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Children and Young People Select Committee Agenda

Wednesday, 11 January 2017
7.00 pm,
Committee Room 3 - Civic Suite
Civic Suite
Catford Road
London SE6 4RU

For more information contact: Emma Aye-Kumi (Tel: 020 8314 9534)

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Part 1

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Children and Young People Select Committee Members

Members of the committee, listed below, are summoned to attend the meeting to be held on Wednesday, 11 January 2017.

Barry Quirk, Chief Executive
Tuesday, 3 January 2017

David Austin	
Councillor Hilary Moore (Chair)	
Councillor Luke Sorba (Vice-Chair)	
Councillor Chris Barnham	
Councillor Andre Bourne	
Councillor David Britton	
Councillor Simon Hooks	
Councillor Liz Johnston-Franklin	
Councillor Helen Klier	
Councillor Jacq Paschoud	
Councillor Alan Till	
Sharon Archibald (Parent Governor Representative)	
Mark Saunders (Parent Governor Representative)	
Gail Exon	Church Representative
Monsignor N Rothon	Church Representative
Kevin Mantle (Parent Governor Representative)	Parent Governor representative for special schools
Councillor Alan Hall (ex-Officio)	
Councillor Gareth Siddorn (ex-Officio)	

MINUTES OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

Thursday, 10 November 2016 at 7.00 pm

PRESENT: Councillors Hilary Moore (Chair), Chris Barnham, Andre Bourne, Liz Johnston-Franklin, Helen Klier, Jacq Paschoud, Alan Till, Sharon Archibald (Parent Governor Representative) and Monsignor N Rothon (Church Representative) and

APOLOGIES: Councillors Luke Sorba, David Britton, Simon Hooks and Gail Exon

ALSO PRESENT: Councillor Paul Maslin (Cabinet Member for Children and Young People) and Emma Aye-Kumi

1.   Minutes of the meeting held on 12 October 2016

RESOLVED: that the minutes of the meeting held on 12 October be agreed as a true and accurate record and the Chair be authorised to sign them.

2.   Declarations of interest

The Chair declared a non-pecuniary interest as a Governor for Lewisham and Southwark College.

The Chair declared a pecuniary interest as an employee of Barking and Dagenham College.

Monsignor Rothon declared a non-pecuniary interest as Governor for Christ the King College.

Sharon Archibald declared a pecuniary interest as a member of staff at Lewisham and Southwark College.

3.   Transition from Primary to Secondary School In-depth Review - Evidence Session

The Chair welcome Elizabeth Adewale, Young Advisor, to the meeting.

Emma Aye-Kumi, Scrutiny Manager, briefly introduced the report and invited the Committee to put questions or comments to Jackie Jones, Service Manager for School Improvement and Intervention.

The Committee noted that:

- The Transition Working Group (TWG) first met in the summer to look at producing a document to establish common principles and to support schools to self-evaluate their transition process.
- The TWG met again in November to look at how to improve the transition process for Yr 6 pupils from the moment they know which school they have been allocated, and also at how schools can work within their 'clusters' to become the secondary school of choice for the primary schools in the area.
- Recent changes in secondary leadership in the borough had presented the opportunity for improvement
- Pupils going out of the borough for their secondary education did so through choice and not necessity, since there was sufficient capacity to provide places for all Lewisham-resident secondary-age pupils.
- From a financial perspective, school places needed to be filled and stable for schools to function effectively since school budgets were linked to pupil numbers.
- Transition was a school-led process and therefore it was for individual schools to decide how to measure success and gather feedback.
- There were examples of excellent practice for SEN children with ECHP plans. School SENCOs from Year 6 and Year 7 meet every summer to share information about children with SEN to support their transition from primary to secondary schools
- Currently Lewisham schools have a common transition day in the summer term for all Year 6 children moving on to Lewisham secondary schools.
- It was felt that the most appropriate way of improving transition within the school-led system was to highlight issues to the schools' governing bodies and leadership teams and encourage them to oversee and scrutinise good practice.
- It should be borne in mind that some parents would opt to go out of borough regardless of the quality of Lewisham schools as it may make geographical sense to do so. Similarly some parents would seek out faith schools, single sex schools, grammar schools. High speed links to Kent could mean that the journey to Kent grammar schools could be quicker than a bus ride within the borough.
- Some parents were put off applying to schools owing to concerns about the safety of the surrounding area and the school journey, rather than due to concerns about the school itself.
- The current Year 7 cohort was the first to have experienced 2 years of the new curriculum and officers were confident that the issues of drift in KS3 would be resolved as schools were becoming more adept at mapping backwards from the GCSE requirements to KS2. This was also helped by improving communication and relationship building between primary and secondary schools.
- Officers were confident of a big culture change happening in the borough's secondary schools that would soon improve results and in time, parental perceptions.
- Some members felt that more advertising of Lewisham schools was needed, and that secondary schools could begin to create a 'buzz' by being proactive about going into primary schools at an earlier point, such as Year 4 or 5.

Many schools were already doing this. The policy of allowing out of borough secondary schools to advertise in Lewisham Life was questioned.

- The proposed Citizen Free School had yet to secure a site, and so there was no confirmed start date.
- Key measures of improved transition would be a mixture of hard data – for example more students staying within the borough at secondary level, academic progress, improved behaviour and attendance, and soft data that captured the pupil and parental views.
- The consistent message coming out of all of the evidence was that there could be no one-size fits all approach to transition and that the individual governing bodies would need to drive and measure improvements to transition
- In respect of the significant increase of homework between Year 6 and 7, some members had concerns that too much homework in KS3 was limiting children's opportunity to experience extra-curricular activities such as scouts, dance classes, etc. Officers gave assurances that there were many enrichment opportunities available within the secondary school offering, and explained that homework levels were a decision for individual schools and their governing bodies.
- Head teachers were reported to be working collaboratively, rather than in competition with each other, with a view to raising teaching standards and sharing expertise. The Secondary Challenge was mentioned which had been launched the previous week.

Elizabeth Adewale, Young Advisor, made a number of comments based on her recent experience of transition, both between primary and secondary school, and when transitioning to sixth form college. The Committee heard that, in her experience, taster days were very helpful. She had found the lack of challenge in Year 7 to be so demotivating that she struggled to pick up in Year 8. She recalled that she had found the volume of homework overwhelming compared to primary school. She added that the Year 9 and the start of GCSEs had come as a shock, having spent two years coasting. Elizabeth raised the issue of teaching to pass exams and said she would have preferred a broader education rather than only learning what was needed to answer an exam question. Alongside this, she would have liked career sampling to start sooner, the Committee heard.

