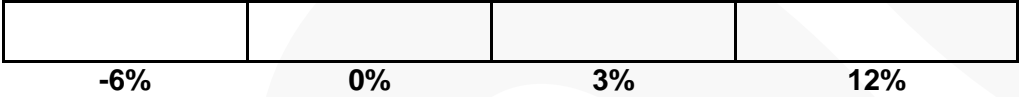
Custodial disposals

4	4	7	8
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**Rate per 1,000**

<b>0.13</b>	<b>0.15</b>	<b>0.21</b>	<b>0.31</b>
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% difference





<p>Non-Executive Report of the:</p> <p><b>Children and Education Scrutiny Sub-Committee</b></p> <p>8<sup>th</sup> December 2022</p>	 <p><b>TOWER HAMLETS</b></p>
<p><b>Report of:</b> James Thomas, Corporate Director, Children and Culture</p>	<p><b>Classification:</b> Unrestricted</p>
<p><b>SEND Statement of Action</b></p>	

<b>Originating Officer(s)</b>	Linsey Bell, Children & Culture Strategy and Policy Officer
<b>Wards affected</b>	All Wards

### Executive Summary

To review the council's progress against the statement of action in response to the SEND Inspection in 2021

This cover report accompanies:

Documents attached provide background briefing information on the SEND system and improvement progress, including background to the SEND Local Area inspection and outcome via a series of One Minute Guides (also available via the Local Offer Website) and PowerPoint slides.

SEND Strategic Improvement Update, 8th Dec 2022 (PowerPoint Slides)

- Overview of current priorities.
- Progress vs challenges for each priority, including Written Statement of Action (WSOA) items.
- Feedback from recent Let's Talk SEND stakeholder events.
- Overview of feedback from second formal review with DfE and NHSE, 22 Sep 22.
- Outline of further actions for the WSoA Leads Focus Group

1.1. One Minute Guide to the Written Statement of Action

1.2. One Minute Guide to Education, Health & Care Plan Needs Assessment

1.3. One Minute Guide for the Annual Review of Education, Health and Care Plans

1.4. One Minute Guide to Local Education Provision

1.5. One Minute Guide – Integrated Commissioning

**Recommendations:**

The Children and Education Scrutiny Sub-Committee is recommended to:

1. Review the accompanying presentation in order to inform discussion for the Children and Education Scrutiny Sub-Committee meeting.



North East London



TOWER HAMLETS

# SEND Written Statement of Action Improvement Update

Children's Scrutiny Session  
8 December 2022



# Existing Priorities



North East London



## SEND Strategy (2020-24)

The SEND Improvement Board (SIB) tracks progress against these priorities on a bi-monthly basis.

1. Leading SEND
2. Early identification and assessment
3. Commissioning effective services to respond to local needs
4. Good quality education provision for all children
5. Supporting successful transitions and promoting independence

## SEND Local Area Inspection 2021

Work led by monthly workstream leads group - reports to the SIB.

1. Ensure that EHCP's are of a high quality and meet the SEND Code of Practice in all areas
2. Assessment and Diagnosis of Autistic Spectrum Disorder (ASD)
3. Speech and Language Therapy (SLT)
4. Communication between local area leaders and parents



# Overview of progress vs challenges

## Priority 1 - Leading SEND

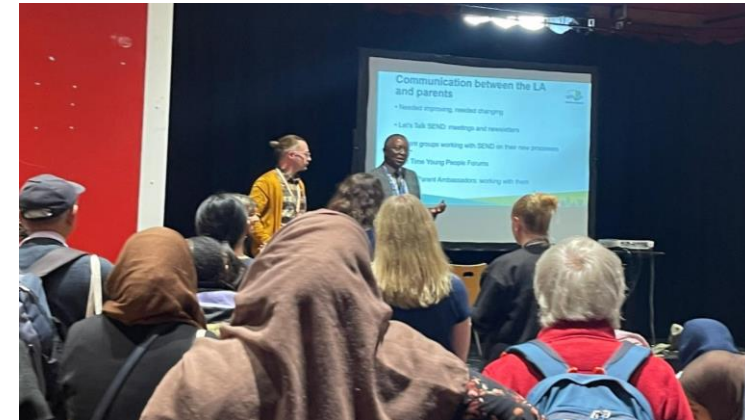
- SEND Partnership continues to strive to improve services for CYP with SEND, despite increased demand post-pandemic across the local area and amid ongoing recruitment pressures.
- [SEND Annual Report \(2021-22\)](#) published on Local Offer.
- Page 28 Go-production embedding across local area; draft Parental Engagement Strategy; development of ASD support pathways; revised EHCP processes & documentation.
- Strategic engagement with parents continues via termly Let's Talk SEND events; recent event was most successful yet. Partners considering pilot roadshow events in local settings.
- Ofsted focused visit for children in care very positive; *Social workers .. are effective advocates for disabled children.*



