

Public Document Pack



**Service Director – Legal, Governance and
Commissioning**

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Friday 6 April 2018

Notice of Meeting

Dear Member

Children's Scrutiny Panel

The **Children's Scrutiny Panel** will meet in the **Council Chamber - Town Hall, Huddersfield** at **10.00 am** on **Monday 16 April 2018**.

This meeting will be webcast live and will be available to view via the Council's website.

The items which will be discussed are described in the agenda and there are reports attached which give more details.

A handwritten signature in black ink, appearing to read "Julie Muscroft".

Julie Muscroft

Service Director – Legal, Governance and Commissioning

Kirklees Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair/Clerk of their intentions prior to the meeting.

The Children's Scrutiny Panel members are:-

Member

Councillor Cahal Burke (Chair)

Councillor Donna Bellamy

Councillor Fazila Loonat

Councillor Paul Kane

Councillor Robert Light

Councillor Amanda Pinnock

Dale O'Neill (Co-Optee)

Fatima Khan-Shah (Co-Optee)

Agenda

Reports or Explanatory Notes Attached

Pages

1: Membership of the Committee

This is where Councillors who are attending as substitutes will say for whom they are attending.

2: Minutes of the Previous Meeting

1 - 6

To approve the minutes of the meeting held on 5th March 2018.

3: Interests

7 - 8

The Councillors will be asked to say if there are any items on the Agenda in which they have disclosable pecuniary interests, which would prevent them from participating in any discussion of the items or participating in any vote upon the items, or any other interests.

4: Admission of the Public

Most debates take place in public. This only changes when there is a need to consider certain issues, for instance, commercially sensitive information or details concerning an individual. You will be told at this point whether there are any items on the Agenda which are to be discussed in private.

5: Ofsted letter to Director of Children's Services

Members of the Committee will consider the outcome letter following the recent visit of Ofsted to Children's Services. The letter will be made available before the meeting.

Officer: Elaine McShane

6: Statement of Purpose for Registered Children's Homes 9 - 68

Members will receive a report outlining future improvements in children's residential care.

Officer: Steve Comb

7: Children's Scrutiny Panel work programme 69 - 74

The members of the committee will consider the updated work programme.

Officer: Yolande Myers

8: Special Educational Needs and Disabilities 75 - 110

Members of the Committee will consider a further update on work being done around Special Educational Needs and Disabilities.

Officer: Jo-Anne Sanders

Contact Officer: Yolande Myers

KIRKLEES COUNCIL

CHILDREN'S SCRUTINY PANEL

Monday 5th March 2018

Present: Councillor Cahal Burke (Chair)
Councillor Donna Bellamy
Councillor Paul Kane
Councillor Robert Light
Councillor Amanda Pinnock

Co-optees Dale O'Neill

In attendance: Joanne Bartholomew - Service Director, Commercial, Regulatory and Operational Services
Mandy Cameron - Head of Service, Education Safeguarding and Inclusion
Councillor Viv Kendrick - Cabinet Member for Children
Jo-Anne Sanders - Acting Service Director-Learning and Early Support

Apologies: Councillor Fazila Loonat

1 Membership of the Committee

Apologies for absence were received by Councillor Fazila Loonat.

2 Minutes of the Previous Meeting

That the minutes of the meeting held on 25 January 2018 be approved as a correct record.

3 Interests

No interests were declared.

4 Admission of the Public

That all items be considered in public session.

5 Proposals for changes to Home to School Transport Policy for children attending mainstream school

The Panel welcomed Joanne Bartholomew, Service Director, Commercial, Regulatory and Operational Services to the meeting.

Ms Bartholomew explained that the Cabinet report followed consultation with schools, parents and other affected groups regarding school transport for mainstream children, which was generally referred to as 'bus pass children'. The report considered the application of the school transport policy along with the statutory guidance provided by the Government around home to school transport

Children's Scrutiny Panel - 5 March 2018

legislation. The criteria changed on a child's age and the distance from home to the child's nearest school. In essence an age criteria and distance criteria existed.

The Panel heard that one of the options for consideration by Cabinet was to remove the catchment criteria, and put in place the nearest geographic school as the criteria for a bus pass. This option had been implemented in a number of other local authorities. This would mean that in the process of selecting a preference for a high school or junior school, parents would need to be aware of the distance from their home to the nearest geographic school.

The report considered at Cabinet outlined that further work would need to be undertaken around the complex middle school system. However, Cabinet were made aware that moving to a geographic criteria would provide cost savings. The Panel heard that Cabinet accepted a move to geographical criteria but with the following decision:

- Children already in the system as at September 2018 should not have the decision to move to geographical criteria retrospectively applied to them. This would mean that if a child had been issued a bus pass, they would continue to benefit from that as long as they remained at that school and the same home address.

A new policy for mainstream home to school transport would be introduced to be implemented by September 2019. Officers would need to ensure that during the selection process for schools that parents were aware of what their preferences mean in terms of their eligibility for assistance with transport. The Panel requested that the report be brought back to scrutiny for consideration.

RESOLVED -

- (1) That Joanne Bartholomew be thanked for attending the meeting.
- (2) That the Cabinet report relating to changes to transport for children attending mainstream school be received and noted.
- (3) That the proposed revised Home to School Transport Policy be brought back to a future meeting of the Children's Scrutiny Panel.

6 Special Educational Needs and Disabilities

The Panel welcomed Mandy Cameron, Head of Service, Education Safeguarding and Inclusion and Councillor Viv Kendrick, Cabinet Member for Children to the meeting.

Ms Cameron explained that the report provided should be read in conjunction with the current High Needs Review which the Department of Education (DfE) required all local authorities to complete. £1.3m had been allocated to Kirklees and the local authority had inform the DfE how it intended to use those capital funds. A visioning day would take place in which all the information received through a recent consultation would be presented outlining the challenges that the local authority faced to meet an ever increasing need. The visioning day would include councillors, partners, parents and carers and would set out how to best meet the needs of children in their own community, without having to be educated out of Kirklees. The

Children's Scrutiny Panel - 5 March 2018

outcome of the visioning day would be a strategy and underpinning action plan and would feed into the Ofsted inspection.

The Panel heard that the Self Evaluation Form (SEF) used in preparation for the future Ofsted visit was a constantly changing document and collated information from agencies such as health, social care, education, young people, parents and carers. There had been some challenges in relation to changes in senior staff, and with each new appointment there needed to be work done to ensure that they were fully briefed on the current position within Kirklees and where it stood in relation to preparations for the Ofsted inspection.

Ms Cameron informed the Panel that the team had positive relationships with colleagues in health. Local Clinical Commissioning Groups (CCG) had local champions, and worked around the Healthy Child Programme and the Transformation Programme had all fed into the SEND reforms. Progress was being made, but there was further work to do in some areas.

Another area Ms Cameron highlighted was the work being done with schools and settings. It was noted that in considering inspection results from other local authorities, it was apparent that schools and educational settings were the most prepared and up to date with the recent SEND reforms. However, health and social care were not as prepared as education, and that appeared to be a national trend.

The authority had a set of Special Educational Needs Coordinator (SENCO) champions who worked with all settings in developing strategies for working with children with SEN and that work is continuing. There was also collaborative work being done with Parents of Children with Additional Needs (PCAN) who had been involved in the development of the work from the outset. It was an absolute commitment that this group be fully involved in all areas of work and future strategies.

Ms Cameron explained that it had become apparent that there was a capacity issue with the Special Educational Needs Commissioning Team (SENACT) given that the number of children with Education Health and Care Plans (EHCP) was increasing across the authority. Work was therefore being done around increasing capacity to ensure that responses to children and parents were completed in a timely fashion.

Overall there were areas of challenge and strength in relation to the future inspection.

Panel members were concerned about the lack of data within the report that was presented, and felt that it would be a challenge to draw any conclusion based on the information before them. Ms Cameron explained that the data pack was available via the report that was taken to Cabinet. That pack explained where the pressures were within Kirklees. Jo-Anne Sanders, Acting Service Director-Learning and Early Support felt that there was an opportunity for the Children's Scrutiny Panel to work to improve the preparations for the inspection.

Panel members commented that they would have preferred to see an honest and open approach from the service, detailing what the current situation was, and where

Children's Scrutiny Panel - 5 March 2018

they felt they would be in terms of the review. Ms Cameron offered to share the SEF with members of the Panel. She also explained that with the inspection, there was no 'judgement' as in 'good' or 'requires improvement', and the outcome would take the form of a letter – a narrative around where Ofsted thought the local authority's strengths and weaknesses laid. Around one third of local authorities already inspected were required to write an action plan. The Panel members requested that details of the themes from other inspections be provided for them, but also the Panel wanted to understand what 'good' looked like, and what the inspectors would say of a local authority that was doing a good job. Ms Cameron explained that would be a difficult thing to do as all the letters that came from the inspections were quite different. However, there were general themes following inspections, and details of those would be provided to the Panel.

Ms Cameron explained that some things were easier to quantify as good rather than others. Some of the issues that Ofsted would look at would be an analysis of data, such as the percentage of children moved from a Statement to the EHCP, or how many were done within the statutory timescales. However, some other areas were more difficult to quantify such as the effectiveness of the Local Offer, and could be subject to opinion.

The Panel questioned what areas the SEF highlighted as needing further improvement. Ms Cameron explained that by 31 March 2018, it was anticipated that all children would be moved from a Statement to the EHCP, but the focus was now on the quality of those plans. There was also work to be done around social care, their contribution to both the statutory process around EHCP, and the progression of children into adulthood.

The service was confident that schools and educational settings were well prepared for the inspection. Health were also prepared especially given that Kirklees had a designated medical officer and were fully engaged with the agenda, which had been a criticism from Ofsted in other local authority areas.

Ms Cameron offered to meet with members of the Panel to go through the SEF in detail, as she explained it was a complicated document that required some explanation. The Panel explained that as much information as possible should be provided for the public agenda for the next meeting, but any further discussion could take place at an informal meeting of the Panel.

RESOLVED -

- (1) That Cllr Viv Kendrick and Mandy Cameron be thanked for attending the meeting.
- (2) That the report relating to the SEND Area Inspection be received and noted.
- (3) That the Self Evaluation Form be made available to the members of the Panel along with along with a summary of the form, outlining the strengths and weaknesses.
- (4) That a further report be brought to the next meeting.

Children's Scrutiny Panel - 5 March 2018

7 **Visit to Duty & Advice**

Cllr Burke explained that the visit to Duty and Advice had to be postponed due to the weather.

RESOLVED - That the item be deferred to a future meeting of the Panel.

8 **Visit to Woodlands, Lindley**

Panel members commented that it was an extremely valuable visit with officers at the children's home being open in their discussions. It was noted at the visit that when a child arrived at the home, a social worker would do an assessment of the needs of that child, before any therapeutic treatment would be put into place for that child. However, the Panel felt that a child who was placed in care was likely to need some form of therapeutic work and were concerned about the child having to wait until after an assessment before any work would take place. Officers at the home commented that it was one of the frustrating things around a child arriving at the home, and the length of time that it took for therapeutic work to be put in place and particular for CAMHS involvement.

The Panel felt it would be helpful to understand whether children in care had to wait the same length of time to access CAMHS, or whether there was processes in place to expedite that therapy. It was also considered that a named CAMHS worker would assist with the process, given that other partners had named workers. It was noted that a senior officer from Corporate Parenting would be briefed on these issues and prepare a report for a future meeting of the Panel.

RESOLVED –

(1) That officers be thanked for welcoming members of the Panel to the home.

(2) That officers investigate the issues identified at the visit and report back to the Panel at the next meeting.

9 **Children's Scrutiny Panel work programme**

That progress on the work programme for 2017/18 be noted.

10 **Future Meeting**

To note that the next meeting of the Panel will be Monday 16th April 2018 at 10am in the Council Chamber, Huddersfield Town Hall. The meeting will be webcast.

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KIRKLEES COUNCIL			
COUNCIL/CABINET/COMMITTEE MEETINGS ETC			
DECLARATION OF INTERESTS			
Childrens Scrutiny Panel			
Name of Councillor			
Item in which you have an interest	Type of interest (eg a disclosable pecuniary interest or an "Other Interest")	Does the nature of the interest require you to withdraw from the meeting while the item in which you have an interest is under consideration? [Y/N]	Brief description of your interest

Signed: Dated:

NOTES

Disclosable Pecuniary Interests

If you have any of the following pecuniary interests, they are your disclosable pecuniary interests under the new national rules. Any reference to spouse or civil partner includes any person with whom you are living as husband or wife, or as if they were your civil partner.

Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner, undertakes.

Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses.

Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority -

- under which goods or services are to be provided or works are to be executed; and
- which has not been fully discharged.

Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.

Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.

Any tenancy where (to your knowledge) - the landlord is your council or authority; and the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.

Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -

- (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
- (b) either -

the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or

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 you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

Name of meeting: Childrens Scrutiny Panel Date: 10am 16/04/2018
Title of report: Statement of Purpose for Registered Children's Homes

Purpose of report

This report gives an overview of the Statement of Purpose of the three mainstream children's residential homes run by Kirklees Council.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	not applicable
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	not applicable
The Decision - Is it eligible for call in by Scrutiny?	not applicable
Date signed off by <u>Strategic Director</u> & name	Sal Tariq 06.04.2018
Is it also signed off by the Service Director for Finance IT and Transactional Services?	n/a
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	n/a
Cabinet member portfolio	Cllr Viv Kendrick

Electoral wards affected: n/a

Ward councillors consulted: n/a

Public or private: Public

1. Summary

This report gives an overview of the Statement of Purpose of the three mainstream children's residential homes run by Kirklees Council.

The running of children's residential homes is regulated by Ofsted and involves a full inspection once per year and then depending on the outcome a home could receive an interim inspection in between. The Children's Home Regulations 2015 is the regulatory framework which informs Ofsted's inspections.

The three homes are:

- Healds Road – 6 beds (Staincliffe – Dewsbury)
- Copthorne Gardens – 4 beds (Bradley, Huddersfield)
- Woodlands – 6 beds (Lindley, Huddersfield)

All three homes care for children with emotional and behavioural difficulties between the ages of 13 and 16 years old on admission. Their primary purpose is to care for and support young people to achieve good outcomes in their lives. This includes:

- Education
- Contact and relationships with their family and friends
- Having good health
- Accepting specialist help and support when it's needed
- Having hobbies and interests outside of the home and school
- Helping a young person prepare for semi-independence or independence

Many of the young people who come and live in our residential homes have had traumatic experiences in their lives and therefore our focus is on providing a warm nurturing environment where young people feel safe and can begin to engage positively. This takes much longer for some young people than others; the relationships staff and young people develop are essential to enabling good outcomes

A model called Pillars of Parenting is used in all three homes which is an emotional warmth model of caring for young people which draws from the knowledge base of applied psychology, theory and research and is designed to empower the main carers of young people in care. Based on the evidence from attachment science, this recognises that a positive relationship with an adult, who has day to day contact with a young person, provides the greatest potential to bring about therapeutic change for the young person.

The model uses two methods:

- The use of structured, group consultations, facilitated by a clinical or educational psychologist, designed to enable residential staff to agree specific support strategies for each child
- A short programme of professional development for the residential staff to ensure that they understand the theory and research, which underpins the important tasks that they are carrying out.

The Statement of Purpose also sets out the following important factors in the care of a young person:

- The arrangements for supporting the cultural, linguistic and religious needs of young people
- Consultation with young people about the care they receive – ensuring that the young person's voice is heard and acted upon

- Equality and Children's Rights – the Children's Rights Service is actively promoted within the homes and each young person has their contact details
- A Safe Area Assessment is done for each home to assess the risk factors associated with its geographical location
- Approach to safeguarding, preventing bullying and young people who go missing – ensure that robust procedures are in place to keep young people safe
- Admission Criteria and Procedure – this sets out how admissions are assessed for suitability and how a young person is admitted into the home
- Positive behaviour and Physical intervention – a restorative approach is used in each of the homes; the focus is on using a positive approach to resolve any issues inside or outside of the home. This approach will ideally prevent the need for sanctions or physical intervention.
- Moving on from the home
- Complaints procedure including details of the Children's Commissioner for England
- The staff team – this details each staff member and their qualifications. The Registered Manager of a home has to be approved by Ofsted and pass a Fit and Proper persons test

A young person friendly guide is also produced for young people to be given on or before admission. This is available on the Kirklees website and gives young people information on what they can expect living in one of our homes.

Our key partners are:

- Children's Services Social Work teams (Assessment & Intervention and Looked after Children's Service)
- Child Protection and Review unit (Independent Reviewing Officers)
- Virtual School
- Kirklees CSE (Child Sexual Exploitation) team
- West Yorkshire Police
- Youth Offending Team
- Looked after Children nurses (Locala)
- The Base (drug and alcohol support services)
- West Yorkshire Fire Service
- Child and Adolescent Mental Health Services (CAMHS)

2. **Information required to take a decision**

No decision is required from this report.

3. **Implications for the Council**

3.1 **Early Intervention and Prevention (EIP)**

3.2 **Economic Resilience (ER)**

3.3 **Improving Outcomes for Children**

3.4 **Reducing demand of services**

3.5 Other (eg Legal/Financial or Human Resources)

4. **Consultees and their opinions**

n/a

5. **Next steps**

Copthorne House – one of our children’s residential homes had its Ofsted registration suspended in November 2017. This was due to safeguarding and fire safety concerns. We have been working with Ofsted to meet the requirements of the compliance notices. It will re-open in May 2018 as a 4 bedded home.

Six bedded homes can be complex to manage; therefore we will be looking at the make-up and offer of our in-house provision to ensure it meets the Service’s sufficiency needs for the future.

The Development of a Local Sufficiency

A Sufficiency Strategy for looked after children resources is currently in the approval pathway and has recently been presented to the Chief Executive and to Executive Team. This strategy, with an action plan, will seek to improve recruitment and retention of our foster carers and update our children’s homes to meet present and future needs of our children in care and care leavers. Our intention is to reduce the number of children and young people placed out of area and also increase the number placed within our own Council provision.

A Specialist Accommodation Project Board is now in place examining accommodation needs of a range of our vulnerable adults and children including our looked after children and care leavers. The Head of Corporate Parenting is now a member of the board, and a specific piece of work in relation to sourcing smaller properties for children home development.

Intent and ambition

The Specialist Accommodation project aims to transform models for the provision of care and support in Kirklees to meet the needs of our citizens throughout their life course.

Intent and ambition

- This project aims to transform operations in the future to meet the 9 design principles for ASC (see next page) and the following ambitions:

Development of a proactive, corporate approach to the commissioning of specialist accommodation

Designing and establishing co-production mechanisms and processes

Influencing market provision and working in partnership to provide appropriate solutions

Development of specialist accommodation models that are outward looking and a coherent part of the wider community

Supporting the achievement of targets for the delivery of new homes

Providing future proofing in design, delivery and operational models

Objectives

To be able to meet the lifestyle choices and aspirations of those who may wish to access care and support, the project will:

- Set out projections of need in the specialist accommodation sector and establish the long term approach to its commissioning within Kirklees.
- Deliver additional capacity in Extra Care Housing market in the public, private and not for profit sectors.
- Develop and take forward scheme(s) for the full range of specialist accommodation (see list below) for delivery in the short and medium term.