RESOLVED:
1) that the contents of the report, verbal evidence from officers and Young Advisors be noted.
2) That Kate Bond, Head of Standards and Achievements, would circulate the Secondary Challenge leaflet to the Committee.

4. Children's Social Care Ofsted Action Plan

Stephen Kitchman, Director for Children's Social Care, briefly introduced the report. The Committee heard that plans to implement the Multi-Agency Safeguarding Hub (MASH) were going well and that it was on target to be launched slightly ahead of the revised deadline of 31 January 2017.

RESOLVED: that the contents of the report, particularly the extension of target completion dates, be noted.

5. Children's Social Care Workforce Strategy

Stephen Kitchman, Director for Children's Social Care presented the reported and introduced Heather Brown, the Development Manager with lead responsibility for the Workforce Strategy.

The following was noted in discussion:
- Referring to para 3.1.4 *Agency Pay Rates* on page 82 – of the 162 agency qualified social work placements in the year to 31 March 2016, there were around 50 agency staff in post at any one time
- The aim was now to reduce the numbers of agency staff. The Committee heard that Reed was the preferred supplier and that there would be no charge by Reed for any social worker moving into council employment after 3 months of having worked for Lewisham through the agency.
- Approximately 23% of the 250 posts were filled by agency staff. This compared well with London comparators, but the aim was to reduce this to as near to zero as possible
- Members sought clarification of "Resignation" in respect of the table on Page 78, headed "Number of leavers by reason 2015/16"
- The area of least stable staffing was those working with children in the community. This was thought to be due to it being one of the most challenging and stressful areas, dealing with child protection and court proceedings. Work was being done to build resilience and to upskill in this area.
- A mixed-age workforce was better for succession planning.

RESOLVED:

1) that the report be noted and the Committee agreed to receive annual updates on the development and impact of the Children's Social Care Workforce Strategy.
2) That the Director for Children's Social Care provide clarification of "Resignation" in respect of the table on Page 78, headed "Number of leavers by reason 2015/16".

6. Further Education - update on area reviews

Monsignor Rothon briefed the Committee about a meeting he had attended.

RESOLVED: that the report be noted.

7. Update on Meliot Road Savings Proposal

Stephen Kitchman, Director for Social Care, introduced the report and explained that recent changes to care proceedings had significantly reduced the need for expert witnesses, resulting in the process become much shorter. This meant that there was reduced need for the Meliot Road Family Assessment Centre in its current format, demand for supervised contact of children with significant family members was

ongoing and as such it was proposed that this would be the primary focus of the Meliot Centre moving forward.

RESOLVED:
    1) that the report be noted.
    2) that the Committee agree to review the full savings report to Mayor and Cabinet at the 11 January 2017 Select Committee meeting.

8.   Select Committee work programme

Emma Aye-Kumi, Scrutiny Manager, summarised the upcoming items for the next meeting, including the Meliot Road item that was agreed by the Committee under item 7. The Committee was advised that in order to allow sufficient time to properly consider all of the upcoming items on the work programme, the item on human trafficking should be moved to March.

RESOLVED:
    1) that an item on the Melliott Road savings report be added to the work programme for January.
    2) That the item on Human Trafficking Organisation – external speaker be moved to March.

9.   Referrals to Mayor and Cabinet

There were no referrals.

The meeting ended at 8:46pm.

Chair:

Date:

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Committee	Children and Young People Select Committee		Item No.	2
Title	Declarations of Interest			
Wards				
Contributors	Chief Executive			
Class	Part 1	**Date**	11 January 2017	

Declaration of interests

Members are asked to declare any personal interest they have in any item on the agenda.

1   Personal interests

There are three types of personal interest referred to in the Council's Member Code of Conduct :-

(1) Disclosable pecuniary interests
(2) Other registerable interests
(3) Non-registerable interests

2   Disclosable pecuniary interests are defined by regulation as:-

(a)   Employment, trade, profession or vocation of a relevant person* for profit or gain

(b)   Sponsorship –payment or provision of any other financial benefit (other than by the Council) within the 12 months prior to giving notice for inclusion in the register in respect of expenses incurred by you in carrying out duties as a member or towards your election expenses (including payment or financial benefit from a Trade Union).

(c)   Undischarged contracts between a relevant person* (or a firm in which they are a partner or a body corporate in which they are a director, or in the securities of which they have a beneficial interest) and the Council for goods, services or works.

(d)   Beneficial interests in land in the borough.

(e)   Licence to occupy land in the borough for one month or more.

(f)   Corporate tenancies – any tenancy, where to the member's knowledge, the Council is landlord and the tenant is a firm in which the relevant person* is a partner, a body corporate in which they are a director, or in the securities of which they have a beneficial interest.

(g)   Beneficial interest in securities of a body where:-

(a)   that body to the member's knowledge has a place of business or land in the borough; and

(b)   either
(i) the total nominal value of the securities exceeds £25,000 or 1/100 of the total issued share capital of that body; or

(ii) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which the relevant person* has a beneficial interest exceeds 1/100 of the total issued share capital of that class.

*A relevant person is the member, their spouse or civil partner, or a person with whom they live as spouse or civil partner.

(3)   Other registerable interests

The Lewisham Member Code of Conduct requires members also to register the following interests:-

(a)   Membership or position of control or management in a body to which you were appointed or nominated by the Council

(b)   Any body exercising functions of a public nature or directed to charitable purposes , or whose principal purposes include the influence of public opinion or policy, including any political party

(c)   Any person from whom you have received a gift or hospitality with an estimated value of at least £25

(4)   Non registerable interests

Occasions may arise when a matter under consideration would or would be likely to affect the wellbeing of a member, their family, friend or close associate more than it would affect the wellbeing of those in the local area generally, but which is not required to be registered in the Register of Members' Interests (for example a matter concerning the closure of a school at which a Member's child attends).