# Let's Talk SEND Events

- Building momentum with successful event held in November - over 70 parents and 30+ professionals, including Parent/Carer Forum & Parent Ambassadors, in attendance.
- Feedback received reinforces sense of positive change on the ground, including comments on improvements to EHCPs and co-production approach. Parents really liked the co-production meetings and felt listened to and valued in the assessment process.

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# Overview of progress vs challenges



North East London



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## Priority 2 - Early identification & assessment

- 37% of EHCP assessments meeting 20-week deadline (Cumulative % in 20 weeks for 2022)
- Two successful growth bids to boost EPS and SEN capacity and address recruitment challenges
- New EHCP template & Quality Assurance (QA) Matrix developed to support quality & consistency. QA group meets every half term to audit plans. Islington peer review to provide external audit of plans via Sector Led Improvement Partnership.
- 90% of new plans accurately reflect advice received but quality of advice needs more work. Advice guidance in place; one advice style for the local area which mirrors format of new plans and annual reviews promoting consistency.
- Co-production – SEN Co-ordinators developing confidence & skills in co-production approach - full roll out spring 2023. Parents reporting change ‘on the ground’, with words matching actions.

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# Overview of progress vs challenges



North East London



TOWER HAMLETS

## Priority 2 - Early identification & assessment (cont.)

- Annual Review (AR) Team began work in Feb 2022, focus on phase transfer work. Full capacity not reached until May 2022 which impacted on early work. However, 780 ARs processed in half a term (almost double previous year figure).
- 72% of ARs received have now been processed.
- AR [guidance](#) produced for parents - 500+ copies distributed so far to aid understanding of the process.
- Page 32 address AR concerns:
  - LA to write to schools/settings clarifying schedule for ARs, with follow up comms.
  - Synergy work to be escalated to enable accurate reporting at each stage of active EHCPS and AR process.
  - Quality of EHCPS issued through AR, at manager and QA audit group levels, as well as QA template.
  - Full reform of AR process: paperwork, process, guidance, training, and expectations, in use by Easter 2023.
- Survey of communication & information sharing for children with SEND transitioning to school complete; analysis shared with SIB.
- Take up of Early Learning 2-year-old placements continues to improve - rate increased from 53.4% (Sep 22) to 66% (Nov 22).





# Overview of progress vs challenges



North East London



## Priority 3 - Commissioning effective services in response to local need

- Delivering around 25 ASD discharges/diagnostic decisions per month due to increased diagnostic capacity & new pathway.
- Sustained higher referral rate for ASD assessments – risks outstripping additional funded capacity. Additional capacity to be mobilised with independent sector to deliver more paediatric assessments and increased discharges/decisions per month.
- Planned deep dive to include appropriateness of referrals, impact of the new service pathway & benchmarking with neighbours.
- Barts Health, Phoenix School & local parent delivered successful partnership ASD Training Session; 120 families & professionals attended.
- Integrated Therapies Programme developed Early Years model. Pilots / initiatives mobilised to test approaches. Engagement with partners for School-Age provision underway.
- Growing demand on specialist services impacting waiting times, with Speech & Language Therapy (SaLT) in greatest demand. Early Years SaLT assessment waits remain high.
- Recruitment of therapists remains a challenge – Barts exploring staff-mix to address capacity / sustainability issues.



