

Headteacher Briefing

Thursday 12 January 2017



Judith Kirk
Deputy Director, Education , Employment and Skills

City of Bradford MDC

www.bradford.gov.uk

Welcome and Introductions

Cllr Imran Khan

Portfolio Holder – Education, Employment and Skills

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Michael Jameson

Strategic Director, Children's Services

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Education Safeguarding Team

Alina Khan
Education Safeguarding Strategic Manager



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MEST

Emerging Issues

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MEST update

- Weekly strategic partnership meeting
- Streamlined approach, rapid response
- Targeted support for concerns
- Focus on EHE, CME, Unregistered schools and unknowns in the district

Improving Responses to Domestic Violence and Abuse

Operation Encompass

School Notifications

- 6am police feed of all reports of DV and Abuse where children are present
- Email notification to DSL – welfare check
- Pilot of 72 schools – Better start.
- Full roll out from this week

Update

- We have made 486 notifications to schools since starting on 5th Dec
- 143 notifications over the xmas period
- Excellent feedback so far
- Schools can contact the Gateway
01274 432121

Safeguarding reviews in schools

Agreed Syllabus for Safety

- Working group to develop curriculum support looking at:
 - PSHCE, eSafety, Stranger Danger, Road Safety, CME, Bullying
 - Calendar themes – anti-bullying, Interfaith, Gypsy Roma Traveller history, Refugee week etc
 - Interested in contributing to the working group?
Contact geraldine.cooper@bradford.gov.uk

Children Missing in Education

HMRC CME Pilot

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HMRC Pilot

- Share data of our CME once we have exhausted our enquiries of trying to locate
- HMRC will cross-reference the address details they hold for the family – if different, they will share with us
- They will write to the parents to notify their benefits may stop.

Attendance Issues

- Correct use of attendance codes – we can help. Guidance on BSO!
- 6 weeks of absence data is required for penalty notice requests
- Code B analysis – half termly. Shared with Families First, Early Help and Police
- 60/327 met criteria but hadn't been identified by Police, Schools, or CSC. Therefore these children were not known to our Inclusion Officers.

Education Safeguarding Strategic Manager

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Autumn Serious Case Review (SCR)

Jenny Cryer
Assistant Director
Performance, Commissioning and Partnerships



What is the purpose of an SCR?

A serious case review (SCR) takes place after a child dies or is seriously injured and abuse or neglect is thought to be involved. An SCR is commissioned by the local Safeguarding Children Board.

It looks at lessons that can help prevent similar incidents from happening in the future.

They are important for all agencies working in partnership to safeguard children not just in Bradford but in other local authorities as well.



What is the context of Autumn's case?

- Autumn is a young woman from Bradford who was the victim of grooming and child sexual exploitation by criminals in the District.
- The review looked at the period 2010-2012.
- In 2015, 12 perpetrators were found guilty of offences relating to Autumn and received jail sentences. One of the men has left the country and is not yet serving his sentence.



What the report provides

- The report provides an in depth look at Autumn's journey, her family, her health, the community she grew up in, and the events in her life. In particular it focuses on what happened to her in relation to services in the District.



Key concerns

- Autumn went missing from home many times and this was not really seen as an important sign that she was being abused and although individuals tried, no one seemed able to stop this happening.
- It took agencies too long to realise what significant risk Autumn was in, and then too long to put plans in place that would keep her safe.
- The system realised that Autumn was a Child in Need and she had an allocated worker. It was too slow to realise that her risk levels meant that she needed more support and to be allocated a social worker to work with her directly.
- The review finds that the assessment done for Autumn in 2010 wasn't good enough.



Further key concerns

- There were also issues in how the police and her GP dealt with Autumn.
- Autumn did have some health issues that might have indicated that she was at risk of abuse, and these risks weren't considered when she was being treated.
- Autumn wasn't always brought to medical appointments and this wasn't always followed up.
- At the time the understanding of CSE in Bradford and nationally wasn't as developed as it is now.



Key learning in relation to services

- Many individuals and organisations tried to work with Autumn and to offer her support and some of these relationships were very positive.
- Autumn did try to tell people what was happening, and this was not always heard and when it was, people didn't realise soon enough how serious the risks were and the abuse she was suffering.
- The system had an over reliance on disclosure
- At times in her journey all agencies did not help her as much as they could have done.
- The system also did not work as well as it could have done collectively to recognise earlier what was happening to her and to keep her safe.