(5)   Declaration and Impact of interest on member's participation

(a)   Where a member has any registerable interest in a matter and they are present at a meeting at which that matter is to be discussed, they must declare the nature of the interest at the earliest opportunity and in any event before the matter is considered. The declaration will be recorded in the minutes of the meeting. If the matter is a disclosable pecuniary interest the member must take not part in consideration of the matter and withdraw from the room before it is considered. They must not seek improperly to influence the decision in any way. **Failure to declare such an interest which has not already been entered in the Register of Members' Interests, or participation where such an interest exists, is liable to prosecution and on conviction carries a fine of up to £5000**

(b)   Where a member has a registerable interest which falls short of a disclosable pecuniary interest they must still declare the nature of the interest to the

meeting at the earliest opportunity and in any event before the matter is considered, but they may stay in the room, participate in consideration of the matter and vote on it unless paragraph (c) below applies.

(c) Where a member has a registerable interest which falls short of a disclosable pecuniary interest, the member must consider whether a reasonable member of the public in possession of the facts would think that their interest is so significant that it would be likely to impair the member's judgement of the public interest. If so, the member must withdraw and take no part in consideration of the matter nor seek to influence the outcome improperly.

(d) If a non-registerable interest arises which affects the wellbeing of a member, their, family, friend or close associate more than it would affect those in the local area generally, then the provisions relating to the declarations of interest and withdrawal apply as if it were a registerable interest.

(e) Decisions relating to declarations of interests are for the member's personal judgement, though in cases of doubt they may wish to seek the advice of the Monitoring Officer.

(6)   Sensitive information

There are special provisions relating to sensitive interests. These are interests the disclosure of which would be likely to expose the member to risk of violence or intimidation where the Monitoring Officer has agreed that such interest need not be registered. Members with such an interest are referred to the Code and advised to seek advice from the Monitoring Officer in advance.

(7)   Exempt categories

There are exemptions to these provisions allowing members to participate in decisions notwithstanding interests that would otherwise prevent them doing so. These include:-

(a) Housing – holding a tenancy or lease with the Council unless the matter relates to your particular tenancy or lease; (subject to arrears exception)
(b) School meals, school transport and travelling expenses; if you are a parent or guardian of a child in full time education, or a school governor unless the matter relates particularly to the school your child attends or of which you are a governor;
(c) Statutory sick pay; if you are in receipt
(d) Allowances, payment or indemnity for members
(e) Ceremonial honours for members
(f) Setting Council Tax or precept (subject to arrears exception)

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Children and Young People Select Committee		
Title	Transition from Primary to Secondary School – Second Evidence Session	
Contributor	Scrutiny Manager	Item 4
Class	Part 1 (open)	11 January 2017

1. Purpose of paper

1.1. As part of its work programme the Committee has agreed to undertake an in-depth review into successful transition between primary and secondary schools (Key Stage 2 to Key Stage 3).

1.2. At a meeting on 11 November 2016, the committee heard evidence from Jackie Jones, Service Manager for School Improvement and Intervention, and from the Young Advisors. This report provides further evidence in response to the Key Lines of Enquiry that were set out in the scoping paper as agreed by the Committee on 12 October 2016.

1.3. A final report will be considered by the Committee at the meeting on 28 February 2017.

2. Recommendations

2.1. Select Committee is asked to:
- Consider the contents of the report
- Consider the evidence from Frances Rice, co-author of the School Transition and Adjustment Research Study (STARS)
- Consider comments raised by the Young Advisors taking part in the review process

3. Key lines of enquiry

3.1. This evidence session is designed to enable members of the Committee to address the key lines of enquiry as set out in paragraphs 7.2 to 7.4 of the scoping report. In particular to consider the local and national context in terms of successful transition, transition in Lewisham, and what good practice looks like and how can this be successfully embedded and emulated.

4. Schools visits

4.1. It was agreed at the meeting on 12 October 2016 that officers would arrange for Committee members to visit schools to gather evidence of good practice in transition, and to identify areas where improvements could be made.

4.2. Members of the Committee visited Rangefield Primary School, Baring Primary School and Conisborough College. A visit to Prendergast Vale is scheduled for 6th January. As this report will be published ahead of the Prendergast Vale visit, verbal feedback will be given at the meeting.

4.3. All Year 6 children who are starting secondary school in a Lewisham school are invited to attend a Transition Day in the summer term of Year 6, where they spend the day at their secondary school.

4.4. Once secondary offers are made, a meeting is convened for all primary and secondary SENCOs at Kaleidoscope to ensure that plans are in place for children with Education, Health and Care Plans (ECHP) or a Statement of Special Educational Needs (SEN).

4.5. These two events are common to all primary and secondary schools in the borough. Beyond these, transition varies on a school by school basis.

4.6. A summary of the evidence gathered at the schools visits follows.

Rangefield Primary School

4.7. Councillors Sorba, Klier and Monsignor Rothon met with Caroline Hussey (Deputy Head Teacher), Annisha Thomas (SENCO) and four of the current Year 6 children. Rangefield is a 2-form entry school located on the Downham estate. A high proportion of pupils at Rangefield qualify for Pupil Premium.

4.8. The school arranges a meeting at the end of September for Year 6 parents to outline the application process and timetable, and to impress upon parents the need to visit schools with their children. The school's experience was that some parents lack the literacy or IT skills required to complete the online secondary application form and that while free internet is available in libraries, lack of face-to-face support is an issue for some parents. While no obligation exists to do so, the school, acting in the best interests of its pupils, allocates resource to helping parents complete application forms. The school noted that there had been Lewisham-run workshops but felt that these had been inadequately advertised and had not come to the school's attention in time to be useful.

4.9. Rangefield students move on to a proliferation of secondary schools, including Bromley and Bexley schools. The large numbers of schools involved meant it was not possible for Rangefield to invite all secondary schools in to talk to the children. Intended destinations of the four children that Members met at Rangefield reflected this diversity – Conisborough College, Ravensbourne, Bonus Pastor, Dartford or Wilmington Grammar Schools.

4.10. In Year 6 Rangefield pupils are streamed according to ability for Maths. This was implemented in part because of the wide range of abilities in the class but also to begin to prepare the children for secondary school where they would have to move around the school for different subjects. The school also supports Year 6 children to develop good homework habits and to work more independently, and focuses on this kind of practical preparation in the summer term.

4.11. Prior to applying, most children have visited secondary schools, and the school felt that visits and open days were helpful to the children, as they got to see school in progress to give them a 'feel'. Some secondary schools come to Rangefield to talk directly to the children. Some secondary schools offer individual visits to pupils once places are allocated, others do not. Members were given an example of where one pupil had been accepted to a secondary school that no other children from Rangefield were going to. In that case, Rangefield had made arrangements for the child to have an extra visit to the secondary school.