# Overview of progress vs challenges



North East London



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## Priority 4 - Good quality education provision for all children

- SEND Inclusion Adviser in post: remit to support schools and settings – challenge inclusive practice. Focus on quality first teaching and ‘additional to or different from’ support (COP 2015) to ensure reasonable adjustments are made to support the learning of children with SEND. Local area guidance on Inclusive Education being developed.
- Redesignation of George Green's School Resource Base from PD to ASD (High Functioning) on track to open from Jan 2023, subject to formal consultation period & final Cabinet approval.
- Post-16 Educational and Training Directory for young people with Preparing for Adulthood section complete.
- A LBTH council (joint funded by SEN and Economic Development) apprenticeship programme for young people with HCPs began in October 2022.
- A multi-agency group has been developed to look at ways in which we can further develop in-house opportunities for vulnerable children and young people.
- Work with Phoenix Outreach Service to explore supporting schools to become ‘autism aware’
- Exploring pathway and provision options for primary aged children with severe visual impairment (VI) to ensure their needs can be met in a timely and cost-effective manner, whilst also providing suitable peer group opportunities.
- Year 2 of Sensory Hub pilot project at NCC. Support staff embraced specialist support provided by Sensory Support Service (VI and DPH teams). More students showing an interest in their local college as a result of this project.



# Overview of progress vs challenges



North East London



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## Priority 5 - Supporting successful transitions and independence

- Successful SEND transition event held at Brady Arts Centre; 70 parents/carers attended.
- Transitions Board established to support CYP from 14+ with an EHCP transitioning from children's to adult social care. Strategic actions impacted by increasing scope & requirements of the board since its inception, and related capacity issues.
- The Transitions Board has established pathways between children's & adult social care, which can now be articulated. Current Transition Resource Pack will be updated & reviewed by a task & finish group, with an agreed Transition Pathway launched by Jan 23.
- Data is being shared across services in respect of young people due to transition, and as a result the Transitions Board is now in a better position to identify gaps that exist and implement pathways to address them.
- The board has recently been awarded project management support which will increase capacity. A request for additional business analyst support has also been submitted.



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# Overview of feedback

From second formal review with DfE and NHSE, 22 Sep 22.



North East London



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- Leaders continuing to work closely together across the partnership and strengthening integration.
- A lot of activity and progress made in the majority of areas, but some slippage, with four of the six delayed areas identified in Area 1 (Quality & oversight of EHCPs & ARs).
- Leaders are aware that although progress is being made, pace of improvement is an issue. Increased demand and recruitment are particular challenges, but leaders are committed to keeping this under review.
- Written submission could be strengthened with more evidence of impact of actions so far. Very positive & encouraging feedback from school & parent reps indicating early positive changes did not come across as clearly in the written submission.
- Developments with the early years integrated therapies model and plans for school-age work are positive and wide ranging – important to be realistic about commissioning capacity to deliver.
- Further work suggested on SEND Strategic Planning in Tower Hamlets to support roll out of integrated therapies to ensure proper oversight and direction from local leadership.



# Actions for the WSoA Leads Group

Next review meeting - 26 Jan 23



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- Build on evidence bank to demonstrate impact more effectively; refine QA process.
- Develop more One Minute Guides for parents on key issues and publish on local offer (e.g. support available for those on ASD wait list).
- Identify where targets can be pushed forward for completion to 'offset' areas behind schedule.
- Strengthen feedback mechanisms with stakeholders and links to You Said We Did messaging.
- Use Let's Talk SEND events to sense check WSoA progress. Use intelligence to assist with evidence gathering.
- Provide information on development of Family Hubs approach and explicit SEND Offer at next meeting.
- Interim 8 Dec meeting will focus on evidence of impact & flag areas of potential delay.

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# One Minute Guide to the Written Statement of Action

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## What is a local area inspection?

Ofsted and the Care Quality Commission (CQC) provide an independent external evaluation of how effectively a local area carries out its statutory duties in relation to children and young people with Special Educational Needs and/or a Disability (SEND) in order to support their development.

The local area includes the local authority, the NHS North-East London Integrated Commissioning Group (ICG), public health and local education settings. Educational establishments, including schools and colleges, are not directly inspected as individual institutions, but their input forms an essential part of inspections.

In June 2021, The Tower Hamlets local area was inspected by Ofsted and the CQC in relation to the support and services provided to children and young people with (SEND).

## What was the outcome of the inspection?

The inspection found that much of this support is of good quality and that area leaders are aware of what works and what doesn't. The report also highlighted four "significant areas of weakness":

- The poor quality and oversight of Education, Health and Care Plans including the annual review process.

- The lengthy waiting times for an assessment and diagnosis of Autistic Spectrum Disorder.
- Fragmentation in the provision of speech and language therapy which means that too many children and young people do not get the specialist help and support they need.
- Weaknesses in communication between area leaders and parents leading to misunderstandings. Many families are not aware of services that they could access and have no knowledge of area's plans to improve.

