



Shropshire Council
Legal and Democratic Services
Shirehall
Abbey Foregate
Shrewsbury
SY2 6ND

Date: Tuesday, 8 December 2015
:

**Committee:
Young People's Scrutiny Committee**

Date: Wednesday, 16 December 2015

Time: 10.00 am

Venue: Shrewsbury/Oswestry Room, Shirehall, Abbey Foregate, Shrewsbury, Shropshire, SY2 6ND

You are requested to attend the above meeting.
The Agenda is attached

Claire Porter
Head of Legal and Democratic Services (Monitoring Officer)

Members of the Committee

Joyce Barrow (Chairman)
Peggy Mullock (Vice Chairman)
Andy Boddington
Hannah Fraser
Vince Hunt

Nic Laurens
Kevin Pardy
John Price
Robert Tindall
Kevin Turley

Co-opted Members (Voting):

Austin Atkinson
Philip Tranter

Diocese of Shrewsbury (RC)
Parent Governor - Primary and Special
Schools

Co-opted Members (Non-Voting):

Mark Hignett

Voluntary and Community Sector
Assembly

Substitute Members:

Charlotte Barnes
Dean Carroll
Peter Cherrington
Roger Evans
Jane MacKenzie

William Parr
Stuart West
Michael Wood
Tina Woodward
Paul Wynn

Your Committee Officer is:

Tim Ward Committee Officer

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AGENDA

1 Apologies and Substitutions

To receive apologies for absence from Members of the Committee

2 Disclosable Pecuniary Interests

Members are reminded they must not participate in the discussion or vote on any matter in which they have a Disclosable Pecuniary Interest and should leave the room prior to the commencement of the debate.

3 Minutes of the Last Meeting

To confirm the minutes of the meetings held on 4 November 2015 and 16 November 2015 (**To Follow**)

4 Public Question Time

To receive any questions, statements or petitions of which members of the public have given notice.

Deadline for notification is: 5.00pm on 11 December 2015

5 Members' Question Time

To receive any questions of which Members of the Council have given notice.

Deadline for notification is: 5.00pm on 11 December 2015

6 The Contribution of Schools to the Early Help and Child Protection Services (Pages 1 - 18)

This report outlines local authorities and schools duties to promoting the welfare of children and safeguarding them.

7 Post 16 Provision & funding in schools with 6th Form provision and colleges (Pages 19 - 36)

This report highlights the context and issues for post 16 provision in Shropshire

8 The Rate of Referrals and Re-Referrals to Children's Social Care (Pages 37 - 48)

This report identifies the journey Shropshire Children's Social Work have taken in the management of referrals and repeat child protection plans over the past 18 months.

9 Work Programme (Pages 49 - 62)

The Current Scrutiny Work Programme and Cabinet Forward Plan are attached

10 Date of Next Meeting

Members are reminded that the next meeting of the Committee will be held on Wednesday February 3 2016 at 10.00am



<u>Committee and Date</u>	<u>Item</u>
Young People's Scrutiny 16 December 2015	6 <u>Public</u>

The contribution of schools to Early Help and Child Protection Services

Responsible Officer Sarah Wilkins
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1. Summary

- 1.1 This report outlines local authorities and schools duties to promoting the welfare of children and safeguarding them. Schools play a key role in recognising and identifying children who are vulnerable. The report **demonstrates** how schools go about identifying and assessing needs in relation to children's welfare and child protection and the importance of the partnership with other agencies. Developments for early help and child protection for schools and the Local Authority in identifying needs and coordinating effective responses are outlined. Recommendations for further close working at a strategic and local level are highlighted to continue to improve effectiveness by pooling resources, joined up commissioning and shared use of data for planning.
- 1.2 Overall schools in Shropshire continue to achieve good outcomes for children. However there continues to be an issue for Shropshire in relation to the outcomes for disadvantaged children. The Joint Strategic Needs Assessment (JSNA) recognises that one of the ways to address this issue is through early intervention. The Troubled Families 'problem criteria' provides information that can be used to identify and predict 'disadvantage' using data that relates to family issues; for example workless households. In order to improve outcomes for children it may be considered essential that schools are using the information available to predict disadvantage and applying resources proportionately and working in partnership with other key agencies, including other schools to improve the impact and effectiveness of early help.

2. Recommendations

- 2.1 The Scrutiny Committee is asked to note the details given in this paper and provide comments and feedback in respect of the Council's and schools approach to working together to safeguard and promote the welfare of children and young people.

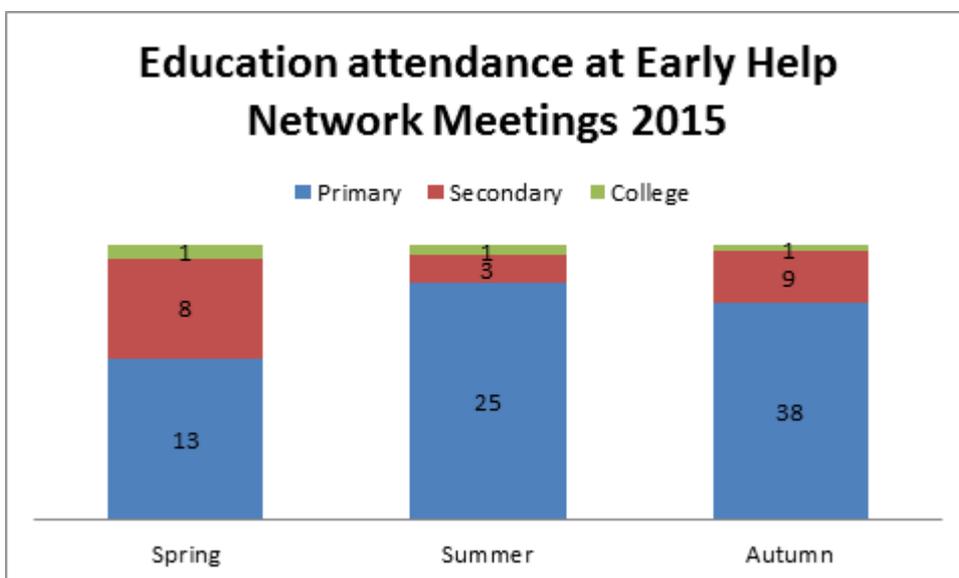
REPORT

3. Background

- 3.1** Early Help - means 'providing support as soon as a problem emerges, at any point in a child's life'.
- 3.2** Effective early help relies upon local agencies working together to identify children and families who would benefit from early help; undertake an assessment of the need for early help; and provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. (Working Together 2015)
- 3.3** Local authorities, under section 10 of the Children Act (2004), have a responsibility to promote inter-agency cooperation to improve the welfare of children. This duty supports organisations to work together to take a coordinated approach to safeguarding children.
- 3.4** All schools have key duties under the Children Act (2004) to have arrangements in place that reflect the importance of safeguarding and promoting the welfare of pupils and must also have regard to statutory guidance; Keeping Children Safe in Education (2015). This provides further guidance on how schools should fulfil these duties.
- 3.5** Under this guidance procedure is set out for what school staff should do if they have concerns about a child; including the identification of the need for early help and the role they may take in inter-agency assessment to prevent needs escalating.
- 3.6** The Ofsted Common Assessment Framework for Schools (2015) outlines the regard that inspectors have and assess for how well children and learners are helped and protected so that they are kept safe.
- 3.7** Included in this assessment will be how well individuals benefit from the education provision, including those pupils who may require early help or child protection services.
- 3.8** Inspectors make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting them.
- 3.9** With this backdrop in mind it may be suggested there is a clear and coherent framework and expectation for schools in identifying and providing early help and working together with other agencies to safeguard and promote the welfare of children.

4. Identifying children who would benefit from help

- 4.1 The Ofsted thematic inspection of early help (2015) found a wide range of professionals in universal services are identifying additional needs for children and families. The children concerned had a variety of needs that led to professionals from different disciplines working together to support them and their families. Appendix 1 shows the types of needs that professionals may identify.
- 4.2 Local agencies should have in place effective ways of identifying emerging problems, risks and unmet needs for children and families. This requires professionals to have an understanding of their role and identifying and understanding needs of vulnerable children and families.
- 4.3 Professionals in universal services such as schools need to receive training in identifying the signs and symptoms of abuse and how to identify and respond early to the needs of all vulnerable children.
- 4.4 Shropshire Safeguarding Children’s Board provides a multi-agency training schedule that all schools in Shropshire can access. However the majority of safeguarding training for schools is delivered ‘in house’ with over 2000 attendances at a range of safeguarding training by school staff during 2014-15. Training is also provided and accessed in a variety of ways including online modules for certain subjects.
- 4.5 The Ofsted thematic inspection of early help (2015) recommends that local authorities and partner agencies delivering early help should provide effective early help training.
- 4.6 In Shropshire schools attend Early Help Network meetings designed to support professionals and raise practice standards in the delivery of Early Help. 99 attendances by school staff have been recorded at these session this year. Schools also receive regular updates regarding process, services and new development via the Early Help newsletter.



4.7 Other training programmes available to schools to support in identifying and responding to early help needs include the Think Good Feel Good Programme (TAMHS), Understanding Your Child parenting programme and training needs identified as the Strengthening Families programme is developing. This includes; information sharing, bereavement awareness and mental health first aid.

5. Assessment of the needs

5.1 Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment.

5.2 The early help assessment should be undertaken by a lead professional who should act as the point of contact for the child and family and coordinate the provision of services. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

5.3 In total, from April to September 2015, 231 Early Help Assessments were completed. Of these, schools completed 161 (70% of the total) as follows:

- 89 (38.5%) were completed by Primary Schools
- 71 (30.7%) were completed by Secondary Schools
- 1 (0.4%) was completed by a Special School

As at February 2015, schools were Lead Professional for 494 children (54% of total cases). Out of these:

- 323 (35.1%) were Primary Schools
- 161 (17.5%) were Secondary Schools
- 10 (1.1%) were Independent Schools

5.4 The information reflects different time periods but can be used to show that schools are using systems to assess early help needs and primary schools are in the majority of cases take the lead professional role, however the lead professional role in secondary schools is significantly lower. The reasons for this will be subject to a number of influences including the complexity of the issues, levels of engagement with parents and resourcing of early help provision in school.

5.5 In Shropshire there are a range of assessment tools for early help that are used with children and families to understand unmet needs and identify what outcomes need to be achieved and how this will be done. Early help assessments are completed by schools and submitted along with referral information to COMPASS (Shropshire Multi-Agency Safeguarding Hub) when additional services are required. Schools will also use a range of other assessment tools depending on the presenting need.

5.6 The Effectiveness of Early Help Report (2015) found that schools feedback described the value of COMPASS as a single point of contact and resource for

helping them develop skills and confidence in providing early help where safe to do so.

- 5.7** Under the reforms for Special Educational Needs and Disability (SEND) the statutory assessment process for children and young people with more complex needs has changed to become the Education, Health and Care assessment which may lead to an Education, Health and Care Plan (EHCP). Any early help needs and provision should be considered as part of this assessment and any subsequent plan and provision resulting from an EHCP.
- 5.8** When early help needs are assessed to require additional early help services schools can make an early help referral. In 2014-15 693 referrals for early help services were made by schools, this represented 51% of all early help referrals made in this year. Of these referrals, 60% were made by primary schools and 37% by secondary schools and 1% by other schools.
- 5.9** Where a school may identify that a child needs are more complex or the child is likely to suffer or are suffering significant harm and therefore reached the threshold for statutory involvement by children's social care services they make a referral to children's social care for a social worker to make the decision about the type of response required.
- 5.10** From April to October 2015 education settings provided the highest number of referrals from 'named' partner agencies. Along with this being the highest volume the greatest proportion (88%) have progressed to a social work assessment following the decision of the type of response required.
- 5.11** This result is expected and reflects that schools are most likely to have completed an early help intervention and or be able to identify increasing risk of need.

6. Provision of early help

- 6.1** The LGA Peer Review (2015) commented on good evidence of early help provision activity; the early help partnerships based in communities across the county were considered to be an example of good multi agency cooperation at the early help stage and both Children's Centres and schools were considered to be clearly committed to safeguarding with early help being particularly well supported by them.
- 6.2** Having identified the help needed, schools may provide this in a range of ways dependent on the complexity of the issues. Appendix 2 shows examples of how schools play a role in the provision of early help either by working as a single agency or in partnership to address unmet needs. This range of support and intervention available represents provision; training and consultation. This is sometimes referred to as the early help offer. Appendix 3 shows the early help provision that is either directly delivered or commissioned by Shropshire Council.

