



Essex County Council

# People and Families Policy and Scrutiny Committee

<b>10:00</b>	<b>Thursday, 11 July 2019</b>	<b>Committee Room 1, County Hall, Chelmsford, CM1 1QH</b>
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**For information about the meeting please ask for:**  
Graham Hughes, Senior Democratic Services Officer  
**Telephone:** 033301 34574  
**Email:** democratic.services@essex.gov.uk

## Pages

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### **Private Pre-Meeting for PAF Members Only**

Please note that there will be a private pre-meeting for committee members at 9.15am in Committee Room 6, County Hall.

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|----------|--|----------------|
| <b>1</b> | <b>Membership, Apologies, Substitutions and Declarations of Interest</b>   | <b>4 - 4</b>   |
| <b>2</b> | <b>Questions from the Public</b><br>A period of up to 15 minutes will be allowed for members of the public to ask questions or make representations on any item on the agenda for this meeting.<br>On arrival, and before the start of the meeting, please register with the Senior Democratic Services Officer. |                |
| <b>3</b> | <b>Minutes</b><br>To approve as a correct record the minutes of the meeting held on 27 June 2019.  | <b>5 - 11</b>  |
| <b>4</b> | <b>Special Educational Needs – Review and Public Consultation</b><br>To consider report PAF/17/19  | <b>12 - 45</b> |

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|----------|--|----------------|
| <b>5</b> | <b>Education Portfolio Update</b><br>To consider report PAF/18/19  | <b>46 - 46</b> |
| <b>6</b> | <b>Work Programme</b><br>To consider report PAF/19/19  | <b>47 - 49</b> |
| <b>7</b> | <b>Date of Next Meeting</b><br>To note that the next meeting is scheduled for Thursday 12 September 2019, which may be a private Committee session, public meeting, briefing, site visit etc. - to be confirmed nearer the time. |                |
| <b>8</b> | <b>Urgent Business</b><br>To consider any matter which in the opinion of the Chairman should be considered in public by reason of special circumstances (to be specified) as a matter of urgency.                                |                |

### **Exempt Items**

(During consideration of these items the meeting is not likely to be open to the press and public)

The following items of business have not been published on the grounds that they involve the likely disclosure of exempt information falling within Part I of Schedule 12A of the Local Government Act 1972. Members are asked to consider whether or not the press and public should be excluded during the consideration of these items. If so it will be necessary for the meeting to pass a formal resolution:

**That the press and public are excluded from the meeting during the consideration of the remaining items of business on the grounds that they involve the likely disclosure of exempt information falling within Schedule 12A to the Local Government Act 1972, the specific paragraph(s) of Schedule 12A engaged being set out in the report or appendix relating to that item of business.**

- |          |   |
|----------|---|
| <b>9</b> | <b>Urgent Exempt Business</b><br>To consider in private any other matter which in the opinion of the Chairman should be considered by reason of special circumstances (to be specified) as a matter of urgency. |
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### **Essex County Council and Committees Information**

All Council and Committee Meetings are held in public unless the business is exempt in accordance with the requirements of the Local Government Act 1972. If there is exempted business, it will be clearly marked as an Exempt Item on the agenda and

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## Agenda item 1

**Committee:** People and Families Policy and Scrutiny Committee

**Enquiries to:** Graham Hughes, Senior Democratic Services Officer

### Membership, Apologies, Substitutions and Declarations of Interest

#### Recommendations:

To note

1. Membership as shown below
2. Apologies and substitutions
3. Declarations of interest to be made by Members in accordance with the Members' Code of Conduct

#### Membership

(Quorum: 4)

Councillor J Chandler	Chairman
Councillor J Baker	Vice-Chairman
Councillor G Butland	
Councillor J Deakin	
Councillor B Egan	
Councillor C Guglielmi	
Councillor J Henry	Vice-Chairman
Councillor J Lumley	
Councillor P May	
Councillor M McEwen	
Councillor R Pratt	
Councillor P Reid	
Councillor C Souter	
Councillor C Weston	

#### Non-elected Members

Richard Carson  
Lee Cromwell  
Marian Uzzell

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**Minutes of the meeting of the People and Families Policy and Scrutiny Committee, held at 10.15am in Committee Room 1 County Hall, Chelmsford, CM1 1QH on Thursday, 27 June 2019**

**Present:**

*County Councillors:*

J Chandler (Chairman)

G Butland

J Deakin

B Egan

C Guglielmi

J Henry (Vice Chairman from appointment at agenda item 2)

P May

R Pratt

P Reid

C Souter

C Weston

Graham Hughes, Senior Democratic Services Officer, was also present throughout.

**1 Membership, Apologies, Substitutions and Declarations of Interest**

The report on Membership, Apologies, Substitutions and Declarations was received and noted incorporating membership changes agreed at Full Council on 14 May 2019. Councillor Chandler had been appointed as Chairman of the Committee and she thanked Councillor Maddocks for his leadership of the Committee in the previous two years.

Apologies for absence had been received from Councillor Baker, and Richard Carson, Educational Co-optee.

*Declarations of interest:*

Councillor Butland - Code interest – Chief Executive, East Anglia's Children's Hospices. He considered that this did not prejudice his consideration of the public interest and to speak on the matters on the agenda.

Councillor Chandler – Chairman of Chelmsford Advisory Board

**2 Election of Vice Chairmen for the 2019/20 municipal year**

The Chairman invited nominations for Vice Chairman for the 2019/20 municipal year. Councillor Baker was nominated by Councillor McEwan and seconded by Councillor Souter, and Councillor Henry was nominated by Councillor Egan and seconded by Cllr Guglielmi. With no other nominations received, by general consent their appointments were agreed.

**3. Minutes**

The draft minutes of the meeting held on 9 May 2019 were approved as a true record and signed by the Chairman.

#### **4. Questions from the public**

There were no questions from the public.

#### **5. Respite Care**

The committee considered report PAF/14/19 incorporating details about a petition received regarding services provided at Lavender House and The Maples short break residential respite facilities in Colchester and Harlow respectively and further information on respite care provision in Essex. From April 2019, an operational short term decision had been taken at both homes to operate one flat (four beds) rather than two in response to reduced use of both homes over time.

The following petitioners were invited to address the committee, outline their concerns and respond to questions from members.

Gary Knowles – Lead Petitioner  
Fay Knowles - Petitioner  
Lorraine Who – Petitioner

During the subsequent discussion, the following was highlighted:

- (i) Children using the facilities were all individuals with unique needs and could not be easily categorised. It was also stressed that children needed respite as well as the parents;
- (ii) The facilities at lavender and Maples provided 24 hours a day support and it was questioned whether that was available for those needing it in all the alternative facilities;
- (iii) Lavender and Maples residents were supported in safe and secure surroundings and encouraged to develop life skills and taken on outings and it was questioned whether other care settings would be able to offer all this;
- (iv) There was a suspicion that qualifying for respite care had become more difficult and that there was little information about the eligibility criteria;
- (v) There was little information available about how the assessment panel was constituted and any appeals process.

Thereafter, the petitioners returned to the public gallery and the following joined the meeting:

Councillor Louise McKinlay, Cabinet Member – Children and Families, Christina Pace, Head of Strategic Commissioning and Policy, Essex County Council, Russell Breyer, Director Local Delivery (Children and Families).

The Chairman asked for a response to the concerns raised by petitioners and to be updated more generally on respite care provision in Essex. Councillor McKinlay advised that no final decision had yet been made on the proposal to confirm the continuation of the current short-term change to capacity at Lavender and Maples although she expected to make that decision soon. She acknowledged that respite care for each individual child was a complex and emotional issue.