As a result, the local area was required to produce a "Written Statement of Action" (WSOA) to address these key areas. More information can be found in our Inspection letter.

## What is a Written Statement of Action?

This is an action plan setting out activities to address the four "significant areas of weakness", including lead officers and deadlines for completion. Our WSOA was developed following engagement with parents through Let's Talk SEND sessions during November 2021 and was then approved by Ofsted.

View our Written Statement of Action.  
View the Ofsted response letter.

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### **How are we communicating our progress?**

We have been sharing updates on progress across different channels, including the Local Offer website, the Family Matters magazine and through termly Let's Talk SEND events with local area leaders and the Let's Talk SEND newsletter. The SEND Independent Parent Carer Forum which is represented on the SEND Improvement Board also helps to keep parents/carers informed on a regular basis.

### **How is progress being tracked?**

The local area receives quarterly support and challenge visits where progress and evidence of impact is monitored. These visits are led by representatives from the Department for Education (DfE) and NHS England.

Work to deliver on our WSoA is being led by a focused monthly WSoA leads group, which reports regularly to the SEND Improvement Board where progress is tracked by local area partners.

### **Next Steps**

Ofsted and the CQC usually formally re-visit a local area within 18 months of the WSoA being declared fit for purpose. The purpose of the re-visit is to determine whether the local area has made sufficient progress in addressing the areas of significant weakness detailed in the WSoA.

If a local area has made sufficient progress in addressing all of the areas of significant weakness, the DfE and NHS England will stop making their formal quarterly support and challenge visits.

If a local area is making insufficient progress in addressing any of the areas of significant weakness, it is for the DfE and NHS England to determine the next steps. This may include the Secretary of State using their powers of intervention. Ofsted and the CQC will not carry out any further re-visits unless directed to do so by the Secretary of State



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# One Minute Guide to Education, Health & Care Plan Needs Assessment

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## What is an Education, Health and Care (EHC) plan?

An EHC plan is a legal document written by the local authority (LA) which summarises the views, aspirations, needs, outcomes, and provision for a child or young person aged 0-25 with substantial special educational needs (SEN). The plan also includes health and care provision if that is needed. EHC plans are based on advice from a number of different people who know the child or young person, including them, their parents or carers, and practitioners supporting them.

## Who can request an EHC needs assessment?

A request for an EHC assessment would usually be made by the school or early years setting with parental agreement to the LA, but can be made by the child's parents or carers directly. It is strongly advised that parents discuss this with their school or setting first, but there is no requirement to do so. In Tower Hamlets, the Parent Advice Centre (PAC) is also available to support parents concerned about the support for their child.

## Who decides whether to carry out an EHC assessment?

The LA makes this decision based on evidence of needs, support and response to support over time. The Special Educational Needs & Disabilities (SEND) Service will allocate a caseworker, who will seek any

additional information (in particular from the school or setting in the case of a parental request) and communicate with parents. This information will be used by the Pre Assessment Panel to decide whether an EHC needs assessment is necessary.

If the panel judges that the child might have special educational needs which are likely to need provision through an EHC plan then it will agree to carry out an EHC needs assessment and will contact the parents to inform them. Otherwise it will contact the parents to inform them that it has decided not to carry out an assessment, and will inform them of their rights to appeal the decision. In either case it must have communicated this decision **within six weeks of the initial request**.

## How is an EHC needs assessment carried out?

The LA requests advice from those working with the child or young person and this will always include the following people:

- **parents or the young person;**
- **the school or setting;**
- **health;**
- **social care;**
- **an educational psychologist.**

Other advice might be sought depending on the particular people involved and

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consultation with parents or the young person. Advice must be relevant and clear and must address the advice giver's opinion on needs, outcomes, and provision. Anybody who is asked to provide advice for the EHC needs assessment must provide this **within six weeks of being requested to do so.**

### **How does the LA decide whether to issue a draft EHC plan?**

Once all advice has been received the SEND panel consider the information available and decide whether it believes an EHC plan is necessary to meet the child's special educational needs. The SEND Panel meets weekly and includes members from the LA and health.