Learning for schools

- School was a key constant in Autumn's life and the relationships she built there were very important
- There is clear evidence that school were trying to meet her needs but that in many ways were overwhelmed by the situation
- She had had some issues at primary school and there is no evidence that these came over in the transition
- There were times when school didn't pass on information to social care that may have helped, and like other agencies in this situation did not fully recognise her as an abused child more as a young person with risky behaviour



What can schools do?

- Include CSE within your safeguarding policy
- Be aware, require staff to do the on line training and make this a topic for discussion around the signs of risk and what action to take
- Include CSE as part of PSHE, including sessions on healthy relationships
- Understand that school is the place of safety for some children
- Be aware of any risk around the school
- Have information available around school for young people
- Support campaigns like "Know the Signs"
- Be open to inviting in partners to talk to your students/pupils



At child level

- Consider CSE as one of the possible causes when there is a significant behaviour change
- Understand the key risk indicator around missing and absence
- Underpinning vulnerability



Information Slide: CSE Facts

- 359 cases open to the CSE Hub in October 16
- Right across Bradford with East and South with the highest
- 14% high risk
- 20% male
- Age between 10-18
- Peak age is 15



Information Slide: The signs

- Regularly missing from home or school and staying out all night
- Change in behaviour – becoming aggressive and disruptive or quiet and withdrawn.
- Unexplained gifts or new possessions such as clothes, jewellery, mobile phones or money that can't be accounted for.
- Increase in mobile phone use or secretive use
- Appearing to be under the influence of drugs or alcohol
- Being picked up or dropped off in cars by unknown adults



Information Slide: The signs continued

- A controlling romantic partner or 'friend' or lots of new friends
- Spending excessive amount of time online and becoming increasingly secretive about time spent online
- Sudden involvement in criminal behaviour or increased offending
- Sexual health problems



Targeted Early Help in Bradford

Jan 2017

Martyn Stenton, Head of Service,
Targeted Early Help

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Why are we here?



Large and varied children's workforce in Bradford

140,000 children and growing - Britain's youngest city

Better outcomes for children

Minimise high cost and late interventions

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What is Early Help?

‘Early help means providing support as soon as a problem emerges, at any point in a child’s life’.

DfE, 2015

‘Providing early help is more effective in promoting the welfare of children than reacting later’.

Working Together
Chapter 1, 2015

What's it like for children growing up in Bradford?
... and how can we make it better?

How do we work together 'early in the life of a problem' to support better outcomes for vulnerable children and families?

How do we get the most effective working relationships locally between universal, targeted and specialist services?

How can we support vulnerable families to receive the 'right support at the right time'?

Bradford MDC Children's Services

New structure introduced in Children's Specialist Services:

Deputy Director – Jim Hopkinson

Services now aligned under three Heads of Service:

Social Work – Front Door, Multi Agency Safeguarding Hub, Integrated Assessment Teams, Children and Young People Teams, Principal Social Worker

Looked After Children and Resources – Through Care and After Care, Adoption and Fostering, Children's Homes, Respite, Children with Complex Health and Disabilities, Placement Support

Targeted Early Help – Early Help Gateway, Cluster Based Targeted Early Help Teams, Families First Co-ordination (inc. Police and Job Centre Plus seconded staff), Family Centres (inc. supervised contact), Specialist Behaviour and Inclusion, Short Breaks, Family Group Conferencing, Intensive Family Support, Parenting Programmes , Youth Offending Team

Targeted Early Help

...Learning from Early Help Pathfinders

- Capturing the Learning event in October attended by over 60 representatives from a range of agencies.
- Two multi agency early help panels met April to December 2016, one in Keighley and one for the BD3,4,5 area.
- Each received over 200 referrals for vulnerable children from schools, police, children's social care, health and other agencies.
- Good attendance at panel meetings from a range of agencies
- Panel outcomes have included work being allocated to a number of services including targeted early help teams, social care, children's centres, school nursing, health visiting, voluntary sector providers, police, schools and other agencies.

Targeted Early Help

...District Wide Roll Out from Jan 2017

- Roll out of targeted early help across the District in 5 initial **clusters** which are aligned with the 7 children's centre cluster areas.
- Multi agency early help 'support and guidance' panels to take place in each cluster from January onwards. (Schedule to end of academic year being compiled.)
- Each cluster (from 3rd Jan) now has a **Targeted Early Help Manager** to act as key point of contact , chair panels and co-ordinate work in the locality through the Families First (Troubled Families) programme. Restructuring and realignment of teams being completed this month.
- ✓ A number of other services including **health visiting**, **school nursing** and **mental health** are also already aligned to these areas which will help the further development of early help and improved co-ordinated support for vulnerable children and families.