The programme will develop the approach to commissioning and delivery of specialist accommodation in Kirklees to address the housing needs of the following:

- Extra Care Housing for adults
- All age disability – learning and physical
- People with mental ill health including dementia
- People at risk of domestic abuse
- Looked after children
- Vulnerable young people (such as care leavers or teenage parents);
- Step down (short term) re-ablement
- Individuals and families at risk of or recovering from homelessness
- People recovering from substance dependencies
- Offender and ex-offenders



6. Officer recommendations and reasons

n/a

7. Cabinet portfolio holder's recommendations

8. Contact officer

Laura Counce – Residential Service Manager

Laura.counce@kirklees.gov.uk

Contact number: 07528 988920

Steve Comb – Head of Corporate Parenting

Steve.comb@kirklees.gov.uk

Contact number:

9. Background Papers and History of Decisions

Statement of Purpose for each residential home attached

10. Service Director responsible

Elaine McShane



COPTHORNE HOUSE CHILDREN'S HOME

STATEMENT OF PURPOSE AND FUNCTION



**Copthorne Gardens
Bradley, Huddersfield
HD2 1RH
01484 420544**

Interim Residential Manager: Ben Lancaster

Date: November 2017

Responsible Individual: Elaine McShane

Date: January 2018

Updated: March 2018

URN SC356963 (Ofsted)

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

Copthorne House has a Statement of Purpose that is built upon and around the Children Act 1989, the United Convention on the Rights of a Child 1989, Human Rights Act 1998 and 2004, Care Standards Act 2000, Leaving Care Act 2000 Children's Homes Regulations 2015, the Children Act 2004, Disability Discrimination Act, Working Together 2015, and the Equality Act 2010.

We aim to achieve a standard of excellence in our services and therefore welcome comments from any person having access to this document.

Contents

1. Caring for young people

- 1.1: The range of needs of the young people who the home provides care for
- 1.2: The home's ethos, the outcomes the home seeks to achieve, and the approach to achieve them
- 1.3: The arrangements for enabling young people to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills
- 1.4: The arrangements for supporting the cultural, linguistic, and religious needs of the young people
- 1.5: The promotion of contact between young people and their family and friends
- 1.6: Consultation with young people about the care they receive
- 1.7: Equality and Children's Rights
- 1.8: Accommodation and Location
- 1.9: Approach to safeguarding young people, preventing bullying and missing children
- 1.10: Admission criteria and procedure
- 1.11: Moving on from the home
- 1.12: The arrangements for dealing with complaints
- 1.13: Details of how a person, body or organisation involved of the care or protection of a child can access the home's child protection policies or the behaviour management policy

2. Young People's Behaviour

- 2.1: The home's approach to supporting positive behaviour and the use of physical intervention

3. Education

- 3.1: The arrangements for young people to attend local schools and the provision made by the children's home to promote the educational attainment of young people.

4. Health & Health Promotion

- 4.1 Meeting health needs

5. The Staff Team

- 5.1: Experience and qualifications of staff working at the children's home

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

5.2 Staff profiles

6. Governance

6.1: Responsible Individual

6.2: Responsible Body

6.3: Organisational Structure

6.4: Ofsted

1. Caring for young people

1.1 The range of needs of the young people who the home provides care for

Copthorne House provides residential care for up to four young people with emotional and behavioural difficulties aged between 13-16 years on admission.

The admission criteria is for young people who have been assessed as needing residential care due to them being unable to live within their own or foster families due to the breakdown in family relationships and/or where they are deemed to be at risk of significant harm.

1.2 The home's ethos, the outcomes the home seeks to achieve, and the approach to achieve them

The purpose of Copthorne House is to provide a safe, stable and consistent living environment within which a young person has the opportunity to develop to their full potential. As corporate parents, we believe that residential care should always be a positive experience for young people. We encourage our young people to:-

- Build and maintain positive family links/relationships by encouraging and supporting contact and working to the longer term living arrangements in the young person's care plan or pathway plan.
- Take full advantage of the education and training opportunities available to them
- Complete individual and direct work with staff and other professionals to come to terms with past experiences and trauma. Young people are supported to develop positive strategies for coping and keeping themselves safe
- Accept help and support from other agencies when they need it
- Take part in wider activities and hobbies in the community
- Build and sustain friendships
- Participate in a programme of ongoing work to prepare for independence

We aim to provide a nurturing homely environment and to prepare young people to move onto the next stage of their lives whilst living at Copthorne House. Young people will be given the opportunities to develop and enhance their practical, social, emotional, and educational skills in order to become part of a family, or engage in a smooth transition into another appropriate placement, either family based, residential provision, or to achieve semi-independence successfully.

Pillars of Parenting – Psychology based support

Copthorne House uses Pillars of Parenting - An 'Emotional Warmth model' of caring for a young person which draws from the knowledge base of Applied Psychology theory and research and is designed to empower the main carers of young people in care. Based on the evidence from attachment science, this recognises that a positive relationship with an adult, who has day to day contact with a young person, provides the greatest potential to bring about therapeutic change for the young person.

The model uses two methods:

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

1. The use of structured, group consultations, facilitated by a clinical or educational psychologist, designed to enable residential staff to agree specific support strategies for each child
2. A short programme of professional development for the residential staff to ensure that they understand the theory and research, which underpins the important tasks that they are carrying out.

The Pillars of Parenting approach offers a theoretical explanation, backed up by evidence from neurobiological science and child psychology research, which is that the often-poor life outcomes of looked-after children and young people result from the initial and continuing impact of abuse, neglect and parental rejection, which have occurred before any contact with the care system.

1.3 The arrangements for enabling young people to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

Leisure time is an important element in the learning and growth process for young people. It means that staff can spend good quality time with young people which can greatly help in the development of positive relationships.

Examples of activities on offer are:

Camping	Swimming
Go-Karting	Cycling
Canoeing	Water based activities
Ice Skating	Theatre
Bowling	Cinema
Fitness Centres	Snooker/Pool
Horse Riding	Gym
Football	Forest Trips/Walks
Golf	Badminton/Tennis
Fishing	Trips
Community resources	Cultural activities & festivals

All activities will need parental and/or Social Worker consent and Risk Assessments are evaluated and authorised by the Manager or Deputy Manager.

Taking part in cultural activities is actively promoted for a, not just because this is a legal right, but also because this helps to educate all young people about the multi-cultural society in which we live, and also to celebrate diversity.

The young people are encouraged to be involved in the planning of their holidays and short breaks.

1.4 The arrangements for supporting the cultural, linguistic, and religious needs of the young people

At the point of referral, the young person's linguistic needs, religion, beliefs and culture are taken into consideration and every effort is made to ensure an appropriate staffing structure that takes into account, gender, culture and ethnicity is in place at Copthorne House.

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

The home endeavours to create an atmosphere and environment which is free from any form of discrimination. Young people are encouraged to explore, celebrate and take pride in their religious/cultural identity. Young people will be provided with practical, educational and social activities that promote diversity, ethnicity and religious needs such as personal care items, food/dietary needs and leisure items.

1.5 The promotion of contact between young people and their family and friends

Copthorne House encourages and supports young people to maintain and develop good relationships with family, relatives and friends. Contacts and frequency of contacts will be identified at the Placement Planning Meeting and set out in the young person's Care/Pathway Plan. Contact will be reviewed as part of the young person's Review.

Friends and relatives of young people living at Copthorne House will be encouraged to visit the home (unless the placement planning meetings agree it's not appropriate).

Staff will ensure that these visitors are made welcome and are at ease. Young people are consistently and pro-actively encouraged to keep in contact with their family and friends in line with their Care Plan and staff are available to give practical support to make this contact possible.

1.6 Consultation with young people about the care they receive

As part of the daily running of Copthorne House the young people are consulted on all aspects of their care such as choice of meals, decoration and furniture in the home, new staff appointments, holidays, activities, incentives etc. The young people are encouraged to host their own meetings, write the minutes and have control of agenda items. These meetings take place at a frequency decided by them, but at least monthly.

Young people review their plans regularly through discussions with their key worker, during Statutory Visits and at their LAC Reviews. All young people are encouraged to take an active role in their reviews, from the initial decisions in respect of who should be invited; reviewing the recommendations from the last review, to setting the scene for the current review by completing specific consultation forms. Following the review the young people spend time with their key worker to ensure that they understand the decisions that are made.

Participation in the Children in Care Council is promoted and support offered to enable young people to take part.

1.7 Equality and Children's Rights

Kirklees Council is committed to treating all individuals equally in all aspects of its work and will endeavour to promote Equal Opportunities with staff and all organisations and individuals with whom it works.

Children's Rights are actively promoted and each young person has individual details of the Children's Rights Service. The young people are given clear guidance and support to understand the Complaints Procedure and this is reinforced on a regular basis through individual sessions with key workers.

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

1.8 Accommodation and location

Copthorne House is a four bedded home that provides accommodation for both males and females, situated in the Bradley area of Huddersfield. The home is approximately 3 miles from Huddersfield town centre, with easy access to the M62 and within easy reach of leisure and social facilities. The building is large in size and offers open living spaces which help young people form positive relationships whilst still benefitting from their own privacy.

Each bedroom is fully furnished, has an en-suite bathroom and young people have a key to their own room. Young people at Copthorne House are encouraged and supported to personalise their rooms by choosing their own bedding, pictures/posters, and photographs.

Copthorne House has gardens to the front and rear; this offers outdoor living space for young people and a great opportunity to engage in outdoor activities.

The right to privacy will be respected and no member of staff will enter a bedroom without first knocking, unless there are serious concerns about a young person's safety, other residents or staff.

A Safe Area Assessment and Report (SAAR) with regard to the location of the home was reviewed in January 2018. Consultation has been sought from schools, police, youth justice and Children's Social care to inform and support the assessment of any potential risk.

1.9 Approach to safeguarding young people, preventing bullying and missing children

Safeguarding

All young people have a right to be safe from harm. This involves the need for staff to be vigilant about dangers both inside and outside the home. All staff are trained to level 3 which includes 'Working Together to Safeguard children', CSE e-learning and a level 3 advanced safeguarding module (the staff team training matrix is available on request). Further training is provided by the Kirklees Safeguarding Children Board and Kirklees Council's Learning and Development Team. Further training includes:

- Attachment
- Understanding the signs of neglect
- Impact of Domestic Violence
- E-Safety
- CSE for Practitioners
- Sexual Abuse: Dispelling Myths and Reducing Risks

All staff follow the West Yorkshire Consortium Online Safeguarding Children Procedures:

<http://westyorkscb.proceduresonline.com/index.htm>

The Kirklees Children's Residential home procedures compliment the above safeguarding procedures and can be found at:

<http://kirkleeschildcare.proceduresonline.com/index.htm>

The Responsible Individual monitors all safeguarding concerns and children and young people's complaints and does this in consultation with the Registered Manager.

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

Young people living at Copthorne House have the right to a high level and standard of protection from harm and this includes the vetting of visitors. The selection and recruitment of staff is consistent with the Children's Homes Regulations 2015 and the Safeguarding Vulnerable Groups Act 2006.

The Kirklees Safeguarding Children Board (KSCB) coordinates local work to safeguard and promote the welfare of children and to ensure the effectiveness of what the member organisations do individually and together.

<http://www.kirkleessafeguardingchildren.co.uk/>

Bullying Prevention

We are committed to creating an environment where everyone has the right to work, learn and live in an atmosphere free from victimisation and fear. It is essential that young people are able to build positive social relationships with other people; bullying undermines this objective and will not be tolerated. A proactive approach is adopted with children and young people being educated in this area through group and individual work, outside agencies, and general discussion.

We will create and sustain a culture and ethos of zero tolerance to bullying. Essential elements of our approach are:

- Training staff to identify potential risk, bullying incidents, and manage support around these using a restorative approach.
- Being able to talk freely through any difficulties with both the person being bullied and the alleged bully with the help if necessary of another person.
- Being able to talk freely with the Manager, key worker or other members of staff.
- Being able to talk to an independent person such as a teacher, friend, relative or their Social Worker. Young people will be given details of the Children's Rights Service and advocacy services and how to contact these.
- Being given knowledge and understanding of what bullying is and how victims may feel. This information is also outlined in the young person's introduction and also in the young persons' guide.

Procedures are in place which inform staff of how to deal with a suspicion or allegation of bullying against the Registered Manager or staff in the home.

Staff meetings are used to discuss bullying; our approaches to it and our policy are reviewed as required. Equally young people discuss bullying in their residents' meetings.

All reported incidents of bullying are taken very seriously and fully investigated. If a complaint of bullying has been received, the young person will be closely monitored as to their emotional progress, education and general well-being.

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

We will take all reasonable steps to try to resolve the situation between the victim and perpetrator by attempting to find a "middle ground" between the two, through resolution. All outcomes will be recorded and contracts agreed if needed.

Missing from Care

We recognise that going missing can be one of the most common methods that young people use to cope with anxiety or demonstrate their confusion and distress. Staff will work with young people to ensure that they feel safe and settled in the home and do not feel the need to go missing. Every incident of a young person being missing from home will be dealt with seriously, and is monitored by senior management. All young people have a Missing From Care risk assessment which clearly details what action to take if a young person goes missing.

All young people who go missing from care will be reported to the Police in line with the *West Yorkshire Joint Protocol for Children Missing from Home or Care Reporting Procedures* and individual risk assessments. We will then ensure that the following people are contacted as soon as possible:

- Social Worker (via EDT outside office hours)
- IRO
- Appropriate parents
- Other significant adults

A multi-agency approach is adopted to ensure that appropriate safeguarding strategies are identified to prevent or reduce instances of a young person going missing from care. Should a young person go missing the outlined strategies will be included in an updated placement plan which provide a framework for practice for all staff in safeguarding the welfare of the child.

On return from a 'missing' period the young person will be offered support in terms of their physical and emotional needs and be given the opportunity to contact family, friends or their Social Worker immediately or any other person independent to the home. An Independent Return Interview will be offered to the young person by an allocated worker from the Targeted Youth Service. The education provision to which the young person attends will also be contacted the following day so that support and understanding for the young person can be offered. The risk of a young person going missing from Copthorne House will be assessed and detailed in their individual risk assessments and placement plan. This will be event driven and will be reviewed and monitored as required.

1.10 Admission criteria and procedure

The home has a referral and admissions process that supports all children and young people who move into a residential home to be admitted in a planned and sensitive manner. The home will ensure that arrangements are planned in order to make the arrival and admission of a young person as pleasant as possible.

The home normally has planned admissions where the child or young person has a say in their placement and future plans for their care and welfare.

The placement referral process includes a detailed Impact Assessment which determines whether the placement can meet the individual needs of the young person prior to any

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

introduction. The Registered Manager will speak to the young person's social worker and previous carers to inform the impact assessment. Young people will not be placed in our care without careful consideration of the impact on other young people in placement as well as the young person needing a placement.

The following criteria will be considered as part of the Impact Assessment:

- The home has the resources to accommodate the young person appropriately. Can the young person's needs be met either directly by Copthorne House or in conjunction with outside agencies and networks.
- There is an agreed and viable plan for the young person's medium to long-term placement
- The wishes and feelings of the young person and their parent(s) (or those with parental responsibility) been obtained and acted upon, i.e. if the young person or parents are unsure or unhappy about the proposed placement, have alternatives been actively sought
- Whether education is in place
- Whether the young person would be an appropriate match in the current cohort of young people

Emergency placements will only be considered if:

- We have the relevant details of the child's behavioural patterns and contact arrangements received in advance.
- On receipt of this we feel that the child or young person will not disrupt the progress of the children/young people already in placement.
- We can meet the needs of the child as stated in this Statement of Purpose and Function.

Admission Process

If it is agreed that the young person can be admitted to Copthorne House, the following paperwork will be provided:

- Medical Consent signed by person with parental responsibility
- A copy of the Care Order
- Placement agreement
- Placement Plan
- Delegated Authority
- Missing Risk Assessment
- Up to date Care / Pathway Plan
- CSE Risk Assessment (If appropriate)
- Personal Education Plan (within 20 days of placement)
- Up to date Health Assessment
- Last LAC Review minutes (First one within 20 working days of the start date of placement)
- Previous assessments of the young person's needs, either educational, social, or emotional

Staff will visit a young person in their current placement and then invite and encourage the young person to visit Copthorne House.

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

Initial visits to Copthorne House by the young person allow them to see the home during its usual working day. This will include spending time with the current residents, staff and Management. We request that the young person be accompanied by their Social Worker, a close member of their family or a significant adult.

We recognise that any move for a young person is a traumatic experience and that every effort must be made to welcome and reassure the young people on their arrival. As such we will try to ensure the following:

- That the young person's key worker is there to welcome them
- That the young person is introduced and welcomed by the Manager and/or Deputy Manager
- That the other young people are around where possible to welcome the young person
- That the young person's bedroom has been prepared for their arrival, although they will be able to choose their own decoration
- That they are shown around the building
- That time is taken to ensure that arrangements are in place to get the young person to school, existing activities and contact
- That the young person has received a copy of the young person's' guide

The young person will receive a copy of the Council's Complaints' Procedure to ensure that all young people understand their rights.

The Placement Planning Meeting will take place within 72 hours of the young person's admission. This will be attended by the young person, their parents, members of their family, the young person's key worker, the Manager of Copthorne House and the young person's Social Worker.

The aim of the meeting will be to establish a placement plan and to outline clear objectives, expectations and responsibilities for the placement. It will also ensure that all parties understand their part within this plan and agree both on the objectives and implementation.

1.11 Moving on from the home

When it is decided that a young person will move on from the home, the home will work with the new provider, foster carer or family member to plan the right transition for the young person. This will involve supporting the young person to visit where they will be living, getting to know the significant adults and spending some time there before making the final move. The home will keep in touch with the young person if they want this and it is deemed appropriate and helpful.

1.12 The arrangements for dealing with complaints

The responsibility for responding to and monitoring complaints sits with the Registered Manager.

The following people may complain:

- The young person
- The parent of a young person
- Any person who has parental responsibility
- Foster parents

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

- Any person who has interests in the young person's welfare

Each Young person is issued with a copy of the Complaints Procedure and a copy of the Children's Guide, which contains guidance on how to make a complaint. Significant family members and placing Social Workers are also given these documents.

If the complaint is regarding the Registered Manager this should be presented to the Responsible Individual.

Any complaint made by a young person will be treated seriously. Simple explanation and discussion will resolve many complaints provided that they are received with respect and given serious consideration. Any such complaint and explanation or any action taken to resolve the complaint will be recorded in the Complaints Book.

In the first instance complaints can be brought to the Registered Manager to try to resolve the problem and will be responded to within 7 days. However, young people are encouraged, supported and assisted to complete a complaints form should they wish, they are also given the contact number of Yasmin Mughal, the Complaints Manager along with a complaints form. Complaint forms are given to young people on admission to Copthorne House and extra copies are available around the home when required.

Yasmin Mughal
Complaints, Comments & Compliments Unit,
3rd Floor
Somerset Buildings
10 Church Street
HD1 1DD
Telephone – 01484 221000

The Children's Rights Service
Brian Jackson House
New North Parade
Huddersfield
HD1 5JP
Telephone number: 01484 223388
Freephone 0800 389 3312 13

Young people's Social Workers will also provide support, advocacy and representation as part of their work with young people. Kirklees Council's Children's Services department is located at:

Civic Centre 1
High Street
Huddersfield
HD1 2NF
Telephone number: 01484 221000 (automated service – ask for the Social Worker by name)

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

Childline – A charity offering confidential advice and support. 0800 1111

Ofsted inspect and regulate services which care for children and young people and regularly inspect Copthorne House. Complaints can be made to Ofsted directly telephone 0300 123 1231. Ofsted complaints procedures can be found at www.ofsted.gov.uk

The Children's Commissioner – Anne Longfield
The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
London
Telephone number: 020 7783 8330

All the above Agency's telephone numbers are available in the Young People's Guide, which young people are provided with on or before admission to Copthorne House.