The Cabinet Member and officers considered that the proposed confirmation of the reduction in capacity at both Lavender and Maples would not impact on availability due to a reducing demand for overnight stays at those homes. An array of options for overnight respite care were available in Essex ranging including short term- foster carers which, it was acknowledged, would only be suitable for some and not all children.

### Reviews

- A review was looking at the range of options for the overall provision of overnight care, which included family-based care, short break foster care as well as some early discussions with schools. However, it was recognised that not all the options would be suitable for all children. The intention and opportunity afforded by the review was to expand choice.
- There would be a review of direct payments arrangements and whether, in some cases, they could further empower some families. It was acknowledged that this needed to be flexible as extra responsibility may overly burden some families and carers.

### Assessment process

- There had been no recent changes to assessment criteria. However there had been a pause put in place in new referrals specifically to Maples and Lavender in December 2018 to facilitate the review of the service and range of support available.
- The assessment of need for respite care was a professional process instigated by the social worker, informed by both national and local criteria, which would then be brought before an assessment panel. The conduit for communications with parents and carers was through the social worker and it was acknowledged that that conduit may need further review. It was stressed that the social worker

should explain to families the process for escalation and complaints process if they are dissatisfied with the assessment outcome.

- Since the temporary pause in new referrals to Lavender and Maples, there had been 17 cases identified for overnight respite care with some placements to still be found for the very recent ones. However, respite care had been provided for the remainder.
- The panel membership included two service managers to bring an element of peer challenge, as well as other professional practitioners. Whilst the managers of both the Lavender and Maples facilities were usually consulted as part of the assessment process, it was acknowledged that perhaps they could be used more.
- Members were keen to encourage greater transparency about the make-up of the assessment panel and to consider if families should be represented on the panel.
- Where a need for respite had been identified, a range of options within a reasonable travelling distance would be discussed with families and carers and might include some out of county options depending on circumstances.
- A recent OFSTED review had concluded that there were adequate social workers in place to undertake assessments and that caseloads were deemed to be manageable.

#### Trend data

Collection of further historical trend data for children requiring the type of overnight respite care accommodation available at Lavender and Maples was underway.

#### Transparency

Members stressed the importance of there being a robust assessment process, a clear and transparent decision-making process and clear guidance and transparency on dispute escalation and complaints options.

Respite care would be discussed at the Essex Family Forum and members encouraged working with petitioners to help formulate ideas about future service delivery and consider a more formal service user group.

#### Conclusion and actions

At the invitation of the Chairman, the Lead Petitioner responded to the discussion by emphasising his continuing frustration with the lack of



consultation with families and carers on the respite needs for children and inadequate communication of a number of processes.

It was agreed that further updates were required to provide members with assurance about the robustness and transparency of the assessment and appeals process for respite care, that there was clear communications with families and carers, and that there would be opportunities for families and carers to help influence future service delivery and range of options. Specifically, the Committee recommended that the Cabinet Member and officers:

- (i) Undertake a review of the respite care assessment process to address issues raised in the meeting specifically around the transparency of the process and the eligibility criteria thresholds and to consider service user representation on the assessment panel;
- (ii) Review procedures to improve communications with families and carers particularly around the assessment process, appeals process;
- (iii) Investigate and check that social workers are providing all necessary advice on options and process to escalate dissatisfaction with assessment outcomes, including the formal complaints procedure;
- (iv) To report back on the review being undertaken to investigate further empowering some families through the Direct payments Scheme.
- (v) Provide further information on historical trends for overnight respite care demand with particular reference to the type of service provided at Lavender and Maples.

[During the Work Programme agenda item later in the meeting, some members suggested the Committee should be able to have further formal discussions and updates before a decision was made specifically about the facilities at Lavender and Maples. After further reflection after the meeting, those members agreed that this was not necessary as they had been reassured that further discussions between Cabinet Member, officers and petitioners would now be established allaying many of the concerns about service providers being involved in future consideration of service improvements, options and delivery].

The witnesses then left the meeting.

## **6. Pre-birth to 19 Virgin Care contract**

The Committee considered report PAF/15/19. The report provided an update on the operation and performance of the Pre-birth to 19 Contract placed with Virgin Care which commenced on 1 April 2017 and incorporated services previously delivered in SureStart Children's Centres, Family Nurse Partnership, Healthy Child and Healthy Schools Programmes.

Richard Comerford, Managing Director, Essex Child and Family Wellbeing Service, Virgin Care Services Limited and Chris Martin, Director, Strategic Commissioning & Policy (Children and Families), Essex County Council, joined the meeting to introduce the update and respond to questions. Councillor McKinlay had given her apologies for this item.

During the introduction the following key features of the contract were highlighted:

- Moving from counting the volume of activity to quality of outcome with new measures now developed and agreed. Providers would be able to start reporting on actual impact from this year.
- A focus on those at risk of not achieving outcomes, with resource diverted accordingly (rather than traditional universal service).
- An integrated multidisciplinary model with early years/family support staff now working closely with health visitors, school nurses and others.
- Children's therapy services delivered in West Essex (commissioned by West Essex CCG) also included in the contract.

During subsequent discussion the following was highlighted, acknowledged and/or noted:

- Commissioners were expecting to see more visible benefits from the contract during year 3.
- Increased focus on reaching and helping priority groups. Sub-district reporting was now allowing greater focus on the geographical areas where there is the greatest need as well as any poor performance.
- There could be better links with planning authorities to encourage more conversations about planning local environments for children.
- Health commissioners in other Essex CCG areas were monitoring the operation of the contract before instigating any decision to add their commissioned child therapy services to the contract. Some of those health commissioners may also be operating longer term contracts which might preclude them from pursuing that at present.
- North quadrant in particular had some challenging areas with significant complexity and vulnerability.
- Mid quadrant had had some staffing challenges, particularly in Braintree and Maldon, and difficulty in updating some estate. Mid performance was strong in meeting mandatory health checks but it had struggled to get ante-natal information on time from the NHS

and the service had now placed a member of staff in the maternity department to help speed up that process.

- South quadrant had been hitting performance targets but had had the challenge of significant staff shortages (especially Health Visitors).
- There was a longer-term strategy to 'grow our own' through dedicated training programmes with a large number of those soon graduating from a current scheme targeted for placement in the south.
- It was confirmed that safeguarding concern and escalation processes were considered to be working satisfactorily. It was suggested that families were safer under the new service model with clearly identifiable safeguarding leads and more consistent and relevant staff training undertaken with expert practitioners.

### Conclusion

The Chairman thanked the witnesses for their attendance. It was agreed:

- (i) Further information on the KPIs being used for each Outcome Measure should be provided;
- (ii) Further information on the district breakdown for priority groups data should be provided;

Members were encouraged by the new focus and direction of the contract and requested a further update in twelve months' time.

## **7. Work Programme**

The Committee considered and noted report PAF/16/19. Councillor Guglielmi updated the Committee on the first meeting of the Task and Finish Group looking at drug gangs, knife crime and county lines. An update on the Young Carers service would be scheduled.

## **8. Date of Next Meeting**

The next meeting would be on Thursday 11 July 2019.

There being no further business the meeting closed at 13.05pm.