Children's Centre 7 Clusters

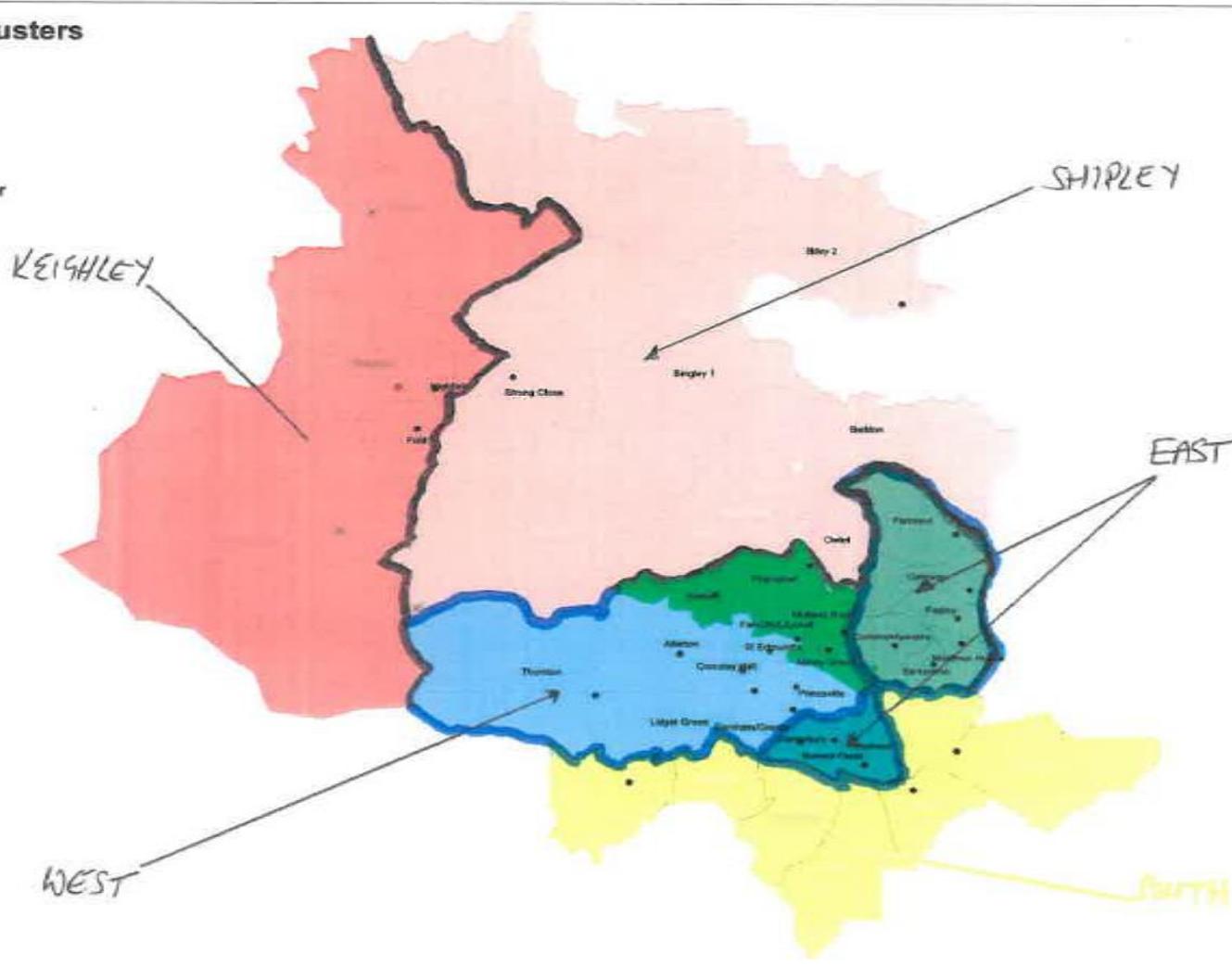
Legend

- Children Centre

Reach Areas

7 Clusters and Reach Area

- Airedale and Wharfedale Cluster
- BD5 Cluster
- East Bradford Cluster
- Keighley Cluster
- Lister Park Cluster
- West Bradford Cluster
- South Bradford Cluster



Targeted Early Help

...Ways of Working

- Locality based model to enable closer working with schools, children's centres and other services
- Supporting 'Think Family' approaches / whole family working
- Working with children of all ages pre – birth to 19 (25) years old
- Encouraging use of early help assessment, with one key worker, one clear plan incorporating Signs of Safety
- Supporting relationship based practice:
 - Signs of Safety approach to assessment and planning
 - Restorative practice eg Family Group Conferencing to build on family strengths
 - 'No wrong door' approach to service design – backed up by DfE announcement of successful Innovation Programme bid Dec 2016
- Communications, maps, brief guides to services being compiled

For further information contact:

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30 Hours - Extended Entitlement



Teresa Barrowclough, Sufficiency Officer
Early Years Service

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What is the 30 hours?