### **What happens next?**

The LA must inform parents or the young person whether or not it intends to issue an EHC plan and either send a draft plan or inform them of their right to appeal within **16 weeks of the initial request.**

- **If agreed: the LA consults with parents or the young person and must issue a final EHC plan within 20 weeks of the initial request**
- **If not agreed: the LA will contact parents and inform them of their rights to appeal**

### **Consulting with parents and issuing a final EHC plan**

At the end of the EHC needs assessment process the LA will consult with parents or the young person regarding the educational provider to be named on the EHC plan. The LA is required to follow the wishes of parents or young people regarding educational placement unless it has specific reasons to disagree (for example, if it did not believe a specific placement was in the child's best interests or was an inefficient use of resources). The LA will also consult with the preferred school.

The majority of children with EHC plans in Tower Hamlets continue to attend their local mainstream school and have additional support provided there. A large number attend local special schools or other specialist provision in the borough, with a very small number attending highly specialist provision outside the borough.

The LA will work closely with parents or the young person to try and ensure that there is agreement between them about the final plan. If this is not possible, parents can apply for external mediation or appeal to the SEND Tribunal. In these situations the LA will continue to work with parents to seek a solution.

### **Annual reviews**

EHC plans are reviewed every twelve months and at least six-monthly for children under statutory school age. The review is done in partnership with the child or young person and their parent, and must take account of their views, wishes and feelings. The LA must decide whether to keep the plan as it is, make changes, or stop maintaining it within four weeks of the review meeting.

### **Further information**

For further information about EHC plans and the EHC needs assessment process, please see the Tower Hamlets Local Offer <http://www.localoffertowerhamlets.co.uk/pages/local-offer/education/education-health-and-care-plans>

To request an EHC needs assessment please contact the SEND Service:

**sen.requests@towerhamlets.gov.uk**

**London Borough of Tower Hamlets  
Special Educational Needs & Disabilities  
Mulberry Place – 5th Floor  
5 Clove Crescent  
London E14 2BG**

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# One-minute guide for the Annual Review of Education Health and Care Plans

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## **The Purpose of the Annual Review**

Every child or young person with an Education, Health and Care Plan (EHCP) (up to the age of 25 years) should have their plan reviewed annually (every six months for children under the age of 5). The purpose of the annual review is to monitor progress towards the outcomes and longer term aspirations within the EHCP. As part of the review process information should be gathered and assessed from all services, education, health and social care, with provision included in the plan. The review should also review any interim targets set by the current educational setting.

The review will consider the continuing appropriateness of the EHCP and whether any changes need to be made to outcomes, enhancing the provision, changing the educational establishment, or whether the EHCP should be discontinued. New interim targets for the next year should also be set as part of the review.

## **Planning for the Annual Review**

Under the Special Educational Needs and Disabilities (SEND) Code of Practice it is the duty of the Local Authority to review all EHCPs. This should take place approximately 12 months after the date that the EHCP was issued. All annual reviews should be person-centred and involve the views of the child or young person, or their parents. Where a

young person is over the age of eighteen and are able to act independently on their own behalf an annual review can take place without their parents. It is the duty of professionals across the local area to co-operate with the Local Authority to ensure the review takes place.

The Local Authority will usually delegate the task of convening and holding the annual review to the child, or young person's educational setting, especially where the attendance is at a school within the Local Authority. As part of the preparation for the review, the educational setting, services working with the child or young person, parents and the child or young person will be asked to contribute advice and information for the review. The setting will invite parents/young person, a Local Authority Special Educational Needs (SEN) Officer, and anyone else working with the child or young person.

## **Meeting and Follow up**

The setting must prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHCP and should refer to any difference between the setting's recommendations and those of others attending the meeting.

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Once the meeting has been held the setting will have two weeks in which to send the outcomes of the review to the parents/young person and to the Local Authority. At this point the Local Authority will have a further two weeks (so that the decision is made within four weeks of the review) to decide whether it proposes to keep the EHCP as it is, amend the plan or cease to maintain the plan.

### Annual Reviews and Key Transition Points

The annual review process is significant for key transitions points for children and young people with an EHCP. There is clear direction in the SEND Code of Practice in relation to the key educational transition points outlined below.

#### Transitions between school phases:

The review and any amendments **must** be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers are:

- early years provider to school
- infant school to junior school
- primary school to middle school
- primary school to secondary school, and
- middle school to secondary school

### Year 9 Annual Reviews and Preparation for Adulthood

All reviews taking place from Year 9 at the latest and onwards **must** include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning **must** be built into the EHCP and

where relevant should include effective planning for young people moving from children's to adult care and health services, including information about annual health checks for any young person with a learning disability. It is particularly important in these reviews to seek and to record the views, wishes and feelings of the child or young person.