**Chairman**

	<b>AGENDA ITEM 4</b>
	<b>PAF/17/19</b>
<b>Committee:</b>	<b>People and Families Policy and Scrutiny Committee</b>
<b>Date:</b>	<b>11 July 2019</b>
<b>Enquiries to:</b>	<b>Name: Graham Hughes</b>  <b>Designation: Senior Democratic Services Officer</b>  <b>Contact details:</b> 033301 34574 <a href="mailto:Graham.hughes@essex.gov.uk">Graham.hughes@essex.gov.uk</a>

### **Special Educational Needs – review and public consultation**

#### Purpose:

To consider the report attached in Appendix 2 providing an update on a review undertaken of SEN provision in Essex and the outcomes from a recently completed public consultation.

To consider the role of the Committee in continuing to oversee the redesign of the service, and the format and timelines for future work on this issue.

#### Background:

The 14 February 2019 meeting of the Committee discussed with Ralph Holloway, Head of SEND Development and Innovation, the aspirations and objectives behind a planned public consultation on future SEN services.

An extract of the minutes recording that discussion is attached as **Appendix 1** overleaf and a link to the meeting papers is here – [PAF 14 Feb 2019 agenda papers](#)

As part of that formal consultation the County Council was looking to have a principles and values based conversation with parents and discuss a vision for long-term service provision. The formal public consultation exercise has now been completed and an analysis of the feedback is incorporated in the attached update report from Mr Holloway (**Appendix 2**).

Ralph Holloway, Head of SEND Strategy and Innovation will be in attendance today to provide the update and participate in discussion.

**An extract of the Minutes of the meeting of the People and Families Policy and Scrutiny Committee, held at 10.15am in Committee Room 1 County Hall, Chelmsford, CM1 1QH on Thursday, 14 February 2019**

**5. Special Educational Needs**

The Committee considered and noted report PAF/06/19 which comprised an Executive Summary of a review undertaken on current SEN provision including parent and teacher views. Also attached within the report was a draft scoping document to be considered to framework future work. Ralph Holloway, Head of SEND Strategy and Innovation joined the meeting to introduce the item and assist initial discussion.

During discussion the following was highlighted, acknowledged and/or noted:

- Essex had a higher number assessed with Special Educational Needs than statistical neighbours and that trend was continuing.
- The number of people diagnosed with autism had also increased resulting in resourcing extra provision for those people in schools.
- The County Council had specialist autism support centres in eight maintained schools offering an integrated model of provision which over time could help pupils integrate back into the mainstream educational provision in the school.
- Between 250-300 pupils a year received their SEN support outside of the maintained school sector in Essex due to insufficient places being available in the maintained sector but this was more expensive and outcomes could be variable in that sector (some could be outside of the county of Essex).
- The new garden communities' developments would put further pressure on school provision and likely lead to further numbers being diagnosed with SEN.
- There had also been a rise in exclusions and it was likely that some could be connected to autism, speech and language difficulties.
- There was no obligation on schools to notify ECC about pupils not accessing full-time education. A new OFSTED framework would help emphasise the importance of this.
- Further attention needed to be given to post-16 transitions particularly looking at SEN provision in colleges and other vocational settings so as to avoid the leaving of school being seen and experienced as a "cliff-edge".

- The County Council was looking to restructure SEN services. It would be launching a public consultation the following month inviting parents and carers etc to co-design future service provision and help identify where and how some services could be delivered differently.
- There could be some shrinkage of non-statutory services. Staff were also being involved in the co-designing of future services.
- Members queried the outcome being sought from the planned public consultation and whether it was about changing the quality of services and/or reducing the financial costs of the service. It was stressed that it was about quality and direction of a service which had evolved in response to legislative changes over the years rather than being designed from the start. The County Council wanted to move towards seeking specific outcomes rather than outputs (i.e. volume count on how many people have accessed a service). It was suggested that one specific outcome being sought was to encourage a better understanding by parents that resource is limited and that spending heavily in bespoke specific circumstances would limit ability to invest more widely.
- The County Council wanted support to move towards a 'whole school' approach permeating change through the whole school.

### Conclusion

The Chairman thanked Mr Holloway for his attendance. It was **agreed** that (i) a draft of the proposed consultation document(s) be distributed to members in advance of publication for general comment on style and readability (ii) the Committee intended to continue to monitor the consultation process and would continue to liaise with Mr Holloway regarding further discussions (iii) the draft scoping document be used to framework future work.

# Developing a Strategy for SEND in Essex

1023 Total Number  
of Respondents

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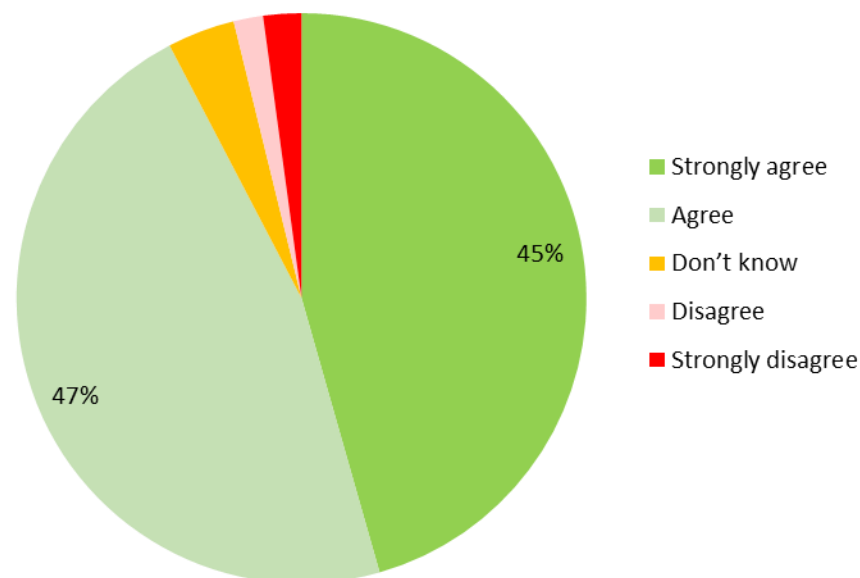
- 487 parent or carers of a child or young person with SEND
- 358 from an education setting in Essex
- 98 who work for Essex County Council in Education
- 41 Other
- 24 parent or carer of a child or young person who does not have SEND
- 9 who work in the health profession
- 6 who work for Essex County Council in Social Care

# Our Vision for SEND in Essex

Our vision is that regardless of age, stage, unique characteristics or circumstances our children and young people with SEND will have an education which provides:

- A positive experience of learning;
- A sense of belonging, value and worth;
- Aspirational outcomes;
- The right support at the right time;
- Information and opportunities to enable informed decision making, choice and control;
- Successful, planned transition at any point of movement, between phases or settings;
- Thoughtful and thorough preparation for their future progression to a fulfilling adult life.

## Do you agree with our vision?





# Our Vision: Rankings

	1st	2nd	3rd	Weighted rank
<b>The right support at the right time</b>	376	247	178	<b>1</b>
<b>A sense of belonging, value and worth</b>	316	217	157	<b>2</b>
<b>A positive experience of learning</b>	227	297	197	<b>3</b>
Thoughtful and thorough preparation for their future progression to a fulfilling adult life	53	80	178	<b>4</b>
Successful, planned transition at any point of movement, between phases or settings	20	74	119	<b>5</b>
Information and opportunities to enable informed decision making, choice and control	11	62	99	<b>6</b>
Aspirational outcomes	18	42	82	<b>7</b>

# Vision: What else matters to you?

## Health and wellbeing was a high priority

- A feeling of being safe in school.
- A wide view of positive mental health and wellbeing as being integral to a fulfilling education experience and adult life.
- An emotionally supportive and nurturing environment.
- Mental wellbeing to be part of 'A sense of belonging, value and worth'.
- Positive mental health
- Specifically something about avoiding social isolation or more positively something about making friends.
- Mindfulness to realise that this is a moment in time and their life will hopefully be long and education is a journey for all of that life.