1.13 Details of how a person, body or organisation involved of the care or protection of a child can access the home's child protection policies or the behaviour management policy

Copies of all policies and procedures, including safeguarding and behaviour management, are stored within the home and can be accessed by a person, body, or organisation upon request.

2. Young People's Behaviour

2.1 The home's approach to supporting positive behaviour and the use of physical intervention

When a young person comes to live in the home they are given a copy of the 'Young Person's Guide'; this sets out what is expected of them in terms of appropriate and socially acceptable behaviour.

The home is fully committed to working with young people using a restorative approach to resolving conflict and preventing harm. Building good relationships with young people is centre to this. The home will work with all parties affected by a particular incident and bring them together to play a part in repairing the harm and finding a positive way forward.

Staff will try to prevent negative behaviour arising by using de-escalation or diversion techniques. There is a Positive Handling Plan in each young person's Daily Living Plan which details how staff will support young people in difficult situations. If this fails, a number of consequences can be used. Consequences may include removing a young person from a group activity (for example, an outing) or removing a privilege (for example, use of the computer). If the behaviour poses a physical threat to other young people, to staff or to the young person concerned, physical intervention may be used. Staff are fully trained in Team Teach restraint techniques and this training is refreshed every year. All consequences, rewards and physical interventions are recorded fully, monitored and evaluated by the manager.

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

The aim of using both sanctions and physical interventions is to help the young person to focus on the consequences of their behavior and to learn a more socially acceptable way of reacting to a situation or feelings in the future.

The home reserves the right to remove any personal belonging of any young person that they believe may be a danger to themselves or others, or that may be used in criminal activities e.g. any form of weapons etc. These items may be confiscated and the police informed where necessary.

3. Education

3.1 The arrangements for young people to attend local schools and the provision made by the children's home to promote the educational attainment of young people.

Copthorne House is committed to the right of every young person to have access to appropriate education provision and will support them to achieve their full educational potential. Many young people looked after by Copthorne House will be supported to attend their current school, however if this is not possible their key worker will liaise with the relevant education, health and social care professionals to ensure that the needs of the young person are accurately assessed and appropriate education provision is identified, secured and maintained within the local community.

Young People will be actively encouraged to participate in out of school hours learning and activities. Differentiated resources and study aids will be provided to meet the needs of a range of ages and abilities including those with special educational needs. All children and young people will be encouraged and supported to complete their homework.

Young people with special educational needs will receive support in line with their ECHP to achieve their full potential.

4. Health & Health Promotion

4.1 Meeting health needs

Young people should be able to lead a healthy lifestyle, be empowered to take control of their lives, and actively contribute to decisions made to promote their individual health on a daily and more long-term basis.

Young people resident at the home will be registered with a local G.P; optician and dentist if they are not already registered. They will be encouraged to have a medical assessment when they first become looked after and at least annually after that. This will be undertaken by the looked after children's nurse.

Any visits to hospital (for treatment), doctors, dentist, opticians etc will be recorded on the young person's file. Staff (or parents if appropriate) will accompany young people on these visits (though at the request of the young person they may not be present if the young person is to be examined).

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

Prescribed medication will normally be kept in a locked medical cabinet. The dosage, frequency of administration, possible side effects etc. will be recorded, it will also be recorded if the young person refuses to take their prescribed medication.

Young people will be encouraged to take a positive attitude to their health care and will receive information regarding alcohol and other substance abuse, HIV and Aids, sexual matters etc. as appropriate. The staff will follow the guidance from the Sexual Health Service regarding sexual health and contraception. As some of the young people accommodated may be sexually active condoms will be available. Young people will be discouraged from smoking and provided with assistance to stop if requested.

Young people will be supported with their emotional wellbeing through CAMHs and the local authority's Placement Support Team. This will be in the form of both direct work with young people and in-direct work with staff equipping them with the necessary knowledge and skills to provide effective care

If a young person suffers serious harm or has a serious accident, serious illness, notifiable infectious disease or dies whilst accommodated at the home Ofsted will be informed as per schedule 5 of the Children's Homes Regulations.

Information regarding the effectiveness of health care provision offered will be recorded within the young person's case file and considered as part of Statutory Visits, Planning Meetings and Lac Reviews.

Health care advice and support is provided by the following qualified health care professionals.

Registered Paediatric nurse.

RGN (Registered General Nurse)

Educational Psychologist

Clinical Psychologist

Sexual Health Nurse

Substance Misuse Worker

5. Staffing

Copthorne House has a balanced staff team taking into consideration equalities, experience, qualifications and skills in order to create the best opportunities to support and guide young people. Staffing levels are carefully assessed to ensure the right levels of support to the cohort of young people resident in the home.

Staff are encouraged to continually develop their knowledge and skill base through a wide range of training and development opportunities. All staff are subject to DBS (Disclosure & Barring Service) enhanced disclosures and reference checks before they commence employment, and are appraised on an annual basis with regular supervisory sessions.

COPTHORNE HOUSE CHILDREN'S HOME - STATEMENT OF PURPOSE & FUNCTION

5.1 Experience and qualifications staff working at the children's home

The Copthorne House staff team consists of:-

Interim Manager
Deputy Manager
Senior Residential Care Officers
Residential Care Officers
One Domestic Assistant
One (part-time) Business Support Officer

Staff come from a wide range of backgrounds and bring differing levels of skill and experience. It is expected that all Residential Care Officers will achieve NVQ Level 3 in Residential Childcare; Kirklees Council will ensure that they are supported by relevant training and supervision to fully carry out the responsibilities of their posts.

All members of staff receive annual appraisals and regular reflective supervision sessions with a member of the management team in line with best practice, Children's Home Regulations, and Kirklees guidance. This will be a minimum of six weekly or 9 times over 12 months. These sessions cover the young people's care plans, staff roles and responsibilities, personal and professional development, the organisation's objectives, any practice issues, housekeeping and any other concerns. Reflective supervision is conducted in private and, as far as practical, free from interruption environment.

At Copthorne House the staff team are also provided with daily informal supervision. The management team operate an open door policy, and encourage staff to discuss any issues they have together as a team.

Staff sickness is covered, if possible, by substantive staff. If this is not possible then casual or agency staff will be provided, there will be at least an equal number of substantive staff on duty. The registered manager is responsible for ensuring that there is always adequate staff cover.

The training record of the unit as a whole is monitored to ensure that the needs of the young people and of the staff team are met.

HEALDS ROAD

SC033367

STATEMENT OF PURPOSE AND FUNCTION

Written statement prepared pursuant to The Children's Homes Regulations 2015 and Guide to the Children's Homes Regulations including Quality Standards April 2015

Revised: November 2017

CONTENTS

The Quality and Purpose of Care Standard - 1

- 1.1 Underpinning principles
- 1.2 Aims and Objectives
- 1.3 Description of the Home
- 1.4 Location of the Home
- 1.5 Religious Observation
- 1.6 Complaints
- 1.7 Behavioural Management

Children's Wishes and Feelings Standard - 2

- 2.1 Consultation
- 2.2 Equality & Diversity/Religious Observance
- 2.3 Childrens Rights

The Education Standard - 3

- 3.1 Education

The Enjoyment and Achievement Standard - 4

- 4.1 Recreational Activities

The Health and Wellbeing Standard - 5

- 5.1 Health Care

The Positive Relationships standard - 6

- 6.1 Contact

The Protection of Children standard - 7

- 7.1 Child Protection
- 7.2 Behavioural Support
- 7.3 Bullying
- 7.4 Absent/Missing from Home

The Leadership and Management standard - 8

- 8.1 Registered Provider
- 8.2 Organisation Structure
- 8.3 Responsible Body
- 8.4 Ofsted
- 8.5 Staffing

The Care Planning Standard – 9

- 9 Impact assessments/Placement Planning & Review Arrangements

Fire Precautions, Monitoring and Surveillance

- 10 Fire & Emergency Procedures

STAFF PROFILES

APENDIX

Pillar of Parenting summary –“Big Picture”

The Quality and Purpose of Care

1.1 UNDERPINNING PRINCIPLES:

Healds Road acknowledge that residential work is a professional task, which requires professional behaviour. Work will be undertaken consistently throughout the staff team based on the following values and principles.

All young people will be considered as individuals, different and above all equal, with unique needs and potentials. Age, gender, health, personality, race, culture, religious background and life experiences will be taken into account when assessing their individual needs and providing them with comprehensive care episodes. Young people accommodated at Healds Road will receive the same standard of service irrespective of race, religion or sexuality. All staff will promote awareness raising and implement fully departmental policy with regards anti-discriminatory practice.

All young people have the right to have their physical, developmental and emotional needs met, the right to protection from harm and the right to be listened to, be treated with dignity and respected as individuals and to be responded to in the most appropriate way. Young people will feel safe and secure within Healds Road and the boundaries that are provided.

Continuity of relationships is important and attachments will be respected, sustained and developed where appropriate.

Young people's long term welfare will be protected by prompt, positive and pro-active attention to promote healthy lifestyles and assisting them achieve their full potential in educational placements.

Young people's wishes and those of their family will be elicited, taken into account and given serious consideration ensuring individual choice. Staff will ensure that any wishes expressed are respected and actions taken on their behalf.

All young people have the right to be prepared for independence prior to leaving care.

The rights of young people are recognised and upheld.

Confidentiality is maintained in line with policy.

Healds Road aim is for every young person accommodated to have the support they need to.

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well Being

Staff are committed to developing positive professional working relationships with partner agencies and service providers by acting as advocates for children & young people to ensure the best possible outcomes for young people in our care.

Healds Road provide residential services to young people within the overall framework of Government legislation and local policy and procedures.

1.2 AIMS AND OBJECTIVES:

Healds Road will accommodate no more than six young people who live within the Kirklees area (or for whom they may have responsibility) of either sex and between the ages of ten and eighteen years.

Should a young person wish to remain in the home whilst going through a transition such as starting university or training for the army, this can be considered provided it is agreed during their last review with clear timescales and with permission from the head of service. An assessment of any risk that may impact on the other young people will also be taken into consideration living here at the same period.

The young people accommodated will initially be unable to live within their own or alternative families and may exhibit behavioural and emotional problems and will be accommodated as part of a Care Plan or Pathway Plan (16+)

The home aims to offer a secure, stable and safe environment where young people may live and be assisted to reach their full potential until they are either ready to live independently, can return home or live within an alternative family / residential provision. Young people will receive help, information and advice on acquiring the life skills needed to make a successful transition to independent / supported living.

All children living within the home will have a LAC Care Plan, LAC Placement Agreement and if required a Pathway Plan which will be regularly reviewed. The staff employed at the home will aim to ensure that these Plans are implemented and followed, offering support and advise to the young people accommodated as and when necessary.

We aim to ensure that the young people's educational needs are met and that they are supported to ensure that they reach their full educational potential.

We aim to ensure the health needs of all the young people resident will be met and monitored. The importance of healthy lifestyles will be promoted within the home. Care will be given to providing a balanced and nutritional diet, appointments for medical appointments will be organised and facilitated, help and advice will be provided to young people where appropriate re issues relating to substance misuse, smoking, sexual health etc.

We aim to ensure that all the cultural and religious needs of the young people resident are met and provision will be made within the home if necessary to meet these needs.

We will try to ensure that the young people are not discriminated against in any way and the staff will advocate on behalf of the young people if required.

We will assist and enable young people to access local community activities and facilities where appropriate.

The home will plan to look after young people on a medium to long term basis and will be flexible in meeting the changing needs / circumstances of the young people accommodated.

Healds Road provide residential services within the framework of KMC's policies and procedures, the 1989 Children Act and Children's Homes (England) Regulations 2015.

1.3. DESCRIPTION OF THE HOME:

The ground floor of the home consists of:

- Kitchen / Dining Room
- Utility /Laundry Room/ Storage Cupboards
- General Office / Managers Office
- Computer room

Lounge
Private Pay phone Area
Toilet

The first floor consists of:

1 Waking Night staff Office
1 Staff shower room
1 Meeting room
1 Storage room
6 Children's Bedrooms
1 Children's Bathroom/ WC
1 Separate WC
1 Children's Shower Room

All bedrooms are fully furnished and each young person will have their own key to their room.

The home will accommodate up to six young people who have been assessed as needing residential care due to them being unable to live within their own or substitute families due to the levels of identified risk involved i.e. being at risk of significant harm and neglect. The home may also accommodate young people as directed by the Courts.

The young people will normally be least 10 years old, and will still be of compulsory school age on admission and could be of either sex. They may however, be older than compulsory school age if admitted from other locally provided accommodation, but no older than 18 yrs on admission. (A younger child could be placed as an emergency 4.6).

We aim to provide a relaxed, comfortable, pleasant environment with room for communal activities and for private space. There is a lounge, separate dining room, kitchen and laundry, which the young people are encouraged to use.

Each young person has his/her own bedroom, which they are able to individualise. Young People receive weekly pocket money, personal allowances, birthday and religious festival money and any additional costing required to meet cultural needs and hobbies of particular interest to the young person.

We aim to promote a feeling of belonging by encouraging the young people to participate in the decisions around outings, food, menu planning etc. We recognise the value creating links with the Home and encourage membership of local Youth Clubs and other organisations.

Leisure facilities include television and DVD's, games console, various sports equipment, games and books (educational and fictional).

We work in partnership with families wherever feasible in order to optimise contact arrangements; this principle also extends to extended family members and friends, if appropriate.

1.4 LOCATION TO THE HOME:

Healds Road is a purpose built home. The home is set in its own self-contained garden with a medium size lawn to the rear of the building where a variety of activities can be conducted (weather permitting!)

There are a variety of shops within easy walking distance of the house, sports/playing fields are situated down the road. Games are often played at the rear of the house. The nearest town centre is approx. 1 mile away and is easily accessible by a frequent bus service. The towns of Wakefield, Huddersfield, Barnsley and Sheffield can also be accessed by bus, the bus stop being a short walk away from Healds Road.

SAFE AREA ASSESSMENT & REPORT

Healds Road have carried out a Safe Area Assessment and Report (SAAR) with regard to the location of the home. Consultation has been sought from schools, police, youth justice and Childrens Social care to inform and support the assessment of any potential risk. This in-conjunction with attendance at the local "Integrated Working" meeting which involves police and partner agencies help to identify any safeguarding concerns that may impact on the safety and well-being to the child and young people living at Healds road.

1.5 RELIGIOUS OBSERVANCE:

When a young person is accommodated at Healds Road their religious and cultural needs will be identified prior to admission or on admission. All the necessary arrangements will be made, e.g. diet, dress, and prayers etc. following discussions with the young person; to ensure religious beliefs are maintained. All staff will be provided with guidance on culturally sensitive practice.

If a young person is of sufficient age and understanding and wishes to change or cease to practise their religious persuasion, the implications will be fully discussed with them and support provided.

We employ a diverse staff team through the organisation. The staff come from a variety of different ethnic backgrounds or share different values, religions and beliefs and foods. Healds Road promote positive relationships, professional and personal, that support self-esteem with cultural issues.

1.6 COMPLIANTS:

The Kirklees Complaints and Compliments procedure document is given and explained to each young person at the point of admission.

The home would always wish young people and their parents(s) or their representatives to bring any complaints to their attention of the staff so that they can be resolved as quickly and informally as possible. The young people, their parent(s) or representatives may also make a complaint to their social worker or Unit Manager (Residential) who will ensure that it is investigated appropriately (if the complaint concerns abuse at the home please see section concerning Bullying and/or Child Protection). There is a formal complaints procedure (that can be easily accessed by contacting the Complaints and Compliments Unit) they can be contacted directly and will assist and support the young person in managing the complaint.

Ofsted will be notified of any serious complaint about the home or staff working there.

In the first instance complaints can be brought to the Registered Manager to try to resolve the problem and will be responded to within 7 days. However, young people are encouraged, supported and assisted to complete a complaints form should they wish, they are also given the contact number of Yasmin Mughal, the Complaints Manager along with a complaints form. Complaint forms are given to young people on admission to Healds Road, and extra copies are available around the home for easy access.

Yasmin Mughal
Complaints, Comments & Compliments Unit,
3rd Floor
Somerset Buildings
10 Church Street
HD1 1DD
Telephone – 01484 221000

Children's Rights Service: A group set up to support and assist young people in care.

The Children's Rights Service

Brian Jackson House
New North Parade
Huddersfield
HD1 5JP.
Telephone number: 01484 223388
Freephone 0800 389 3312 13

Social Worker Support: Young people's Social Workers may also provide support, advocacy and representation as part of their work with young people.

Telephone number: 01484 221000

Childline – A charity offering confidential advice and support. 0800 1111

Ofsted: This body is responsible for conducting inspections twice a year. They can be contacted by young people or staff that may have concerns about how the Home is operating. They can be contacted at:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel: 0300 1231231
Fax: 08456 404049
Email: enquiries@ofsted.gov.uk

The Children's Commissioner – Anne Longfield OBE
The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
London
Telephone number: 020 7783 8330

All the above Agency's telephone numbers are available in the "Young People's Booklet", which young person are provided with on or before admission to Healds Road.

1.7

All substantive staff receive training in safeguarding and behaviour management. Staff required working with Young People in any capacity within the home must have a full Disclosure and Barring check.

Safeguarding Procedures are accessible to all staff via the following links:

Children's Residential Procedures:

<http://kirkleeschildrenhome.proceduresonline.com/index.htm>

Children and Adults Procedures:

<http://kirkleeschildcare.proceduresonline.com/index.htm>

These can be made available on request

Children's Wishes and Feelings standard

2.1. The young people at Healds Road will be encouraged to make their views about their care and plans being made for them known to staff in several ways, e.g. Young people are expected to contribute to their individual Daily Living Placement Plans. Young people's meeting will take place on a regular basis where suggestions and issues about the home and those people in it can be raised allowing views made known. Menus can be discussed, ideas for holidays listened to and complaints aired etc.

All young people who live within the home will have an allocated keyworker. The keyworker will hold regular key working or consultation sessions to gather the young person's views around the quality of their care they receive within the home.

The young people are also encouraged to access the Children's Rights service, which can act as an advocate for young people when required. Young people can become a member of the Children in Care Council - a group open to all young people who are aged 12 and over. This group looks at the issues that affect them in their daily life, service developments affecting them, and provides forum for consultation with staff that are developing services directed at children and young people.

2.2 EQUALITY & DIVERSITY:

The home endeavours to create an atmosphere and environment, which is free from discrimination of any form, regardless of race, culture, disability, social status, disease age or sexuality. Staff within the home actively encourage and enable residents to maintain their dignity, freedom of choice and their rights as an individual.

Young people are supported to understand their responsibilities alongside equality and diversity and their rights. The young people are supported to have a positive image of themselves, by enabling and encouraging them to have experiences which they may

otherwise not have, and by ensuring that the young people can speak and make choices for themselves whenever possible. Where necessary, the staff will enable young people to challenge discrimination if it arises, or they will challenge it on behalf of them.

Young people are helped to understand the individual identity of other accommodated young people and staff and to respect them with equal fairness and value.

We embrace the different cultures, actively promoting the celebration of religious practice and special days.

We want to meet people's needs as best we can and we realise that treating people fairly does not necessarily means treating everyone as if they are the same.

2.3

Our experience tells us that it's the little things we do that can make living with us a happy time. One of the ways we deliver our aims to you is through our core values. We have six core values, these are; privacy, dignity, choice, independence, rights and fulfilment.

Privacy

Everyone has the right to have their privacy respected and not infringe on the privacy of others.