4.12. The children revealed that their biggest worries about secondary school were around the behaviour of older children, and going from being the biggest in primary school to the smallest in secondary school. They were also worried about the amount and frequency of homework, and about safety on the journey to school.

4.13. When asked how transition could be improved, the school felt that secondary schools needed to do more to support children with challenging behaviour to settle, and to keep the academic momentum going, particularly for high achievers.

4.14. As regards the first, Ms Hussey said all primary schools could very easily identify the children who would struggle with transition. She called for secondary schools to come into primaries after offers had been made to observe the more challenging children in the classroom setting. She felt strongly that secondary schools could learn from the nurturing style of primary school and continue some of the primary interventions over into secondary school. Speaking about her school, Ms Hussey described the area as having a lot of children and families with complex needs, and issues such as temporary housing, chaotic home lives, nowhere to do homework. For these children, achieving a seamless handover was critical, and the pastoral care provided at school was, in some cases, intensive.

4.15. In terms of learning and attainment, Ms Hussey said that the top learners in maths at Rangefield were learning at the level of Year 7 or 8 students and that there was a problem with students being allowed to coast in Year 7. The school was working to make links with local secondary schools to try to mitigate this.

Baring Primary School

4.16. Councillor Sorba and Monsignor Rothon met with Diane Brewer (Head Teacher) and Teresa Cooper (Pastoral Manager).

4.17. Baring is a single form entry school in Lee, with a (partial, due to children leaving the school) bulge class in the current Year 6. In the older classes, 40-50% of children qualify for Pupil Premium. The figures are lower in the infant classes but the Head said this was more to do with changes to eligibility rules than the area becoming more affluent. One third of Year 2 children live in L&Q Housing. The school has several No Recourse to Public Funds families, as well as homeless families in temporary accommodation either in or out of borough, with some children travelling to the school from as far away as Croydon or Enfield.

4.18. The school uses its Pupil Premium to partially fund a range of support staff. The emphasis at Baring is firmly on nurture: happy and settled children make the best learners.

4.19. Some of the transition activities that Baring carries out:

Application Process
- Transfer leaflets sent to parents in 1st week of September (any sooner and they get 'lost')
- Baring hosts a meeting for all Year 6 parents to talk through the application process, provide a steer for parents on what to look for when visiting schools, examples of things to ask. Parents are advised to take their children to see schools.
- In the first half of the autumn term, the previous year's leavers (now Y7) return to Baring to talk to the current Year 6 children about their experiences. Baring uses this as a way of monitoring how transition has been for its leavers.
- Parents are offered a 1-1 meeting at which the school can provide practical assistance with the application form, and make sure that at least one of their choices has a realistic prospect of the offer of a place. Some parents require several meetings. School takes care not to influence parental choice.
- Baring invites secondary schools to come in and talk to the children.
- Some schools in neighbouring boroughs 'court' children from Baring. Good transport links make schools such as Kent grammar schools a viable option
- School chases parents to ensure applications are made on time. Staff continue to offer support with the form

Post-offer
- SENCO attends the Kaleidoscope meeting. The Pastoral Manager is proactive about following up with secondary schools to ensure plans are in place for SEN children
- Additional speech and language support is put in place for those children who need it. Children with additional needs create a 'Passport' to take with them to secondary school. This is a handy quick reference leaflet that contains key information about the child.
- School sets up a Team Around the Child meeting for very vulnerable children in the summer term of Year 6, to which the secondary school is invited, along with any relevant agencies.
- School provides counselling for children who the school anticipates will find transition a cause of high anxiety
- The school runs a transition event for Year 6 children. This operates like a drama workshop and any particular concerns/ anxieties are fed back to the class teacher and shared with the secondary schools
- Every child is provided with a transition box file into which they collate all the practical information/advice that they receive at the various transition events, as well as their thoughts/ work following the workshop. The children take this with them so they can refer back to it in Year 7.
- School provides anti-gang lessons to Year 6 children
- Primary files, which contain detailed information about the child's journey through primary school, and includes things like school progress reports, incident reports, details of attendance and illness, any involvement with SENCO or pastoral support, are sent to the relevant secondary schools in the summer holidays. Occasionally files go over once term has started. This is usually because of movement in the summer holidays that results in a child being offered a higher preference school

4.20. Baring does not monitor academic progress beyond Year 6, and the Head Teacher did not feel able comment on whether the academic work at KS3 was sufficiently challenging. When the Year 7 children return to the school to talk about transition, they focus on the social and practical aspects of secondary school life rather than talking about their school work.

4.21. When asked how transition could be improved, Baring's view, like that of Rangefield, was that pastoral care in secondary school needs to improve to effectively continue the nurturing support that children receive at primary school. While recognising that the format of secondary school made this harder - having a form tutor and a range of subject tutors rather than a single teacher that you build a relationship with - secondary schools need to pay more attention to primary school recommendations to tailor support to each individual child. The school had experience of vulnerable children who had moved onto secondary school, only to be excluded because the recommended support was not in place to help manage behaviour.

Conisborough College

4.22. Councillors Sorba, Klier and Monsignor Rothon met Head Teacher, Stuart Mundy, as well as support staff involved in transition and some Y7 pupils.

4.23. Conisborough College is a community comprehensive 11-16 school in Catford with 900 places and an ASD Unit on site. The Head Teacher joined the school in April 2016. The school is popular with local parents and receives around 600 applications (across all preferences) for 180 Y7 places. Just under 50% of students qualify for Pupil Premium.

4.24. Conisborough is fed by as many as 30-50 primary schools, with local schools such as Torridon, Sandhurst, Athelney, Elfrida, Forster Park supplying the largest numbers.

4.25. The school has a SENCO with 4 Teaching Assistants (TA). Each faculty has one Higher Level Teaching Assistant (HLTA) and one or two TAs. TAs are only placed in classes where there is a child with an ECHP plan. They will support other high needs students but if there is no statemented child in the class, then there is no TA to provide that additional support.

4.26. Schools outside the borough actively seek to attract the more able students from local primaries, which impacts on the school's ability to attract the most able students. Mr Mundy's view was that if Conisborough's reputation was better, this would be less likely to happen.

4.27. Students are streamed from Y7, based on KS2 test results. The school relies on receiving prompt and correct data from primary schools. In the first term, students are assessed in the core subjects which serves as a baseline. There can be a marked difference in students' assessments at the end of primary and their secondary baseline level. Generally they are assessed to be higher at the end of primary school.