- 6.3** How a school determines the level of early help resource that it provides itself will vary from school to school. Every school in Shropshire achieved 'extended school' status by 2010, this required analysis of need to assess how they provided, referred to or signposted to multi-agency support for a range of what is now referred to as early help needs. School provision for early help will be influenced by a range of factors including; size of the school, school improvement priorities, whole school approach to emotional health and well-being and levels and impact of disadvantage.
- 6.4** A variety of models and levels of provision exists in schools with some schools employing staff as family support workers and others using learning mentors to engage the wider family and address issues. Some schools work creatively in clusters sharing resources and or working in partnership with other services to deliver early help, for example co-delivery of Understanding Your Child. There are some good practice examples of schools starting to commission additional health support to meet needs, learning from these and developing collaboration is key to all agencies managing with less resource.
- 6.5** What is not consistent in Shropshire is a shared understanding and commitment between statutory agencies and schools that uses data to identify need and target resource together to those schools where the most disadvantaged children attend. The Strengthening Families and Early Help needs assessment is bringing this information together and will be shared with schools in the Spring Term (2016).
- 6.6** Research into effective early intervention and Ofsted findings recommend that early help provision is informed and delivered through a robust multi-agency needs, demand and provision analysis with a coherent use of evidence based programmes. In Shropshire there is a multi-agency commitment and delivery of Understanding Your Child Parenting Programme this uses the Solihull approach to parenting. This programme received a national quality mark earlier this year. To date this year 46 primary schools and 7 secondary schools are trained to facilitate this programme.
- 6.7** In addition the Think Good Feel Good Programme (TaMHS) provides multi-agency training relating to the promotion and early intervention of emotional and mental health. In 2014-15 231 delegates attended training for TaMHS interventions and raising confidence and awareness, 69 delegates were from 18 secondary schools and 97 delegates were from 40 primary schools. Overall 50% of the attendance at these training sessions were from schools.

7. Developments for the early help provision in Shropshire

- 7.1** Shropshire Council has recently undertaken a needs assessment of early help looking at demand and provision. The assessment has used the Troubled Families 'problem' criteria as predictors of the need for early help. This needs assessment along with the requirements and aims of the Shropshire Troubled Families programme (Strengthening Families) has informed the future of the Early Help Strategy and the commissioning of early help going forward.

- 7.2** Schools are key partners in the shared development and ownership of this Strategy along with featuring in the needs assessment, a key delivery partner in evidence based programmes and part of the funding and commissioning of early help. Between January and March 2016 we will be communicating and consulting with schools and other stakeholders as part of the commissioning programme.
- 7.3** The Strengthening Families programme is currently developing a pilot project with schools to look at increasing the availability of the key worker role linked into localities to achieve Strengthening Families outcomes. A key measure of success will be the analysis of cost benefit of achieved outcomes thus providing evidence for future investment for disadvantaged children and securing the 'rewards' from the payment by result programme to reinvest in localities.
- 7.4** Clinical Commissioning Groups (CCG) and their Local Authority partners across the country have recently been required to submit transformation plans setting out how new investment from government will be spent to transform CAMHS. Shropshire CCG and Local Authority submitted a joint plan with Telford and Wrekin colleagues.
- 7.5** One of the programmes in this plan of transformation will be the development for workers in universal services, this programme will improve:
- Skills and knowledge of professionals within universal services
 - Mental health support available within schools
 - Availability of early help and targeted support to reduce incidence of self harm
 - Availability of early help and targeted support to reduce incidence of anxiety and other mental health issues within schools
- 7.6** Schools are involved in the development of early help and engaged and consulted through the Shropshire Children's Trust, Area Forums and Strengthening Families development planning. We need to ensure that we continue to make progress in developing the partnership with schools in order that we have a joined up strategic approach that uses data to evaluate and target our joint resources to get the right support to children and families at the right time.

8. Schools contribution to Child Protection Services

- 8.1** Under section 175 of the Education Act 2002 schools are required to adhere to the statutory guidance Keeping Children Safe in Education (2015).
- 8.2** Local Authorities have overarching duties under the Children Act 1989 in respect of safeguarding children. To comply with these duties local authorities may have to work with any school to investigate what action they need to take to safeguard a child.
- 8.3** Where a local authority has concerns about the safeguarding arrangements or procedures of a school, if the school is a maintained school the local authority has powers of intervention. Where the school is an academy or independent school then the local authority should report the concerns as appropriate to the Regional

Schools Commissioner or Independent School Division of the Department of Education.

- 8.4** This states that school staff have a particularly important role in safeguarding children as they are in a position to identify concerns early and provide help for children to stop these issues escalating. Schools and their staff form part of the wider safeguarding system as described in the statutory guidance Working Together (2015).
- 8.5** The Teachers Standards (2012) state that teachers' including head teachers should safeguard children's well-being and maintain public trust as part of their professional standards.
- 8.6** Under this statutory guidance each school are required to have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. There is a further requirement for a lead governor for safeguarding to be in place.
- 8.7** Compliance of safeguarding duties is monitored through an auditing system carried out by the Local Authority. At the end of 2104/15 compliance information showed:
- 100% of schools had a designated lead for safeguarding
 - 100% of school staff had received up to date training in safeguarding awareness including recognition of signs and behaviours related to abuse, managing disclosures, referral pathway, early help, Child Sexual Exploitation and cultural issues including Female Genital Mutilation and radicalisation).
 - 100% of schools were also compliant with safer recruitment processes.
 - 79% of schools were considered to deliver appropriate relationships and sex education (RSE) and monitor pupils confidence to seek help, support and advice (including CSE). 11 schools recognised they required further support and have been referred to the Public Health lead for RSE for this support.
 - 96% of schools had the correct Systems are in place for children/young people, staff and volunteers to raise concerns of poor safeguarding practice or allegations.
 - 100% of schools have a clear policy on bullying that is updated annually and available publically. Bullying review sessions are held and have a clear response to incidents of bullying
 - 100% of Ofsted report monitoring reports children feel safe in school.
- 8.8** An additional practice audit is also carried out termly with schools to review a minimum of 3 files held on vulnerable children. No significant concerns have been raised through this audit, however further work is being done through the SSCB Quality Assurance sub group to develop the analysis and learning identified through this process.
- 8.9** When a school makes a safeguarding referral to COMPASS and a decision is made that action may be required because there are concerns about the child's

immediate safety, schools will be requested to be part of the strategy discussion with along with statutory partners.

- 8.10** Developments in protecting young people at the earliest opportunity are being strengthened by the introduction of a CSE specialist at COMPASS along with work to reduce the number of children missing from education register. This requires schools to closely monitor and accurately record absences and for schools to improve the reporting of pupils on reduced timetables to the Local Authority and ensure these disadvantaged young people do not become more vulnerable.
- 8.11** Continued work is happening in this year to improve the 'step down' of cases from children's social care plans to early help with schools taking on the lead professional role. An underpinning feature of success and sustained outcomes for children and families is professional partnerships. These are being addressed through current Working Together sessions led by Children's Social Care that will extend invites to schools in the Spring Term 2015/16.
- 8.12** Schools are represented on the Shropshire Safeguarding Children Board (SSCB) and on a number of the SSCB strategic groups. These representatives are members of a Schools' Safeguarding Group, which meets 4 times a year to ensure the implementation of SSCB priorities and to feedback from schools to the SSCB and its strategic groups. A representative from COMPASS attends this group to liaise in relation to children's social care and safeguarding services.
- 8.13** Impact of Actions and outcomes for children in Shropshire schools achieved by the group over the last year include increased access and clarity of the safeguarding section on the Shropshire Learning Gateway (VLE) which is available to all schools and education professionals including Independent schools. The section provides an effective communication platform for Safeguarding group members and all Independent schools.
- 8.14** Self-Harm concerns reported by schools has resulted in the publication of a Self-harm pathway guidance to all schools and designated safeguarding leads in schools have taken on the role of CSE Champions and have received training to fulfil the role effectively. The majority of secondary schools and 33% of primary schools are engaged in the new CSE programme. It is reported that the schools that have delivered the programme with specialist teams have had a positive impact.
- 8.15** Concerns regarding the capacity and procedures to access of CAMHS have been identified and addressed to increase capacity and ensure the service is consistently accessible.
- 8.16** The Learning and Improvement Sub Group of SSCB has carried out a Learning and Improvement Case Review and a Serious Case Review in the last year. In both reviews the schools involved with the children affected took part in the case review.

9. Risk Assessment and Opportunities Appraisal

- 9.1** The risks and opportunities for the schools' role regarding the contribution to early help and child protection services may be attributed at an operational level to the duty of schools in identifying children and families who need help at the earliest stage, assessing this need and accessing provision to prevent problems escalating. At the same time being able to identify risks to children and escalate to specialist services in a timely manner.
- 9.2** This report reflects on how this works well in Shropshire with continuous improvement approaches in place to promote the welfare and safeguard children; systems for monitoring compliance, effectiveness, quality assurance and learning and improvement.
- 9.3** From a strategic perspective the early help commissioning project and financial strategy is considering risks and opportunities of the commissioning of early help going forward and how transformation of services can continue to promote welfare, strengthen families and safeguard children.

10. Financial Implications

- 10.1** Currently early help provision delivered and commissioned by Shropshire Council is funded through Children's services budgets, Dedicated Schools Grant, Public Health and CCG contributions.
- 10.2** Pupil Premium is allocated to schools to provide additional support for looked after children and those from low income families. Schools use the Pupil Premium as they see fit however, they are accountable for how they use the funding to support pupils from low-income families and the other target groups. A direct relationship can be identified between those children who may benefit from Pupil Premium and those in need of early help. Some schools will be using this funding for the provision of early help
- 10.3** Shropshire Council Financial Strategy 2015/16 – 2020/21 outlines the impact on service delivery of a sustainable business model. Ensuring the welfare, protection and safeguarding of all children and young people is a key priority of this Strategy. This includes services that provide targeted early help, preventing risk and needs from escalating into the need for social work assessment and child protection.
- 10.4** The Financial Strategy states "we will realign the Early Help provision across all service areas and, with our partner agencies, move forward in our commissioning of local early help. Whilst some commissioned services will be reduced we will identify efficiencies in the way services are delivered as a priority approach to achieving savings in this area".
- 10.5** The early help commissioning programme along with other key commissioning and transformation programmes provides a driver and an opportunity for the Local Authority and partners to work more closely with schools both strategically and on a locality basis to further pool or align funding used to resource early help including sharing business cases for investment and a shared understanding of the cost benefits of early intervention. It may be suggested these discussions need to be initiated and develop through Schools Forum and Schools Central Policy Group.

11. Conclusion

11.1 Schools and the Local Authority have a duty to work together to safeguard and promote the welfare of children. In doing so early identification of unmet needs is important in preventing problems from getting worse. In Shropshire schools are engaged and using the systems, partnerships and provision to do this. The timely and effective provision of early help is seen as key priority for Shropshire Council in preventing needs escalating into the need for specialist high cost services. The development of the early help system is progressing through commissioning and joining up of strategies and realising the value of a range of initiatives. It is important that schools are engaged, involved and contributing in these developments through key strategic forums that share an understanding of need and can pool and target resource and also at a locality level to maximise the effectiveness of provision and strengthen families in the community.

11.2 Schools in Shropshire are seen to have a high level of compliance in undertaking the duties to safeguard pupils. Take up of mandatory training is excellent and take up of practice development is relatively high and systems are used to escalate concerns appropriately. The development of COMPASS has seen further opportunities to ensure responses are timely and schools have appropriate access to consultation to develop confidence and skills in managing needs safely. Professional relationships and confidence have further opportunities to develop in 2016 through the Strengthening Families approach.

List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)

[Working together to safeguard children - Publications - GOV.UK](#)

Keeping Children Safe in Education (2015)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Ofsted Common Assessment Framework (2015)

<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

Early help: whose responsibility? (2015)

<https://www.gov.uk/government/publications/early-help-whose-responsibility>

Shropshire Early Help Strategy (2014) – subject to refresh

<https://shropshire.gov.uk/early-help/strategies-and-reports/>

Shropshire Council Financial Strategy 2015/16 – 2020/21

[Decision - Financial Strategy 2015/16 to 2020/21 — Shropshire Council](#)

Cabinet Member (Portfolio Holder)

Ann Hartley: Portfolio Holder for Children's Services

Local Member

All

Appendices

Appendix 1. Early Help Needs

Appendix 2. Early Help provision – how do schools play a role

Appendix 3. Targeted Early Help provision

Additional Information

COMPASS leaflet

<https://shropshire.gov.uk/early-help/compass/>

Strengthening Families – ‘problem’ categories

<http://shropshire.gov.uk/strengthening-families/identifying-families/>

Early Help Needs

A wide range of professionals working across universal services identify additional needParents struggling to manage their child or children's behaviours for children and families:

- Parents struggling to manage their child or children's behaviour
- Children with a learning difficulty, such as an autistic spectrum disorder
- A child displaying inappropriate sexualised behaviour
- Parental or child isolation
- Low-level parental mental health or physical ill health
- Vulnerable young parents
- Bereavement
- Parent alcohol misuse
- Financial difficulties/debts
- Parental learning difficulty
- Early neglect
- Housing difficulties (overcrowding and homelessness)
- Risk of school exclusion
- Poor attachment between child and parent

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Early Help Provision

How do schools play a role?