### Annual Reviews and Post-16 education

For young people moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHCP – including specifying the post-16 provision and naming the institution – **must** be completed by 31 March in the calendar year of the transfer. However, transfers between post-16 institutions may take place at different times of the year and the review process should take account of this.

### Annual Reviews for those whose plans are ceasing

As the young person is nearing the end of their time in formal education and the plan is likely to be ceased within the next 12 months, the annual review should consider good exit planning. Support, provision and outcomes should be agreed that will ensure the young person is supported to make a smooth transition to whatever they will be doing next – for example, moving on to higher education, employment, independent living or adult care.

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# One Minute Guide to local education provision

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The SEND Code of Practice sets out a graduated response to special educational needs and disabilities (SEND) so that needs are met with an appropriate, tailored response in a timely way, recognising that needs change over time.

## **What resource mix do we need in Tower Hamlets and why?**

In Tower Hamlets, we understand that a graduated response also means that the

education settings children and young people use need to be responsive to pupils needs and that different pupils will thrive in varying types of provision.

## **What provision do we have in Tower Hamlets and how does each provision type operate?**

As a result, there are four categories of education provision in Tower Hamlets for children and young people with SEND:

### **Mainstream school**

Mainstream schools provide education for all children and young people, whether they have SEND or not, in a mixed ability environment. Mainstream schools champion inclusion, providing a space where all pupils are welcome and those with and without SEND learn to socialise effectively together.

A child or young person in this context will have an individual plan developed with their teachers which is delivered alongside everyone else, reducing segregation.

### **Resource provision**

Resource provision is attached to a mainstream school and is focused on a specific type of special educational need, such as a sensory impairment (visual impairment or hearing impairment) or social, emotional, and mental health need.

**Resource provision (cont.)**

For those with identified needs, needs are met in smaller groups within the resource provision unit. In the resource provision, your child or young person will have access to teaching assistants and specialist teachers aligned to their needs. Resource provision is not intended to be isolated from the rest of the school community and will feel very much like any other part of the school.

Children and young people are not always in the resource provision and they split their time between mainstream classes and the resource provision according to their individual needs. Resource provision can help increase the independence of pupils with SEND so that they access more mainstream classes as they get older and prepare for adult life.

**Satellite provision**

This is a provision for children from a special school setting within a mainstream school. The children within the satellite classes are on the roll of the special school but have been identified by the special school as benefitting from the social interaction that being a part of a class in a mainstream school can bring.

**Special school**

Special schools are those that only provide education for children with SEND whose needs cannot be met within a mainstream setting. Most children in a special school will have an Education Health and Care Plan with needs that can be met by the specialist setting.

In addition to this, the Council may commission outreach support to mainstream schools. In this case, the Council will pay a special school to support a mainstream school using their specialist teachers. For instance, a mainstream school may have an increasing proportion of pupils with a particular need like Autism Spectrum Disorder (ASD) and the Council pay a special school that specialises in ASD to ensure the mainstream school are well able to provide for those pupils with ASD within their setting. Within Tower Hamlets outreach is provided by Phoenix Special School, for children with ASD and by Stephen Hawking School, for

children with complex and Profound and Multiple Learning Difficulties.

**How do children and young people access each type of provision?**

All schools must make reasonable adjustments for disabled children and young people in their admission arrangements, as in every other aspect of school life.

Pupils with SEND who are on SEN Support (the first part of the graduated response) go through the normal Tower Hamlets admissions process that is laid out on the Council admission website. This covers

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admission to any mainstream school, including those with resource provision.

The admission of a child or young person with an Education, Health and Care Plan (EHCP) is agreed under procedures set out in the Children and Families Act 2014. Towards the end of the Education, Health and Care needs assessment process, after a draft EHCP is sent to the child, young person, or their parents, they may ask for a particular school to be named in the plan. This can be any school type: mainstream, mainstream with resource provision, mainstream with satellite provision or a special school.

This will be considered when the EHCP goes to the SEND Panel. The named school agreed by SEND Panel, will be required to provide a place to the pupil.

### **How do we fund resource base provision?**

Differences in funding can depend on what is offered as part of the make-up of the school. Differences in funding may also depend on what the school need to meet the needs catered for at that setting. Resource bases receive place funding for commissioned pupil places as well as receiving top up funding per pupil based upon the need of the pupil and the type of resource provided for pupils within the setting.