# Vision: What else matters to you?

## Participation was equally a high priority

- Choice at every stage for all is important
- All young children deserve the right to be heard and listened to in their years of education
- Children must participate in their education as active citizens with rights and with a worthwhile contribution to make.
- Empowerment and involvement.
- For children and young people to decide what is 'right' for them
- That the individual has their own voice, that is listened to and respected
- The child/young person should have their understanding and expectations taken in to consideration by everyone because it is about them

# Vision: What else matters to you?

- Community and families. Children don't live in vacuums.
- A good start and the best chance of success through early intervention
- Focus on the young person's strengths and capabilities
- Positive employment outcomes for those with SEND
- Sense of community inclusion
- Uniqueness should be celebrated.

# Our Principles for SEND in Essex

**In Partnership** - Working with you, for you

**Responsive** - To changes, to needs and to future trends

**Learning** - From each other, evidence and good practice

**Growth** - Growing our capacity, capability and sustainability

**Early** - Recognition and support

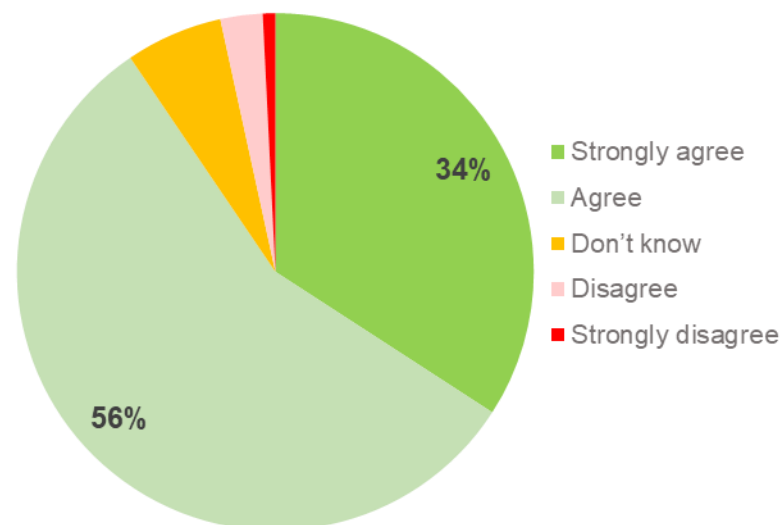
**Efficient** - Streamlined, consistent and good value for money

**Collectively Driven** - Moving towards equity, fairness and inclusion

**Connected** - Communication and support, together. A 'tell it once' approach

**Local** - Within or as close to the local community as possible

## Do you agree with our principles?



# Our Principles: Rankings

	1st	2nd	3rd	Weighted rank
<b>Early</b>	471	163	84	<b>1</b>
<b>In partnership</b>	234	188	157	<b>2</b>
Responsive	91	171	149	<b>3</b>
Connected	50	139	117	<b>4</b>
Learning	48	99	132	<b>5</b>
Local	27	55	136	<b>6</b>
Efficient	24	75	88	<b>7</b>
Collectively driven	43	50	74	<b>8</b>
Growth	23	64	65	<b>9</b>

# Principles: What else matters to you? (1)

**Clear.** The system is difficult for parents to navigate without specialist help and advice. As much as possible should be done to assist families, already facing challenges, not more obstacles.

**Openness, honesty and consistency.** I cannot tell you how many people told me different, inconsistent and contradictory information when I first accessed SEND. It made a very stressful time, 100% more stressful knowing that people that were supposed to be helping me didn't seem to be working together or know what each other were doing/their roles were.

**Realistic.** Often the SEND service lives in a false optimism that is communicated to others in words and deeds. This brings a dishonesty to the service and a feeling that the 'elephant in the room' is never addressed. In turn the outcome is dissatisfaction with parties never feeling they have been heard, always feeling there was something more that could be done denied to them.

# Principles: What else matters to you? (2)

**Momentum/Energy** - quickly responding to the needs of service users and families. This will ensure any potential disruption to the child is kept to a minimum.

**Non judgemental.** I don't like to think that we are moving away from supportive to holding each other to account. I dislike the idea stated about schools challenging each other. We want to work collaboratively not judge each other and waste time prepping for a visit which will judge us and then do the same to a colleague!

**Compassionate** - not a bureaucracy that feels like it is protecting its budget and covering itself from legal challenge. This is the current impression given by the LEA and some schools.

Not just SAYING you will do this/believe that but to

**SHOW with PROOF**



# Our Principles

We need to consider the wording of the principles and how the principles are being received...

Would much rather see straightforward, clear points that avoid the normal 'jargon' of education speak that could mean something slightly different to any group of individuals.

A lot of this is just corporate platitudes e.g. 'Growing our capacity, capability and sustainability', the words don't mean anything.

Hard to say as you have made them so broad as to mean almost anything to anyone - we could be thinking about completely different things or exactly the same!

To be honest, all of the principles are just words that do not convey the intention. For example "working with you, for you" - who exactly? SEN children and adults? Carers? Schools?

'Streamlined and value for money' are not words we want to hear, this suggests funding cuts and lack of the right support.

# Pillar One: Enabling and supporting the development of a School-Led SEND System

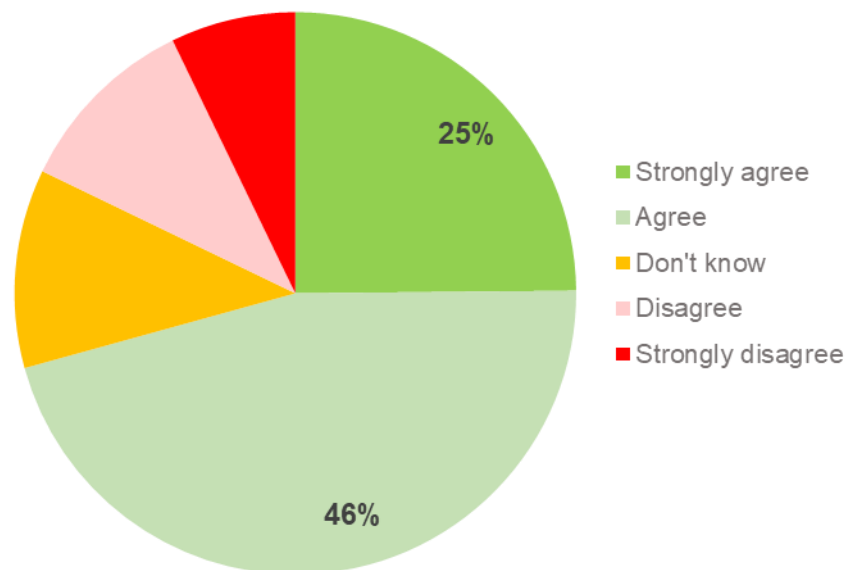
This is a different way of working that enables, supports and empowers schools, leaders and local areas to drive the changes that they want to see.

It means working together in a local area to make the best use of all the SEND expertise that exists in our schools and settings, within the Essex County Council SEND teams and in the many voluntary and community groups.

Together, it helps schools to identify special educational needs and promptly access the right support at the right time.