Having identified and assessed an early help need schools may:

Help to prevent needs arising through:	Address unmet need through:	Working with outside agency in:
<p>Universal Early Help</p> <ul style="list-style-type: none"> • Understanding Your Child courses and workshops • Signposting to information or other services, eg <ul style="list-style-type: none"> - Health visitor - School nurse • Think Good Feel Good whole school approach • Personal, Social Health Education (PSHE) including Child Sexual Exploitation Awareness 	<p>Targeted Early Help in School</p> <ul style="list-style-type: none"> • Understanding Your Child courses and workshops • Think Good Feel Good intervention, eg <ul style="list-style-type: none"> - Anger management - Relaxation • Family Support Worker • Learning Mentor • Parent Support Adviser • PSHE specific support <ul style="list-style-type: none"> - Empower Programme • Family Learning 	<p>Partnership through referral or consultation with COMPASS</p> <ul style="list-style-type: none"> • Use of Early Help targeted and universal support in school with support from outside agency: <ul style="list-style-type: none"> - Targeted Youth Service (TYS) - EnHance - Children’s Centres - Early Help Social Worker - Lifelines - Young Carers Support - Employment Adviser - Information, Advice and Guidance (IAG) - Education Access Service - CAMHS

Child’s Journey



Note: all schools can access Early Help Social Worker consultation via COMPASS in order to assist them in understanding needs, risks and identifying the right support in relation to Early Help.

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Targeted Early Help Services

(delivered or commissioned by Shropshire Council)

Service	Where Provided?	How Provided?
Early Help Social Workers	<ul style="list-style-type: none"> Countywide via Compass 	<ul style="list-style-type: none"> Consultation support for lead professionals in understanding needs and managing risks
Targeted Youth Support (TYS)	<ul style="list-style-type: none"> Countywide At school, at youth centres and other community venues Venues to suit the young person's plan, interests and needs 	<ul style="list-style-type: none"> Mostly 1-1 with young person and with family members as appropriate Some group work (on a needs basis) Co-ordinating the Early Help Plan when lead professional Consultation via Compass
EnHance	<ul style="list-style-type: none"> Countywide At school, at home, at youth centres and other community venues 	<ul style="list-style-type: none"> 1-1 with young person and/or parents as well as whole family approach Parenting – group work and 1-1 Co-ordinating the Early Help Plan when lead professional
Parenting	<ul style="list-style-type: none"> Countywide Groups/workshops: Children's Centres, schools and community venues 	<ul style="list-style-type: none"> Groups, workshops and 1-1 parenting support Co-ordinating the Early Help Plan when lead professional
Children's Centre Services	<ul style="list-style-type: none"> Countywide Universal: Children's Centres Targeted: at home, Children's Centres 	<ul style="list-style-type: none"> Universal: groups, drop in Targeted: 1-1 with family, group work, 1-1 work within drop in groups Co-ordinating the Early Help Plan when lead professional
Lifelines	<ul style="list-style-type: none"> Countywide In the school environment (support), at home (assessment and review) 	<ul style="list-style-type: none"> 1-1 therapeutic support for young people With parents/carers for assessment and review Co-ordinating the Early Help Plan when lead professional
British Red Cross Young Carers	<ul style="list-style-type: none"> Countywide 	<ul style="list-style-type: none"> Groups and activities 1-1 support
Family Information Service	<ul style="list-style-type: none"> Countywide 	<ul style="list-style-type: none"> Online directory Telephone support Information provision for professionals and parents via Compass
Autism West Midlands	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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<u>Committee and Date</u>
Young People's Scrutiny 16 th December 2015

<u>Item</u>
7
<u>Public</u>

Post 16 provision in schools and colleges

Responsible Officer Janine Vernon
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1. Summary

- 1.1 A number of factors, both local and national are impacting on post 16 provision in the county, this includes schools with sixth forms, colleges and private training providers. A combination of falling demographics, funding issues and curriculum changes means that ensuring appropriate and accessible post 16 education and training provision in Shropshire is becoming a real challenge.
- 1.2 All Local Authorities have duties to encourage, enable and assist young people to participate in education and training beyond the age of 16, i.e. to secure sufficient suitable education and training provision for all young people aged 16-19 (and up to age 25 with SEND) and promote and track the effective participation in education and training of 16 and 17 year olds.
- 1.3 This report aims to highlight the context and issues for post 16 provision.

2. Recommendations

- 2.1 Scrutiny is asked to note the details given in the update and pay regard to the post 16 area review process which will be instigated in January 2016 across Shropshire, Telford and Wrekin, Herefordshire and North Worcestershire

REPORT

3. Background

3.1 There are a range of post 16 providers in Shropshire: schools with sixth forms, colleges, specialist colleges and private training providers. There are eight 11-18 schools, six of which are academies, and two that are LA maintained (The Grove School and Thomas Adams School) and one special school (Severndale School). There are five colleges in Shropshire one of which specialises in provision for young people with severe disabilities (Derwen College), and a range of private training providers offering mainly apprenticeship programmes.

3.2 In terms of size and curriculum offer, 11-18 schools have in the past primarily offered a level 3 academic curriculum (A levels) but some are diversifying with additional vocational programmes at level 2 or 3, with the colleges offering both academic and vocational programmes at levels 1, 2 and 3. Training providers offer apprenticeships at levels 2 and 3, with some offering higher level apprenticeships that are equivalent to foundation degree level. Sixth forms in schools vary in size, ranging from circa 55-320 students. The two largest sixth forms are at Thomas Adams and Idsall schools, circa 320 and 230 respectively. Colleges recruit larger numbers of 16-18 year olds, ranging from circa 965 to 1670. (Figures based on EFA MI and data reports, July 2015). Approximately 70% of the 16-18 cohort access level 3 provision.

3.3 The numbers of year 11 leavers attending colleges outside of Shropshire remains fairly static at 21% of the cohort (destinations data 2014). However, numbers are increasing to South Cheshire and Reaseheath Colleges, and decreasing to New College Telford, TCAT and Hereford Sixth Form College. The travel to learn patterns of school leavers over time have remained fairly consistent, with the majority remaining in education within the county. (See appendix A: Travel to learn patterns-education)

3.4 Those 16 and 17 year olds that participate in education and training exceed the national and west midlands averages. Figures released by DfE for June 2015 show 91.7% were participating compared to 89.5% for England and 89.3% for the West midlands. Of that 91.7%, 82.4% were in full time education, 5.9% in an apprenticeship, and 3.2% in work based learning or employment.

3.5 Ofsted grades for post 16 providers reflect the quality of our post 16 provision as being just in line with the national average. With changes to the Ofsted framework, schools with sixth forms now have a separate sixth form grade, with over half of the school sixth forms graded as good (under the old and new Ofsted framework). Three out of the four FE colleges are graded as good, along with Derwen College. County Training, one of the largest training providers, is also graded as good.

3.6 Funding for education and training provision for 16-19 year olds and those aged 19-25 with an EHC plan is provided to schools, colleges and training providers by the Education Funding Agency (EFA). In 2012/13 the funding formula for 16-18 year olds was changed, and from 2013/14 the formula was replaced by funding per student, rather than funding the qualifications taken, with the aim of simplifying the funding methodology. Funding is provided on a lagged number approach, i.e. based on the number of students participating in the previous year, with a basic funding rate per student per academic year to fund a study programme regardless of the type of institution. There are a number of other factors that are included in the funding rate: a retention factor, programme cost weighting, disadvantage and/or disabilities allocation and an area cost allowance (where it is known costs of delivery are higher in some areas than others). Therefore the funding per student will vary, but as a guide, most full time students will attract approximately £4,000 of funding per year.

3.7 A number of government policy initiatives have been developed and implemented which all post 16 providers have had to respond to, namely:

- Changes to the curriculum following the Wolf review of post 16 qualifications, and the introduction of the study programme
- Changes to A levels and BTEC qualifications, and a reduction in the number of vocational qualifications recognised in performance tables
- Extending the requirement for all young people to participate in education or training up to the age of 18 (RPA)
- Review of the apprenticeship system, both in terms of curriculum and standards and funding, with a recent expectation of increasing the number of apprenticeships by 3 million in the lifetime of the parliament.
- Funding reforms and budget reductions for the post 16 sector
- Post 16 area reviews (further detail in section 5)

4. Issues facing the post 16 sector and young people in Shropshire

4.1 The post 16 education and training sector operate in a free market economy, which can be potentially difficult to manage in a rural, sparsely populated area such as Shropshire. A mix of high quality learning provision that is accessible is crucial to maintain high levels of participation. This is important given the rural nature of the county and the cost and provision of public transport.

4.2 There is a demographic decline in the county, with pupil numbers reducing (8.2% in secondary school year 11 students over the next five years) which bucks the national trend of growth. However, this decline is not evenly spread and varies by local area. (See appendix B).

4.3 Funding constraints and reducing budgets have resulted in some courses not being offered due to unviable student recruitment, or a redesign of the curriculum offer in order to provide better value for money, which can result in a more limited choice for students. All providers have to consider if the programmes being offered provide value for money and can be afforded financially. Nationally, it is acknowledged, that a school sixth form would

require at least 250 students to be viable, Shropshire only has two school sixth forms that recruit at that level.

4.4 The curriculum and provision mix has changed over a number of years. Providers have altered recruitment policies in response to changes in qualifications, particularly A levels, with a higher GCSE grade entry profile required for certain subjects. This can influence student choice, with students requiring a particular mix of subjects/qualifications having a more limited choice.

4.5 Impartial information advice and guidance is crucial to assist young people's choices and needs. The majority of Shropshire secondary schools purchase the Councils careers, information, advice and guidance service (IAG service) in order to fulfil their statutory duty. Student demand and provision supply can alter over time, often affected by local factors, for example, transport provision, word of mouth and parental preference. This can make forward planning problematic.

4.6 The issues described above are interrelated. It is evident that a mix of provision is required for young people, and in different locations, but it is equally apparent that post 16 providers are increasingly under financial pressure, with some offering provision that is financially unviable.

5. How the sector and partners are responding to the issues

5.1 As a local authority we are committed to challenging and supporting all post 16 providers in the county. The school improvement team and the post 16 team have been working with schools on aspects of the curriculum, student recruitment and retention and finance. The schools have access to a financial modelling tool which allows them to model and predict the funding based on student numbers. Local authority officers have undertaken school sixth form reviews in a number of schools. School sixth forms are encouraged to work collaboratively to provide a curriculum suitable for local needs.

5.2 The Shropshire Learning Network (SLN) is a network of Shropshire 14-19 providers, with memberships across the schools, colleges and training providers, along with local authority officers and an independent chair. This type of network is not necessarily replicated in other local authorities. The membership have raised concerns around post 16 sustainability and produced an information paper in the summer of this year to highlight their concerns and how they may impact on young people in the county. The paper has been used to inform governing bodies and key partners, including relevant elected members within the council. (See appendix C)

5.3 Local authority officers have regular meetings with the regional schools commissioner (RSC), and have highlighted the concerns about sustainability within the sector. The RSC acknowledges the issues, suggesting the need for greater collaboration between the 11-18 schools and other providers. Given the issues across the post 16 sector any age expansion proposals put forward by a school would have to demonstrate a strong and robust case of sustained

need. The RSC office will continue to work with the local authority on government initiatives.

5.4 Within the college sector institutional changes will become more evident over time. Ludlow Sixth Form College successfully merged with Herefordshire College of Arts and Technology to become Herefordshire and Ludlow College in 2013. Other local colleges are proactively exploring collaborative models with the aim of establishing a more sustainable provider base. Discussions between Shrewsbury College, Shrewsbury Sixth Form College and New College Telford have resulted in a proposal for the three colleges to merge, with the intention of completing the merger arrangements by September 2016. A press release issued in mid-November outlined the rationale for the proposal – extract below:

‘Staff at all colleges have been informed of the possibility, which has come about after all three colleges felt that federation, whilst still an available option, would be difficult to achieve and have limited opportunities to improve financial performance’

‘In a joint statement, the Principals of all three Colleges, Martin Ward (SSFC), Fiona O'Brien (NCT) and Steve Wain, (Shrewsbury College), said: "We are seeking to create a new college structure for Shropshire which allows each college to continue to specialise and improve. Each college offers a distinctive curriculum in separate locations and we believe that this merger proposal is the best way for us to maintain the quality of education when the post 16 sector is facing continuing financial pressure.’

5.5 As a consequence of the financial status of some post 16 providers across the country, the government have launched a programme of post 16 area reviews due to the financial and viability concerns raised by the funding agencies and the department of Business, Innovation and Skills (BIS). The initiative is supported by the DFE and the two funding agencies, the EFA and the Skills Funding Agency (SFA). The area reviews will focus on the FE and sixth form college sector primarily, but will also consider the wider post 16 provision in an area.

5.6 The purpose of the reviews will be to:

- Ensure an offer that meets local learner and employer needs and provides access to high quality and relevant education and training for all
- The right balance of provision, including greater specialisation and higher level technical skills
- Support economic development and the drive for increasing productivity
- Create sustainable institutions i.e. fewer, larger, more resilient and efficient providers

Although schools will not be individually assessed and engaged at the same level as the colleges there will be a need to consider whether the present post

16 provision in schools is meeting the needs of learners and supporting progression to HE and employment.

5.7 There is an expectation that the RSC office and local authorities will provide data and narrative on the schools provision in the area. This will support the work on college options assessment and developing recommendations in the context of the total provision picture. Each review will be led by a local area review steering group, with the local authority having representation on the group. The review will cover a 4-5 month period, culminating in a set of recommendations for governing bodies to consider.