We will not enter your room without knocking and waiting for an invitation to enter

We will not intrude into your private thoughts

We will respect your wishes to keep aspects of your life private

We will provide personal care in a way that maintains your privacy

Dignity

Everyone has the right to be treated with dignity at all times.

We will address and talk to you in a way that you feel comfortable with

We will preserve your individuality

We will provide personal care in a way that respects you as an individual

Choice

Everyone has the right to make choices on their day-to-day living and take major decisions, while making sure they do not have any negative effect on other people.

We will help you make informed decisions by giving you full information on a range of choices

We will respect your choice of how you wish to be addressed

We will respect your choice of lifestyle

We will respect your day-to-day decisions and guide you if you affect other people

Independence

You have the right to maximise your abilities and in doing so keep your degree of independence

We will promote your independence in all aspects of personal care and will only provide assistance when needed

We will enable you to maintain your own medication if it is safe to do so

We will enable you to manage your own money if it is safe to do so

Rights

Everyone will have their rights respected and upheld.

We will respect your right to be consulted on how we deliver our services

We will respect your right to be treated fairly and without discrimination

Fulfilment

Every person has the right to feel fulfilment in their day-to-day lifestyle.

We will work with you to put together a plan of care that suits your physical and emotional needs

We will seek and value your opinions

We will ensure the atmosphere is both positive and helpful

We will treat you as an equal and value your contribution

The Education standard

3.1 .EDUCATION:

There is an expectation that the young people resident at Healds Road will attend the school that they were on roll at (or other educational provision provided for them), or work placement prior to their admission on a regular basis. The school will only be changed if it is deemed necessary to meet the young person's educational needs and with the agreement of those having parental responsibility. If the young person is not attending school for any reason the staff will liaise with the social worker, parents, education department, virtual head, education support team and leaving care team etc. to ensure that the ongoing educational needs of the young person are met.

The staff at the home will make every effort to ensure that the young people attend school. The young people will be provided with facilities to do homework, school uniforms and other equipment will be purchased when required, staff will attend school functions with the young people whenever appropriate (this could include parents evenings, sports days, school plays and any other school events etc.). Young people will be encouraged and supported financially to take part in school activities, trips, clubs etc.

The staff will liaise with a named teacher on a regular basis (which may be daily if there are concerns). If there are issues of attendance staff may accompany the young people to school or transport via taxi's arranged.

The education of any young person accommodated at Healds Road will be discussed at each review and Placement Planning Meetings to ensure that their educational attainment / needs are being addressed. It will be a requirement that each young person accommodated at Healds Road has a copy of their Personal Education Plan on their residential file.

If a young person is excluded from school for whatever reason the staff at Healds Road will attempt to occupy them with educational activities provided in liaison with their school, during the school day. A non-school attender time table will be put in place.

Healds road has provided a room with computers, desk and books where young people can complete educational work including homework.

Those young people that attend school on a regular basis will be rewarded in some way each week. Achievements, however small, will be celebrated and the young person rewarded for their achievement.

Where appropriate for all looked after children will be supported by the home with additional support by the Virtual Head for Kirklees schools

The Enjoyment and Achievement standard

4.1 RECREATION / ACTIVITIES:

All the young people resident in the home will be encouraged to continue to attend any recreational, sporting or cultural activities that they were involve in prior to their admission. The staff of the home will provide transport or finance to enable attendance to continue. If a uniform or other 'kit' is needed the home will also provide the finances to purchase these.

If the young people are not involved in any recreational, sporting or cultural activities the staff will encourage the young people resident to join any local clubs or make use of any local facilities that the young people themselves have identified or that the staff have suggested. Again transport and any 'uniform' or 'kit' required will be purchased by the home.

The home provides holidays, days out, educational visits and excursions, every young person accommodated in the home will be encouraged to choose and attend where appropriate.

The Health and Wellbeing standard

5.1 HEALTH CARE:

It is expected that the required information regarding a young person's health will be discussed at the initial impact assessment meeting and also contained in the relevant LAC Documentation, e.g. immunisations, allergies, medical conditions, medication taken regularly etc. It will also be required that the person with parental responsibility sign the Medical Consent form contained in new Placement agreement document, prior to admission.

Young people resident at Healds Road will be registered with a local G.P; Optician and Dentist if they are not already registered. They will be encouraged to have a medical assessment when they first become looked after and at least annually after that. This will be undertaken by the local authorities looked after children's nurse.

Where a young person is sixteen or over, or considered of sufficient understanding, medical treatment will only be administered with their consent.

Any accidents and illnesses will be recorded on the young person's daily records as well as the homes accident and injury log book, if these are of a serious nature, a schedule 5 will be sent to Ofsted. Any visits to hospital (for treatment), doctors, dentist, opticians etc will be recorded on the young person's file and staff (or parents if appropriate) will accompany young people on these visits (though at the request of the young person they may not be present if the young person is to be examined). The staff will also advocate on behalf of the young person if they are requesting to be examined by a doctor (or other medical professional) of the same sex.

Prescribed medication will be kept in a locked medical cabinet in the office. The dosage, frequency of administration and possible side effects etc. will be recorded as will if the young person refuses to take their prescribed medication.

Young people will be encouraged to take a positive attitude to their health care and will receive information regarding alcohol and other substance abuse, HIV and Aids, sexual matters etc. as appropriate. The staff will follow the Guidance from the Teenage Pregnancy Unit and the authorities designated LAC nurse re: sexual health and contraception. As some of the young people accommodated may be sexually active, condoms will be available. Young people will be discouraged from smoking and provided with assistance to stop if requested.

If a young person suffers serious harm or has a serious accident, serious illness, notifiable infectious disease or dies whilst accommodated at the home Ofsted will be informed as per schedule 5, Children's Homes Regulations.

Health care advice and support for the home is provided by 2 qualified health care professionals –

Helen Wilcock - Registered Paediatric Nurse (RN Child)

Ruth Gathercole - RGN (Registered General Nurse)

RM (Registered Midwife)

SCPHN (SN) BSc Hons Specialist Community Public Health Nurse
(School Nursing)

Psychology-based support – Pillars of Parenting: The 'Emotional Warmth model' of child care, which the Pillars of Parenting provides, draws from the knowledge base of Applied Psychology theory and research and is designed to empower the main carers of young people in public care. Based on the evidence from attachment science, this recognises that a positive relationship with an adult, who has day to day contact with a young person, provides the greatest potential to bring about therapeutic change for the young person.

To achieve such psychology-based support, two methods are used: the use of structured, group consultations, facilitated by a clinical or educational psychologist, designed to enable residential staff to agree specific support strategies for each child, and additionally a short programme of professional development for the residential staff to ensure that they understand the theory and research, which underpins the important tasks that they are carrying out.

The Pillars of Parenting approach offers a theoretical explanation, backed up by evidence from neurobiological science and child psychology research, which is that the often-poor life outcomes of looked-after children and young people result from the initial and continuing impact of abuse, neglect and parental rejection, which have occurred before any contact with the care system (see Cameron and Maginn (2009 and 2011) and Maginn and Cameron (2013).

(See appendix1)

The Positive Relationships standard

6.1 CONTACT:

Contact with family, friends, and other significant people where appropriate will be encouraged whilst the young person is resident in Healds Road. A private area will be made available for young people to receive visits from family and friends, unless it has been decided that this may not be in their best interests. Court Orders may also prohibit who the young person has contact with or the circumstances in which contact with certain people may take place.

The staff would ask that wherever possible visits are planned in advance to ensure that the young person is prepared and available.

Young people are able to receive telephone calls from family and friends within reasonable hours and a private pay phone is available to use. The young people may use the 'office' telephone to contact social workers and parents

The Protection of Children standard

Healds Road is equipped with CCTV on the outside of the building which monitors the front, sides and background areas of the house. The home also has a security alarm system; this is mainly used when the building is unoccupied. These systems allow the home to be closely monitored to ensure the whereabouts of those entering and leaving the building, along with safeguarding and promoting the welfare of the children and young people.

We have CCTV security consisting of 5 cameras pointing at the following:

- Car Park / Gate
- Garage Doors
- Front Door
- Back Door
- Tarmac & Grassed Garden Areas

7.1 CHILD PROTECTION:

All new members of staff working within the home will have undergone check by the disclosure and barring service.

All staff are aware of their duty to report any behaviour by other members of staff and professionals that they would consider to be inappropriate and or abusive under 'Whistle Blowing' Procedure and all staff must be alert to this possibility.

If an allegation of abuse is made against a member of staff, any other employee or 'independent professional' (doctor, dentist etc.) the child's interests will be taken as paramount.

The allegation of abuse will be investigated by the local authority designated officer (LADO) and follow Local Safeguarding Children's Board Policy and Procedures and will result in the member of staff being suspended from duty whilst the investigation is conducted.

The Officer should consider all the details of the incident and any evidence to support or refute the allegation. In deciding the level of investigation the 'Looked After' designated Officer will determine which of the following categories the allegations might represent:

Acceptable professional behaviour, i.e. the allegation concerns appropriate action by the member of staff concerned.

Unacceptable professional behaviour, i.e. this may require action under the Disciplinary Procedures but falls short of abuse.

Abusive behaviour, i.e. as defined in the Safeguarding Procedures.

The LADO will refer the matter immediately to the Child Protection and Review Unit if there are grounds to believe that there has been abusive behaviour. A strategy meeting will then be held to determine how to proceed further.

All residential staff will be alert to the possibility of "Child to Child" abuse, be it physical, sexual, emotional or neglectful and the legal duty to investigate such matters.

When abuse of a young person is alleged to have been carried out by another child or young person, or it is suspected, the Safeguarding Procedures must be followed in respect to both the abused and alleged abuser.

Any incidence of a young person being involved in Child Sexual Exploitation and the instigation and outcomes of any child protection enquiries involving a young person accommodated in the home will result in Ofsted being informed via Scd5 notification.

The home will be visited monthly by an independent person in accordance with Regulation 44 - Children's Homes Regs 2015 who will also highlight any safeguarding concerns they observe during their visit.

7.2. BEHAVIOURAL SUPPORT:

The home believes that rewarding positive / acceptable behaviour is beneficial to the well-being and development of the young people accommodated in it.

The home also believes that young people should be consulted about the management of the home and what the staff are trying to do for them.

The above will foster good relationships between the staff and young people and thus reduce the need for control, restraint and use of sanctions.

However, if a young person is exhibiting 'unreasonable' / unacceptable behaviour the staff may use the following measures of control:

Verbal reprimand, withdrawal from group and recreational activities, extra household chores for the day, extra supervision, return of item's obtained without the owner's consent, requirement to apologise.

Staff may use a number of consequences when normal levels of control are not appropriate and must take into account the young person's level of development and understanding, this can include:

Reparation, withdrawal from an activity, additional chores or staff supervision of pocket monies.

If any of the above consequences have been applied the young person that they relate to will in most circumstances, be able to 'earn' back the consequence. A Restorative Approach is encouraged with a view to the young person reflecting on how inappropriate behaviours may impact on others and how this can be readdressed.

The home reserves the right to remove any personal belonging of any young person that they believe may be a danger to themselves or others, or that may be used in criminal activities e.g. any form of weapons etc. These items may be confiscated and the police informed where necessary.

Physical restraint may only be used only as a last resort: 'When staff have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself, others, or causing serious damage to property" (DOH Circular 4/93).

The least intrusive method of control must be used and failure of a particular strategy to secure compliance will not automatically signal the immediate use of a more forceful form of intervention.

Physical restraint will only be used as an act of care and control and not as a punishment. Physical interventions, when to use them, and the techniques to be used may already have been discussed and agreed in individual young people's Positive Handling Plans.

If it is safe to do so, staff will use diversion techniques prior to any restraint. If a restraint proves to be necessary the young person shall be warned first. If possible two members of staff should be involved in the restraint and should use the least amount of force and least intrusive hold

necessary to protect the young person, others, themselves or property. Young people should not be routinely taken to the ground.

The young person involved in any restraint should be spoken to (when they are ready) by any member of staff and the reasons why they were restrained should be explained. The young person's understanding of why they were restrained should be recorded and they should be asked if they wish to make a complaint or medical treatment. This conversation will also be recorded.

All substantive staff working at Healds Road will have received training in positive and protective handling strategies within a holistic setting response to behaviour management. All substantive staff will receive additional training in 'Team Teach and Team Teach advanced and it will be these techniques and strategies that they will be expected to use when managing behaviour in the home.

All sanctions and incidents of restraint will be recorded in the appropriate file and in the young person's individual file and other relevant forms such as incidents forms completed. The Unit Manager (Residential) and young person's social worker (or if unavailable their Team Manager) will be informed of any restraint as soon as is practicably possible and have the incident forms sent to them.

On any young person's admission to the home they will be informed that violent, abusive and criminal behaviour is not acceptable and if they assault a member of staff or cause criminal damage the matter may be reported to the Police.

All serious incidents within the home necessitating Police involvement leading to cautions/convictions will be communicated to Ofsted using the Schedule 5 Notification procedure.

Where a young person's safety and wellbeing would be compromised by them leaving the building, staff may temporarily lock external doors as outlined in the Kirklees Protecting Vulnerable Young People. Staff may also temporarily remove mobile phones or sim cards in the interest of safeguarding a young person. It may be identified in the impact assessment or planning meeting that these temporary safety measure are needed to be in place for individual young people.

7.3 BULLYING

Kirklees Children & Young People Service guidance shall be followed re Bullying.

A Restorative Approach will be used in addressing Bullying.

Bullying shall be defined as deliberately hurtful behaviour that is repeated often over a period of time and is difficult for those being bullied to defend against.

The three main categories of bullying are:

Physical, hitting, kicking etc.

Verbal, name calling, insults, racist remarks, swearing

Indirect spreading malicious stories, exclusion from a social group.

On receiving a complaint or an incident being witnessed an investigating officer will be identified from within the Home.

The Officer will interview both the victim and perpetrator, record the complaint and pass it to the Registered Manager.

The Registered Manager will assign a member of staff to offer support and to whom the victim can talk in confidence.

The Registered Manager, in consultation with the Investigating Officer and / or Unit Manager (Residential) will decide what action is to be taken and why.

The decision on effective action will then be communicated to the victim along with all the options available to them if they are unhappy with the decision. (This procedure does not prevent any young person making direct referral for Police involvement in the event of a physical assault).

A copy of the complaint and its outcome will then be sent to the appropriate social workers and the Unit Manager (Residential).

The Registered Manager will be required to establish a monitoring procedure for the young people involved and also to review practice and procedures concerning staff deployment and levels of supervision.

A complaints and compliments service is available to all young people and young people may choose to involve them at any stage. (please refer to para 20 Complaints).

7.4 ABSENT/MISSING FROM THE HOME:

If a young person fails to return to the home, the home will implement the joint protocol with West Yorkshire Police – Young people missing and absent policy and procedures revised (2014).

All young people will have a missing/absent from home risk assessment in place.

When a young person who is reported to the Police returns to the home of their own free will, the staff will inform the Police of their return. Where a parent/carer has indicated their wish to be made aware they may also be informed.

As soon as is practicably possible the young person's social worker will be informed of their being missing and will also be informed of their return. The social worker should then attend the home to see the young person and question the reasons for them being missing from home, in accordance with KC policy and procedures.

WOODLANDS CHILDREN'S HOME

1B Lidget Street, Lindley, Huddersfield. HD3 3JB

Registration Number: SC033326

Statement of Purpose

Registered Manager:

Martin Steele

Responsible Person:

Elaine McShane

**Service Director – Family Support and Child Protection
Kirklees Council – Children's Services
Civic 3
3 Market Street Huddersfield HD1 2EY**

Updated on January 2018

CONTENTS

The Quality and Purpose of Care

- 1 Children we will accommodate
- 2 Ethos
- 3 Accommodation
- 4 Location Including SAAR
- 5 Meeting diversity
- 6 Complaints
- 7 Child Protection

Views Wishes and Feelings

- 8 Consultation
- 9 Anti-Discriminatory practice

Education

- 10 SEN
- 11 Aims and Objectives
- 12 Arrangements for children to attend school

Enjoyment and achievement

- 13 Activities

Health

- 14 Details of health care

Positive relationships

- 15 Promoting contact

Protection of children

- 16 Monitoring and surveillance
- 17 Fire and Emergency
- 18 Behavioural support
- 19 Bullying Prevention
- 20 Responsible individuals
- 21 Organisation Structure
- 22 Responsible Body
- 23 Ofsted
- 24 Staffing Experience and Qualifications
- 25 Management, Staffing & Supervision
- 26 Gender Balance
- 27 Admissions

Audits

- 28 Regulation 44 Independent Visitor

29 Ofsted

Quality and Purpose of Care

1. Children we will accommodate

Woodlands will accommodate six young people who live within the Kirklees area (or for whom the Local Authority have responsibility) of either sex and between the ages of ten and eighteen years.

The Young People accommodated will initially be unable to live with their own or alternative families and may exhibit behavioural and emotional problems. We understand that the children we care for are likely to be suffering trauma as a result of their early life experience.

We will strive to offer a secure, stable and safe environment where young people can live and be assisted to reach their full potential until such time as they are either ready to live independently, can return home or live within an alternative family / residential provision. Young People will receive support, information and advice on acquiring the life skills needed to make a successful transition to independent or supported living.

All Young People will be considered as individuals, different and above all equal, with unique needs and potentials. Age, gender, health, personality, race, culture, religious background and life experiences will be taken into account when assessing their individual needs and providing them with comprehensive care episodes.

All young people have the right to have their physical, developmental and emotional needs met, the right to protection from harm and the right to be listened to, be treated with dignity and respected as individuals and to be responded to in the most appropriate way. Young people will feel safe and secure within Woodlands and the boundaries that are provided.

2. Ethos

Young people living at Woodlands will receive the same standard of service irrespective of race, religion or sexuality; all staff will promote awareness and implement the Local Authorities policy in regard to anti-discriminatory practice.

Young people's wishes and those of their family will be elicited, taken into account and acted upon to ensure individual choice. Staff will ensure that any wishes expressed are respected and actions taken on their behalf.

We understand that continuity of relationships is important and attachments will be respected, sustained and developed where appropriate.

All children living at Woodlands will have a Care Plan, Placement Agreement and if required a Pathway Plan which will be regularly reviewed. Staff at the home will strive to ensure that these plans are implemented and followed, offering support and advise to the Young People accommodated as and when necessary.

Woodlands operate a Key Working system, the Key Worker will advocate for a Young Person consistently throughout their stay to ensure that the Care Plan in place reflects that needs of the Young Person. The Key Worker will meet with the Young Person regularly to gain their view of their care and ensure that there is progress in the following areas.

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well Being

Young people's long term welfare will be protected by prompt, positive and pro-active attention to promote routines, healthy lifestyles and by assisting them to achieve their full potential in educational placements

Staff will work closely with partner agencies, developing positive professional relationships to ensure the best possible outcomes for the Young People in our care.

3. Accommodation

Woodlands is a purpose built home. We can accommodate 6 children of mixed gender between the ages of 10 and 18. Woodlands is situated in Lindley, Huddersfield; approximately 1.5 miles from the town centre and within easy reach of leisure and social facilities. The home is set in a self-contained garden with a lawn to the rear of the building where a variety of activities can be conducted (weather permitting!)