4.28. Mr Mundy felt that KS2 and KS3 teachers are not always familiar enough with their counterpart's curriculum, and this can result in a dip, particularly in creative writing, at KS3. He argued that some repetition in Maths was essential to properly embed knowledge and to achieve instant recall.

4.29. To smooth the continuation of academic learning between Years 6 and 7, Conisborough had been involved in moderating primary work. This enabled the school to revise its KS3 curriculum in light of what was being taught in Year 6. Mr Mundy found this collaborative working to be very useful.

4.30. Some of the Transition activities that Conisborough offers:
- An information pack is sent to Y6 parents upon offer
- Parents are invited to a 2 hour evening session which covers practicalities like school uniform, catering menus, etc. Parents are also given an individual interview so they can tell the school about their child. The school makes follow up visits to any children who are identified as vulnerable or more challenging
- The SENCO visits primary schools of children with EHCP or SEN and attends the Transition Day in July
- Conisborough offers a summer school to help the children build new friendships prior to starting Y7, for which there is a charge (except for children in receipt of the Pupil Premium).
- The first day of Y7 is spent doing team building activities. In the early weeks the school runs assemblies that look at transition issues. All Y7 pupils have access to their form tutor, pastoral support, and the Y7 achievement leader
- Focus groups for Y7 children who are struggling, either socially or with literacy and numeracy. Strategies are reviewed at the end of term
- Coffee afternoon for parents – this enables the parents to raise any concerns and for the school to hear feedback. Feedback from parents is collated and put on the school website
- Visits to Y6 children in July who have been offered a place at Conisborough. ASD children receive an extra visit
- Lunch club for children who struggle outside of class time.

4.31. The school was working hard to build relationships with other local schools, both primary and secondary. Members heard that PE teachers from Conisborough College had gone to Downderry Primary School to teach some PE lessons.

4.32. When asked what primary schools could do better to aid a smooth transition, Conisborough felt that more could be done to foster independence in Year 6 children, such as taking responsibility for their belongings, finding their way to a classroom on time.

4.33. The other concern they raised was around late availability of files from primary schools. Children's files are often received after term has started which means plans cannot fully be in place at the start of term as the school will not have a complete picture of the child's needs. To adequately prepare, the school needs the files in the summer term to have arrangements in place for September.

4.34. The students all felt they had settled well. Their fears prior to starting had been around safety on the journey from school, particularly in the winter months in the dark, around the behaviour of older children and feeling vulnerable as the youngest children in the school. The children had also worried about levels of homework. All

found that their fears had soon dissipated and that the older children looked out for them and were generally helpful. Year 11 prefects help the Year 7 children with reading. All reported an overlap in the curriculum and felt they had already covered much of their work in primary school.

Evidence of Jackie Jones following a visit to Bushey Meads School

4.35. Having heard him present at a conference on Transition, Jackie Jones visited Jeremy Turner, the Executive Head Teacher (EHT) at Bushey Meads School (BMS). Her evidence follows.

4.36. Prior to taking up executive headship at BMS, Jeremy was the Head Teacher at Friern Barnet School. This was not a school of choice when he took up his post, but he set about establishing good links with the local primary schools and 'sold' the school.

4.37. Following the publication of 'Key Stage 3: The Wasted Years', Jeremy became part of a national project which focused on transition. As part of this work he developed a range of resources and strategies.

4.38. Bushey Meads is an 11-19 academy in partnership with Little Reddings Primary School. Their PAN is 200 and, similar to Conisborough College, it takes children from a very large number of primary schools (over 50) covering a wide geographical spread. Little Reddings pupils do not, as yet, see Bushey Meads as their natural choice of secondary school. Little Reddings is a two form entry school, but in 2016/17 about 20 joined Bushey Meads. This was double the previous year.

4.39. The school runs a structured and comprehensive transition programme, the details of which can be found at Appendix 1.

4.40. While the school does not capture 'hard' data as to the success of the induction process they say that anecdotally it is successful.

4.41. The students were clear that they found all the events helpful and they had quickly felt 'at home' in the school. They said the most helpful activities were: talking with the BMS buddies, staff and students were all very supportive, emails that the school sent out to keep them posted about what was happening at the school, the tea party and the 3 days in August.

Key themes emerging from the visits

4.42. The visits provided a wealth of valuable evidence, with some key themes emerging.

4.43. Firstly, around the availability of primary files. At present, children stay on the roll of their primary school until 31 August. This means that the children's files are not sent over to the secondary schools until the end of the summer. In order to have a full picture of each student, and time to put any necessary interventions in place, secondary schools need this information in the summer term.

4.44. Level of pastoral support at secondary school. Unfilled secondary school places and budget deficits impact on secondary schools' ability to fund pastoral support staff.

4.45. Primary schools bear the brunt of supporting parents through the application process, and for some schools, this can place significant demands on the school.

4.46. Lack of familiarity with between primary and secondary schools of each other's curricula to ensure seamless academic transition.

4.47. Disparity between secondary- and primary-assessed levels. Rangefield suggested that this could be due to a natural dip that occurs when children have a break from learning, such as after the long summer holidays. Between Y6 and Y7, children cease formal learning at the end of May when they complete their SATS until September when they start secondary school.

5. UCL School Transition and Adjustment Research Study (STARS)

5.1. A report published by UCL entitled "Identifying Factors that predict successful and difficult transitions to secondary school" is a summary of the findings of the School Transition and Adjustment Research Study (STARS). The study followed a group of approximately 2000 pupils from South East England as they made the transition from primary to secondary school.

5.2. The aim of the study was to identify how and why poor pupil outcomes develop over the transition from primary to secondary school and to identify those pupils most vulnerable to adverse outcomes.

5.3. The report states that this is of practical benefit for two reasons:

5.3.1. Identifying pupils most vulnerable to a poor transition can help to ensure that limited school resources are directed where they are most needed; and

5.3.2. A greater understanding of the factors involved in poor and successful transitions can help to refine and improve existing school-based interventions that aim to support pupils during this period.

5.4. A link to the report can be found here.

6. Transition Working Group

6.1. At the last meeting, the Committee heard that the Transition Working Group was developing a transition self-evaluation form for secondary schools. A draft of this is attached at Appendix 2.

6.2. The Group has also created a Pupil Information Form. The form is still in the developmental stage and a draft is attached at Appendix 3.