5.8 The first wave of reviews is already underway in Birmingham and Solihull, Greater Manchester, and Sheffield City region. Wave two areas are Tees valley, Solent and West Yorkshire. Wave three – to begin in January 2016 includes Shropshire. The area review will cover Shropshire, Telford and Wrekin, Herefordshire and (North) Worcestershire. This reflects the Marches LEP area along with the significant travel to learn patterns across the region.

5.9 Leading up to the start of the review the local authority will compile an evidence base which will feed into other evidence provided by the EFA , SFA, Ofsted, RSC office, and college providers. We will be proactive in our approach to the review and include schools in the wider discussions that will occur outside of the steering group meetings. A SLN network meeting scheduled for February 11th will focus on the review. The outcomes and recommendations of the review should be completed by May 2016.

3. Risk Assessment and Opportunities Appraisal

(NB this will include the following: Risk Management, Human Rights, Equalities, Community, Environmental consequences and other Consultation)

There are a number of risks associated with the area review process, particularly regarding the response of governing bodies to the recommendations, as it is for individual governing bodies of the colleges to respond, agree and implement any of the recommendations put forward.

There are also opportunities for the area to shape a post 16 sector that is able to respond to changes in funding, demography, curriculum, and future economic growth and skills requirements, whilst ensuring appropriate, accessible and sustainable provision for learners.

4. Financial Implications

There will be future financial implications for the sector given the context explained in the paper. Whilst the comprehensive spending review in

November outlined no change to the 16-19 national funding rate per learner it does not take into account the increased costs associated with national insurance contributions and additional pension or salary contributions.

5. Additional Information –N/A – see appendices

List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)

See attached appendices

Cabinet Member (Portfolio Holder)

Cllr Ann Harley

Local Member

All

Appendices

A-Travel to Learn summary 2010-2014

B- year 11 pupil number/demographic data projections

C- SLN information paper on post 16 sustainability

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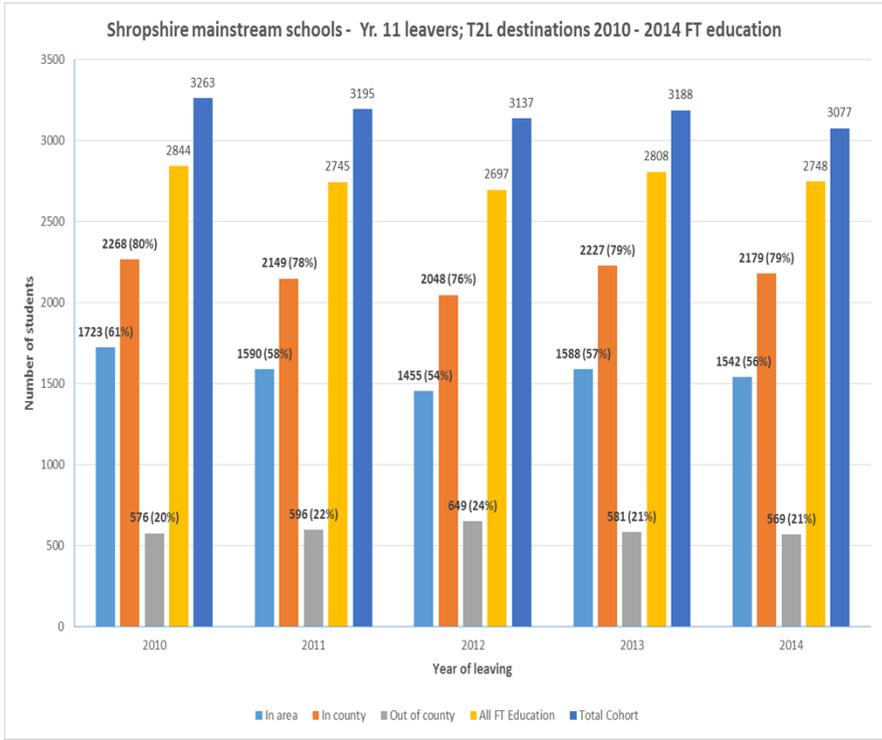
T2L 2010 - 2014

A trend analysis of the destination patterns of all mainstream school leavers in Shropshire between 2010 and 2014

HEADLINE INFORMATION

<u>Shropshire</u>	<u>Cohort Size</u>	<u>In Area</u>	<u>In County</u>	<u>Out Of County</u>
	Decrease (6%) in number of yr. 11 leavers. (3263 - 3077) Increase of 2% in number of students staying in education (87 – 89%)	Decrease in number of students staying in area (61% - 56%)	Minimal decrease in number of students staying in county (80 – 79%)	Minimal increase in number of students accessing out of county provision (20 – 21%)
<u>South Shropshire</u>	Minimal fluctuation, approx. 520 students. Growth in % of students staying in education (85% - 88%)	Decrease in number of students staying in area 194 – 136 students, 43 – 29% of cohort	Decrease in number of students staying in county 340 – 325 students, 76 – 70% of cohort	Increase in number of students accessing out of county provision 106 – 140 students, 24 – 30% of cohort
<u>South East Shropshire</u>	Fluctuating downward trend in cohort size 691 – 664 students. Static % of students staying in education (88%)	Decrease in number of students staying in area 301 – 263 students 49 – 45% of cohort	Increase in number of students staying in county 375 – 392 students, 61 – 67% of cohort	Decrease in number of students accessing out of county provision 236 – 190 students, 39 – 33% of cohort
<u>North West Shropshire</u>	Decrease in cohort size 607 - 544 students Increase of 3% in number of students staying in education (87 – 90%)	Increase in number of students staying in area 218 - 230 students 41 – 47% of cohort	Increase in % of students staying in county 430 - 413 students, 61 – 67% of cohort	Decrease in number of students accessing out of county provision 120 – 77 students, 24 – 16% of cohort
<u>North East Shropshire</u>	Decrease in cohort size 470 - 436 students Spikey profile of % number of students staying in education (range 80 – 88%)	Decrease in number of students staying in area 225 - 158 students 55 – 41% of cohort	Decrease in number of students staying in county 299 - 259 students 73 – 68% of cohort	Increase in number of students accessing out of county provision 108 – 124 students, 27 – 32% of cohort
<u>Shrewsbury Area</u>	Decrease in cohort size 971 - 905 students Increase of 4% in number of students staying in education (88 – 92%)	Static at 91%	Static at 96%	Static at 4%

Source: DfE Return Autumn 2014

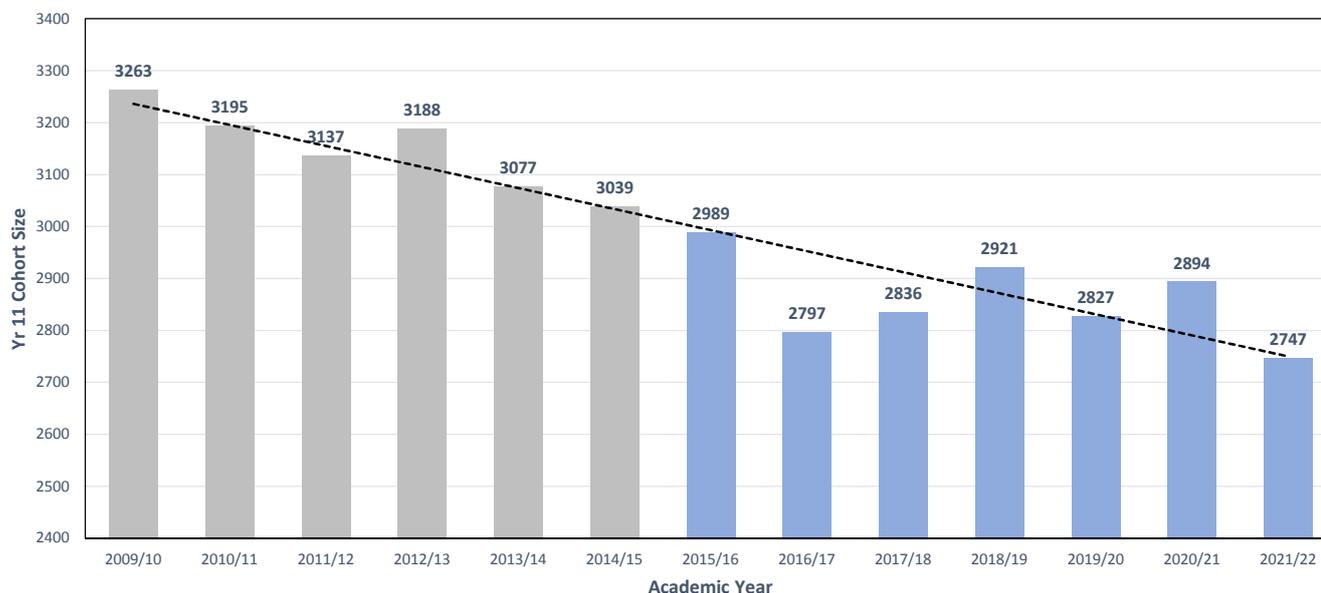


SHROPSHIRE MAINSTREAM SECONDARY SCHOOLS - YEAR 11 NOR ACTUAL/ FORECASTS

Actual				Forecasts											
				Actual											
				2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Gain/ Loss	% Gain/ Loss		
Forum: South				70	76	58	84	82	74	75	62	-8	-11%		
CCBC				163	137	131	114	130	112	115	126	-37	-23%		
Ludlow				115	134	137	108	124	124	124	124	9	8%		
Church Stretton				118	106	98	106	87	105	101	107	-11	-9%		
Lacon Childe				466	453	424	412	423	415	415	419	-47	-10%		
Total															
Forum: SE				152	117	120	122	166	124	122	117	-35	-23%		
OWS				153	171	150	142	126	132	144	115	-38	-25%		
BES				165	165	161	158	160	158	158	158	-7	-4%		
WBS				213	209	219	212	214	211	211	211	-2	-1%		
Idsall				683	662	650	634	666	625	635	601	-82	-12%		
Total															
Forum: SPET				86	70	70	52	51	66	67	63	-23	-27%		
Grange				161	161	166	167	167	160	162	162	1	1%		
Priory				109	111	110	96	120	109	112	112	3	3%		
Sundorne				93	96	83	99	109	103	101	106	13	14%		
Mary Webb				166	169	140	168	167	160	144	139	-27	-16%		
Belvidere				236	242	242	242	244	242	242	242	6	3%		
Meole Brace				851	849	811	824	858	840	828	824	-27	-3%		
Total															
Forum: NE				218	207	215	210	207	198	203	200	-18	-8%		
Thomas Adams				75	93	70	69	59	74	83	63	-12	-16%		
SJT				175	168	135	166	160	152	172	141	-34	-19%		
Grove				468	468	420	445	426	424	458	404	-64	-14%		
Total															
Forum: NW				144	137	127	128	139	128	133	125	-19	-13%		
Corbet				116	114	102	104	99	91	112	87	-29	-25%		
Lakelands				251	233	220	233	260	253	259	222	-29	-12%		
Marches				60	73	43	56	50	51	54	65	5	8%		
St Martins				571	557	492	521	548	523	558	499	-72	-13%		
Total															

Academic Year	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Gain/ Loss	% Gain/ Loss
Total: Shropshire	3263	3195	3137	3188	3077	3039	2989	2797	2836	2921	2827	2894	2747	-292	-10%