The ground floor of the home consists of:

Lounge
Kitchen
Laundry Room
Dining Room
Office No.1
Office No.2
Games Room
Payphone Booth
Toilet

The first floor of the home consists of:

4

6 Children's Bedrooms

- 1 bathroom including toilet
- 1 Toilet WC
- 1 Shower room
- 2 Storage room
- 1 Meeting Room
- 1 Shower room

We have CCTV security consisting of 6 cameras pointing at the following:

- 1 Viewing the entrance
- 2&3 Viewing the car park
- 4 Viewing the side of the house
- 5&6 Viewing the back of the home

Bedrooms are fully furnished, each Young Person will have a key to their room and be given the opportunity to personalise their room by choosing a colour scheme that they like.

Leisure facilities include 2 televisions, DVD's, games console, sports equipment, games and books (educational and fictional). The games room has 6 computers that offer "public access" to the internet.

There are a variety of shops within walking distance of the house. Outdoor games can be played at the rear of the house. The nearest town is Huddersfield, which is accessible by a frequent bus service. The towns of Wakefield, Leeds, Dewsbury, Barnsley and Sheffield can also be accessed by bus, the bus stop being a short walk away from Woodlands.

We aim to provide a relaxed, comfortable, pleasant environment with room for communal activities and for private space. There is a lounge, separate dining room, kitchen and laundry, which the young people are encouraged to use.

Each young person has his/her own bedroom, which they are able to individualise. Young People receive pocket money, personal allowances, birthday and religious festival money and any additional costing required to meet cultural needs and hobbies of particular interest to the young person.

We aim to promote a feeling of belonging by encouraging the young people to participate in the decisions around outings, food, menu planning etc. We recognise the value of creating links with the Home and encouraging membership of local Youth Clubs and other organisations.

We work in partnership with families wherever feasible in order to optimise contact arrangements; this principle includes extended family members and friends, where appropriate. Family and friends are encouraged to visit the Home.

4 Location

Woodlands is situated in Lindley, the village of Lindley is a thriving village on the edge of Huddersfield that contains a variety of shops that can cater for all needs.

Lindley could be described as an affluent area and house prices reflect this. The Huddersfield Royal Infirmary is located just outside the village and is in walking distance of our property.

We can see the local church from our property and just beyond this we have a “Sainsbury’s Local” across from the Local Sainsbury’s is the Lindley Social Club; this is also the venue for the Sunday League football team.

We are set back from the road and cannot be seen by passing traffic.

Woodlands have carried out a Safe Area Assessment and Report (SAAR) with regard to the location of the home. Consultation has been sought from schools, police, youth justice and Children’s Social care to inform and support the assessment of any potential risk. This in-conjunction with attendance at the local “Integrated Working” meeting which involves police and partner agencies help to identify any safeguarding concerns that may impact on the safety and well-being to the child and young people living at Woodlands.

5 Meeting diversity needs

Prior to admission we will obtain as much information as possible about a Young Persons needs. Once accommodated we will talk with the Young Person to gain their views on religious and cultural needs. Following this we will put in place any necessary arrangements around diet, dress, and religious observance.

We are aware that some parents may have strong views on this area and they will be consulted about these issues and where appropriate the Young People will be encouraged to maintain their religious and cultural activities.

All staff at Woodlands are provided with guidance on culturally sensitive practice.

If a young person is of sufficient age and understanding and wishes to change or cease to practise their religious persuasion, the implications will be fully explored with them.

The home endeavours to create an atmosphere and environment, which is free from discrimination of any form, regardless of race, culture, disability, social status, age or sexuality. Staff within the home actively encourage and enable residents to maintain their dignity, freedom of choice and their rights as an individual.

Young people are supported to understand their responsibilities alongside equality and diversity and their rights.

Young people are helped to understand the individual identity of other Young People and staff and to respect them with equal fairness and value.

We embrace the different cultures, actively promoting the celebration of religious practice and special days. We want to meet people's needs as best we can and we realise that treating people fairly does not necessarily mean treating everyone as if they are the same.

(See Kirklees Equality & Diversity Policy Statement)

<http://intranet.kirklees.gov.uk/Policies-and-procedures/Council-wide/Equality-and-Diversity>

6 Complaints

Children in the Home will be supported to make complaints when they feel the need.

The Kirklees Complaints and Compliments procedure document is given and explained to each Young Person at the point of admission.

In the first instance complaints can be brought to the Registered Manager to try to resolve the problem this will be responded to within 7 days. However, young people are encouraged, supported and assisted to complete a complaints form should they wish, they are also given the contact number of Yasmin Mughal, the Complaints Officer along with a complaints form. Complaint forms are given to young people on admission, and extra copies are available around the home for easy access.

Whilst staff would always wish Young People and their parents(s) or their representatives to bring any complaints to the attention of the staff so that they can be resolved as quickly and informally as possible. The young people, their parent(s) or representatives may also make a complaint to their Social Worker or Unit Manager (Residential) who will ensure that it is investigated appropriately (if the complaint concerns abuse at the home please see section concerning Bullying and/or Child Protection).

There is a formal complaints procedure (that can be easily accessed by contacting the Complaints and Compliments unit) they can be contacted directly and will assist and support the Young Person in managing the complaint.

Complaints, Comments & Compliments Unit,
Ground floor, Civic Centre 1
High Street, Huddersfield HD1 2NF
Telephone number: 01484 221000
Email: childrencomplaints@kirklees.gov.uk

Children's Rights Service: A group set up to support and assist young people in care.

The Children's Rights Service
Brian Jackson House

New North Parade
Huddersfield
HD1 5JP.
Telephone number: 01484 221000
Freephone 0800 389 3312 13

Ofsted: This body is responsible for conducting inspections at the home twice a year. They can be contacted by young people or staff that may have concerns about how the Home is operating. They can be contacted at:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel: 0300 1231231
Fax: 08456 404049
Email: enquiries@ofsted.gov.uk

The Children's Commissioner – Anne Longfield OBE
The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
London
Telephone number: 020 7783 8330

Social Worker Support: Young people's Social Workers may also provide support, advocacy and representation as part of their work with young people.

Civic Centre 1
High Street
Huddersfield
HD1 2NF
Telephone number: 01484 221000

Childline – A charity offering confidential advice and support. 0800 1111
All the above Agency's telephone numbers are available in the "Young People's Booklet", which young person are provided with on or before admission to Woodlands.

Ofsted will be notified of any serious complaint about the home or staff working here.

7 Child Protection

All substantive staff receive training in safeguarding and behaviour management.

Staff required working with Young People in any capacity within the home must have a full Disclosure and Barring check.

Safeguarding Procedures are accessible to all staff via the following links:

Children's Residential Procedures:

Children and Adults Procedures:

<http://kirkleeschildcare.proceduresonline.com/index.htm>

These can be made available on request

Staff at Woodlands are aware of their duty to report any behaviour by other members of staff that they would consider to be inappropriate and or abusive under 'Whistle Blowing' Procedure and all staff must be alert to this possibility.

All new members of staff working in the home will have undergone checks by the Disclosure and Barring Service.

If an allegation of abuse is made against a member of staff, any other employee or 'independent professional' (doctor, dentist etc.) all such incidents will be reported to the LADO and the child's interests will be taken as paramount.

The Senior Nominated Officer will refer the matter immediately to the Child Protection and Review Unit if there are grounds to believe that there has been abusive behaviour. A strategy meeting will then be held to determine how to proceed further.

All staff receives training in safeguarding and behaviour management and will be alert to the possibility of "Child to Child" abuse, be it physical, sexual, emotional or neglectful and the legal duty to investigate such matters. When abuse of a young person is alleged to have been carried out by another child or young person, or it is suspected, the Safeguarding Procedures must be followed in respect to both the abused and alleged abuser.

Views Wishes and Feelings

8 Consultation

The Young People at Woodlands will be encouraged to make their views about their care and plans made for them known to staff in several ways. Young people are invited to work closely with their Key Worker to discuss their care in regular meetings and where needed the Key Worker is expected to advocate on behalf of the Young Person to ensure that their voice is heard.

A Young People's meeting will take place on a regular basis where issues / problems about the home and people in it can be raised and feelings made known. Menus will be discussed along with ideas for holidays and grumbles can be aired.

Our Young People are encouraged by their Key Worker and supported to engage with the review process in order that they can feel part of the process and decision making.

We support Young People to fill out a consultation paper that breaks down areas of care and asks them to rate the homes performance. We use this information to improve practice in the home and hopefully the care experience for children.

The Young People are also encouraged to access the Children's Rights service, which can act as an advocate for Young People when required. Our Young People can become a member of the Children in Care Council, a group open to Young People 12 and over. This group looks at the issues that affect them in their daily life, service developments affecting them, and provides a forum for consultation with staff that are developing services directed at children and young people. These Young People can also be part of the recruitment process for Social Worker's and residential staff in Kirklees

9 Anti-Discriminatory Practice

All staff at the Home are aware of the discrimination faced by young people with difficulties and the fact that some of Young People may face additional discrimination due to their ethnicity, gender, social class, and so on. We try, through our work with the Young People, to counteract this.

We do this by encouraging our Young People to have a positive image of them-selves, by enabling and encouraging them to have experiences which they may otherwise not have, and by ensuring that the young people can speak and make choices for themselves whenever possible. Where necessary, the staff will enable Young People to challenge discrimination if it arises, or we will challenge it on their behalf.

Our experience tells us that it's the little things we do that can make a child's stay with us a happy one.

We have six core values, these are; privacy, dignity, choice, independence, rights and fulfilment.

Education

10 SEN

The home will support YP with Special Educational Needs in line with their Educational, Health and Care Plan (EHC). Key Workers will attend EHC reviews wherever possible.

Key Workers will undertake visits to the Young Person's school to evaluate progress and how the home can support the Young Person with their educational needs.

Young Person living at Woodlands will be linked to the virtual school and supported by their staff. This service is led by the Virtual Head Janet Tolley.

When a child is admitted to the Home we inform the Virtual Head and arrangements are made to support the Young Person with their school needs.

Where a child has a Statement we will focus on understanding the child's needs in this area and work closely with education to ensure that the child is supported to achieve their full potential.

11 The home is not registered as a school

12 Arrangements for children to attend school

There is an expectation that any Young Person living at Woodlands will attend school, or a work placement. The child's school will only be changed if it is deemed necessary to meet the Young Person's educational needs effectively and with the agreement of those having parental responsibility.

If the young person is not attending school for any reason staff will liaise with the Social Worker, parents, education department, virtual head, virtual school support team and leaving care team etc. to ensure that the ongoing educational needs of the young person are met.

Staff at the home will make every effort to ensure that Young People attend school. Young People will be provided with facilities to do homework, school uniforms and other equipment will be purchased when required, staff will attend school functions with Young People whenever appropriate (this could include parent's evenings, sports days, school plays and any other school events etc.).

Young people will be encouraged and supported financially to take part in school activities, trips, clubs etc.

Staff will liaise with a named teacher on a regular basis (which may be daily if there are concerns). If there are issues with attendance staff may accompany Young People to school or transport them via taxis.

The education of every Young Person accommodated at Woodlands will be discussed at each review and Placement Planning Meetings to ensure that their educational attainment / needs are being addressed. It will be a requirement that each young person accommodated at Woodlands has a copy of their Personal Education Plan on their residential file.

If a young person is excluded from school for whatever reason staff at Woodlands will strive to occupy them with educational activities provided in liaison with their school, during the school day. Woodlands provides a room with computers, desk and books where young people can complete educational work such as homework.

Those young people that attend school on a regular basis will be rewarded in some way each week. Achievements, however small, will be celebrated and the young person rewarded for their achievement.

Enjoy and Achieve

13 Activities

The Young People living at Woodlands will be encouraged to continue to attend any recreational, sporting or cultural activities that they were involved in prior to their admission. We will provide transport or finance to enable attendance to continue. If a uniform or other 'kit' is needed the home will also provide the finances to purchase these.

If the young people are not involved in any recreational, sporting or cultural activities we will encourage the Young People to join any local clubs or make use of any local facilities that they have identified or that the staff have suggested. Again transport and any 'uniform' or 'kit' required will be purchased by the home.

We encourage our Young People to take part in "challenges" these can be charity events such as runs, walks and cycle rides. We also try to engage our Young people in outdoor activities with a view to completing walks at some of North Yorkshires highest peaks.

The home provides a summer holiday, days out, educational visits and excursions, every young person accommodated in the home is encouraged to choose and attend where appropriate.

14 Health

Young People living at Woodlands will be registered with a local G.P; Optician and Dentist if they are not already registered. They will be encouraged to have a medical assessment when they first become looked after and at least annually after that. This will be undertaken by the local authorities looked after children's nurse.

Where a young person is sixteen or over, or considered of sufficient understanding, medical treatment will only be administered with their consent.

Any accidents or illness will be recorded on the Young Person's daily records as well as the homes accident and injury book. Any visits to hospital (for treatment), doctors, dentist, opticians etc will be recorded on the young person's file and staff (or parents if appropriate) will accompany young people on these visits (though at the request of the young person they may not be present if the Young Person is to be examined).

Staff will also advocate on behalf of the Young Person if they are requesting to be examined by a doctor (or other medical professional) of the same sex.

Prescribed medication will be kept in a locked medical cabinet in the office. The dosage and frequency of administration will be recorded as will if the young person refuses to take their prescribed medication.

Young people will be encouraged to take a positive attitude to their health care and will receive information regarding alcohol and other substance use, HIV and Aids, sexual health and any information deemed appropriate. Staff will follow the Guidance from the Teenage Pregnancy Unit and the authorities designated LAC nurse re: sexual health and contraception. As some of the young people accommodated may be sexually active, condoms will be available. Young people will be discouraged from smoking and provided with assistance to stop if requested.

Healthcare advice and support for the home is provided by 2 qualified health care professionals –

Helen Wilcock - Registered Paediatric Nurse (RN Child)

Joanne Ambler - RGN (Registered General Nurse)

RM (Registered Midwife)

SCPHN (SN) BSc Hons Specialist Community Public Health Nurse

As a Local Authority we have adopted the Pillars of Parenting as a way of working with Young People. This involves our residential staff completing a series of assignments and being accredited. See Appendix -

15 Positive Relationships

Generally contact for our children is dictated by the child's Care Plan. This can be Court directed for children who are accommodated under s31 orders. For children who are accommodated under s20, contact would normally be planned at a review.

We aim to work closely with the child, their Social Worker and family to ensure that contact is a positive experience. Where contact is positive we strive to ensure that it takes place as planned by checking contact arrangements and providing transport.

Key Workers have a duty to advocate on behalf of children and work closely with the child to ensure that the child is happy with contact and that contact takes place as planned.

Protection of children

16 Monitoring and surveillance

We do not have any surveillance cameras in the home. We have a monitoring system on the front door and the side (emergency exit) door. This is in the form of a beeper alert that indicates when the door is opened.

17. Fire and Emergency

In the event of the fire alarm sounding, there is a clear fire procedure in place to support the safe evacuation of individual young people and staff as per risk assessment. If it is established that a fire has occurred, staff on

duty will support all young people and any visitor to the home to leave the building by the nearest exit closing all doors behind them and will then assemble outside at the front of the building.

There is a designated fire marshal allocated at the start of each shift who is responsible for taking the lead if the fire alarm were to be actuated.

The fire service will be called (999) by the designated fire marshal whenever the alarm is actuated. When everyone is safely evacuated, the Fire Service will investigate the cause of the alarm actuating. When the Fire Service is satisfied that there is no risk and the alarm has been reset the staff and young people can re-enter the building. If the building is deemed unsafe, there is a Contingency Plan in place to take all young people to a place of safety.

It is the duty of all staff on discovery of a fire to actuate the alarm at the nearest break glass point and to assist all young people to evacuate the building.

(A copy of the fire procedure is available on request)

Fire tests are conducted weekly (on Mondays) at Woodlands; any faults are reported immediately and dealt with promptly. Full evacuation drills are conducted on a regular basis in line with Kirklees Buildings Control Fire Safety requirements.

Smoke detectors are fitted in all rooms within the home, all doors are fire doors, with automatic closers, and there is an emergency lighting system.

Fire extinguishers and fire blankets are provided within the home and are regularly checked and maintained by fire officers.

All staff and young people are aware of and regularly updated on fire procedures.

Electrical and gas installations are inspected at least annually. Boilers are maintained at least annually and all certificates are kept on file on Woodlands.

The local fire authority has been consulted about the fire precautions used in the home and associated emergency procedures, the local fire service visit Woodlands and have a copy of the layout of the building to assist them should they need to evacuate Woodlands in an emergency.

18 Behavioural support

We believe that rewarding positive and acceptable behaviour is beneficial to the well-being and development of children. A Restorative Approach is encouraged with a view to the Young Person reflecting on how inappropriate behaviours may impact on others and how this can be addressed.

At the times when a Young Person is exhibiting unreasonable or unacceptable behaviour we may use the following measures of control:

Verbal reprimand, removal from the group in the form of timeout. Extra household chores for the day, extra supervision, requirement to apologise and the withdrawal of recreational activities.

Staff may use a number of consequences when normal levels of control are not appropriate and takes into account the Young Person's level of development and understanding. We discuss with each child the measures of control that they agree to and we record this on the form "permissible sanctions" this is kept in the child's daily file.

If any of the agreed consequences have been applied the Young Person will in most circumstances be able to 'earn' back the consequence using the Restorative Approach.

We reserve the right to remove personal belongings that pose a risk to health and that we believe may be a danger to the child or others, or that may be used in criminal activities, for example any form of weapon. These items may be confiscated and the police informed where appropriate.

Physical restraint may only be used as a last resort: 'When staff have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself, others, or causing serious damage to property'.

The least intrusive method of control must be used and failure of a particular strategy to secure compliance will not automatically signal the immediate use of a more forceful form of intervention.

Physical restraint will only be used as an act of care and control and not as a punishment. Physical interventions, when to use them, and the techniques to be used will have been discussed and agreed with Young People and recorded in their Positive Handling Plan.

If it is safe to do so, staff will use diversion techniques prior to any restraint. If a restraint proves to be necessary the young person will be warned where appropriate. If possible two members of staff should be involved in the restraint and should use the least amount of force and least intrusive hold necessary to protect the young person, others, themselves or property. Young people should not be routinely taken to the ground.

The young person involved in any restraint should be spoken to (when ready) by any member of staff and the reasons why they were restrained should be explained. The young person's understanding of why they were restrained should be recorded and they should be asked if they wish to make a complaint or medical treatment. This conversation will also be recorded.

All the staff will receive additional training in 'Team Teach and Team Teach advanced and it will be these techniques and strategies that they will be expected to use when managing behaviour in the home. Team Teach focusses on positive and protective handling strategies that have their foundation in diversion and conflict avoidance.

All sanctions and incidents of restraint will be recorded in the appropriate file and in the young person's individual file and other relevant forms such as incidents forms completed. The Unit Manager (Residential) and young person's social worker (or if unavailable their Team Manager) will be informed of any restraint as soon as is practicably possible and have the incident forms sent to them.

On any young person's admission to the home they will be informed that violent, abusive and criminal behaviour is not acceptable and that if they assault anyone in the Home or cause criminal damage the matter may be reported to the Police. Staff should take a reasonable and proportionate response to antisocial behaviour.

Staff may also temporarily remove mobile phones or sim cards in the interest of safeguarding a young person. It may be identified in the impact assessment or 72hr planning meeting that these temporary safety measure need to be in place for individual young people. Any such long term measures must be identified in a young person's Care Plan.

At Woodlands we also believe that Young People should be consulted about the management of the home and what the staff are trying to do for them.

The above will foster good relationships between the staff and young people and thus reduce the need for control, restraint and use of sanctions.