7. Further Evidence

7.1. The Committee will hear the evidence of Frances Rice, who was part of a small team that carried out the STARS research. Frances is unable to attend the meeting. Her evidence will be provided via Skype.

7.2.   Councillor Sorba and Monsignor Rothon will summarise the schools visits.

7.3.   Jackie Jones will take questions regarding her visit to Bushey Meads School.

7.4.   The Committee should bear in mind the Key Lines of Enquiry when receiving this evidence, specifically:

- What does transition in Lewisham look like?
- What does good practice look like and how can this be successfully embedded and emulated?
- What is the role of pastoral care before and after transition?
- How does student mobility (in and out of the borough/schools within the borough) and high numbers of feeder schools affect transition?

8.   Appendices

Appendix 1   Details of Jackie Jones' visit to Bushey Meads School
Appendix 2   Draft Transition Self-Evaluation Form for Secondary Schools
Appendix 3   Draft Pupil Information Form

If you have any questions, please contact Emma Aye-Kumi (Scrutiny Manager) on 02083149534.

Appendix 1

These are the key actions that the school takes to ensure that both and pupils and their parents feel safe and secure when they start at Bushey Meads in Year 7:

- BMS buddies – these are Year 8 and 9 pupil who have training from the pastoral manager and are ambassadors for the school. They attend all parental events and provide refreshments. They are also available to support new pupils during the transition period. The pupils I spoke to really valued this as they had been through the experience and so understood how they might be feeling.
- There is a weekly Trust newsletter which is available on the school website so that new parents and pupils can see the range of activities undertaken at Bushey Meads.
- The pastoral team is non-teaching so are available to support new students as needed. One of the Year 7 pupils I met on the visit had said how valuable she had found their help as she struggled with starting at secondary school.
- Visits are made to 95-98% of the primary schools once they have the allocations for Year 7.
- During these visits the school meets with the pupils as well as their teachers and collects a variety of information including such information as home language, musical instruments played. They use a program on Google Chrome to collate this information.
- They also share the core values of the school so that the pupils are familiar with them before they actually start at the school.
- The core subjects as well as IT and music have transition leads who work with primary schools including Little Reddings. One of the AHTs for the Trust teachers at Little Reddings which ensures that staff at Bushey Meads have a better understanding of what the pupils have learnt and can do academically.
- The pastoral team play a key role in the whole process from visiting the pupils, being around at key events from the area Year 6 assessment tests in September, through the application process to Open Evenings and Induction events. They will also keep in contact with the primary school where there are concerns about individual pupils so that knowledge and support strategies can be shared.
- Pupils who have SEND needs are supported well. They are invited to visit Bushey Meads on a regular (fortnightly) basis at the end of Year 6. This enables them to become familiar with the school and the key staff. This helps alleviate any anxiety issues especially for those who are ASD. Bushey Meads staff attend CAF and Child Protection meetings before Year 7.
- Tutor groups are carefully planned so that there is at least one other pupil from the same primary school (avoiding those who should not be together). A number of pupils are the only ones coming from their primary school so all these children are placed in the same tutor group. The tutor groups are mixed ability.
- The school operates a house system and the aim is that siblings will be in the same house.

In the Summer term there are a number of very specific transition events:

- Tea party for pupils who are the only ones coming from their primary school. This involves the BMS buddies and activities include bonding activities e.g. finding a partner from a slip of paper with a famous duo (Tom and Jerry). The pupils I spoke to really valued this as it helped them feel less nervous.

- Induction Day where the pupils have taster lessons.
- Induction evening for the parents.
- Individual parent and pupil meetings. These are hosted by the BMS buddies. Task are set for the pupils to complete. These are set out in a leaflet and include making a Me Capsule, a book review and collecting a portfolio of their best work from Year 6.
- Saturday BBQ and family fun day on the Saturday after induction Day. This is run by the staff and sports leaders.
- 3 day event for the new Year 7 in August which includes activities such as cooking, trampolining, paintballing and swimming. This has to be paid for although PP students get their places free. This is a good way to get to know the people in their year group. The pupils I spoke to really valued this.

At the start of the Autumn Term the following activities are in place to support the new Year 7 pupils:
- The first day of term is just for Year 7 and the day is spent with their tutor group.
- Parents come in the for first assembly as the school wants the parents to be involved as possible so that they know their children will feel safe and secure.
- In the tutor group pupils share their My Capsules. These are boxes into which are put objects that 'tell' others about that person. Through this they get to know each other and is a popular aspect of the induction process.
- At the end of the first day there is an assembly. Parents are once again invited and the pupils perform something they have learnt during the day e.g. a piece of drama as well as perform some music if the information collected about them shows this.
- On Day 2 they talk about their book reviews. Pupils who complete good quality reviews over the year have a reward trip to the Warner Brothers Harry Potter trip.
- In mid-September there is a parents evening where they can meet the tutors.
- For the first half term the school operates a transition curriculum. All department work to a common theme e.g. communities. At the end of this the work is presented during a celebration evening.
- In October the school has hosted a 'Come Dine with me' lunch event. At this parents had a tour of the school led by the BMS buddies, saw their child at work and then had lunch with them. Their child then showed them around the school.
- The last school day before the October half term all of Year 7 visit Kidzania.
- In November the first report is given to parents which shows progress against a flight path.
- The final event of this term is the Christmas Concert. As part of their induction leaflet pupils had to pledge to take part in the concert. They either sing or play an instrument.
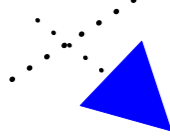
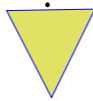This page is intentionally left blank

Friends
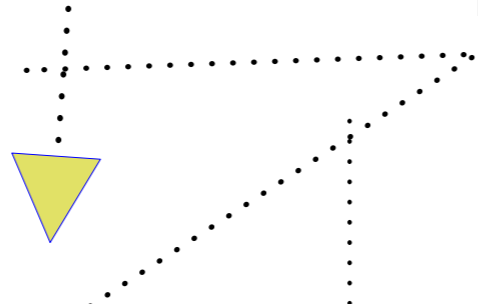
Which of your friends are going to the same school as you?

Would you like to be with them in your tutor group or lessons if possible?
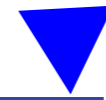
Is there anyone who you would not want to be with, if possible?

Question Time

Do you have any questions for your secondary school?