Shropshire Schools Year 11 Cohort Actual/ Forecasts

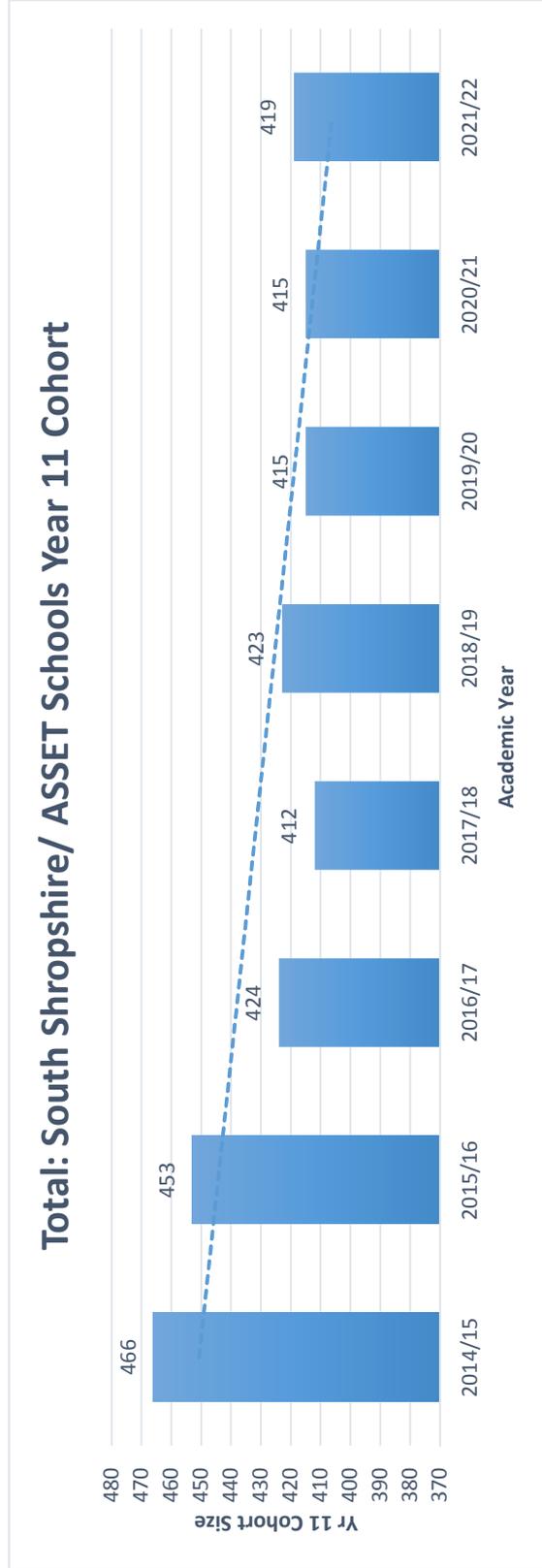


	Actual
	Forecast

Source: School Census Oct 2014

SECONDARY SCHOOL YEAR 11 NOR ACTUAL/ FORECASTS

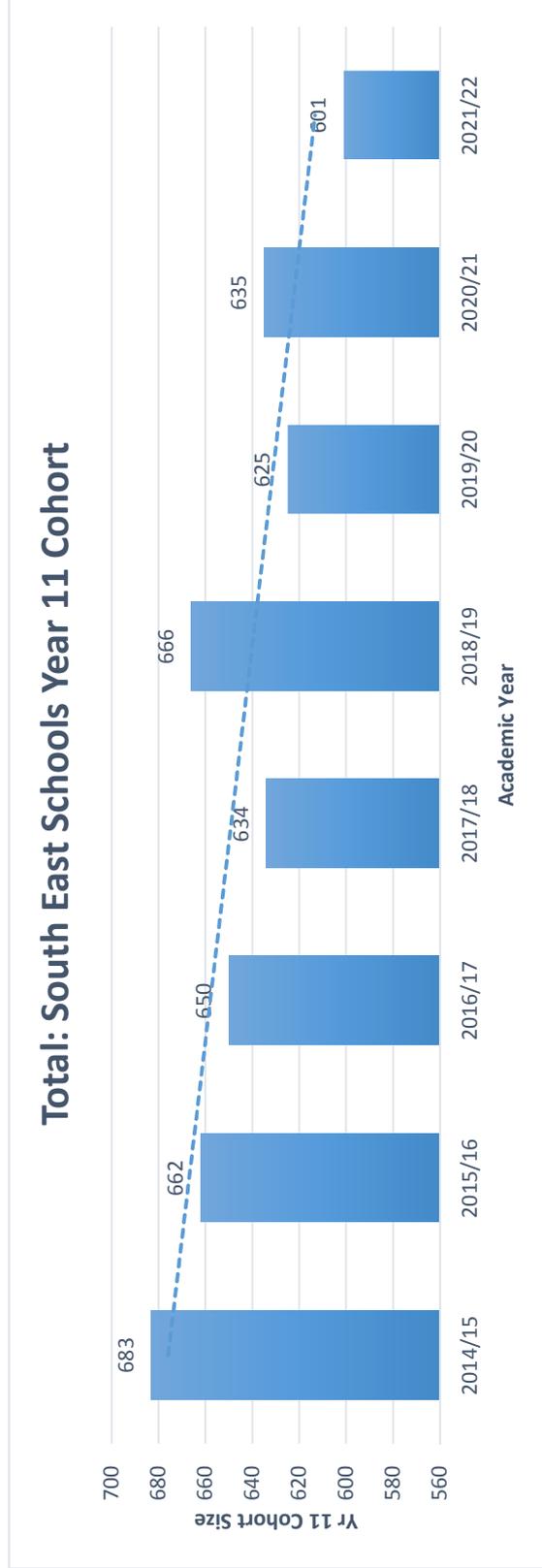
	Actual	Forecasts										Gain/ Loss	% Gain/ Loss
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2020/21	2019/20	2018/19		
Forum: South	70	76	58	84	82	74	75	62	-8	-11%			
CCBC	163	137	131	114	130	112	115	126	-37	-23%			
Ludlow	115	134	137	108	124	124	124	124	9	8%			
Church Stretton	118	106	98	106	87	105	101	107	-11	-9%			
Lacon Childe	466	453	424	412	423	415	415	419	-47	-10%			
Total													



Source: School Census Oct 2014

SECONDARY SCHOOL YEAR 11 NOR ACTUAL/ FORECASTS

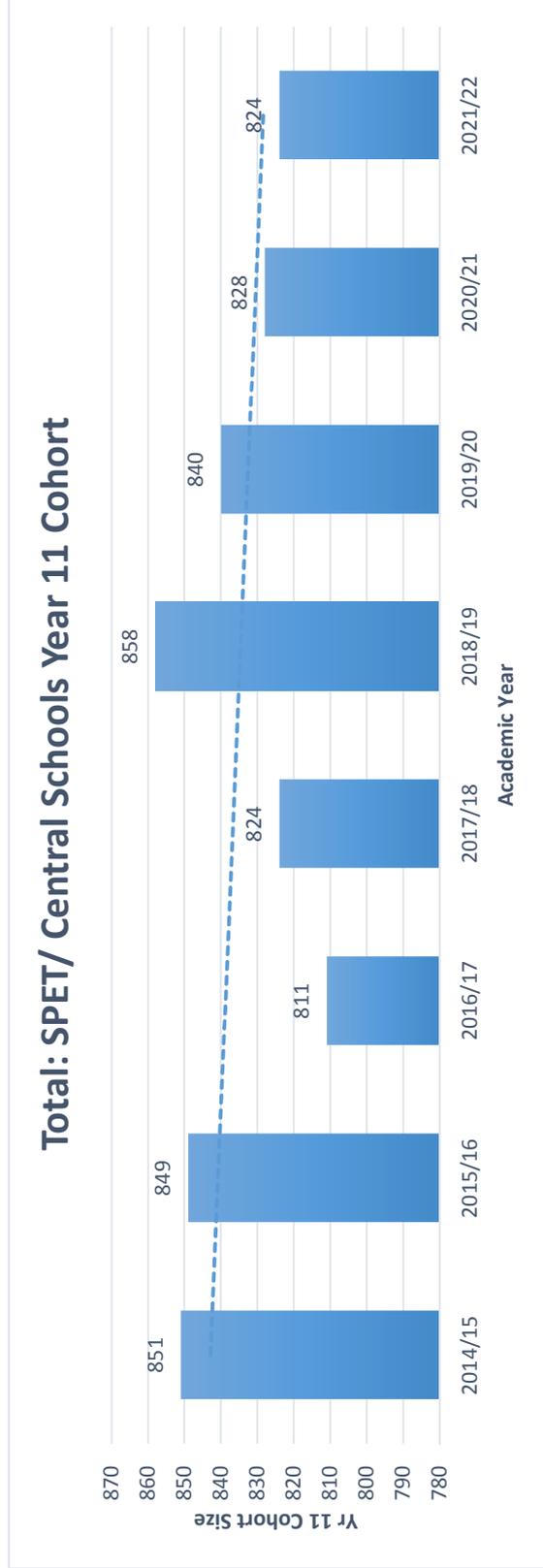
	Actual	Forecasts											Gain/ Loss	% Gain/ Loss			
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2020/21	2019/20	2018/19	2017/18			2016/17	2015/16	
Forum: SE																	
OWS	152	117	120	122	166	124	122	117								-35	-23%
BES	153	171	150	142	126	132	144	115								-38	-25%
WBS	165	165	161	158	160	158	158	158								-7	-4%
Idsall	213	209	219	212	214	211	211	211								-2	-1%
Total	683	662	650	634	666	625	635	601								-82	-12%



Source: School Census Oct 2014

SECONDARY SCHOOL YEAR 11 NOR ACTUAL/ FORECASTS

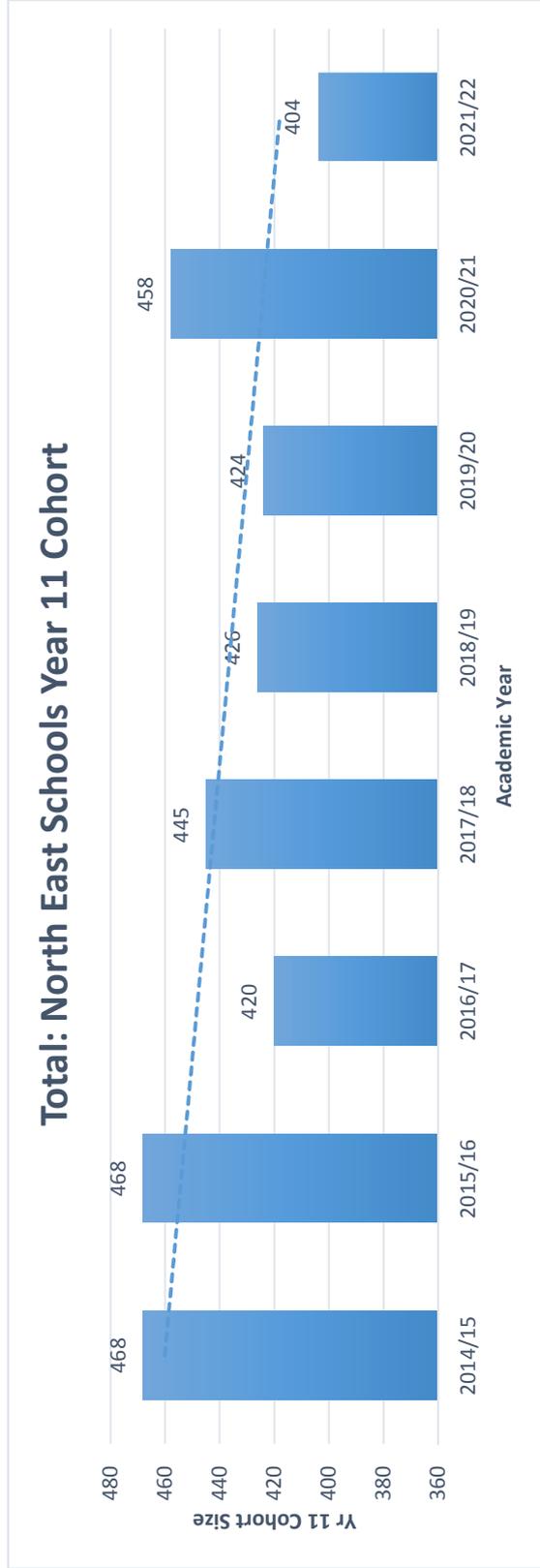
	Actual	Forecasts										Gain/ Loss	% Gain/ Loss
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2020/21	2021/22			
Forum: SPET	86	70	70	52	51	66	67	63	-23	-27%			
Grange	161	161	166	167	167	160	162	162	1	1%			
Priory	109	111	110	96	120	109	112	112	3	3%			
Sundorne	93	96	83	99	109	103	101	106	13	14%			
Mary Webb	166	169	140	168	167	160	144	139	-27	-16%			
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Meole Brace	851	849	811	824	858	840	828	824	-27	-3%			
Total													



Source: School Census Oct 2014

SECONDARY SCHOOL YEAR 11 NOR ACTUAL/ FORECASTS

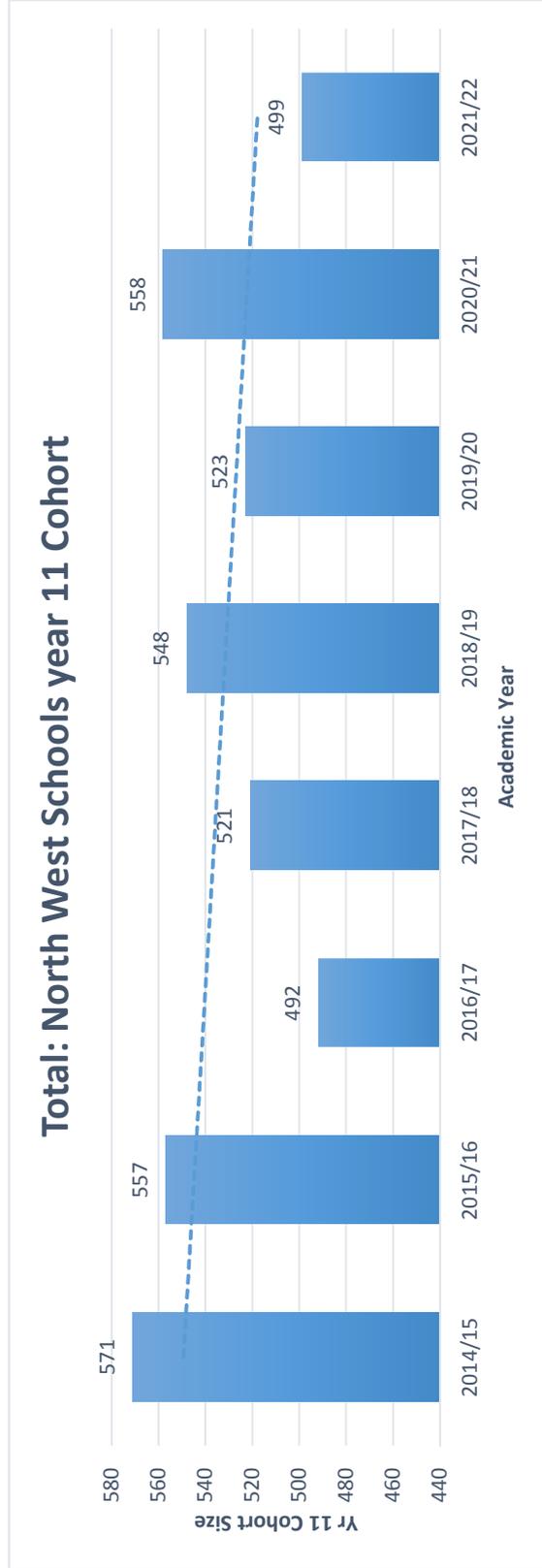
Forum: NE	Actual	Forecasts											% Gain/ Loss	% Gain/ Loss
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2020/21	2019/20	2018/19	2017/18		
Thomas Adams	218	207	215	210	207	198	203	200	-18	-8%				
SJT	75	93	70	69	59	74	83	63	-12	-16%				
Grove	175	168	135	166	160	152	172	141	-34	-19%				
Total	468	468	420	445	426	424	458	404	-64	-14%				