19. Bullying Prevention

We are committed to creating an environment where everyone has the right to work, learn and live in an atmosphere free from victimisation and fear. It is essential that young people are able to build positive social relationships with other people, bullying undermines this objective and will not be tolerated. A pro-active approach is adopted with children and young people being educated in this area through group and individual work, outside agencies, and general discussion.

We aim to create and sustain a culture and ethos of zero tolerance to bullying. Essential elements of our approach are:

- Training staff to identify potential risk, bullying incidents, and manage support around these using a restorative approach
- Being able to talk freely through any difficulties with both the person being bullied and the protagonist with the help if necessary of another person.
- Being able to talk freely with the Manager, key worker or other members of staff.
- Being able to talk to an independent person such as teacher, friend, relative or their Social Worker. To include being given knowledge of their Children's Rights Service and advocacy services and how to contact these.

- Being given knowledge and understanding of what bullying is and how victims may feel. This information is also outlined in the young person's introduction and also in the young persons' booklet.

Procedures are in place that informs staff of how to deal with a suspicion or allegation of bullying against the Registered Manager or staff in the company.

Staff meetings are used to discuss bullying; our approaches to it and our policy are reviewed as required. Equally young people discuss bullying in their house meetings.

We are aiming to foster the notion within the individuals that:

- Bullying is wrong and unacceptable
- It is important to "tell"
- It is "safe" to tell

All reported incidents of bullying are taken very seriously and fully investigated. If a complaint of bullying has been received, the young person will be closely monitored as to their emotional progress, education and general well-being.

We will take all reasonable steps to try to resolve the situation between the victim and perpetrator by attempting to find a "middle ground" between the two, through resolution. All outcomes will be recorded and contracts agreed if needed.

CHILDREN'S SCRUTINY PANEL – WORK PROGRAMME

		ISSUES IDENTIFIED FOR INCLUSION IN THE WORK PROGRAMME 2017/18		
Issue	Put forward by	Approach and areas of focus	Outcomes	OFFICER/PARTNER COMMENTS
FULL PANEL DISCUSSION ISSUES				
1. Implementation of Improvement Plan & Ad-hoc Scrutiny Panel	OSMC (2016/17 work programme)	<p>This will be a Quarterly Discussion at the Children's Scrutiny Panel.</p> <p>The Panel will receive updates on the Improvement Plan and Children's Scrutiny ad-hoc panel recommendations.</p> <p>The Improvement Board meets once a month. The minutes of this meeting will be brought to this Panel.</p> <p>The Panel will consider recruitment and retention of social workers.</p>	<p>The Scrutiny Panel is assured that the Local Authority are progressing at pace with the Improvement Plan.</p> <p>That future Ofsted visits begin to see significant improvement in Children's Services.</p> <p>The Panel is assured that staff are well supported to do their job and that retention rates improve to those seen in other 'good' Local Authority areas.</p> <p>The Panel is clear that staff have been trained on the chosen Social Work Model and the newly implemented IT system.</p> <p>That the use of agency staff reduces significantly to below 10%.</p>	<p>Improvement Plan needs updating with progress and RAG ratings.</p> <p>Update from Ofsted visit to 29th January meeting.</p> <p>Further update from Ofsted visit to 26th April meeting.</p> <p>Update on Partnership arrangement / Ofsted visit to 29th January panel meeting.</p> <p>Arrange a visit to speak to social work staff. Visit to Duty and Advice Service to be arranged.</p> <p>Members to visit a forum for head teachers and governors to ask for their experiences of the new front door policy. To be arranged.</p>

		ISSUES IDENTIFIED FOR INCLUSION IN THE WORK PROGRAMME 2017/18		
Issue	Put forward by	Approach and areas of focus	Outcomes	OFFICER/PARTNER COMMENTS
FULL PANEL DISCUSSION ISSUES				
2. Performance Management		<p>The Panel will receive regular information about performance, in order to monitor and challenge progress.</p> <p>Performance information will be presented in an accessible “reader friendly” format.</p>	<p>The Scrutiny Panel has considered and commented on regular, meaningful performance information.</p> <p>The Panel has a good understanding of areas of high performance as well as areas requiring further improvement.</p> <p>The Panel is assured that the measures being put in place to address under performance are on target and achieving the required improvement.</p>	Q2 performance to 29 th January 2018 meeting.
3. Corporate Parenting Support for looked after children and care leavers.	Steve Walker	<p>The Children’s Scrutiny Panel will consider how well the Council is meeting its responsibilities to looked after children. Including how the Council is ensuring that the voice of the child is heard.</p> <p>Scrutiny to consider whether the council and partners are being effectively held to account.</p>	<p>The Scrutiny Panel is satisfied that robust processes and support are in place to ensure that children in Kirklees are safe.</p> <p>The Panel is clear that the service is meeting the 5 core principles of social work - allocation, seeing the children, assessment, planning and reviewing.</p> <p>The Scrutiny Panel is satisfied that children are listened to, the</p>	<p>Visit to Drop in Centre took place before 18th December meeting.</p> <p>Update to meeting 16th April.</p>

		ISSUES IDENTIFIED FOR INCLUSION IN THE WORK PROGRAMME 2017/18		
Issue	Put forward by	Approach and areas of focus	Outcomes	OFFICER/PARTNER COMMENTS
FULL PANEL DISCUSSION ISSUES				
			information is accurately recorded, and that requests being made by children are considered and responded to.	Visit to a children's home arranged. Verbal update to 5 th March meeting.
4. Elective Home Education	Steve Walker	<p>The Panel will consider the Council's arrangements for children who receive home education. This will include consideration of safeguarding responsibilities.</p> <p>The Panel will also consider the work to develop a pathway to prosecution.</p>	<p>The Scrutiny Panel is clear that the LA, schools and parents all have a clear understanding of what is required and expected of them.</p> <p>The Panel has clarified that robust safeguarding processes are in place for children in elective home education</p> <p>The Panel has contributed to the development of a pathway to prosecution.</p>	<p>Agreement received from OSMC to formation of an ad-hoc scrutiny panel.</p> <p>Ad-hoc panel meetings are ongoing.</p>
5. Special Educational Needs (To include School Transport)	Steve Walker	<p>The Panel will scrutinise how Kirklees supports children with SEN and disabilities , including consideration of educational achievements and attainments post 16</p> <p>The Panel will consider how Kirklees Services measure up to</p>	<p>The Scrutiny Panel is assured that the SEND team are as prepared for the future inspection by Ofsted with clear evidence against key lines of enquiry.</p> <p>The Panel has highlighted potential areas where evidence needs strengthening.</p>	<p>The item (SEN - Transport) was considered at the Children's Scrutiny Panel Meeting on 29th January 2018.</p> <p>Un update on SEND was considered at 5th March meeting. A further update will</p>

		ISSUES IDENTIFIED FOR INCLUSION IN THE WORK PROGRAMME 2017/18		
Issue	Put forward by	Approach and areas of focus	Outcomes	OFFICER/PARTNER COMMENTS
FULL PANEL DISCUSSION ISSUES				
		<p>the requirements of the new OFSTED inspection regime</p> <p>The Panel will consider the proposed revisions to the Home to School Transport Policy and the implications for the Council, children and their parents.</p>	<p>The Panel is clear about the pathways available for children post 16 with SEND. The Panel has commented on the development of future post 16 pathways.</p> <p>The Panel has considered the consultation around home to school transport and provided views on the proposed changes to the Policy.</p>	<p>be sent to Panel members and will be considered again on 16th April 2018.</p> <p>The mainstream report was considered at the meeting on 5th March 2018. The proposed revised Home to School Transport Policy will be brought to a future meeting of the Panel.</p>
6. PSHE / Prevent	OSMC (2016/17 work programme)	Areas of focus for the Scrutiny Panel will be Citizenship	The Scrutiny Panel is clear about the delivery of PSHE (including statutory requirements) in the areas of focus	Briefing paper requested from Val Flintoff.

		ISSUES IDENTIFIED FOR INCLUSION IN THE WORK PROGRAMME 2017/18		
Issue	Put forward by	Approach and areas of focus	Outcomes	OFFICER/PARTNER COMMENTS
FULL PANEL DISCUSSION ISSUES				
		Religious Education Prevent	and its effectiveness for children and young people. The Panel feel and react following receipt of Prevent teaching and that this has shaped future Prevent teaching.	Completed.
7. EIP Strand	OSMC (2016/17 work programme)	To receive updates on issues relevant to the portfolio		
8. CSE and Safeguarding Member Panel	OSMC (2016/17 work programme)	Minutes Quarterly to Panel	The Panel will receive the minutes of the Panel on a quarterly basis and have an initial overview of the work of the Panel and its areas of focus.	
9. KSCB	OSMC (2016/17 work programme)	Presentation to OSMC on 18 th December 2017	The Scrutiny Panel is clear about the focus of the work of the KSCB and satisfied that it is effective and accountable.	Members of the Panel to attend a KSCB meeting. The board chair be invited to attend to update the panel at a future date to ensure that the KSCB continues to provide effective challenge.
10. Regional Adoption	OSMC (2016/17 work programme)	Briefing paper to be circulated to Panel members	The Panel understands the role and approach of the recently introduced Regional Adoption function and its implications for services in Kirklees.	

		ISSUES IDENTIFIED FOR INCLUSION IN THE WORK PROGRAMME 2017/18		
Issue	Put forward by	Approach and areas of focus	Outcomes	OFFICER/PARTNER COMMENTS
FULL PANEL DISCUSSION ISSUES				
11. Children and Young People's Plan	Mary White / Steve Walker	Paper to Children's Scrutiny	The Panel has opportunity to comment on the proposed updated Children and Young People's Plan.	Draft plan to be brought in the next municipal year

Chairs briefings – identification of pre-decision items.

Name of meeting: Scrutiny Panel

Date: 16.4.18

Title of report: Highlight Report – SEND Area Inspection

Purpose of report: to outline our readiness for an inspection, and to present our assessment of areas of strength and areas for development.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	No
The Decision - Is it eligible for call in by Scrutiny?	No
Date signed off by <u>Strategic Director</u> & name	Saleem Tariq 3.4.18
Is it also signed off by the Service Director for Finance IT and Transactional Services?	
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	
Cabinet member portfolio	Cllr Kendrick, Cllr Ahmed

Electoral wards affected: all

Ward councillors consulted: Cllr Kendrick, Cllr Ahmed

Public or private: Public

1. Summary

From May 2016, and over the next five years, all Local Authority areas will be subject to an inspection under section 20 of the Children Act 2004 which is carried out by Ofsted and the Care Quality Commission of a 'local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities.' This inspection will focus on:

- An evaluation of how effectively the local area identifies disabled children and young people and those who have special educational needs
- An evaluation of how effectively the local area meets the needs and improves the outcomes of disabled children and young people and those who have special educational needs.

In order to make their judgements, inspectors will talk to parents and carers, the children and young people themselves, officers from Health and Children's and Adults' Social Care, and schools and settings.

The framework for this inspection is included at Appendix A.

Although the inspection does not result in an OFSTED judgement, some Local Authorities (about one third of those inspected so far) have been, and will be required to produce a post inspection action plan which will then be monitored.

In October 2017, Ofsted published a report 'Local Area SEND Inspections – One Year On' (attached at Appendix B) which has been a useful point of reference in evaluating our approach for the inspection, but more importantly, to evaluate and drive improvement for children and young people's outcomes.

In Kirklees, preparation for the inspection is overseen by the SEND Strategy Group. This group has brought together representation from Education, Health, Children's and Adult Social Care, parents and carers, and Third Sector Leaders.

Complementary to the SEND Strategy Group;

- The Integrated Commissioning Group who oversees the development of SEND practice in relation to the Children and Families Act, and,
- Following the recent High Needs Review (a link to the outcome of the review is included below in section 8), where each Local Authority was required to undertake work with maintained schools, academies, free schools and others to agree how special educational needs should be met across their area, the LA held a multi-agency 'Visioning Day' in order to continue to develop a shared understanding about priorities for improving practice and capacity across the system in order to improve outcomes for children and young people with SEND.

2. Information required to take a decision

Through the SEND Strategy Group, the partnership has developed an understanding of our areas of strength and areas for development and these are summarised at Appendix C. It is important to acknowledge that the group is continually reviewing and revising our position with colleagues from Education, Health, Adult Social Care and Commissioning. Our evaluation has been co-produced with parents.

Areas of progress include:

- An ongoing working relationship with our Parent Forum with many examples of co-production
- Some good examples of joint commissioning
- Evidence of strong practice in our schools and settings
- Robust process and practice within services that support children and young people in specific circumstances (through the Virtual School, the YOT, and the Education Safeguarding Team)
- An increasingly robust data set to support decision-making in joint commissioning
- Successful commissioning of the Healthy Child Programme – Thrive Kirklees
- Completion of all Transfer Reviews within the statutory deadline
- A comprehensive review of our SEND offer is being undertaken within the High Needs Review with significant involvement from all relevant groups (parents, education, third sector, adult social care, health)
- Increasing involvement of Kirklees Community Hubs in addressing need through partnership working with many case studies to demonstrate this.

Areas in need of development are:

- Greater focus on the outcomes for children and young people with SEND, although post 16 this is an area of strength.
- Continued workforce development across schools and settings, and in Health to further develop practice (there are Champions groups in place that can evidence good practice)
- Greater and deeper engagement with Children's Social Care through the 10 point improvement plan to ensure greater involvement in statutory processes.
- A review of our statutory processes (within the SEND Assessment and Commissioning Team - SENDACT) to ensure that there is capacity to meet need moving forward
- Development of all practice post 16 to ensure sufficiency of choice of provision, and that agencies are working together to prepare young people for adulthood
- Development of educational sufficiency (in terms of specialist places and practice) in order to reduce reliance on out of LA placements
- Increase the presence of the Kirklees Local Offer.

In addition there are still some specific pieces of work to develop, e.g. Personal Budgets, Assistive Technology Strategy.

3. Next steps

The SEND Strategy Group will continue to monitor the preparation for OFSTED and Portfolio Holders are briefed regularly. The High Needs Review has led to the development of an action plan and this work will feed into the inspection preparation.

Further, urgent work must be done in two key areas:

- Greater partnership working with Children's Social Care through the development of a Social Care Champions Group to mirror those in Health and Education, and ensuring this is well connected to transitions into adulthood.
- An increase in SENDACT's capacity to carry out the LA's statutory duties. Additional resource has been requested for this purpose.

6. **Officer recommendations and reasons**

A continued focus on preparation for this inspection is required from colleagues in Education, Health and Social Care, along with a review of the SEND Assessment and Commissioning Team in order that they are able to meet the Council's statutory duties in relation to SEND.

Developing a strategic response to the priorities that emerged from the High Needs Review and the multi-agency 'Visioning Day' is a key focus for the Service in order to develop practice and capacity across the system in order to improve outcomes for children and young people with SEND.

7. **Contact officer**

Mandy Cameron – Head of Service

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8. **Background Papers and History of Decisions**

Kirklees High Needs Review – Report to Kirklees Council Cabinet

<https://democracy.kirklees.gov.uk/documents/s21928/2018%2002%2020%20HNR%20redacted%20version%20of%20report.pdf>

Kirklees High Needs Review – Published Plan

<https://www.kirklees.gov.uk/beta/special-education/pdf/special-provision-plan-from-high-needs-strategic-review.pdf>

9. **Service Director responsible**

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The framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities

Framework for inspecting local areas in England under section 20 of the Children Act
2004

Age group: 0–25

Published: April 2016

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Contents

Introduction	3
The purpose of inspection	3
The local area and the role of the local authority, health partners and other agencies	4
Legislative basis for inspection	6
Post-inspection	7
How local areas are selected for inspection	7
The focus of inspection	8
Reporting on the inspection outcomes	8
Composition of the inspection team	9
Conduct during inspection	10
Expectations of local areas and providers	10

Introduction

1. New duties on local areas regarding provision for children and young people with special educational needs and/or disabilities are contained in the Children and Families Act 2014 (the Act) and amplified in regulations and in the 'Special educational needs and disability code of practice: 0 to 25 years'¹ (the Code of Practice). The Code of Practice is statutory guidance published by the Department for Education (DfE) and the Department of Health (DoH). The duties came into force in September 2014.
2. The Minister of State for Children and Families has tasked Ofsted and the Care Quality Commission (CQC) with inspecting local areas on their effectiveness in fulfilling the new duties.
3. This framework sets out the key inspection principles and should be read alongside the Code of Practice and the 'Handbook for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities'.²
4. The inspection handbook is a guide for inspectors on how to carry out local area inspections. The framework and handbook are made publicly available to help ensure that local authorities and health services, early years settings, schools, further education providers and other organisations are informed about the process and procedures of these inspections and to support local areas in their self-evaluation and ongoing improvement. It is also available to young people, parents and carers to help ensure that they are aware of how these inspections are carried out.

The purpose of inspection

5. Ofsted and CQC are required to carry out their work in ways that encourage the services they inspect and regulate to improve, be user-focused and be efficient and effective in their use of resources.³
6. These inspections will provide an independent external evaluation of how well a local area carries out its statutory duties in relation to children and young people with special educational needs and/or disabilities in order to support their development. The inspection will review how local areas support these children

¹ 'Special educational needs and disability code of practice: 0 to 25 years', (DFE-00205-2013) Department for Education and Department of Health, 2015; www.gov.uk/government/publications/send-code-of-practice-0-to-25.

² 'Handbook for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities'; www.gov.uk/government/publications/local-area-send-inspection-guidance-for-inspectors.

³ As set out in section 119(1) of the Education and Inspections Act 2006; www.legislation.gov.uk/ukpga/2006/40/section/119; and section 3(2) of the Health and Social Care Act 2008; www.legislation.gov.uk/ukpga/2008/14/section/3.

and young people to achieve the best possible educational and other outcomes, such as being able to live independently, secure meaningful employment and be well prepared for their adult lives.⁴ Therefore, although these inspections are designed to hold local areas to account, they also intend to assist local areas in improving and developing their processes and support systems in order that local areas become more effective and deliver better outcomes for children and young people.

7. The inspection leads to a published report that:

- provides children and young people, parents,⁵ elected council members, local providers and those who lead and manage the delivery of services at local level with an assessment of how well the local area is meeting the needs of children and young people with special educational needs and/or disabilities, and how well service providers work together to deliver positive outcomes
- provides information for the Secretary of State for Education about how well the local area is performing its role in line with its statutory responsibilities and the Code of Practice
- promotes improvement in the local area, its education, health and social care provision
- where relevant, requires the local area to consider the actions that it should take in light of the report and prepare a written statement that sets out those actions and the timetable for them.

The local area and the role of the local authority, health partners and other agencies

8. It is important to note that these inspections will evaluate how effectively the local area meets its responsibilities, and not just the local authority. The local area includes the local authority, clinical commissioning groups (CCGs), public health, NHS England for specialist services, early year's settings, schools and further education providers.
9. Each local area will be asked to nominate a representative – a 'local area nominated officer' – who will act as a single point of contact on behalf of all local agencies throughout the inspection and until the publication of the inspection report. Their role will be to liaise with the lead Her Majesty's Inspector (HMI) throughout the inspection so that inspection activities can be coordinated effectively.

⁴ Section 19(d) of the Children and Families Act 2014;
www.legislation.gov.uk/ukpga/2014/6/section/19/enacted.

⁵ The term 'parents' refers to mothers, fathers and/or carers.