Schools with resource bases shouldn't be using funding for the resource base to fund the wider school, nor should the main school budget be negatively impacted because of the additional needs pupils within the resource provision.

### **What is the role of the SEND Inclusion Adviser?**

The SEND Inclusion Adviser is a new role within the Council and, once appointed, they will be looking at the quality of local provision, including that in resource bases.

They will:

- Visit each local school with a resource base annually,
- Require an annual report from schools on their resource provision and the progress of pupils with SEND within it,
- Make a judgement on the quality of the resource provision, including the quality of teaching and the inclusion of parental views.

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# One Minute Guide – Integrated Commissioning

## What is integrated commissioning?

Integrated commissioning is when two or more agencies come together to commission services which are delivered across the system for service users with Health, Social Care and/or Educational needs.

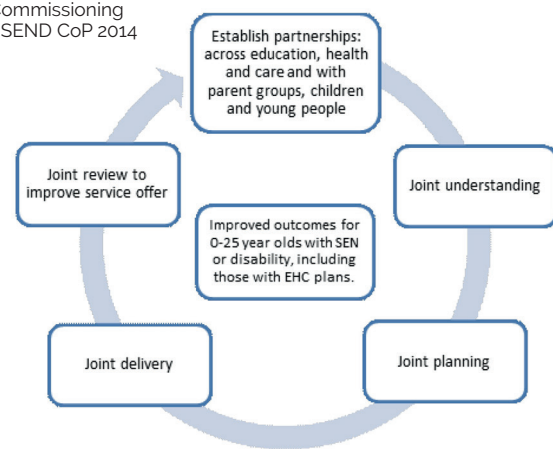
The two prominent agencies leading and driving integrated commissioning are the Council and the Clinical Commissioning Group (CCG) in any given Local Authority. The two agencies actively seek opportunities to jointly commission services whereby the service being delivered has multiple focuses i.e. health and social care.

Whilst procuring and re-procuring services creates the ideal opportunity to formally integrate commissioning arrangements, integration is far more than a process to be completed. It is crucial the integrated commissioning function influences and guides the Health, Social Care and Education network toward wrap around services, reducing the potential gaps in an individual's care and support.

## Commissioning Cycle

The commissioning cycle as set out in the SEND Code of Practise 2014 has five clear stages that structure how local partners should commission services to meet local needs and support better outcomes.

Joint Commissioning Cycle, SEND CoP 2014



The cycle through its simple structure helps guide how partners should develop a joint understanding of the outcomes that their local population of children and young people with SEN and disabilities aspires to, and use it to produce a joint plan, which they then deliver jointly, and review jointly

## What are the benefits?

Integrated commissioning between the Council and CCG ensures services are designed holistically, where an individual's needs are considered in the round by both agencies.

This often results is a single service specification being put in place that covers all of the expected outcomes for service users with a spectrum of needs across Health, Education and Social Care.

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Having a single specification also ensures that streamlined monitoring arrangements can be included as part of the commissioning process. The monitoring and reporting function within integrated commissioning ensures Health, Social Care and Educational professionals are able to evaluate services more effectively as outcomes and data are presented collectively, giving a more accurate picture of service impact.

Integrated commissioning arrangements also ensure that resources are pooled most effectively to meet the needs of service users. Pooled budgets are a feature of integrated commissioning and allow professionals to focus their time and energy on achieving outcomes associated with the service, and they are not hindered with the task of being a gatekeeper of a specific budget.

One of the other crucial benefits of integrated commissioning is that through a system wide understanding of service delivery, the actual process of commissioning reduces duplication, promotes a collective focus on jointly agreed priorities, and ensures the most effective use of public funds.

### **Who else is involved?**

Truly integrated commissioning does not solely focus on the Council and the CCG to realise the benefits of such an approach. The success of integrated commissioning is also reliant on how as a system, including providers, parents, schools, service users and the voluntary sector work together to guide and support the process of integrating service delivery.

Engaging with the provider market, especially large health trusts ensures specialist expertise is utilised, and initiative practise is understood and considered as part of service integration / remodelling / tendering.

Coproduction and meaningful consultation is

also critical to creating integrated solutions. Service user input into the design, delivery and review of provision is critical, and it is often service users, parents and carers who are able to highlight gaps in delivery and suggest solutions.