Schools and settings are supported to work collaboratively to develop good practice and to identify the areas of improvement that is needed in a family of schools.

## Do you agree with Pillar One?



# Pillar One: Enabling and supporting the development of a School-Led SEND System

	1st	2nd	3rd	Weighted rank
<b>SEN is identified at an earlier stage</b>	314	162	68	<b>1</b>
<b>All children have an equally positive experience of learning and a sense of belonging, value and worth</b>	227	231	159	<b>2</b>
<b>There is a clear focus on improving SEND practice in all our schools and settings</b>	212	164	133	<b>3</b>
Families have confidence in the type, quality and amount of support that their children receive	83	190	224	<b>4</b>
All schools are equally inclusive and welcome all children regardless of age, stage, unique characteristics or circumstances	62	91	131	<b>5</b>
Local areas work together to identify and lead improvements, based on their children, in their local area	64	50	58	<b>6</b>
We work collectively to support and challenge each other to provide the best possible education for children and young people with SEND	22	65	115	<b>7</b>
Local areas work together to achieve aspirational outcomes for our children and young people	11	21	63	<b>8</b>
We celebrate and share good practice that exists in Essex and enable peer to peer support to better meet the needs of children with SEND	10	28	42	<b>9</b>

# Pillar One: Some differences in agreement

Parent Carers: 487 respondents: **74% in favour** (30% strongly agree; 44% agree)

Essex Education : 98 respondents: **78% in favour** (20% strongly agree; 58% agree)

Essex School or Setting: 358 respondent: **63% in favour** (19% strongly agree; 44% agree)

PARENT CARERS (487 respondents)

Early	190	77	42	1
In Partnership	140	84	68	2
Responsive	45	79	64	3

ESSEX EDUCATION (98 respondents)

Early	47	16	12	1
In Partnership	20	18	12	2
Responsive	7	18	15	3

ESSEX SCHOOL OR SETTING (358 respondents)

Early	194	60	24	1
In Partnership	64	71	66	2
Responsive	28	60	54	3

# Pillar One: Questions and Clarifications

- 325 respondents (total 373) asked 624 questions, clarifications or comments (total 691) about school-led SEND.
- Top themes were funding (103), how to access support (100) and the training implications of school led SEND (87).
- Other important themes were accountability (55), school capacity (46) and the inclusivity of schools and settings (63)

P1 Comments by Theme	691	624
ACCESS TO SUPPORT	107	100
ACCOUNTABILITY	67	55
BROADER PICTURE	31	28
COMPLEXITY OF NEED	26	24
EXPERT DEPENDENCY	29	23
FUNDING	108	103
INCLUSION MINDSET	77	63
OTHER	14	14
PARENT EMPOWERMENT	27	27
PRACTICALITIES	32	29
RESPONSIBILITY	22	16
SCHOOL CAPACITY	51	46
TRAINING IMPLICATIONS	91	87
TRANSITIONS	9	9

*“More value must be placed upon personal achievement versus national attainment”*

*“Inclusion is all very well, but it needs to be backed up with funding “*

*“With increasingly squeezed budgets and lack of services and support it is such a struggle in school to provide the support that children need.”*

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*“All teachers will need to be trained further, to be able to understand and implement successfully strategies for children in all areas of SEND”*

# Pillar One: Strong Reservations

- 17 respondents (total 373) posed 43 strong reservations about Pillar One (total 671)
- Strong reservations were about accountability (8), the inclusion mindset of some settings (8) and access to support (7).
- The need for experts, lack of funding, school capacity and the growing complexity of need in schools, the need to look at the broader picture, practicalities and training were all mentioned.

P1 Comments by Theme	671	45
ACCESS TO SUPPORT	107	7
ACCOUNTABILITY	67	8
BROADER PICTURE	31	3
COMPLEXITY OF NEED	26	2
EXPERT DEPENDENCY	29	4
FUNDING	108	4
INCLUSION MINDSET	57	8
OTHER	14	0
PARENT EMPOWERMENT	27	0
PRACTICALITIES	32	3
RESPONSIBILITY	22	0
SCHOOL CAPACITY	51	3
TRAINING IMPLICATIONS	91	3
TRANSITIONS	9	0

*“more control to schools”, “more power to schools”, “schools can’t be trusted”*

*“spreading already paper-thin resources even thinner”.*

*“they don't see SEND as adding value to their school, it's just something that's got to be done”*

*“Schools are on their knees as it is and to further cut funding will be catastrophic to ALL children. As it stands, the lack of funds is making it extremely difficult to provide children with the support and resources they need.*

# Pillar One: Negative Comments (16)

- 11 respondents (total 373) made 16 negative comments (total 669) about Pillar One.
- Negative comments were about responsibility (6), accountability (3), school capacity (2) and the implications of the perceived loss of support (2).
- Funding, training and inclusion all received one comment.

P1 Comments by Theme	669	16
ACCESS TO SUPPORT	107	0
ACCOUNTABILITY	67	3
BROADER PICTURE	31	0
COMPLEXITY OF NEED	26	0
EXPERT DEPENDENCY	29	2
FUNDING	108	1
INCLUSION MINDSET	55	1
OTHER	14	0
PARENT EMPOWERMENT	27	0
PRACTICALITIES	32	0
RESPONSIBILITY	22	6
SCHOOL CAPACITY	51	2
TRAINING IMPLICATIONS	91	1
TRANSITIONS	9	0

*"This is clearly the council shedding responsibility"*

*"Those working in schools are tired of taking on responsibility for other areas of children's support that are failing to deliver".*

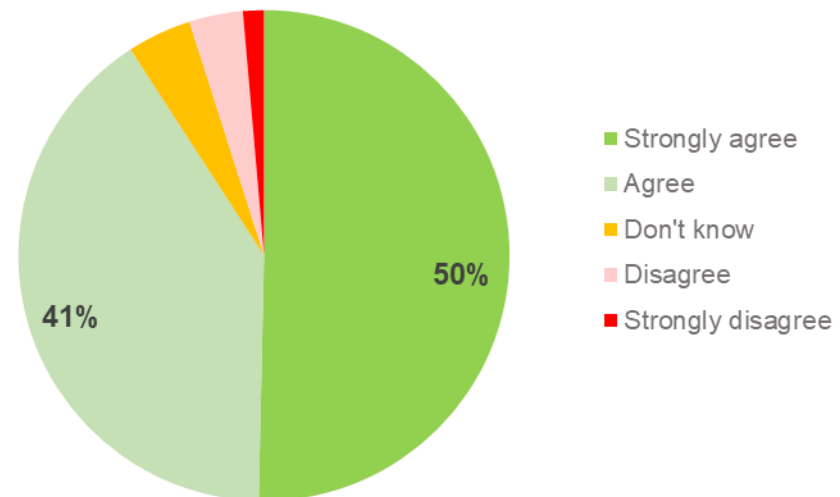
*"Schools and headteachers are not best placed to 'lead' a SEND system. This should be done by SEND experts within the local authority who then 'lead' the schools to ensure equal access for all".*

# Pillar Two: Growing the specialist SEND provision in Essex

We are working towards having an Essex school place for every Essex child. Wherever possible we want to meet children's need locally and through high quality specialist provision within our mainstream schools. We want to create the places in our special schools for our children with the most complex needs so their needs are met close to their home and families. We are building new special schools which will offer over 200 new special school places through the free school programme.

We are creating new places in some of our existing Essex special schools and establishing new boarding facilities in some Essex special schools to extend the support that we can offer to those children and young people with the most severe needs. We are growing the number of Enhanced Provisions in our mainstream schools for children and young people with autism and social, emotional and mental health needs.