Source: School Census Oct 2014

SECONDARY SCHOOL YEAR 11 NOR ACTUAL/ FORECASTS

	Actual	Forecasts											Gain/ Loss	% Gain/ Loss			
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2020/21	2019/20	2018/19	2017/18			2016/17	2015/16	
Forum: SE																	
Corbet	144	137	127	128	139	128	133	125	-19	-13%							
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Marches	251	233	220	233	260	253	259	222	-29	-12%							
St Martins	60	73	43	56	50	51	54	65	5	8%							
Total	571	557	492	521	548	523	558	499	-72	-13%							



Source: School Census Oct 2014

Ensuring appropriate and accessible post 16 education and training provision in rural Shropshire is a real challenge. A free market approach would potentially fail to meet such a challenge and could destabilise the existing provider base. This paper aims to outline the issues for post 16 provision in Shropshire.

Context

- There are eight 11-18 schools of which six are Academies
- There are five colleges in Shropshire one of which specialises in provision for young people with severe disabilities
- There is a significant decline in pupil numbers in Shropshire (8.2% in secondary school year 11 students over the next 5 years) which bucks the national trend of growth. However, this decline is not evenly spread and varies by local area.

1. Demographics

Key issues raised by providers:-

The decline in student numbers will:-

- Create a reduction in curriculum diversity; more subject areas will become marginalised through lower recruitment and funding changes.
- Intensify competition between providers i.e. smaller critical mass of students against a potential back drop of an increase in the number of post 16 providers.
- Contribute to further financial pressures, over and above substantial cuts in funding for 16-18 education, because funding is driven by student numbers.

Potential impact/ consequence for young people

- Courses being withdrawn due to insufficient numbers and courses not being financially viable
- Young people will have restricted curriculum choice at some institutions and, therefore, base post 16 decisions on course availability, which may involve increased travel to learn distances. This could deter some young people from continuing their education/ training post 16, increasing the risk of becoming NEET.

2. Funding

Key issues raised by providers:-

- Imposed national changes to post 16 funding has meant a reducing budget for all providers. The costs of delivery could soon be greater than student funding levels.
- Increases to employers' contributions to staff pensions and NI contributions will impact on schools and colleges in 2016. This will add in additional costs creating a further burden on the reducing levels of national 16-19 funding.
- As a result of demographic changes school sixth form funding may have to be 'topped up' with 11-16 funds if recruitment reduces year on year.

Potential impact/ consequence for young people

- Courses designed to facilitate financial efficiency may not fully meet young person's needs and could result in a narrower choice with the possibility of some subjects disappearing.
- The spread and range of provision across Shropshire could be dictated by reducing budgets. This could mean the loss of provision in smaller market towns and young people will then have to travel further to access provision of choice.

3. Provision/ Curriculum

Key issues raised by providers:-

- It is crucial that a mix of high quality learning provision is accessible to maintain high levels of participation. This is particularly important given the cost and provision of public transport.
- Whilst the current national policy of competition within the education sector has the potential to raise standards the 'free market' approach could also destabilise existing provision. If further additions to the current provider base continues this will lead to potentially unviable institutions across Shropshire.
- The quality of the information, advice and guidance (IAG) young people receive pre 16 will influence their choice as they move forward with education/ training aged 16. The notion of impartial and robust IAG is crucial and should be focussed on young people's needs.

Potential impact/ consequence for young people

- Course availability will become more restricted; students requiring a particular mix of subjects/ qualifications will have limited choice. Access to the choice of course is already a challenge for some young people in our more rural areas, due to limited public transport.
- In areas where new provision becomes available, whilst offering choice for young people, this could lead to over provision rather than being responsive to young people's needs.
- Cost of transport could prohibit and be a limiting factor to participation in further education or training. In addition some external providers are providing free/ heavily subsidised transport. Young people could make decisions based on financial commitment as opposed to choice of course, students access inappropriate courses, choose external providers or not participate at all.

SLN member's response/actions

The Shropshire Learning Network (SLN) provides a forum to explore solutions. SLN membership represents all who contribute to, or support, education and training for learners 14-19/ 25 (aged 14 -19 and up to age 25 for high needs learners) in Shropshire. The role of the 14-19/ 25 network is to develop plans aligned with LA statutory responsibility and national direction.

The SLN membership agrees the following guiding principles be considered for future planning:-

- New provision is not the solution.
- Any solutions need to be scoped and considered to ensure they benefit young people. There are a range of possible solutions (i.e. soft or hard federation, agreements between providers on curriculum offer, merger, consolidation, etc.).
- Key institutional decisions are the responsibility of governing bodies of schools, colleges and training providers.
- The Local Authority has a responsibility to ensure sufficient, suitable, accessible and high quality provision.
- All stakeholders must be fully involved in any solution(s).
- Collaboration is possible, but requires real commitment, trust and honesty.
- An effective and affordable transport system is essential.

In response to issues raised within the paper SLN is proposing:-

- To research potential models for collaborative working/possible solutions for sustainability which ultimately benefit young people in Shropshire.
- To develop a financial modelling tool to support school sixth forms with budget forecasting. This will complement the pre 16 financial modelling work from schools forum.
- To initiate further communication with post 16 providers, governing bodies and local members. Councillor Nick Bardsley, deputy cabinet member for children's services, has a post 16 brief and provides a valuable link between schools forum, SLN and Shropshire councillors and officers, therefore, ensuring an informed dialogue between SLN members and the Shropshire Council's ruling administration.



<u>Committee and Date</u>
Young People's Scrutiny
16 December 2015

<u>Item</u>
8
<u>Public</u>

Referral, Re-Referrals and Repeat Child Protection Plans

Analysis of demand trends and outcomes

Responsible Officer Tina Russell, Head of Children's Social Care & Safeguarding
e-mail: Tina.russell@shropshire.gov.uk Tel: 01743 254254 Fax:

1. Summary

- 1.1 This report identifies the journey Shropshire Children's Social Work have taken in the management of referrals and repeat child protection plans over the past 18 months.

2. Recommendations

- 2.1 Scrutiny to note the content of the report and seek further information if required to assure themselves that within these areas of safeguarding the quality of service, audit activity and systems and processes are in place to ensure children are safeguarded and their welfare promoted.
- 2.2 Scrutiny to make any recommendations they feel are necessary to assure themselves of point 2.1

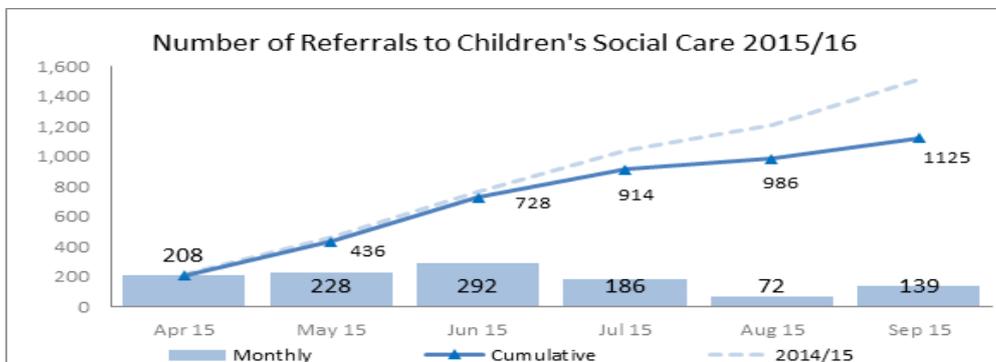
3. Report

Referrals

Number of referrals in year			
	2014	2015	2016 (forecast)
Shropshire	2089	2722	2141
SN	5901.8	5459.1	n/a
England	657800	635600	n/a

Rate of referrals in year			
	2014	2015	2016 (forecast)
Shropshire	347.2	455.5	358
SN	525.1	538.7	n/a
England	573	548.3	n/a

- 3.1 Our number and rate of referrals compared to Statistical neighbours and England data remains lower. There is some caution with comparison because there isn't a consistent descriptor used for recording referrals across local authorities. Some local authority's will record every contact from a person expressing potential concern for the welfare of a child as a referral, others will only record this as a referral once a decision has been made to undertake a Social Work Assessment (SWA) and others, like Shropshire, are in the middle and will define a referral against the threshold identifying professional judgement as to whether a child might be a child in need but referrals from some sources such as NSPCC / Prisons etc. are automatically determined as full referral for a decision.
- 3.2 Therefore it is important to understand Shropshire's journey and to understand our current process in the context of what we seek to achieve i.e. good quality decision making, reinforced use of the SSCB threshold matrix and promotion of support, advice and assistance to partners in the delivery early help to families at a first stage where ever safe to do so. (see background report attached)
- 3.3 Referrals into children's social work have decreased against figures for 13/14 following changes to the process for identifying and managing referrals. By the end of the second quarter in 14/15 we had received and processed 1516 referrals, for the same period in 15/16 we have processed 1125.



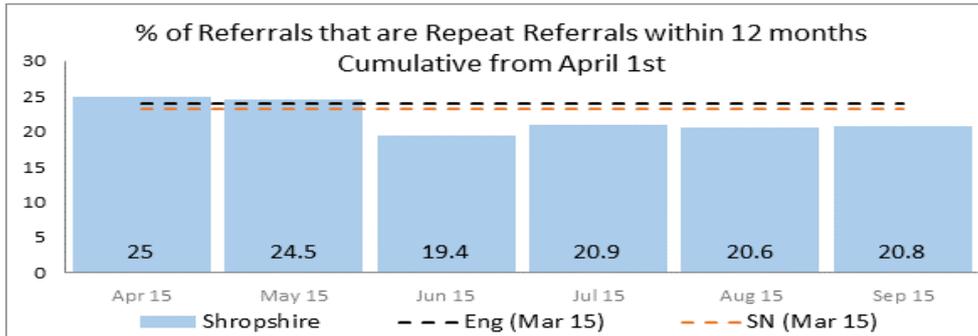
- 3.4 The difference between the two is largely being reflected through change of process by which the "professional conversation" is now provided through the initial contact process. In 14/15 the number of referrals with

an outcome of professional conversation was 26.8% compared to the same period in 15/16 where the figure is 3.4%.

- 3.5 The change in process means professionals and parents calling into to seek information, support or advise about concerns for child are provided with a direct contact with a range of specialist professionals including Social Worker, Targeted Youth Worker and Primary Mental Health Worker who are able to share information and advise on how to support the family through early help as a first response where it is safe to do so.
- 3.6 Those initial contacts confirmed to meet the threshold for a referral are passed directly to the Senior Social work in Compass for a review and decision on the need for a SWA.
- 3.7 The performance data show therefore an increase in referral resulting in SWA from 43% up to 48.8% and an increase in referral resulting in Child Protection investigations from 16% up to 26.8%
- 3.8 Development of the Initial Contact records and management of them means we are able to ensure the change of process continues to drive good quality safe decision making and we are currently developing performance information on these to support analysis of and audit of demand at this level.
- 3.9 The change in practice means we are able to better target our resources to appropriately meet demand, promote early help as a first offer where it is safe to do so, increase timeliness in decisions making on referrals by the Senior Social Worker and reduce bureaucracy and administration demands at the front door.

Repeat Referrals

- 3.10 As a result of our developing practice we have reduced the number of repeat referrals in 15/16. In the quarter 2 period 14/15 repeat referral were at 27.1 % and above Statistical Neighbours/England rates. In quarter 2 for 15/16 our rates are 20.8% and are below Statistical Neighbours/England rates for 14/15. (NB we do not have Statistical Neighbours/England rates for 15/16 and the counting of “referrals” can differ between Local Authority’s)
- 3.11 Repeat referrals in Shropshire were high for the period where we developed the offer of the “professional conversation”. Following the November 2012 Ofsted Inspection this offer was designed to re-engage partners confidence to make referrals into the services where they had concerns. Once confidence and improved working together practice was re-established and we were in a position to better understand referrals in the context of need we are able to further develop our front door management of both Initial Contacts and Referrals.