SSR

Lewisham

This form is for you to share information about yourself to your new secondary school. It is really important that your new school knows as much about you as possible, so that you have a really good start in September.
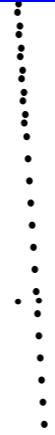
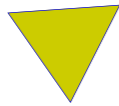Legal name:

Name you like to be called:

Primary school:

Tell us about yourself
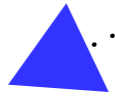
Favourite subjects and why?

Favourite experiences in school e.g. school Journey, visitors, wow days:

This information is confidential to school staff and should be completed for the Year 7 co-ordinator visit.

Learning

What do you enjoy about your learning?

What do you do at school apart from lessons, e.g. member of a sports team, club, school council?

Share with us
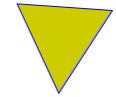
What worries do you have about going to secondary school?

What are you looking forward to at secondary school?
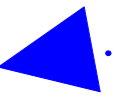
Is there anything you find difficult that your new school might need to know about, in order to help you?

Time to leave…..
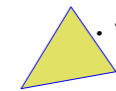
What do you want to be when you leave school at 16 or 18?

Self- Review of Transfer and Transition (Secondary)

Which statement best matches your school's practice + supporting evidence.

1. Characteristics of your school in relation to transfer and transition			
Sources of evidence: Number of partner primary schools and changes over time. Networks e.g. specialist schools, Sports partnership. SDP priority			
Very well developed partnerships across the locality/group of schools involve all stakeholders in a whole community commitment to raising pupil achievement and wellbeing.	Good partnerships have been formed that encourage purposeful communication about pupil progress and wellbeing between individuals and groups of staff from partner schools.	Partnerships have been formed which focus on discussions about pupil progress and wellbeing.	Limited communication takes place to support transfer and transition.
School's evidence to support judgement:			

2. Views of parents/carers and other stakeholders			
Sources of evidence: Information for parents and pupils from LA and school. Pre-transfer events e.g. Open Evenings . Feedback from parents and pupils on effectiveness of arrangements. Does the school use this information to identify and target the more vulnerable parents/			
The school actively engages learners, parents, carers and other stakeholders in planning, evaluating and proactively developing the transfer and transition process.	Learners, parents, carers and other stakeholders' views are sought and taken into account when planning, monitoring and evaluating transfer and transition between schools, classes and settings.	Learners, parents, carers and other stakeholders' views are sought when planning transfer and transition between schools, classes and settings.	Few opportunities are sought to involve learners, parents, carers and other stakeholders in planning, monitoring and evaluating transfer and transition between schools, classes and settings.

School's evidence to support judgement:

3. Outcomes for pupils			
Sources of evidence: Standards on entry, use of KS2 data, impact of transfer on attainment, intervention, most-able pupils, shared expectations in Year 7			
There is full knowledge and mutual understanding and trust of data, information and contexts that are used to plan effectively for all individuals and groups to ensure that there is significant value added progress in Year 7.	A broad range of data and information are used to enable individual learners and groups to make progress in Year 7.	Data and information about attainment are used effectively to enable individual learners and groups to move on in their learning. Most students make progress in Year 7.	Some sharing of data and information exits, but is used inconsistently in planning.
School's evidence to support judgement:			

4. Personal development, behaviour and welfare
Sources of evidence: Induction arrangements (July and September), role of Learning Mentors and Student Mentors, common policy in Year 7

The impact of transfer and transition arrangements and procedures is evaluated to ensure that the physical, academic, social, emotional and personal needs of all learners are met. All staff and relevant agencies are involved in sharing pupil information and planning for transfer.	Transfer arrangements and procedures are in place and are reviewed regularly to ensure the physical, academic, social, emotional and personal needs of learners are addressed. Teachers liaise regularly within and across schools and settings.	Transfer arrangements and procedures between schools, settings or classes are in place to ensure that the physical, academic, social, emotional and personal needs of learners are identified.	Statutory procedures are in place, but the information is rarely used to inform practice.
School's evidence to support judgement:			

5. Effectiveness of teaching, learning and assessment

Sources of evidence:
Cross-phase opportunities, evidence of prior learning, common language/vocabulary in Year 7, feedback to primary schools

Teachers and learners know about practice in one another's schools and settings and use this to develop policies for consistency and continuity of teaching and learning. Any Bridging units have been developed collaboratively. Targets are set, progress monitored and impact evaluated.	Teachers and learners work together to moderate judgements about learning through observation and work scrutiny. Targets are set and monitored in Year 7.	Opportunities have been created to facilitate discussions about teaching, learning and assessment. Any Bridging/transition units are used to support transfer.	Few arrangements are in place to share teaching and learning policy and practice across settings.
School's evidence to support judgement:			

6. The curriculum

Sources of evidence:
Curriculum continuity between KS2/3, Transition units, summer school activities, extended school links between Year 6/7

The curriculum is planned to ensure continuity and progression between schools. It ensures that there is challenge and continuity that takes account of pupils' needs and perceptions. They are explicitly supported in making connections with previous learning. Impact is evaluated and informs practice.	Schools have planned together a curriculum that provides continuity and progression. Teacher assessments are shared and trusted by colleagues, informing their practice.	Some discussion takes place within schools and with partner schools and settings which focusses on continuity of curriculum, teaching, learning and assessment. The curriculum is planned to bridge points of transfer.	Liaison is limited to the statutory procedures for information transfer. Little opportunity exists for discussion about the curriculum.

School's evidence to support judgement:

7. Quality of provision, guidance and support

Sources of evidence
Consistent practice in Year 7, deployment of year 7 teachers, building on prior levels of independence and responsibility

Through a process of constant evaluation programmes are refined and developed to meet the changing needs of individuals and groups of learners. Learners' existing skills are taken into account and developed. They are provided with skills that enable them to deal confidently with new learning situations.	The school provides a range of programmes to meet individual needs to familiarise learners with their new learning environment. Parents, carers, governors and other members of the community are engaged in supporting transfer and transition.	Programmes are in place to support learners in being acquainted with their new learning situation. Some provision is made to support individual needs.	Few opportunities exist for learners to be prepared to engage with their new environment.