## Do you agree with Pillar Two?





# Pillar Two: Growing the specialist SEND provision in Essex

	1st	2nd	3rd	Weighted rank
More children and young people are placed in the right school/setting in Essex to meet their individual needs	394	187	101	<b>1</b>
We meet children's need locally. Children and young people are a part of their local communities and are able to achieve their outcomes locally.	215	119	133	<b>2</b>
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	154	136	203	<b>3</b>
We want to create the places in our special schools for our children with the most complex needs so their needs are met close to their home and families	85	167	126	<b>4</b>
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	39	137	159	<b>5</b>
More children and young people will remain in their setting without the need to move throughout their education	61	96	97	<b>6</b>
Children do not have to travel long distances to have their needs met	42	98	111	<b>7</b>
Less families live with the challenge of having a child with SEND some way away from home	16	55	55	<b>8</b>

# Pillar Two: Some differences in agreement

PARENT CARERS 487 respondents - 90% in favour  
(48% strongly agree; 42% agree)

More children and young people are placed in the right school/setting in Essex to meet their individual needs	150	94	47	1
We meet children's need locally. Children and young people are a part of their local communities and are able to achieve their outcomes locally.	115	59	67	2
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	77	67	90	3

ESSEX EDUCATION 98 respondents – 98% in favour  
(61% strongly agree; 37% agree)

More children and young people are placed in the right school/setting in Essex to meet their individual needs	37	21	11	1
We meet children's need locally. Children and young people are a part of their local communities and are able to achieve their outcomes locally.	26	10	15	2
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	18	9	19	3

ESSEX SCHOOL/SETTING 358 respondents - 90% in favour  
(51% strongly agree; 39% agree)

More children and young people are placed in the right school/setting in Essex to meet their individual needs	179	60	35	1
Our enhanced provisions and special schools serve as centres of excellence for identification, training and outreach	46	53	82	2
We meet children's need locally. Children and young people are a part of their local communities and are able to achieve their outcomes locally.	58	38	42	3

# Pillar Two: Questions and Clarifications

- 225 respondents (total 250) asked 385 questions, clarifications or comments (total 419) about growing the specialist SEND provision in Essex.
- Top themes were the range of provision that will be offered (71). Many comments were asking for specific needs to be met; for example high functioning children with autism and girls with a diagnosis of SEMH.
- Other important themes were parent empowerment and information (35); inclusion (31), making sure the correct children are in the correct settings (29) and funding (27).

Comments by Theme	419	385
RANGE OF PROVISION	77	71
INCLUSION	38	31
PARENT EMPOWERMENT	35	35
FUNDING	30	27
ACCESS TO SUPPORT	23	22
LOCALITY OF PROVISION	25	24
MORE PLACES	23	22
SPECIAL/MAINSTREAM LINKS	21	21
CORRECT SETTING	29	29
ACCOUNTABILITY	16	14
TRAINING IMPLICATIONS	15	15
OTHER	14	5
COMPLEXITY OF NEED	14	12
HUBS	13	13
SCHOOL CAPACITY	11	11
BROADER PICTURE	9	9
PRACTICALITIES	6	5
POST 16	9	9
EARLY INTERVENTION	4	4
RESPONSIBILITY	1	1
EXPERT DEPENDENCY	0	0
TRANSITIONS	6	5

*"As a parent of a child who accessed enhanced SLCN provision in a mainstream school several years ago, I am still hugely grateful for the support my son received"*

*"In-line with a human rights approach, education should be inclusive"*

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*"PLEASE provide support equally across the genders"*

# Pillar Two: Strong Reservations

- 5 respondents (total 250) posed 10 strong reservations (total 419) about growing the specialist SEND provision in Essex.
- Strong reservations were about growing specialist provision in contrast to inclusion in local mainstream settings (4); and lack of funding (2).
- The range of provision, not enough places, the complexity of need and transitions all were mentioned once.

Comments by Theme	419	10
RANGE OF PROVISION	77	1
INCLUSION	38	4
PARENT EMPOWERMENT	35	0
FUNDING	30	2
ACCESS TO SUPPORT	23	0
LOCALITY OF PROVISION	25	0
MORE PLACES	23	1
SPECIAL/MAINSTREAM LINKS	21	0
CORRECT SETTING	29	0
ACCOUNTABILITY	16	0
TRAINING IMPLICATIONS	15	0
OTHER	14	0
COMPLEXITY OF NEED	14	1
HUBS	13	0
SCHOOL CAPACITY	11	0
BROADER PICTURE	9	0
PRACTICALITIES	6	0
POST 16	9	0
EARLY INTERVENTION	4	0
RESPONSIBILITY	1	0
EXPERT DEPENDENCY	0	0
TRANSITIONS	6	1

*“feels like a move towards a two tier system, with any child not wanted by mainstream shifted to special school”*

*“Fund mainstream schools properly and they would be able to support their community and educate ALL children in that community”.*

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*“there will not be enough places for the complex needs of many of the children now in mainstream schools.”*

# Pillar Two: Negative Comments

- 3 respondents (total 250) made just 5 negative comments (total 419) about growing the specialist SEND provision in Essex
- Negative comments were opposing residential schools as being a “backwards step” in an inclusive society (2), the provision of ABA in Essex settings (2) and accountability for free schools.

Comments by Theme	419	5
RANGE OF PROVISION	77	1
INCLUSION	38	2
PARENT EMPOWERMENT	35	0
FUNDING	30	0
ACCESS TO SUPPORT	23	0
LOCALITY OF PROVISION	25	0
MORE PLACES	23	0
SPECIAL/MAINSTREAM LINKS	21	0
CORRECT SETTING	29	0
ACCOUNTABILITY	16	1
TRAINING IMPLICATIONS	15	0
OTHER	14	1
COMPLEXITY OF NEED	14	0
HUBS	13	0
SCHOOL CAPACITY	11	0
BROADER PICTURE	9	0
PRACTICALITIES	6	0
POST 16	9	0
EARLY INTERVENTION	4	0
RESPONSIBILITY	1	0
EXPERT DEPENDENCY	0	0
TRANSITIONS	6	0

*“Strongly against the setting up of free schools outside of local authority control.”*

*“I am very concerned with the growth of ABA based provisions for children with autism in Essex”*

# Pillar 3: A redesign and new approach for the Essex County Council SEND teams

	1st	2nd	3rd	Weighted rank
ECC SEND teams will work closely with the local area to understand and provide the support and expertise that schools and settings need to meet their children's needs through an improved SEND Offer	356	135	156	<b>1</b>
ECC SEND teams will support schools to ensure aspirational outcomes for all children and young people with SEND	196	191	124	<b>2</b>
ECC SEND teams will enable smooth transitions and joined up planning for children and young people when they move between stages and settings	111	219	185	<b>3</b>
ECC SEND teams will engage in meaningful dialogue with parents, carers and young people in the local area to move forward together. Parents, carers and young people will help shape solutions	137	174	187	<b>4</b>
ECC SEND teams will work in partnership with schools, families and our voluntary and community groups to improve the local offer to children and young people	139	176	156	<b>5</b>
ECC SEND teams will work closely with social care, colleges and employers to develop opportunities so young people can access and sustain employment and meaningful community participation	45	80	153	<b>6</b>