### **What type of service might we integrate?**

Practically all services have the potential to be integrated to some degree, even if this does not result in a jointly commissioned service. A good example of a service that can be fully integrated is Speech and Language Therapy (SaLT). SaLT provision will cover Health needs such as problems swallowing and feeding, and this would traditionally be commissioned by Health alone. Other SaLT would be commissioned for service users in schools who have communication needs that restrict their ability to engage with the national curriculum, and this would traditionally be commissioned by the Council (Special Educational Needs and Disabilities) SEND Department).

By formally integrating the commissioning arrangements for a number of SaLT services into a single, jointly owned tender both the Council and the CCG are able to guide and track the service outcomes and impact of delivery through a streamlined process. Integration is also the functional approach to the majority of SaLT given that both the Health and Educational aspects of the SaLT delivery take place in schools where children, teachers and parents/carers will expect a seamless approach to be in place.

### **Primary Legislation**

Integration is referenced, requested and indeed mandated primary pieces of legislation, some of which are below:

Sections 23, 25, 28 and 31 of the Children and Families Act 2014 / The Care Act 2014 / Section 2 of the Chronically Sick and Disabled Persons Act 1970 / Schedule 2, Sections 17

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and section 47 of the Children Act 1989 / Section 2 of the Children Act 2004 / National Health Service Act 2006 (Part 3, section 75 and 14Z2) / Local Government and Public Involvement in Health Act 2007 / Equality Act 2010 (including disability equality duty under s149) / Health and Social Care Act 2012

### **Legal Framework**

Section 25 of the **Children and Families Act 2014** places a duty on Local Authorities that should ensure integration between educational provision and training provision, health and social care provision.

Local Authorities and CCGs **must** make joint commissioning arrangements for education, health and care provision for children and young people with special educational needs (SEN) or disabilities (Section 26 of the Act).

The Care Act 2014 requires Local Authorities to ensure co-operation between children's and adults' services to promote the integration of care and support with health services, so that young adults are not left without care and support as they make the transition from children's to adult social care.

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# Agenda Item 5

**Appendix 4: Children’s & Education Sub-Committee Work Programme 2022/23:**  
**Chair: Cllr Bodrul Choudhury**

Meeting	Scrutiny Activity	Title	Description	Speakers
8 December	Education Spotlight	Education	To understand the plans in place to increase the educational attainment of pupils in the borough and how we are developing links with businesses to provide mentorship opportunities, increase social capital, and support children to access top universities	<p><b>Cllr Maium Talukdar</b> Cabinet Member for Education and Lifelong Learning</p> <p><b>James Thomas</b> Corporate Director of Children &amp; Culture</p> <p><b>Steve Nyakatawa</b> Director of Education</p>
		SEND Statement of Action	To review the council’s progress against the statement of action in response to the SEND Inspection in 2021	<p><b>Tracey Smith</b> Performance (THEP)</p> <p><b>John O-Shea / Lewis Teasdale</b> SEND</p>
09 Feb	Youth provision Spotlight	Youth provision	To review the performance of the current youth provision and consider how we can improve and increase provision, especially for girls.	<p><b>Cllr Maium Talukdar</b> Cabinet Member for Education and Lifelong Learning</p> <p><b>James Thomas</b> Corporate Director of Children &amp; Culture</p> <p><b>Susannah Beasley-Murray</b> Director of Supporting Families</p> <p><b>Kelly Duggan</b> Head of Service</p>
04 May	Social Care & Safeguarding spotlight	Social care	Hold a spotlight on the performance of children's social care including improvements since Ofsted inspection and consider the findings from the National Government Children Social Care Review and the council’s	<p><b>Cllr Maium Talukdar</b> Cabinet Member for Education and Lifelong Learning</p> <p><b>James Thomas</b> Corporate Director of Children &amp; Culture</p>

			<p>response.</p> <p>Review the work of the Children Safeguarding Partnership and learning from statutory reviews.</p>	<p><b>Susannah Beasley-Murray</b> Director of Supporting Families</p> <p><b>Louise Griffiths</b> Safeguarding Children Partnership Strategy Manager</p> <p><b>Korkor Caesar</b> NHS</p> <p><b>Mike Hamer</b> Police</p>
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Scrutiny Activity	Title	Description
Scrutiny Challenge Session	Increasing women and girls access to sports provision	To review sports provision for women and girls in the brough and understand plans in place to increase access