- The extended entitlement will be available from September 17 and is an extension of the current universal entitlement to 15hrs for 3 & 4 year olds
- It will provide an additional 15 hours to children from working families
- The additional 15 hours will be available to eligible children age 3 at the start of the term following their 3rd birthday until the child is attending reception
- Providers **do not** have to offer the extended entitlement, however **all providers** will be part of the delivery of the entitlement as a whole

Who will be eligible for the 30 hours?

Families will be eligible when

- both parents are working or the sole parent is working in a lone parent family (including self-employed persons)
- and each parent earns
 - on average, a weekly minimum equivalent to 16 hours at national minimum wage (NMW) or national living wage (NLW). Parents do not necessarily need to actually work 16 hours a week, but rather their earnings must reflect at least 16 hours of work at NMW or NLW, which is £107 a week at the current NMW rate.
 - and less than £100,000 per year (per individual).
- Foster carers are eligible for their own children but not the children they foster
- There are additional criteria for parents with substantial caring responsibilities and those temporary away from work

Proposed National Process

Processes are currently in development

- Parents will make applications directly with HMRC who will confirm they are eligible for the extended entitlement hours
- Providers will validate the eligibility through a web service provided by the LA before offering a place
- Providers will access funding through the LA
- If family circumstances change HMRC will provide a grace period end date to assist parents whose employment circumstances change and providers to plan for loss of the funded hours

How can the 30 hours be delivered?

- Partnership delivery models will be essential to deliver the entitlement at a local level
- Families must be able to take up their entitlement at times that best support their child's learning, and at times which fit with the needs of parents to enable them to work.
- From September 2017 there will be greater flexibility for providers offering funding hours
 - maximum session length 10 hours 6am -8pm
 - no minimum session length
 - a maximum of two providers in a single day
 - over more than 38 weeks of the year
 - outside of school terms
 - at weekends

Preparing for 30 hours in Bradford

- 30 hour Project Board established
- Full sector representation with a Primary School and Nursery School representative
- Task and Finish Groups
 - Sufficiency
 - Employment and Work Incentives
 - Funding and eligibility
 - Research and Communication

Next Steps

- Preparing for 30 hour events will be held across the district beginning 31st January until the end of February
 - National / local updates so far
 - Provider and parental survey feedback
 - Options for flexible delivery
 - Partnership approaches to delivery
- All primary schools have been sent an invitation to their local event dates by email the schools office@ email
- The events will provide an opportunity for providers to develop and strengthen partnership arrangements in local areas

Support and Information

Early Years Service Sufficiency Officers

- Teresa Barrowclough - 01274 431031
- Kay Holden - 01274 435289
- Diane Lupton - 01535 618260

SEND & Behaviour Consultation Update

Angela Spencer-Brooke
SEND & Behaviour Strategic Manager



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Part 1:

- **Ensuring the sufficiency of specialist places in the Bradford District for children and young people with special educational needs and disabilities (SEND) – Current and Future Need**

Outcome: Meeting the need for specialist places

- ❖ Funding approval now agreed from Schools Forum for the LA is looking to provide an additional 360 places by 2019. 120 places in Y1 for generic SEND and 20 places for SEMH.
- ❖ Capital costs for building expansion and alteration have been agreed.
- ❖ Interim position – expansion of special school provision and PRU provision.
- ❖ Phasing in of interim places January 2017 - the LA is developing interim arrangements in the meantime which will continue through the spring and summer term.

Outcome: Meeting the need for specialist places

- ❖ Review DSP provision and places is underway – efficiency and expansion.
- ❖ The local authority has supported Free Schools bidders to submit to free school applications with data and steer on what is required.
- ❖ LA has submitted an EOI for an LA commissioned Free School – joint services, complex SEMH residential/day provision.
- ❖ Further options will be worked up to be shared with stakeholders

Part 2: Review of Teaching Support Services

- Consultation over 2 half day sessions with Headteachers and senior leaders from a different phases and designation;
- Discussion took place on the most effective models of delivery:
 - Centrally retained
 - Traded services/part traded services
 - Commissioned services via a third party - MAT, teaching school, private and voluntary sectors

Non-negotiables for revised model

- ✓ Must fulfil LA statutory duties
- ✓ Must be accessible for SEND C&YP across the District
- ✓ Most drive improved outcomes for SEND C&YP
- ✓ Value for money
- ✓ Retain specialist/expert knowledge and skills.