# Pillar Three: Some difference in priorities

## PARENT CARERS 487 respondents

ECC SEND teams will work closely with the local area to understand and provide the support and expertise that schools and settings need to meet their children's needs through an improved SEND Offer	1
ECC SEND teams will engage in meaningful dialogue with parents, carers and young people in the local area to move forward together. Parents, carers and young people will help shape solutions	2
ECC SEND teams will support schools to ensure aspirational outcomes for all children and young people with SEND	3

## ESSEX EDUCATION 98 respondents

ECC SEND teams will work closely with the local area to understand and provide the support and expertise that schools and settings need to meet their children's needs through an improved SEND Offer	1
ECC SEND teams will support schools to ensure aspirational outcomes for all children and young people with SEND	2
ECC SEND teams will work in partnership with schools, families and our voluntary and community groups to improve the local offer to children and young people	3

## ESSEX SCHOOL/SETTING 358 respondents

ECC SEND teams will work closely with the local area to understand and provide the support and expertise that schools and settings need to meet their children's needs through an improved SEND Offer	1
ECC SEND teams will support schools to ensure aspirational outcomes for all children and young people with SEND	2
ECC SEND teams will work in partnership with schools, families and our voluntary and community groups to improve the local offer to children and young people	3

# Pillar Three: Questions and Clarifications

- 221 respondents (total 251) asked 468 questions, clarifications or comments (total 489) about the redesign and new approach for the Essex County Council SEND teams
- The top theme was access to support (91)
- Other important themes were parent empowerment and information (52); communication (40), the broader picture (31) and working together (29).

*“There is an assumption that all schools have a level of expertise and a level of openness/ willingness to engage with improving provision, when I'm not sure that they do?”*

*“Please continue the provision of SEND advice to local schools - which in my experience is doing a vital and effective job”*

*“Expecting parents/carers to have to search for support should be a thing of the past ”*

Comments by Theme	489	468
ACCESS TO SUPPORT	95	91
ACCOUNTABILITY	5	5
BROADER PICTURE	32	31
CLEAR SYSTEMS	22	22
COMMUNICATION	40	40
COMPLEXITY OF NEED	26	24
CORRECT SETTING	1	1
EARLY INTERVENTION	7	7
EXPERT DEPENDENCY	22	21
FUNDING	12	11
HUBS	0	0
HOME EDUCATION	1	1
INCLUSION	9	8
LOCALITY OF PROVISION	0	0
MORE PLACES	0	0
0-25	6	6
PARENT EMPOWERMENT	54	52
PERSONALISED APPROACH	15	12
POST 16	9	9
PRACTICALITIES	18	17
RANGE OF PROVISION	0	0
RESPONSIBILITY	0	0
SCHOOL CAPACITY	23	22
SPECIAL/MAINSTREAM LINKS	2	2
TIMELY	21	20
TRAINING IMPLICATIONS	16	14
TRANSITIONS	10	10
WORKING TOGETHER	29	29
OTHER	14	13



# Pillar Three: Strong Reservations

- 9 respondents (total 251) posed 9 strong reservations (total 489) about the redesign and new approach for the Essex County Council SEND teams
- Each reservation was only mentioned once: accountability; access to support; the broader picture; the complexity of need; funding; inclusion; parent empowerment; timely responses and training implications.

*"I have little confidence that, despite protestations, this is little more than a cost cutting exercise to reduce resources, staff numbers and salaries"*

*"How will the variety of academies, grammar schools and other non-linear schools be challenged if their approach to SEND is linked to their drive for higher league table positions?"*

*"I cannot support a school-led approach in the current public sector landscape."*

Comments by Theme	489	8
ACCESS TO SUPPORT	95	1
ACCOUNTABILITY	5	1
BROADER PICTURE	32	1
CLEAR SYSTEMS	22	0
COMMUNICATION	40	0
COMPLEXITY OF NEED	26	1
CORRECT SETTING	1	0
EARLY INTERVENTION	7	0
EXPERT DEPENDENCY	22	0
FUNDING	12	1
HUBS	0	0
HOME EDUCATION	1	0
INCLUSION	9	1
LOCALITY OF PROVISION	0	0
MORE PLACES	0	0
0-25	6	0
PARENT EMPOWERMENT	54	1
PERSONALISED APPROACH	15	0
POST 16	9	0
PRACTICALITIES	18	0
RANGE OF PROVISION	0	0
RESPONSIBILITY	0	0
SCHOOL CAPACITY	23	0
SPECIAL/MAINSTREAM LINKS	2	0
TIMELY	21	1
TRAINING IMPLICATIONS	16	1
TRANSITIONS	10	0
WORKING TOGETHER	29	0
OTHER	14	0

# Pillar Three: Negative Comments

- 14 respondents (total 251) made 10 negative comments (489) about the redesign and new approach for the Essex County Council SEND teams
- Negative comments were around the perceived lack of access to support (3), the growing complexity of need in mainstream schools (1), a reliance on experts (1), a dislike of a 'one size fits all' approach (1), school capacity to meet needs (1) and the training implications (1).

*"Our most vulnerable children will lose their support and schools will lose the amazing professionalism they bring"*

*"the experts whom we need desperately to work with our SEND children"*

*"If the new positions do not need qualified teacher status or a MA how can these people be advising qualified teachers?"*

Comments by Theme	489	10
ACCESS TO SUPPORT	95	3
ACCOUNTABILITY	5	0
BROADER PICTURE	32	0
CLEAR SYSTEMS	22	0
COMMUNICATION	40	0
COMPLEXITY OF NEED	26	1
CORRECT SETTING	1	0
EARLY INTERVENTION	7	0
EXPERT DEPENDENCY	22	1
FUNDING	12	0
HUBS	0	0
HOME EDUCATION	1	0
INCLUSION	9	0
LOCALITY OF PROVISION	0	0
MORE PLACES	0	0
0-25	6	0
PARENT EMPOWERMENT	54	0
PERSONALISED APPROACH	15	1
POST 16	9	0
PRACTICALITIES	18	1
RANGE OF PROVISION	0	0
RESPONSIBILITY	0	0
SCHOOL CAPACITY	23	1
SPECIAL/MAINSTREAM LINKS	2	0
TIMELY	21	0
TRAINING IMPLICATIONS	16	1
TRANSITIONS	10	0
WORKING TOGETHER	29	0
OTHER	14	1

# Scope and Reach:

Is further engagement and voice needed for the SEND strategy?

Approximately 30,000 children and young people with SEND in Essex

- 20877 children with SEND support
- 8700 children and young people with an EHC plan
- 553 schools in Essex
- 1300 funded EYCC providers (offering FEEE) and 700 non funded providers
- Five CCGS and 4 Health Providers

- Only 1023 respondents in total
- No young people responded
- Consider the Local Area – current feedback is education based.

# Moving Forward.

## Our Principles

We need to consider the wording of the principles and how the principles are being received...

Would much rather see straightforward, clear points that avoid the normal 'jargon' of education speak that could mean something slightly different to any group of individuals.

A lot of this is just corporate platitudes e.g. 'Growing our capacity, capability and sustainability', the words don't mean anything.

Hard to say as you have made them so broad as to mean almost anything to anyone - we could be thinking about completely different things or exactly the same!

To be honest, all of the principles are just words that do not convey the intention. For example "working with you, for you" - who exactly? SEN children and adults? Carers? Schools?

'Streamlined and value for money' are not words we want to hear, this suggests funding cuts and lack of the right support.