10. The local area is the geographical area of the local authority. However, the responsibility of the local area for children and young people who have special educational needs and/or disabilities extends to those who are residents of the local area but attend educational establishments or receive services outside the local authority's boundaries.
11. During the inspection, inspectors will visit providers, such as nurseries, schools, colleges and specialist services.⁶ These key activities to gather evidence are critical to enhancing inspectors' understanding of how all local providers and agencies work collaboratively together to improve the life chances of children and young people with special educational needs and/or disabilities. However, it is important to note that when inspectors visit providers, these providers are not under inspection but remain subject to separate institutional inspection arrangements in line with Ofsted's and CQC's statutory and regulatory duties and powers. Therefore, inspectors are not there to evaluate the effectiveness or quality of the individual service or provider.
12. If during the course of these inspections inspectors become aware of concerns of a safeguarding or child protection nature, they will make additional enquiries to satisfy themselves that such matters are being dealt with appropriately by the relevant authorities and in line with statutory requirements.⁷ In circumstances where inspectors remain concerned that children and young people are not safeguarded, or are at risk of harm, Ofsted and/or CQC will consider whether it is appropriate to take further action. This could include, where appropriate, inspectors referring individual children's and young people's cases to the local authority or inspection of the individual service or provider in line with Ofsted's or CQC's statutory and regulatory duties and powers.
13. The starting point for inspection is the expectation that the local area should have a good understanding of how effective it is. Leaders⁸ for the local area should be able to accurately assess how well the local area meets its responsibilities. Leaders should have an understanding of strengths and aspects that require

⁶ Services will include specialist support and therapies, such as clinical treatments and delivery of medications, speech and language therapy, assistive technology, personal care (or access to it), Child and Adolescent Mental Health Services (CAMHS) support, occupational therapy, habilitation training, physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies and also emergency provision. They could include highly specialist services needed by only a small number of children. Social care services include childcare, leisure activities, support for young people when moving between social care children services and social care adult services, and support for young people in living independently and participating fully in society.

⁷ 'Keeping children safe in education', Department for Education, 2015; www.gov.uk/government/publications/keeping-children-safe-in-education--2, and 'Working together to safeguard children'; www.gov.uk/government/publications/working-together-to-safeguard-children-2.

⁸ The term 'leaders' refers to those responsible for the strategic planning, commissioning, management, delivery and evaluation of services to children and young people with special educational needs and/or disabilities.

further development. Inspectors will test out the accuracy of this understanding during the inspection as they make their evaluation.

Legislative basis for inspection

14. Local area inspections of responsibilities for children and young people with special educational needs and/or disabilities are carried out under section 20 of the Children Act 2004.⁹ This section enables Ofsted and CQC to undertake joint inspections of each local area in accordance with a timetable approved by the Secretary of State for Education.

15. Further, 'The Children Act 2004 (Joint Area Reviews) Regulations 2015'¹⁰ require that:

'The Chief Inspector of Education, Children Services and Skills must (having regard in particular to the nature of the review):

(a) determine whether it is appropriate for a written statement of proposed action to be made in light of the report; and

(b) if so, determine the person or body ("the principal authority") who must make this statement.'

16. Where Her Majesty's Chief Inspector (HMCI) has determined that a written statement of action is required, the local area must produce this statement within 70 days following receipt of the final inspection report/letter, publish it on local websites and send a copy to Ofsted, CQC and the Secretary of State.¹¹

17. Subject to HMCI's determination, a written statement is likely to be required where inspectors identify significant concerns in relation to one of the following:

- illegal practice
- failure to meet the duties under the Act.¹²

18. On receipt of the written statement of action, HMI will assess whether the statement is fit for purpose and the relevant Ofsted Regional Director will write to the local area to communicate this assessment. Where HMI assess that the written statement is not fit for purpose, they will make recommendations about how the statement needs to improve. The local area should then make appropriate changes and republish the written statement of action.

⁹ Children Act 2004, section 20; www.legislation.gov.uk/ukpga/2004/31/section/20.

¹⁰ Regulations 3(3)(a) and (b); www.legislation.gov.uk/uksi/2015/1792/regulation/3/made.

¹¹ Regulation 4(5); www.legislation.gov.uk/uksi/2015/1792/regulation/4/made.

¹² Inspectors will use their professional judgement to assess whether the overall evidence gathered causes them sufficient concern to recommend that a written statement of action be produced.

Post-inspection

19. Inspections are intended to be constructive for local areas as well as hold them to account. Where a written statement of action is required, the DfE, working with the DoH and NHS England where relevant, will seek to engage closely with the local area to provide appropriate challenge and support to bring about the necessary improvements identified by the inspection. After a period of time, usually around 12 months after the publication of the inspection report, the DfE will advise the Minister on progress made in delivering the improvements. In exceptional circumstances, this may include a recommendation to Ministers that the local area for a further inspection by Ofsted and CQC. Under section 20(1) of the Children Act 2004, Ofsted and CQC must inspect a local area when requested to do so by the Secretary of State for Education, in accordance with the terms specified in that request. Annex A to the inspection handbook outlines the post-inspection support and challenge arrangements.

How local areas are selected for inspection

20. All local areas will be inspected at least once during a five-year period. As set out above, the Secretary of State retains the power to request further inspection activity in a specific local area following the initial inspection. Selection of local areas to be inspected in a given year will endeavour to ensure a spread across the country and will, wherever possible, take account of the timing of other Ofsted and CQC inspection activity to avoid undue burden being placed on local areas.

21. Ofsted and CQC will ensure that scheduling of inspections retains flexibility. Where evidence suggests that there are concerns about a local area, the schedule can be adapted and that local area may be inspected earlier than might have been the case otherwise. This may occur where Ofsted or CQC have significant concerns about how well an area is fulfilling its responsibilities, including, but not exhaustively, in relation to:

- the academic achievement of relevant children and young people over time, taking account of both attainment and progress
- rates of attendance and exclusion for relevant children and young people
- the destinations of relevant children and young people including data for young people not in education, employment or training (NEET)
- the outcomes of any inspections of local authorities and of educational establishments, and health services carried out by Ofsted or CQC
- complaints received about providers or services that are regulated or inspected by CQC and/or Ofsted
- local area performance in the completion of assessments and the making of education, health and care plans within the statutory timescales

- rates of appeal to the First-Tier Tribunal (Health Education and Social Care Chamber)
- any other significant and relevant concerns that are brought to Ofsted's and/or CQC's attention.

The focus of inspection

22. Inspectors will consider how effectively the local area identifies, meets the needs of and improves the outcomes of the wide range of different groups¹³ of children and young people who have special educational needs and/or disabilities as defined in the Act and described in the Code of Practice.

23. The inspection will focus on the contribution of education, social care and health services to children and young people with special educational needs and/or disabilities, as set out in the Act, the Regulations and the Code of Practice.

Reporting on the inspection outcomes

24. The outcomes of the inspection will be reported in a letter and the judgements will be in narrative form. The letter will outline areas of strength and key priorities for improvement. It will be published on the Ofsted and CQC websites, usually within 33 days of the end of an inspection.

25. The inspection of the local area will cover and report on the following key aspects in arriving at a judgement about the effectiveness of the local area:

- the effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities
- the effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- the effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities.

26. In reaching their judgements, inspectors, in line with the requirements of the Code of Practice, will pay particular attention to:

- the accuracy and rigour of the local area's self-evaluation,¹⁴ the extent to which the local area knows its strengths and weaknesses, and what it

¹³ These groups of children and young people are detailed in Part 2 of the 'Handbook for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities'.

¹⁴ It is important to note that Ofsted and CQC do not require self-evaluation to be provided in a specific format. Any assessment that is provided should be part of the local agencies' business processes and not generated solely for inspection purposes.

needs to do further to improve the life chances of children and young people with special educational needs and/or disabilities

- to what extent the outcomes for children and young people are improving as a result of the collective actions and support of local agencies and bodies
- the efficiency of identification of special educational needs and disabilities
- the timeliness and usefulness of assessment
- how well local agencies and bodies plan and coordinate their work to assess need and provide necessary effective support
- how well the local area engages with children and young people, and their parents and carers, to inform decisions about the strategic commissioning of services (joint strategic needs assessment)
- how well the local area involves the individual child or young person, and their parents and carers, in the process of assessing their needs
- how well the local area communicates with children and young people, and their parents or carers, to ensure that these primary users are clear about the identification and assessment processes and the criteria used to make decisions
- the extent to which the local area gives due regard to its duties under the Equality Act 2010 to children and young people with special educational needs and/or disabilities.

27. Please see the inspection handbook for more detail on how the inspection is conducted and the range of evidence that will be considered by inspectors and that will underpin the inspection findings.

Composition of the inspection team

28. The inspection team will be led by an HMI from Ofsted and will include a Children's Services Inspector from the CQC, and an Ofsted Inspector (OI) usually recruited from a local authority but without connection to the local area being inspected.

29. The OI will have: specialist knowledge of disability and special educational needs; a thorough understanding of local area structures and strategic delivery of services; and a health, social care or education background. CQC may, on occasion, allocate more than one inspector to the inspection of the local area. The complexity of the local health economy will be an important consideration. The decision on whether to deploy more than one CQC inspector will be based on a number of risk factors, including, but not restricted to, the number of NHS providers, the geographical area and the number of CCGs.

Conduct during inspection

30. Inspectors must uphold the highest professional standards in their work and treat everyone they encounter during inspections fairly, and with respect and sensitivity.

31. Inspectors will:

- evaluate objectively, be impartial and inspect without fear or favour
- uphold and demonstrate Ofsted and CQC values at all times
- evaluate provision in line with frameworks, national standards or regulatory requirements
- base all evaluations on clear and robust evidence
- declare all actual and perceived conflicts of interest and have no real or perceived connection with the provider that could undermine objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- take all reasonable steps to prevent undue anxiety and minimise stress
- act in the best interests of service users, prioritising the safeguarding and well-being of children and learners at all times
- maintain purposeful and productive dialogue with those being inspected and communicate judgements sensitively, but clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues
- use their title of HMI, Ofsted Inspector or CQC inspector only in relation to their work as inspectors.
- make reasonable adjustments in order to communicate with children and young people and adults with disabilities in line with the Equalities Act 2010.

Expectations of local areas and providers

32. It is important that inspectors, the nominated officer for the local area and staff from agencies and providers establish and maintain a positive working relationship. Ofsted and CQC expect providers to:

- be courteous and professional, treating inspectors with respect and sensitivity

- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their visit in an open and honest way
- enable inspectors to evaluate the provision objectively against the frameworks, standards or regulatory requirements
- provide evidence that will enable the inspector to report honestly, fairly and reliably about their provision
- work with inspectors to minimise disruption, stress and bureaucracy
- ensure the good health and safety of inspectors while on their premises
- maintain a purposeful dialogue with the inspection team
- draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
- recognise that, sometimes, inspectors will need to observe practice and talk to staff and users without the presence of a manager or registered person.

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

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Local area SEND inspections: one year on

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361

Page 91

Contents

Introduction	3
Main findings	5
Findings against the three main aspects of the framework	7
The effectiveness of local areas in identifying children and young people’s special educational needs and/or disabilities	7
The effectiveness of local areas in meeting the needs of children and young people who have special educational needs and/or disabilities	9
The effectiveness of local areas in improving outcomes for children and young people who have special educational needs and/or disabilities	11
Inspection findings in the local areas required to produce a written statement of action	14
Common areas of significant concern	14
The process for submitting and reviewing the written statement of action	15
Annex A: Local area inspections May 2016 to May 2017	16

Introduction

1. The former Minister of State for Children and Families commissioned Ofsted and the Care Quality Commission (CQC) to work together to develop and deliver a programme of 152 local area inspections over approximately a five-year period. Together, the two inspectorates designed a new framework to inspect the effectiveness of local areas in fulfilling their new duties in the 'Special educational needs and disability code of practice: 0 to 25 years' (the Code of Practice).¹ The first local area inspections took place in May 2016.
2. The Code of Practice applies to England. It provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. The duties came into force in September 2014. The Code places responsibility on the local area to identify and meet the needs of children and young people who have special educational needs and/or disabilities (SEND) aged 0 to 25. The local area includes the local authority, health commissioners and providers. These inspections are conducted under section 20 of the Children's Act 2004.
3. The framework for these inspections sets out how Ofsted and CQC jointly inspect the local area's effectiveness in three main aspects:
 - identifying children and young people's SEND
 - meeting the needs of children and young people who have SEND
 - improving outcomes for children and young people who have SEND.

Inspectors assess how well local areas are preparing these children and young people to live as independently as possible and, where possible, secure meaningful employment as they move into their adult lives.

4. This inspection framework holds local area leaders to account for how they implement the Code of Practice and for their strategic leadership of services in the local area. In particular, inspectors evaluate how well the implementation of the Code leads to improvements in:
 - identification of SEND
 - providing for and meeting needs
 - outcomes for children and young people who have SEND.

Ofsted publishes an outcomes letter to the local area leaders after inspection. This letter gives the main findings from the inspection. It sets out the local

¹ 'Special educational needs and disability code of practice: 0 to 25 years', Department for Education and Department of Health, 2015; www.gov.uk/government/publications/send-code-of-practice-0-to-25.

area's strengths and what it needs to develop against the three main aspects in the inspection framework.

5. The findings should enable local areas to learn from the good practice and strengths that we find nationally. Ofsted and CQC use these inspections to challenge poor practice and deal with any non-compliance with the Code.
6. In some cases, inspectors may have significant concerns about how effectively the local area meets its duties or secures better outcomes for children and young people who have SEND. In these cases, inspectors will judge that a written statement of action (WSOA) is required from the local area. Local area leaders must set out in the WSOA how they will tackle the areas of significant concern. They must explain the intended timescales for securing rapid improvement. Ofsted and CQC review the statement and make a judgement about whether it is fit for purpose. Ofsted's relevant regional director will then write to local area leaders to inform them of the judgement and explain why it has been made.
7. The first local area SEND inspections took place in May 2016. By May 2017, Ofsted and CQC had completed 30 inspections. Just under a third of the local areas inspected (nine) were required to provide a WSOA.² Of those nine local areas: two were in the North West region, two in the North East, Yorkshire and Humber region and one each in the South East, South West, London, East of England and West Midlands regions.
8. This report provides a summary of the main findings from the first 30 local area SEND inspections. It identifies the most common strengths and aspects that need improving. It also explains the main significant concerns in the nine local areas required to produce a WSOA.

² A list of local areas inspected in the first year and those required to produce a WSOA is included in Annex A.

Main findings

- **Children and young people identified as needing SEND support had not benefited from the implementation of the Code of Practice well enough.**¹ These children and young people had a much poorer experience of the education system than their peers. Too often, local area leaders were not clear how their actions were improving outcomes for those children and young people identified as needing SEND support.
- **Children and young people who have SEND were found to be excluded, absent or missing from school much more frequently than other pupils nationally.** Even in some local areas that had implemented the Code of Practice well, leaders did not have appropriate plans to deal with the levels of exclusion for these pupils.
- **School leaders had used unofficial exclusions too readily to cope with children and young people who have SEND.** Across nearly all local areas inspected, an alarming number of parents said that some school leaders asked them to take their children home. This was in addition, or as an alternative, to fixed-term exclusions. It is illegal.
- **Access to therapy services was a weakness in half of the local areas inspected.** Typically, therapy services were of high quality. However, too many children and young people who have SEND experienced long waiting times as well as limited contact with the therapists that they needed.
- **Access to child and adolescent mental health services (CAMHS) was poor in over a third of local areas.** Many parents reported that the threshold to access CAMHS services was too high or waiting times too long. Consequently, too many children and young people identified as having social, emotional or mental health (SEMH) needs did not get the right support until they were in crisis.
- **There had not been enough progress in implementing a coordinated 0–25 service for children and young people who have SEND.** In particular, the commissioning of health services for up to 25 was inconsistent. For example, in some local areas, therapy and school nursing services had only been commissioned for up to 19. In other local areas, there was a lack of coordinated planning as young people moved into adult services. Consequently, too many young people who have SEND did not get the support and resources they were entitled to once they reached the age of 19.
- **Children’s and young people’s SEND were identified well in the early years, particularly for those with complex needs. Parents generally felt supported and involved in the process.** The co-location of education, health and care services in children’s centres, child development centres and early years settings ensured that many local areas were able to implement the full healthy child programme effectively. Consequently, the delivery of the two-and-a-half-year check had been established and had led to timely and accurate early identification. This was particularly the case for children and young people who had the most complex needs. However, the further through the schooling system

children progressed, the less established opportunities for education, health and care professionals to work together became, particularly in mainstream schools. This meant that for children and young people whose needs were more subtle, the likelihood of these needs being identified quickly and accurately reduced significantly the older they got.

- **In over a third of the local areas inspected, leaders across education, health and care did not involve children and young people or their parents sufficiently in planning and reviewing their provision (a process known as co-production).**³ Leaders have not been successful in establishing strong practice when co-producing children and young people’s plans. In particular, there were weaknesses in co-production during the statutory assessment and annual review processes, including when statements of special educational needs were converted to EHC plans.
- **Many local area leaders were unaware of the depth of frustration among local parents and what their concerns were about.** Some parents reported a much better experience when working with professionals to plan improvements to local services. However, parental dissatisfaction was often a significant factor when inspectors judged that a local area should submit a written statement of action.
- **A large proportion of parents in the local areas inspected lacked confidence in the ability of mainstream schools to meet their child’s needs.** Many parents of children or young people who have SEND reported concerns about the quality of staff training and teachers’ ability to meet their child’s specific needs when in mainstream school.
- **In the most effective local areas, strong strategic leadership had led to established joint working between education, health and care services. This underpinned their success when implementing the reforms of the Code of Practice.** In successful local areas, leaders’ strategies were based on thorough evaluations of the effectiveness of services in improving education, health and care outcomes. Leaders focused on improving the impact of joint working across services to ensure that they could improve outcomes in areas of weakness. For example, giving the designated medical officer (DMO) or designated clinical officer (DCO) sufficient time resulted in improved joint commissioning arrangements.
- **The statutory assessment process was not working well enough in just over two thirds of local areas inspected (21 in number).** In particular, there were common weaknesses in the process for securing the statutory contributions from health and care professionals to assessments. Consequently, the quality of EHC plans varied considerably both within and across the local areas inspected.

³ Co-production is where children and young people and their parents contribute equally to the planning for and delivery of what they need to meet desired outcomes.

- **Local offers were not effective in helping parents to access information and services in over half of the local areas inspected.**⁴ Local area leaders had not promoted their local offers well enough to parents or to frontline staff. As a result, very few parents used their area's local offer to access the information they needed because they were unaware that the local offer existed.
- **Local area leaders have had varied success in securing the use of personal budgets.**⁵ In some local areas, leaders have supported families by allowing a freer approach to how personal budgets can be accessed and used. However, in just under half of the local areas inspected, there were less than five personal budgets allocated. In three local areas, there had been a zero uptake altogether. Typically, this had been as a result of difficulties in developing a cost-efficient way to balance parental choice with constrained budgets.
- **The proportions of young people who have SEND who are not in education, employment and training were low, particularly for those who had an EHC plan.** In 12 of the 30 local areas inspected, inspectors identified a strength in how leaders had secured appropriate education, employment and training post-16.
- **Children and young people who have SEND and their families typically had good access to high-quality short breaks.** Inspectors found only one local area where access to short breaks was weak.

Findings against the three main aspects of the framework

The effectiveness of local areas in identifying children and young people's special educational needs and/or disabilities

9. Although parents of children whose needs were identified early were positive about the support they received, parents of school-aged children were not involved well enough during the process of identification. As a result, parents were confused about what happened when a decision to assess their child's needs had been agreed. They were often unclear about what had been used to inform decisions, for example about whether a statutory assessment was necessary or why it had been refused. Consequently, some parents lacked confidence that decisions were fair and equitable, because of a perceived lack of transparency.