SOAR

- ✓ **STRENGTHS**
- ✓ **OPPORTUNITIES**
- ✓ **ASPIRATIONS**
- ✓ **RESULTS**

Strengths

- Assessment processes and inter-relationships
- SENCos statutory compliant – willingness and commitment to meet needs and are a real asset across the district
- Student and family relationships
- High quality provision
- High quality inclusion: ARCS / Schools / provisions.
- Expertise in services/specific experts in disciplines are ‘hard to replace’
- Strong collaboration across LA
- Intention to ‘do it’
- Trading by services is already effective
- LA ‘range model’ is a good basis for development

Opportunities

- To improve SEN services in mainstream and special schools
- Streamline referral process, systems and remain compliant
- Ensuring parents and families are engaged
- To improve support through training to schools individuals, parents carers
- Ensure provision meets demand
- To develop outreach work from e.g. Behaviour Centres
- Develop a sector lead model.
- Develop collective responsibility as services are pushed out into mainstream and specialist settings
- Greater communications celebration and signposting
- Better holding to account for resources and how used
- Improve school to school support

Aspirations

- To have wide range of support including:
 - ✓ High quality support and advice
 - ✓ Highly trained and motivated staff
 - ✓ More joined up support provision e.g. Health, Education, Social Services
- To have a cost effective and successful range of provision that is collaborative and accountable in meeting the needs of all SEN and closer to home.
- Early identification, swift processing and better timelines for referral action
- Trading of services in a more dynamic environment specialist centres/hubs to be based in schools where the children are
- 0-25 provision map linking all services to one plan around families
- Local areas to hold provision
- Responsive sector-led system with high quality services.

Results

- A timely, joint up collaborative and successful system
- Needs are identified early and effective provision in place to meet the needs of students and their families to reduce need for intervention
- Where interventions are provided this leads to high quality life opportunities
- Good and better outcomes for SEND
- World class service
- EHCPs at 100% compliance
- Students in right setting with support
- More flexible and accessible services
- Services that 'more than' meets needs
- Accountability of resource holders for quality and outcomes.

Draft Model



Generic

MAT
Academy
Free
Maintained



Specialist

Special Schools
Teaching School
Alliances (TSAs)
National Leaders in
Education (NLE)
Specialist Leaders in Ed
(SLE)



Complex

Specialist
Teaching Services
SEN Assessment
Services

Self-evaluation – Commissioned Support/Review – Advice – Consultancy – Training – Assessment
Provision

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DSG



Schools Block
£409m



HNB
Block £57m
(£55.3m
delegated,
£11.3m centrally
managed)



EY Block
£39m



HNB Pressures 2017/18

- Additional specialist placements
- Out of Authority placements
- Overspend on home tuition/medical needs budget
- Growth in placements for non-statemented pupils

What else are we doing to support improvements?

- Work with our school partners in TSAs and MATs to promote best practice in support and provision for SEND.
- Collaborate with our TSAs to expand the number of NLEs and SLEs with SEND expertise to further promote the sector-led school improvement agenda.
- Work with our external partners to look for opportunities to jointly commission support for SEND using evidence based practice.
- Continue to improve co-production of plans with families, carers, children and young people so that we design services that fulfil their expectations and aspirations.

What else are we doing to support improvements?

- Review the SEND Range Guidance with our school partners to ensure that Quality First Teaching is at the heart of SEND provision followed by the graduated approach.
- Work with our education partners to ensure that delegated and top-up funding is used effectively and efficiently to provide differentiated, evidence-based interventions that have measurable impact on outcomes.
- Review the process and pathways for requesting and processing statutory assessments so that it is more rigorous and robust ([going electronic...after Easter 2017](#))
- Introduce 'My Support Plan' to support school to plan effectively to meet the needs of children and young people identified with more complex SEND.

Diary date: 6, 7, 8 June 2017

- Collaborate and share our SEND vision and progress with partners at a conference in the summer term 2017, entitled: **‘All Bradford’s Children’**.
- ✓ Headteachers
- ✓ SENCo
- ✓ SEND Governor

Questions / Comments