# Next steps and timeline

- July 2019 – communicate engagement plan to schools and settings;
- July 2019 – further work with Essex Family Forum on engaging parents on developing the implementation plan for the vision and strategy;
- Autumn Term 2019 – meetings with clusters of schools (head teacher, Chair of Governors and SENCO) to roll out the new SEND structure;
- Autumn Term 2019 – further engagement with parents on the strategy and action plan to deliver the vision;
- January 2020 – launch of new SEND structure and SEND strategy.

		<b>AGENDA ITEM 5</b>
		<b>PAF/18/19</b>
<b>Committee:</b>	<b>People and Families Policy and Scrutiny Committee</b>	
<b>Date:</b>	<b>11 July 2019</b>	
<b>Enquiries to:</b>	<b>Name: Graham Hughes</b>  <b>Designation: Senior Democratic Services Officer</b>  <b>Contact details:</b> 033301 34574 <a href="mailto:Graham.hughes@essex.gov.uk">Graham.hughes@essex.gov.uk</a>	

### **Cabinet Member - Education portfolio update**

#### Purpose:

To consider the oral update to be provided and identify any issues or concerns that may need further investigation and/or work that may assist the Cabinet Member.

#### Background:

The Cabinet Member for Education, and the Director – Education, present an annual report to the Committee on educational attainment. The Cabinet Member may also be requested to attend formal committee meetings for other specific agenda items from time to time. In addition, the Chairman and Vice Chairmen meet Councillor Gooding broadly on a bi-monthly basis for informal discussion about current issues.

The Chairman has agreed that to supplement the above, periodically the Cabinet Member should also be invited to formally discuss with the Committee broader issues being faced in his portfolio. Accordingly, this is the first of those broader updates. It has been agreed that the Cabinet Member be invited to respond to the following initial questions to facilitate further discussion.

1. What work is being done to further improve school readiness?
2. What work is done/being done to better link primary and secondary school processes and reduce the impact of transition between schools?
3. Please update us on the work of the cross-party group looking at children missing education (to include home educated)?
4. Please update on the work being done with schools to confront gang culture and drug/knife crime?
5. What are schools doing to prepare pupils for leaving school and progressing to further education or starting employment?
6. What work is being done to deal with fluctuations in demand for school places?

		<b>AGENDA ITEM: 6</b>
		<b>PAF/19/19</b>
<b>Committee:</b>	<b>People and Families Policy and Scrutiny Committee</b>	
<b>Date:</b>	<b>11 July 2019</b>	
<b>Enquiries to:</b>	<b>Name: Graham Hughes</b> <b>Designation: Senior Democratic Services Officer</b> <b>Contact details:</b> 033301 34574 <a href="mailto:Graham.hughes@essex.gov.uk">Graham.hughes@essex.gov.uk</a>	

## **WORK PROGRAMME**

### Briefings

Further briefings and discussion days will continue to be scheduled on an ongoing basis as identified and required.

### Formal committee activity

Items programmed/being considered to come to Committee are listed in an updated Appendix A.

### Task and Finish Group activity

A Task and Finish Group has been established to scrutinise drug gangs, knife crime and county lines. The Group held its first meeting on 18 June 2019.

### Chairman and Vice Chairmen meetings

The Chairman and Vice Chairmen meet monthly in between scheduled meetings of the Committee to discuss work planning and meet officers as part of preparation for future items. The Chairman and Vice Chairmen also meet the Cabinet Members for Education, Children & Families, and Health and Adult Social Care on a regular basis.

### **Action required by Members at this meeting:**

**To consider this report, discuss future work activity, and whether any changes are required to the work programme.**

Date/timing	Issue/Topic	Focus/other comments	Approach
<b>Items identified for formal scrutiny in full committee</b>			
11 July 2019	Special Educational Needs – <i>follow-up</i>	Scrutinise the planned review of the service.	(i) Introduction to aims and objectives of formal public consultation (February 2019). (ii) further review of consultation feedback and decision-making process.
11 July 2019	Education portfolio update	Periodic update from the Cabinet Member and Lead Officer	Advance questions have been submitted.
12 September 2019	Young Carers Service	A new service has been delivered in-house by ECC from 1 April 2018. The Cabinet decision was called-in but later withdrawn	(i) Post-implementation review of new service as agreed as part of the withdrawal of the call-in. (ii) Consider more general discussion on carers
12 September 2019	Safeguarding Children	Report of the work of the Safeguarding Board to align with the timing of their annual report.	Could also look at Healthwatch Essex update on work being done to support the Safeguarding Boards
12 September 2019	Drug gangs, knife crime and county lines – <i>follow-up</i>	Referral from Full Council to oversee development of multi-agency strategy	To receive update on the work of the Group.
10 October 2019	Respite care- <i>follow up</i>	To be updated on actions arising from discussion at June 2019 meeting with petitioners, Cabinet Member and Lead Officers.	Cabinet Member and Lead Officers to attend.
10 October 2019	Safeguarding Adults	Report of the work of the Safeguarding Board to align with the timing of their annual report	Could also look at Healthwatch Essex update on work being done to support the Safeguarding Boards and, also Cabinet Member for Adult Social Care and Health in his role as member of ESAB and partner agency
TBC	Special Educational Needs – <i>further follow-up</i>	Scrutinise service changes arising from public consultation	Depending on discussions at July meeting of Committee and agreed ongoing role.
TBC	Portfolio updates (Children and Families, Education, Health and Adult Social Care)	To be updated on current issues and challenges.	To supplement other attendances by Cabinet Members for specific issues – to be arranged as and when the Committee think appropriate

Cont....



Date/timing	Issue/Topic	Focus/other comments	Approach
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**Items identified for formal scrutiny in full committee - to be scheduled**

Ongoing	Drug gangs, knife crime and county lines – <i>follow-up</i>	Referral from Full Council to oversee development of multi-agency strategy	To receive periodic reports from the Task and Finish Group now undertaking the detailed review.
Late 2019/early 2020	Provider relationships – <i>follow-up</i>	Refreshed Market Strategy.	Opportunity to review and comment on draft and revisit any issues from previous discussions.
April-May 2020	Educational Attainment	Annual Report.	Cabinet Member and Director- Education to attend.
Summer 2020	0-19 contract with Virgin Care – <i>further follow-up</i>	Continue review of contract performance, and the revised (more outcomes focussed) KPIs.	Cabinet Member, Virgin Care, and Barnardos to be invited.
TBC (after contract negotiations have completed)	Call-in of Cabinet Decision FP/102/03/18 – Review of Essex Education Services – <i>follow up</i>	How strategic objectives have been met, more information on the financial payback period, and maintaining a strategic presence in the county.	Full committee session to be scheduled after Cabinet decision on contract placement.

**Task and Finish Group reviews**

Ongoing	Drug gangs, knife crime and county lines	Oversee the development of a multi-agency strategy (referral from Full Council)	Scoping document agreed by Full Committee. Detailed work TBC
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**Items identified for joint work with other committees – to be scheduled**

September 2019	Autism	Diagnosis and referral waiting times, social care/ other support and level of awareness/training.	Briefing on service structures and responsibilities before defining follow up work
TBC	Sensory services	Currently being scoped	TBC

**Further issues under consideration and/or for further evaluation**

TBC	Care Act/Social care	Consider further work after briefing on Care Act	
TBC	Domiciliary Care	Identified during work planning discussions.	'What does good care look like?' To be scoped.
TBC	Children in Care/school leavers transitions	Possible links with homelessness. The support in schools	To be scoped.
TBC	Hip fractures and falls Prevention – <i>follow-up</i>	Follow up on Task & Finish Group recommendations that are relevant to PAF	