⁴ Every local area is required to publish information about provision for children and young people who have special educational needs and/or disabilities on an accessible website. The website is called the local offer.

⁵ A personal budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

10. In the poorest examples, parents had not been informed that assessments were being carried out. In one local area, the paperwork to gain consent from parents to share information was out of date. Therefore, parents had not been kept up to speed with professionals' views about what their children's needs were or what provision might be needed. In several local areas, the 'tell it once' principle was not embedded well.⁶ Parents continued to have to tell their story repeatedly to different professionals; this was not only inefficient and annoying, but also distressing for them.
11. The established joint working of professionals from education, health and care in early years settings had ensured that children who have SEND had effective plans to move from early years to school. For example, nursery staff, health visitors and portage services (where they still exist) ensured that children with an early diagnosis of autism benefited from a tailored transition into school.⁷
12. Many children and young people identified as having social, emotional and mental health (SEMH) needs could not access the support they required. The process for being referred to CAMHS was not working well enough and there was too little else to support children and young people who have mental health difficulties. In many areas, there had been a significant rise in the number of referrals to CAMHS. However, leaders of CAMHS frequently reported that they had to reject referrals because the children and young people did not meet the service's thresholds. Some local area leaders had identified the need to implement new strategies to support children and young people's mental health, particularly in schools. However, even where this was the case, strategies were yet to demonstrate an impact.
13. Widely used statutory frameworks, such as the healthy child programme, supported efficient and timely identification when children did not meet early milestones. In many local areas, ante- and neo-natal checks were increasingly effective at picking up children who had the most complex special educational needs and/or disabilities. Consequently, early identification for children aged birth to five had strengthened, particularly for those with the most complex needs.

In Waltham Forest, many parents were complimentary about the work of the early years service and children and family centres. Professionals build positive relationships with families and understand their needs well. An increasing range of services can be accessed within the same centre. Joint assessments are carried out whenever possible. Parents find this

⁶ The code of practice expects services to implement strategies that mean parents of children and young people who have special educational needs and/or disabilities do not have to continuously tell the story of their family to every new professional that they meet. Some local areas describe their strategies as their 'tell it once' approach.

⁷ Portage is a home visiting educational service for preschool children who have SEND and their families.

supportive, because it saves time and leads to speedier identification of SEND and fast-tracking to appropriate services.

14. Too few school staff had the knowledge and skills to identify accurately when children and young people who are struggling in school needed further assessments. Poor joint-working arrangements between education, health and care for school-aged children and young people meant that the opportunity to get a holistic picture of their needs was not used in the way seen in the early years.

The effectiveness of local areas in meeting the needs of children and young people who have special educational needs and/or disabilities

15. Staff in special schools assessed and met the needs of children and young people who have SEND more accurately than those in mainstream schools. Children in special schools tended to have better access to the specialist support they needed. Partnership working between education, health and care professionals was stronger in special schools than in mainstream education. Typically, there were long-standing, established and effective working relationships between special school staff and practitioners from health and care settings. Consequently, the quality of education, health and care (EHC) plans was usually stronger.
16. The quality of EHC plans varied widely across the local areas inspected. Most local areas completed new EHC plans in the 20-week timescale, but too many did not. Even when local areas were completing them on time, many did not provide the holistic view of the child's needs or of the desired outcomes across education, health and care that the reforms within the Code of Practice have been designed to secure. For example, too many EHC plans were focused almost entirely on educational outcomes. The outcomes themselves were often too general, for example making broad statements about improving independence. They lacked ambition for the child or young person. In others, the timescales identified for achieving those outcomes were too short- or conversely too long-term. Often, EHC plans included too much confusing terminology and jargon, or the intended outcomes were not clear. As a result, the plans were not accessible to the children and young people for whom they were intended or their parents.
17. Weaknesses in a large number of EHC plans, or delays in transferring statements to EHC plans, were found to have a negative impact on many young people who have SEND when they reached the age of 19. In particular, a lack of clarity about young people's aspirations and poor detail about the provision that was needed post-19 in EHC plans left ambiguity about who should be providing what for young people as they leave school. In many local areas, a lack of choice for young people, alongside a poor understanding of how personal budgets could be used, limited what was being offered. These issues were exacerbated by insufficient progress in commissioning and providing

transition into adult services. For example, GPs in many local areas were not involved in planning and supporting the transition into adult services. This led to families describing it as a 'cliff edge' as their young person approached 18 or 19.

18. Too often, therapy services were too overstretched to deliver what was needed in their local areas. In nearly all local areas where inspectors identified access to therapy services as a weakness, it was because of this. Typically, services were being reduced because of challenges to funding and difficulties in filling vacant posts. This funding did not keep up with the rising number of referrals. This led to unacceptably long waiting times for the children and young people and their families. The decreasing numbers of therapists, combined with rising numbers of referrals, had added to the difficulties in some therapy services contributing to EHC plans. Parents in particular expressed concern about delays in accessing therapy and other specialist services, even when these were written into their child's EHC plans.
19. The diagnostic pathway commissioned in most of the local areas inspected for autistic spectrum disorder was poor. This was particularly the case for children and young people who were referred for assessment when they were school-aged. In some local areas, families experienced unacceptably long delays between an assessment being agreed and a diagnosis. In the worst cases, families waited for over two years. Families described becoming even more frustrated and sometimes isolated, with little or no support. In many cases, the lack of support continued post-diagnosis.
20. Typically, where strategic co-production has been most successful, the local area's parent and carer forums have sought and used the views of parents to inform their discussions with leaders and their role in co-production.

In Brighton and Hove, local area leaders and Amaze (the parent and carer forum) have established strong and effective working practices. The forum draws on its members, keeping them informed of meetings, consultations and imminent changes in provision using a range of social media and other devices. This means that parents are represented at all partnership meetings between leaders in education, health and care. For example, Amaze was fully involved as local area leaders planned to collocate services in hubs across the city. This ensured that the views of parents informed all decisions made. Local area leaders are clear about and sensitive to the impact of decisions and changes on families. They take this fully into account when planning strategically for the future. Parents feel valued and part of the improvement planning for provision in the city, including understanding the reasons why decisions are taken.

21. Many parents reported that the information on their area's local offer was either too difficult to find or that they were unaware that the website existed. Too often, frontline staff also reported that they did not find local offers useful. In the worst cases, they did not even know that it existed. Consequently,

professionals rarely used the local offer to show parents where and how they could find services and information. Instead, parents relied on familiar frontline staff, including teachers, special educational needs coordinators (SENCOs), headteachers, therapists and paediatricians, to find and understand information.

22. Parental dissatisfaction was a significant challenge for many local area leaders. In nearly all local area inspections, inspectors found some level of parental dissatisfaction. Even in areas that had implemented the reforms within the Code of Practice well, parents were not always convinced that their children were receiving the package of provision that they should. Many parents also reported dissatisfaction with how local areas work with them and their children to develop plans, make decisions and agree outcomes for their children (co-production).
23. The use of personal budgets varied widely across the local areas inspected. For example, in some local areas parents had been able to use their personal budget to access specialist equipment to support their children's sensory needs at home. Others had been given the flexibility to take breaks beyond the confines of the local area where they lived so that they could access appropriate facilities for their children and families. Where this was the case, the uptake of personal budgets had been high. However, in weaker examples, there had been a zero uptake of personal budgets. Where this was the case, local area leaders had not done enough to support families to make the most of personal budgets to secure better outcomes. Services reported concern that a high uptake of personal budgets would put too much pressure on the budgets they use to provide other services. The promotion of personal health budgets had been particularly poor for this reason.
24. Local area leaders have ensured good access to short breaks for children and young people who have SEND and their families. Inspectors found a strong link between how well professionals from education, health and care work together with families and the ease of access to targeted support, such as bespoke short breaks. Many parents reported positively about the range and quality of short breaks that were on offer. For example, they commented on the support they received through direct payments and how they used this to access respite. Parents also reported that their children and young people had gained greater access to their local communities. They said that they felt more able to cope with the pressure of being a parent of a child who has a specific need or disability as a result.

The effectiveness of local areas in improving outcomes for children and young people who have special educational needs and/or disabilities

25. Not all leaders routinely evaluated and used evidence about outcomes for children and young people who have SEND to improve services. In nearly half of the local areas that were required to submit a WSOA, leaders' use of

outcome information was ineffective. For example, leaders did not have a good enough understanding of what high-quality outcomes should look like for the children and young people. Furthermore, leaders did not use the information that they did have to evaluate the impact of their work. Leaders' planning was not linked sufficiently to weaknesses that they had identified. Consequently, their plans lacked the precision to make improvements that were urgently needed.

26. In half of the local areas inspected, leaders did not use a broad enough range of assessment information to inform their evaluations. Many leaders used statistical information to gain a sound overview of educational outcomes. However, they were much less secure in their knowledge and understanding of children and young people's outcomes beyond academic achievement. For example, they did not look with the same rigour at whether children were improving in their communication and language skills, social and emotional development, health, well-being, skills for life or engagement with the community. Similarly, some leaders did not look carefully enough at trends that demonstrated changes in the SEND local community. Where this was the case, leaders did not know how effective some of the work carried out with children and young people had been, where there were gaps in services and how to improve both further.
27. In the weaker local areas inspected, leaders did not look closely enough at specific groups of children and young people who have SEND. Sometimes, they focused almost solely on educational outcomes. Consequently, leaders' strategic planning and actions in these areas were weak. They were not focused sharply enough on the range of outcomes that are pertinent for children who have SEND, such as those associated with health and care.
28. Health services were not using outcome measures well enough when planning and evaluating services. Across the 30 local areas inspected, health professionals and parents typically focused more on delivery than on the difference that planned provision was making to children and young people who have SEND.
29. Across the 30 local areas, inspectors found more compelling evidence of improved outcomes for children and young people with an EHC plan compared to those identified as needing SEND support but who did not have a plan. Local area leaders were able to demonstrate, with much greater clarity, the curriculum pathways and the related health and care provision on offer for those with EHC plans and how these led to appropriate next steps in education, employment and training. Local area leaders were not consistently gathering or evaluating a broad enough range of assessment information from schools and providers for those identified as needing SEND support. Consequently, they were often unaware where there were weaknesses in the outcomes for these children and young people and had not done enough to improve them. For example, they were not always aware of the extent to which children and young people receiving SEND support were:

- securing future education, employment and training
 - stepping into independent living
 - progressing and attaining educationally
 - attending school rather than being absent or excluded
 - developing socially and emotionally, being healthy physically and mentally, or being involved in the community.
30. Children and young people who were identified as needing SEND support but without an EHC plan did not benefit as consistently from a coordinated approach between education, health and care as those with a plan. Consequently, parents reported that getting an EHC plan was like a 'golden ticket' to better outcomes, even though an EHC plan was rightly not issued because the complexity of the child's need did not require it.
31. However, in some of the more successful local areas, effective strategies had led to improved outcomes for those identified as needing SEND support but who did not have an EHC plan. This was particularly the case when leaders in education, health and care settings worked together under a shared vision to improve joint working for children and young people who have SEND and their families.
32. The number of pupils who have SEND and were excluded was typically high. For example, the exclusion of SEND pupils was identified as being high in a third of local areas inspected. Nearly half were criticised for the poor attendance of the same group. Across the majority of local areas inspected, leaders did not have appropriate plans to deal with either issue. Some parents reported that they had been asked to keep their children at home because leaders said they could not meet their children's needs. Children and young people identified as needing SEND support but who did not have an EHC plan were particularly prominent in exclusions data. Inspectors reported that these pupils were particularly vulnerable to exclusion in mainstream secondary schools.
33. In most local areas, schools, parents and other providers work well together to support the independence, self-help and life skills of children and young people who have SEND. In just under half of the local areas inspected, initiatives such as independent travel training had led to increased levels of independence for children and young people. This was improving their ability to make an active contribution to their local communities by being better prepared for their next step in education, employment or training.

In Hillingdon, local area leaders have established effective joint working. This is part of their dedication to improving outcomes for all groups of children and young people who have SEND. Leaders have secured several agreements to jointly commission services. For example, they have secured effective care packages that meet children and young people's

needs by developing the access to personal budgets through an agreed, collaborative pathway. Leaders from the local authority, child and adolescent mental health services and those who provide specialist equipment work together cohesively to ensure better outcomes for children and young people who need bespoke care.

Inspection findings in the local areas required to produce a written statement of action

34. Of the first 30 local area SEND inspections, nine local areas were required to produce a WSOA because Ofsted and CQC judged that there were aspects of significant concern.

Common areas of significant concern

35. There were three common areas of significant concern in all nine of these local areas:
- Leaders' strategies to implement the reforms were weak and lacked impact. For example, the role of the designated medical officer (DMO) or designated clinical officer (DCO) was underdeveloped or underresourced. As a result, leaders were unable to secure much needed joint working, leading to poor collaboration and commissioning between professionals from education, health and care. In turn, these weaknesses led to poor delivery of any central strategy by frontline staff and undermined attempts to work collaboratively with children and young people and their families. Consequently, EHC plans in all nine areas were weak. The plans were primarily education plans, with very poor evidence of how health or social care needs had been considered and what the intended outcomes were.
 - Leaders' evaluations of how effective services had been did not focus well enough on the impact of their actions on improving outcomes for children and young people who have SEND.
 - Elected council members were not holding local area leaders to account well enough, meaning the impact of leaders' actions was not being scrutinised. Elected members did not challenge a lack of progress or urgency in implementing the reforms sufficiently.
36. In six of the areas, strategies to improve attendance and exclusions were ineffective. Leaders were unable to show improvements in the proportions of children and young people who have SEND who were absent or excluded from school. In the majority of these areas, inspectors identified declining trends in attendance and rising levels of exclusions. This was particularly, but not exclusively, the case for children and young people identified as needing SEND support. In particular, a lack of commitment from some schools within these areas meant that the quality of provision for the children and young people was too varied. Consequently, families experienced a 'postcode lottery' for the quality of support and provision they receive.

37. The weakness in access to specialist and therapy services was more pronounced in the nine local areas that were asked to provide a WSOA.
38. Parental dissatisfaction was a main weakness in four of the nine local areas asked to provide a WSOA. Leaders' engagement with parents was particularly poor. Inspectors also found that disputes during the statutory assessment process were not resolved well. In these areas, parents reported an apparent lack of transparency in decision-making processes. Parents also felt that they were not listened to, particularly when they disagreed with an agreed course of action.

The process for submitting and reviewing the written statement of action

39. In paragraph 19 of the LA SEND inspection framework, we set out what local areas must do to submit their WSOA to Ofsted and CQC for review. Annex A on page 30 of the LA SEND inspection handbook sets out the timeline that local areas must follow and the actions that result when the WSOA is judged as not fit for purpose.

Annex A: Local area inspections May 2016 to May 2017

Summer 2016

Bolton
Brighton and Hove
Enfield
Gloucestershire
Hertfordshire
Nottinghamshire
Stoke
North Yorkshire

Autumn 2016

Rochdale*
Herefordshire
Bexley
Plymouth
Surrey*
Hartlepool*
Sefton*
Leeds
Hillingdon
Derbyshire
Suffolk*
East Sussex

Spring 2017

Sandwell*
Dorset*
Cambridgeshire
Trafford
Halton
Gateshead
Middlesbrough*
Waltham Forest*
Barking and Dagenham
Southampton

* Local areas required to submit a WSOA.



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Appendix C

Areas of progress	Areas for development
<p>Significant progress with the implementation of the SEND Reforms has been made to date. Progress includes:</p> <ul style="list-style-type: none"> • A robust governance of the implementation of the Children and Families Act through the original Children & Families Act Project Board, the SEND Children’s Strategy Group, the Integrated Commissioning Group and the Children’s Trust • The involvement and engagement of parents/carers on all focus groups and the SEND Children’s Strategy Group (governance) • Increasingly robust needs assessment data to inform our decision making • Commissioning of the Healthy Child Programme • Development of our Local Offer through co-production with parents and partners to provide more than a directory of services • Early Years: EY Champions, strengthening support for transition into schools, high quality EY provision and strengthening links with health to ensure early intervention • Our continuing work with schools and EY settings in developing a graduated approach to meeting SEND with a shared understanding of what the LA expects to be available across schools and Early Years Settings • Workforce development and training across EY providers, schools and specialist learning support services to ensure a shared understanding of expectations for QFT and the Graduated Approach • The work of our SENCO Champions to provide support, guidance and training across mainstream schools and early years settings 	<p>There is still much work to do. Areas for development include:</p> <ul style="list-style-type: none"> • To continue to strengthen integrated commissioning arrangements, intelligence and insight • Further work to strengthen sufficiency of high quality provision, including developing specialist provision within Kirklees; develop greater capacity within Kirklees to reduce our OLA placements • Further development of post 16 practice and provision through partnership working to establish good practice and develop the graduated approach • To extend our work in developing a graduated approach to meeting SEND with an understanding of what the LA expects to be available across wider education providers • To continue to develop person centred, outcome focussed, health & social care elements of the EHCP. Quality Assurance meetings are established. Agree standards and common practices • To develop Personal Budgets and personalised packages • To further develop arrangements for ensuring feedback from parents and children and young people about wider outcomes is used to inform future planning and continuous improvement • To build upon our early work and positive outcomes in order to further develop engagement with children and young people • Develop ‘you said we did’ summaries

Areas of progress	Areas for development
<ul style="list-style-type: none"> • The work of the Health Champions to ensure change is embedded across the sector • Person Centred Approach (PCA) Champions are established across schools, colleges and learning support services to support and inspire best practice. PCA workshops have been delivered to schools and colleges • Our My Support Plan (MSP) ensures a coordinated and personalised approach for CYP with significant needs and no EHCP and we are seeing emerging good practice in schools and settings • Assessment processes keep the child/young person and family at the centre and fully involved in decision making. Processes have been co-produced and are in place and are being further embedded through continued development work. Feedback is gathered from children and young people with an EHCP and their parents to inform continuous improvement • There is continued improvement towards meeting statutory timescales for new EHCP assessments. • Our 4 year Transfer Plan is on course to meet timescales • There is a wide range of specialist services to support early identification and intervention • We have a range of provision to meet need, from practice in mainstream schools and early years settings to specialist provision and special schools, with 4 judged as good and 2 outstanding. • We have robust processes and practice in services that support children in specific circumstances e.g. Virtual School, Youth Offending Team, Education Safeguarding (Children Missing Education and Elective Home Education) 	<ul style="list-style-type: none"> • Ongoing workforce development, with key priorities being to further develop and embed joint working and child and family centred approaches • To work with PCAN to identify training/support for parents to better understand EHCPs, outcomes etc. as requested by parents • Ensure that SEND is considered within the post SIF OFSTED plan (safeguarding) • Maintain and continuously update the Kirklees Local Offer, in consultation with parent/carers, children and young people, and ensure sustainability • Increase engagement with voluntary sector • More work required to close the SEND attainment and progress gap in schools and settings • To develop and deliver an assistive technology strategy that meets the needs of children and young people and supports the role of parent/carers • To develop a Social Care Champions group in order to ensure an understanding of principles and practice required in relation to the Children and Families Act, and to input into post OFSTED improvement. • To develop an action plan that addresses capacity within the school system through our consultations within the High Needs Review.

Areas of progress	Areas for development
<ul style="list-style-type: none">• Preparing for Adulthood is based on a person centred approach, where services work together with the family to plan and share information at the right time. We are still at early stages of implementation and good practice is emerging. Planning for Life and Local Offer Live events have been very successful.	