3.12 An audit of re-referrals received during quarter 1 of 14/15 was undertaken which looked at the outcome decision for each of these 179 referrals. The audit confirmed that the majority of repeat referrals led to a decision for a SWA following an earlier decision of No Further Action (NFA) (74%) or Professional conversation (36%). Practice now would be to ensure the offer of Early Help was in place and to offer professional advice and assistance to the lead professional to deliver a Targeted Early Help plan if required. All children who were the subject of more than two referrals had been referred for a SWA. Whilst this presents as good practice in that children are not subject to many repeat referrals before a SWA is completed we do need to ensure decision for a SWA are based on the threshold of need and not pressure / capacity from our partners to deliver early help. A tight audit process is in place to review decision making on referrals on a regular basis and each referral decision is set within the threshold framework to reinforce compliance.

(See appendix 1)

3.13 Work continues to develop our front door and plans to create a Compass MASH are well underway with a timescale for us to be joined by West Mercia Police, National and Community Probation and Health representation of HV/Sch Nurses by Dec 15

(See appendix 2 Compass Leaflet)

Repeat Child Protection Plans

3.14 There are two measures used to monitor children with a 2nd or subsequent child protection plan. Those with a repeat plan within two years of the first plans ending and those with a second plan at any time.

3.15 In 13/14 Shropshire had a higher proportion of “2nd/Subsequent plans with 31 children (18.8%) subject of a second plan for any period and 14 (8.5%) being the subject of a plan for a second time with 2 yrs. At the same period 15/16 there 18 (13.4%) subject to a second plan for any period and 10 (7.4%) subject of a repeat plan within two years.

3.16 A second audit of children subject to repeat child protection plans was undertaken and presented to SSCB September 15. This independent

multi agency audit found that “whilst Shropshire has been much higher in the past measured against Statistical Neighbours/England this is now resolving”.

- 3.17 The audit concluded the threshold for decision making on the first and second occasion was correct as was the decision to remove the child from the plan due to progress made and the threshold no longer being met. This second audit noted improvement since the previous audit findings in September 14 where challenge was made with regard to the length of time a child spent on the plan possibly not being long enough.
- 3.18 A key finding was the need to improve plans to be both SMART and to ensure all partners were fully engaged in the delivery and review of the plan to bring about effective change in a timely way. As plans stepped down into early help this continued to be an issue of concern and a key recommendation from the audit was to identify the need to ensure step down plans to early help are robust and reviewed to ensure outcomes achieved during the period of child protection planning are sustained.
- 3.19 We have placed 2.5fte family support workers in Compass as of September 15 to support the step down pathway providing advice and assistance to professionals in the delivery of early help plans.
- 3.20 We have established an internal practice for all Child Protection cases where by at 15 months (2nd CP review) to be subject to legal planning meeting to consider the need for pre proceedings where the threshold of significant harm continues to be met and there is insufficient evidence of progress being made.

4. Risk Assessment and Opportunities Appraisal

(NB this will include the following: Risk Management, Human Rights, Equalities, Community, Environmental consequences and other Consultation)

N/A

5. Financial Implications

Outside of the Council saving pressure and the potential impact of this on Children’s Services there are no financial implications within this report

6. Background

Attached - Shropshire Children’s Social Work journey from 2012 - 14/15 regarding the management of referrals and repeat referrals

7. Additional Information

Attached - SSCB QA report on repeat Child Protection plans

List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)

Cabinet Member (Portfolio Holder)

Cllr Ann Hartley

Local Member

All

Appendices

Appendix 1 – Referral Decision Letter

Appendix 2 – Compass Leaflet

Shropshire Council
COMPASS/ICT
Mount McKinley
Shrewsbury Business Park
Anchorage Avenue
Shrewsbury
SY2 6FG

REFERRAL OUTCOME NOTIFICATION – SHROPSHIRE CHILDREN’S SOCIAL WORK SERVICE

Referrer’s name.....

Agency.....

Child referred..... DOB:.....

Thank you for your referral received on the.....(date).

Your referral has been considered alongside information held by Children’s social care and in line with the agreed SSCB thresholds the following action will be taken as an outcome to your referral:

Level 1 Threshold - Universal

Key Features: Needs met within universal provision; May need limited help within setting to prevent needs arising; Children, young people and parents/carers can access these services directly

1. No further action will be taken but your referral is recorded for information only.



Level 2 Threshold – Children in Need of Early Help

Key Features: Requires additional support, usually within the setting; Needs are well established and can usually be met within identified resources; Children, young people and parents/carers can access these services using the EHAF assessment process

1. You continue to offer single agency support and you may consider completing an EHAF with the parent/carer and child/young person to identify what additional supports are needed.

2. An offer of early help needs to be made in the first instance and to support this a Social Worker will be in touch with you to progress this.

Level 3 Threshold – Children with complex needs

Key Features: Requires co-ordinated multi-agency response; Lead professional required; High level of unmet need

1. An offer of targeted early help needs to be made in the first instance and to support this child / family a COMPASS worker will be in touch with you to progress this.

2. Social work assessment (child in need)

Level 4 Threshold – Targeted - Children with acute specialist needs/child protection

Key Features: At risk of becoming, or has become, a child in care; Multi-agency plan failing; In need of a formal Child Protection Plan; Often poor co-operation

1. Social work assessment (child in need)

2. A strategy discussion/meeting was held and the following outcome was the result:

• Social work assessment (child in need)

• Child protection enquiries (child protection)

• An offer of Early Help to be made to the family

• Police only investigation (no action under taken by social care)

- No further action for either police or social care



Where it has been decided that a social work assessment will be undertaken a Social worker from our case management team will be in touch to discuss and agree your involvement in this assessment. If you do not receive contact you can call (01743 250010) to follow this up.

Thank you for your call, if dissatisfied with the outcome or require more specific rationale, please contact me on 0345 6789021

Name:

Senior Social Worker:

FPOC contact number is: 0345 6789021

EDT contact number is: 0345 6789040

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The next steps:

Early Help:

If the Compass Hub believe that the child would benefit from extra help, or that the parent/carer needs support, they will signpost the family on to the right service, ensuring that support is provided quickly.

No Further Action:

If the Compass Hub believe that child's needs can be appropriately met by services and support already in place then no further action will be taken and the contact will be closed down.

Social Work Assessment:

If the Compass Hub decide the child is a 'child in need' or at risk of harm then the referral will progress to a Social Work Assessment and a social worker from one of the Case Management Teams will be allocated to complete the assessment.

Can a parent access help and support directly?

...Yes!

As a parent you can contact Compass for advice and/or support, if you are not already working with a professional who can help and you do this through **First Point of Contact (FPOC)** on **0345 678 9021**

For more information on the definitions of Children in Need and the Local Authority's duties and responsibilities see the Children Act 1989 and/or the Shropshire Safeguarding Board procedures on Referrals and Thresholds at www.safeguardingshropshireschildren.org.uk/scb



**Shropshire
Strengthening
Families**

COMPASS

Getting the 'right help at the right time'
to strengthen families and safeguard children

Shropshire's Multi Agency Safeguarding Hub (MASH).



What is Compass?



Page 48

Compass is the single point of contact for receiving NEW enquiries regarding concerns for the welfare or protection of Children and Young People in Shropshire.

- Compass promotes the offer of early help to children and families in the first instance, where it is safe to do so.
- Compass provides other professionals with support and guidance in completing assessments for early help and delivering early help plans.

The Compass team is made up from a range of agencies, and professionals, working together, which include:

- Social Workers
 - Police
 - Probation
 - Health
 - Targeted Youth Workers
 - Family Support Workers
 - Child and Adolescent Mental Health Services (CAMHS)
 - Family Information Service
 - Child Sexual Exploitation/Missing Coordinator
 - Information Coordinators
- 

What happens in Compass?

Whenever anyone is worried about a child, for example a school teacher, they make contact with Compass to discuss their worries, this is called an 'initial concern'. One of the compass team will talk to the referrer to agree how best to offer early help to a child, young person or family. As part of this process a compass worker may contact the family direct or this contact may be done through the referring professional.

Where an initial concern identifies that a child may be a 'child in need' by this we mean they may need services to promote their welfare the initial concern will be progressed to a "Referral" and the professionals, within Compass, will share information that their own agency holds between each other to gather a fuller picture to inform the decision on the most appropriate next steps. A Child in Need is often referred to as Section 17 child in need, referencing the Children Act 1989.

Where a concern identifies that a child might be at risk of significant harm, a social worker will liaise with professionals within and outside of Compass to decide what actions need to be taken to keep a child safe. A Child at risk of significant harm is often referred to as Section 47 child protection, referencing the Children Act 1989.

Can information be shared without my permission?

We encourage all professionals who make contact with Compass to discuss their worries with parents in the first instance, and to seek parental consent before making contact with us. If this doesn't happen someone from Compass may call parents in the first instance to discuss the initial concern we have received and seek parental consent for information sharing.



Information may be shared without your permission if:

- A child or young person is believed to be at risk of significant harm.
- The information could be used to prevent or solve a crime.

And:

- Within the Compass Hub professionals will share (known and relevant) information between agencies to help us decide what actions are needed when we receive a "Referral".



Agenda Item 9

YOUNG PEOPLE'S SCRUTINY COMMITTEE

WORK PROGRAMME 2015-16

DATE	TOPIC	PURPOSE
Wednesday 16 December 2015 10.00am	<ul style="list-style-type: none"> • The rate of referrals and re-referrals to children's social care and the rate of children with a second or subsequent Child Protection Plan • The contribution of schools to the Early Help and Child Protection Services and the impact of the early help strategy • Post 16 Provision & funding in schools with 6th Form provision and colleges 	
Wednesday 3 February 2016 10.00am	<ul style="list-style-type: none"> • Data/quality assurance report • Promotion of Physical Activity • SSCB Annual Report • Update on changes to the provision of Youth Services 	<ul style="list-style-type: none"> • Exception reporting on key issues
Wednesday 23 March 2016 10.00am	<ul style="list-style-type: none"> • Data/quality assurance report 	<ul style="list-style-type: none"> • Exception reporting on key issues

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THE CABINET FORWARD PLAN

This Notice, known as the Cabinet Forward Plan, sets out the Decisions, including Key Decisions, which are likely to be taken during the period covered by the Plan by either Cabinet as a whole or by individual members of the Executive. The Plan is updated each month and regularly amended and at least 28 clear days before a key decision is to be taken and is available from Council Offices, libraries and on the Council's Internet site (www.shropshire.gov.uk). This edition supersedes all previous editions.

Further Information

Cabinet is comprised of the following members: Mr K Barrow (Leader); Mr S Charmley (Deputy Leader); Mr T Barker; Mrs K Calder; Mr L Chapman; Mrs A Hartley; Mr S Jones; Mr M Price; Mr D Turner and Mrs C Wild. To view more details, please click on the following link:
<http://shropshire.gov.uk/committee-services/mgCommitteeDetails.aspx?ID=130>

A Key Decision is one which is likely to result in income, expenditure or savings of £500,000 or greater, or to have a significant effect, on, two or more Electoral Divisions. In two member divisions i.e. Oswestry and Market Drayton, these are to be treated for the purpose of a key decision as two divisions.

Members of the public are welcome to attend full Cabinet meetings and ask a question and/or make a statement in accordance with the Council's Procedure Rules. If you would like further details please email jane.palmer@shropshire.gov.uk or telephone 01743 257712.

Members of the public are also welcome to submit a request to address or to ask a question of the Member making the Portfolio Holder decision. Any request should be submitted in writing to the Chief Executive at the address below by no later than 2 clear working days before the proposed Member Session. This is to ensure that the individual member has sufficient time to decide whether or not to hear such persons and if so the arrangements to be made. If you would like further details please telephone 01743 257712 or email jane.palmer@shropshire.gov.uk.

All Executive including individual member decisions (except in extreme urgency) are subject to call-in and Scrutiny.

Documents submitted for decision will be a formal report, which if public, will be available on this website at least 5 clear working days before the date the decision can be made. If you would like to request such a document, please email jane.palmer@shropshire.gov.uk or telephone 01743 257712.

Documents shown are listed at Shropshire Council, The Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND.

CABINET FORWARD PLAN FOR 4 NOVEMBER 2015 ONWARDS

DECISION MAKER - Cabinet - 9th December 2015

Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
9 December 2015	Treasury Management Update - Quarter 2 2015/2016	Yes	Portfolio Holder for Resources, Finance and Support and IT		Justin Bridges, Head of Treasury and Pensions Tel: 01743 252072 justin.bridges@shropshire.gov.uk	27 March 2015
9 December 2015	Treasury Strategy 2015/2016 - Mid Year Review	Yes	Portfolio Holder for Resources, Finance and Support and IT		Justin Bridges, Head of Treasury and Pensions Tel: 01743 252072 justin.bridges@shropshire.gov.uk	27 March 2015
9 December 2015	Financial Strategy 2016/17 to 2020/21	Yes	Portfolio Holder for Resources, Finance and Support and IT		Clare Charlesworth Jones, Manager Financial Advice - Forward Plan Tel: 01743 255937 clare.charlesworth-jones@shropshire.gov.uk	27 March 2015
9 December 2015	Setting the Council Tax Taxbase for 2016/2017	Yes	Portfolio Holder for Resources, Finance and Support and IT		Clare Charlesworth Jones, Manager Financial Advice - Forward Plan Tel: 01743 255937 clare.charlesworth-jones@shropshire.gov.uk	27 March 2015

9 December 2015	Quarter 2 2015/2016 Performance Report	Yes	Portfolio Holder for Performance		Tom Dodds, Performance Manager Tel: 01743 252011 tom.dodds@shropshire.gov.uk	26 February 2015
9 December 2015	Delegation of functions to Birmingham City Council for the purposes of Illegal Money Lending Enforcement	Yes	Portfolio Holder for Regulatory Services, Housing and Commissioning (Central)		Frances Darling Tel: 01743 251715 frances.darling@shropshire.gov.uk	29 June 2015
9 December 2015	Local Account	Yes	Deputy Leader and Portfolio Holder for Business, ip&e, Culture and Commissioning (North)		Stephen Chandler, Director of Adult Services Tel: 01743 253767 Stephen.Chandler@shropshire.gov.uk	14 September 2015
9 December 2015	Shropshire Schools Funding Formula 2016 to 2017	Yes	Portfolio Holder for Children's Services		Karen Bradshaw, Director of Childrens Services Tel: 01743 254201 Karen.Bradshaw@shropshire.gov.uk	14 September 2015
9 December 2015	Student Accommodation Task & Finish Group Recommendations	Yes	Portfolio Holder for University Centre and Shrewsbury BID		Tom Dodds, Performance Manager Tel: 01743 252011 tom.dodds@shropshire.gov.uk	27 October 2015
9 December 2015	Shropshire Small Business Loan Scheme	Yes	Deputy Leader and Portfolio Holder for Business, ip&e, Culture and Commissioning (North)		George Candler, Director of Commissioning Tel: 01743 255003 george.candler@shropshire.gov.uk	9 November 2015

DECISION MAKER - Cabinet - 10th February 2016

Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
10 February 2016	Revenue Monitor 2015/2016 - Quarter 3	Yes	Portfolio Holder for Resources, Finance and Support and IT		James Walton, Head of Finance, Governance and Assurance (Section 151 Officer) Tel: 01743 255001 james.walton@shropshire.gov.uk	23 April 2015
10 February 2016	Capital Monitoring 2015/2016 - Quarter 3	Yes	Portfolio Holder for Resources, Finance and Support and IT		James Walton, Head of Finance, Governance and Assurance (Section 151 Officer) Tel: 01743 255001 james.walton@shropshire.gov.uk	23 April 2015
10 February 2016	Financial Strategy 2015/2016 - 2025/2026 - Final	Yes	Portfolio Holder for Resources, Finance and Support and IT		James Walton, Head of Finance, Governance and Assurance (Section 151 Officer) Tel: 01743 255001 james.walton@shropshire.gov.uk	23 April 2015
10 February 2016	Capital Strategy 2015/2016 - 2019/2020 - Final	Yes	Portfolio Holder for Resources, Finance and Support and IT		James Walton, Head of Finance, Governance and Assurance (Section 151 Officer) Tel: 01743 255001 james.walton@shropshire.gov.uk	23 April 2015
10 February 2016	Robustness of Estimates and Adequacy of Reserves	Yes	Portfolio Holder for Resources, Finance and Support and IT		James Walton, Head of Finance, Governance and Assurance (Section 151 Officer) Tel: 01743 255001 james.walton@shropshire.gov.uk	23 April 2015

10 February 2016	Estimated Collection Fund Out-turn 2015/2016	Yes	Portfolio Holder for Resources, Finance and Support and IT		James Walton, Head of Finance, Governance and Assurance (Section 151 Officer) Tel: 01743 255001 james.walton@shropshire.g ov.uk	23 April 2015
10 February 2016	Fees and Charges 2016/2017	Yes	Portfolio Holder for Resources, Finance and Support and IT		James Walton, Head of Finance, Governance and Assurance (Section 151 Officer) Tel: 01743 255001 james.walton@shropshire.g ov.uk	23 April 2015
10 February 2016	Treasury Strategy 2016/2017	Yes	Portfolio Holder for Resources, Finance and Support and IT		James Walton, Head of Finance, Governance and Assurance (Section 151 Officer) Tel: 01743 255001 james.walton@shropshire.g ov.uk	23 April 2015
10 February 2016	Treasury Management Update - Quarter 3 2015/2016	Yes	Portfolio Holder for Resources, Finance and Support and IT		James Walton, Head of Finance, Governance and Assurance (Section 151 Officer) Tel: 01743 255001 james.walton@shropshire.g ov.uk	23 April 2015
10 February 2016	Quarter 3 2015/2016 Performance Report	Yes	Portfolio Holder for Performance		Tom Dodds, Performance Manager Tel: 01743 252011 tom.dodds@shropshire.gov .uk	26 February 2015

10 February 2016	School Admission Arrangements	Yes	Portfolio Holder for Children's Services		Karen Bradshaw, Director of Childrens Services Tel: 01743 254201 Karen.Bradshaw@shropshire.gov.uk	27 October 2015
10 February 2016	Improved Swimming Facilities for Shrewsbury	Yes	Portfolio Holder for Business Growth, ip&e, Culture and Commissioning (North)		George Candler, Director of Commissioning Tel: 01743 255003 george.candler@shropshire.gov.uk	31 July 2014
10 February 2016	Connecting Shropshire - Further Coverage Opportunities	Yes	Deputy Leader and Portfolio Holder for Business, ip&e, Culture and Commissioning (North)	Exempt	Andrew M Evans, Head of Business Growth and Prosperity Tel: 01743 253869 andrew.M.evans@shropshire.gov.uk	1 October 2015
10 February 2016	Much Wenlock Flood Alleviation Scheme - Compulsory Purchase Order	Yes	Portfolio Holder for Regulatory Services, Housing and Commissioning (Central)	Exempt	David Edwards, Flood and Water Manager david.edwards@shropshire.gov.uk	10 November 2015
10 February 2016	Review of Smallholdings Policy	Yes	Portfolio Holder for Resources, Finance and Support and IT	Exempt	Steph Jackson, Head of Commercial Services Tel: 01743 253862 steph.jackson@shropshire.gov.uk	16 November 2015
10 February 2016	Disposal of land for residential development and provision of new community hub on land at former Oakland School site and Library site, Bayston Hill	Yes	Portfolio Holder for Regulatory Services, Housing and Commissioning (Central)	Exempt	Chris Edwards, Area Commissioner South chris.edwards@shropshire.gov.uk	17 November 2015

DECISION MAKER - Deputy Leader & Portfolio Holder for Business Growth, ip&e, Culture and Commissioning (North)

Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
27 November 2015	Redesign of Library, Customer Service Point, car parks, public open spaces and allotment in Shifnal [Joint decision making session with PH for Resources, Finance, Support and I.T.]	Yes	Deputy Leader and Portfolio Holder for Business, ip&e, Culture and Commissioning (North)		George Candler, Director of Commissioning Tel: 01743 255003 george.candler@shropshire.gov.uk	14 September 2015
27 November 2015	Redesign of Library, Customer Service Point, car park and public open space in Broseley [Joint decision making session with PH for Resources, Finance, Support and I.T.]	Yes	Deputy Leader and Portfolio Holder for Business, ip&e, Culture and Commissioning (North)		Neil Willcox, Local Commissioning Manager Tel: 01743 255051 neil.willcox@shropshire.gov.uk	16 September 2015
17 December 2015	Redesign of Ellesmere Library Service [Joint decision making session with PH for Resources, Finance, Support and I.T.]	Yes	Deputy Leader and Portfolio Holder for Business, ip&e, Culture and Commissioning (North)		Neil Willcox, Local Commissioning Manager Tel: 01743 255051 neil.willcox@shropshire.gov.uk	6 October 2015
7 January 2016	Redesign of Albrighton Library Service [Joint decision making session with PH for Resources, Finance, Support and I.T.]	Yes	Deputy Leader and Portfolio Holder for Business, ip&e, Culture and Commissioning (North)		Chris Edwards, Area Commissioner South chris.edwards@shropshire.gov.uk	4 November 2015

DECISION MAKER - Portfolio Holder for Adult Services and Commissioning (South) - Lee Chapman

Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
3 November 2015	Outcome of consultation on Innage Lane Day Centre, Bridgnorth	Yes	Portfolio Holder for Adult Services and Commissioning (South)		Ruth Houghton, Head of Social Care Improvement and Efficiency Tel: 01743 254203 ruth.houghton@shropshire.gov.uk	1 October 2015

DECISION MAKER - Portfolio Holder for Children's Services - Ann Hartley

Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
Not before 10th August, 2015	Transport Policy for Children's Services <i>(Item previously included in the Forward Plan under the remit of Cabinet.)</i>	Yes	Portfolio Holder for Children's Services		Karen Bradshaw, Director of Children's Services Tel: 01743 254201 Karen.Bradshaw@shropshire.gov.uk	9 January 2015

DECISION MAKER - Portfolio Holder for Health - Karen Calder

Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
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Not before 22nd October, 2015	Redesign of the Shropshire Registration Service	Yes	Portfolio Holder for Health		Professor Rod Thomson Tel: 01743 253934 rod.thomson@shropshire.gov.uk	23 September 2015
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DECISION MAKER - Portfolio Holder for Highways and Transport - Simon Jones and/or Area Commissioner (South) - no items known to date

Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
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Not before 4th January, 2016	Traffic Signals Maintenance Contract	Yes	Portfolio Holder for Highways and Transport		Chris Edwards, Area Commissioner South chris.edwards@shropshire.gov.uk	7 December 2015
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DECISION MAKER - Portfolio Holder for Performance - Tim Barker - no items known to date

Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
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DECISION MAKER - Portfolio Holder for Regulatory Services, Housing and Commissioning (Central) - Malcolm Price

Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
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1 December 2015	Market Drayton Neighbourhood Plan: Designation of Plan Area	Yes	Portfolio Holder for Regulatory Services, Housing and Commissioning (Central)		Andrew M Evans, Head of Business Growth and Prosperity Tel: 01743 253869 andrew.M.evans@shropshir e.gov.uk	2 November 2015
Not before 10th August, 2015	Minor Amendments to the Shropshire Affordable Housing Allocations Policy and Scheme	Yes	Portfolio Holder for Regulatory Services, Housing and Commissioning (Central)		Andy Begley, Head of Adult Social Care Operations andy.begley@shropshire.go v.uk	28 August 2014
Not before 10th August, 2015	Oakland and Glebe Land, Bayston Hill - Planning Brief	Yes	Portfolio Holder for Regulatory Services, Housing and Commissioning (Central)		Steph Jackson, Head of Commercial Services Tel: 01743 253862 steph.jackson@shropshire. gov.uk	17 June 2015
DECISION MAKER - Portfolio Holder for Resources, Finance, Support and I.T. - David Turner						
Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan
27 November 2015	Redesign of Library, Customer Service Point, car parks, public open spaces and allotment in Shifnal (Joint decision making session with PH for Business Growth, ip&e, Culture and Commissioning [North])	Yes	Portfolio Holder for Resources, Finance and Support and IT		George Candler, Director of Commissioning Tel: 01743 255003 george.candler@shropshire .gov.uk	4 November 2015

27 November 2015	Redesign of Library, Customer Service Point, car park and public open space in Broseley (Joint decision making session with PH for Business Growth, ip&e, Culture and Commissioning [North])	Yes	Portfolio Holder for Resources, Finance and Support and IT		Neil Willcox, Local Commissioning Manager Tel: 01743 255051 neil.willcox@shropshire.gov.uk	4 November 2015
17 December 2015	Redesign of Ellesmere Library Service (Joint decision making session with PH for Business Growth, ip&e, Culture and Commissioning [North])	Yes	Portfolio Holder for Resources, Finance and Support and IT		Neil Willcox, Local Commissioning Manager Tel: 01743 255051 neil.willcox@shropshire.gov.uk	4 November 2015
7 January 2016	Redesign of Albrighton Library Service (Joint decision making session with PH for Business Growth, ip&e, Culture and Commissioning [North])	Yes	Portfolio Holder for Resources, Finance and Support and IT		Chris Edwards, Area Commissioner South chris.edwards@shropshire.gov.uk	4 November 2015
17 December 2015	Community Asset Transfer of Land Adjoining Woodside School, Oswestry	Yes	Portfolio Holder for Resources, Finance and Support and IT		Steph Jackson, Head of Commercial Services Tel: 01743 253862 steph.jackson@shropshire.gov.uk	16 November 2015
DECISION MAKER - Portfolio Holder for University Centre & Shrewsbury BID - Claire Wild - No items known to date						
Date of Meeting	Purpose and Report title	Key Decision	Portfolio Holder	Report Exempt / confidential	Contact for further information re documents / report to be submitted to decision maker	Date Uploaded onto Plan

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