School's evidence to support judgement:

8. Effectiveness of leadership and management			
Sources of evidence: Oversight of transfer process, performance management objectives, SDP, cross-phase training, resource implications, monitoring and evaluation.			
All stakeholders, agencies and partners are committed to evaluating transfer so as to improve all aspects of provision impacting on pupil progress and wellbeing. School and settings across the locality work together to identify, develop and evaluate priorities for action.	All stakeholders, agencies and partners are aware of the planned priorities for transfer and transition. Good relations exist between the various partners allowing for common agreements about key priorities. Leaders ensure that there is effective transfer of data to support planning for good progress by learners.	Senior leadership have allocated time and resources to allow for the development of relationships with partner schools in order to reach agreement about teaching, learning and assessment, curriculum and individual needs. Governors are aware of the priorities for transfer and transition.	Transfer and transition has not been established as a priority for the school. Awareness at senior leadership level is not yet shared with the whole school or partnership schools.

Monitoring and evaluation includes a focus on the views of learners' parents and other stakeholders.			
School's evidence to support judgement:			

Overall judgement			
Outstanding	**Good**	**Requires Improvement**	**Inadequate**
Overall strengths			
Areas for Development			

Name of person completing the audit: Date:

CYP SELECT COMMITTEE		
Report Title	Report on Safeguarding Services	
Key Decision	No	Item No. 5
Ward	All	
Contributors	Stephen Kitchman, Director Children's Social Care	
Class	Open	Date: 11th January 2017

1. Purpose and Summary of the Report

1. This report provides an overview of safeguarding activity between June 1st 2016 and 31st October 2016. The report will not comment on Child Sexual Exploitation as this is the subject of a separate stand-alone report to the CYP Select Committee.

2. The report will cover the following areas:

   ▪ Policy and legislative context.

   ▪ Referral activity

   ▪ Overview of children subject to child protection plans

   ▪ Enquiries made under Section 47 of the Children Act 1989 where there are concerns that children are at risk of significant harm.

   ▪ Safeguarding children from inappropriate conduct by people who work with them in a voluntary of paid capacity.

   ▪ Serious Case Reviews.

2. Recommendations

2.1 Members are asked to note and comment on the contents of the report.

3   Policy and Legislative Context

3.1   Children's Social Care is governed and delivered under the auspices of statutory legislation, regulation and guidance. The key legislative framework and guidance for this are outlined below via:

▪   The Children Act 1989 imposes a statutory duty on local authorities to safeguard children in their area.

▪   The London Child Protection Procedures 2016 have been adopted by all London Local Authorities and LSCBs.

▪   Working Together to Safeguard Children 2015, HM Government, provides a national framework and the core requirements which agencies and professionals must satisfy in order to safeguard and promote the welfare of children.

3.   Numbers of Referrals to Children's Social Care

3.1   Table 1 below indicates the number of referrals received by Lewisham's Children's Social Care (CSC) to end of October 2016. There was a drop in the number of referrals in July from June (250 vs 187, a difference of 63). Numbers began to rise again in July and have increased up to 216 as at the end of October 2016. The reduction in numbers is likely to coincide with school holidays and numbers have subsequently increased to usual monthly averages.

3.2   As part of the review of Early Help and MASH in Lewisham a revised access to services protocol has been developed to better inform and distinguish the type of services and intervention models that apply to the particular needs of children and their families seeking help and support.

3.3   This includes guidance on making appropriate and relevant referrals to Children's Social Care through the Multi- Agency Safeguarding Hub (MASH.) The implementation of the new MASH in January 2017 will ensure greater consistency in the application of thresholds and in decision making, thereby better improving the involvement of other partner agencies to identify and respond to the needs of children. Understandably the launch and communication of the new MASH arrangements are likely to have an impact on the number of referrals received from January 2017 onwards. We will ensure that processes applied are kept under review and scrutiny to ensure that children receive a seamless service from the point of contact onwards.
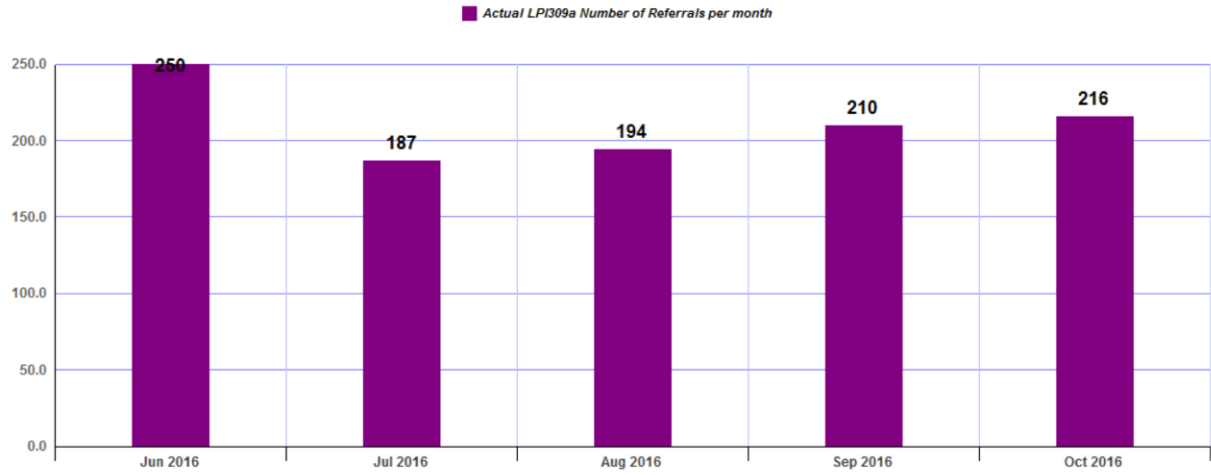
Number of Referrals (individual month)

■ *Actual LPI309a Number of Referrals per month*

Table 1

Source: LCS

4. Enquiries under Section 47 of the Children Act 1989

4.1 A section 47 (Children Act, 1989) enquiry is undertaken where there is a concern that a child is at risk of, or has suffered, significant harm.

4.2 Tables 3 and 4 indicate the numbers of section 47 enquiries completed each month by the social work teams within the Referral and Assessment Service, and the proportion of those that then progress to an Initial Child Protection Conference in order to plan to protect children from harm.

4.3 These numbers can be influenced by seasonal events, for example the summer holidays affected the August figure for numbers of enquiries conducted as schools often refer to Children's Social Care (a drop of 51 from the July figure of 102). However, the proportion of enquiries which result in a need for a case conference is relatively stable (from 28.7 to 33.9). This is a lower percentage conversion rate than our statistical neighbours and the inner London average, although the rate has steadily increased in Lewisham over the last six months (by 5.2). This is an area that is subject to ongoing scrutiny by Service Managers. Both previous and current audit activity has indicated that management decision making in initiating S47 enquiries has been appropriate.

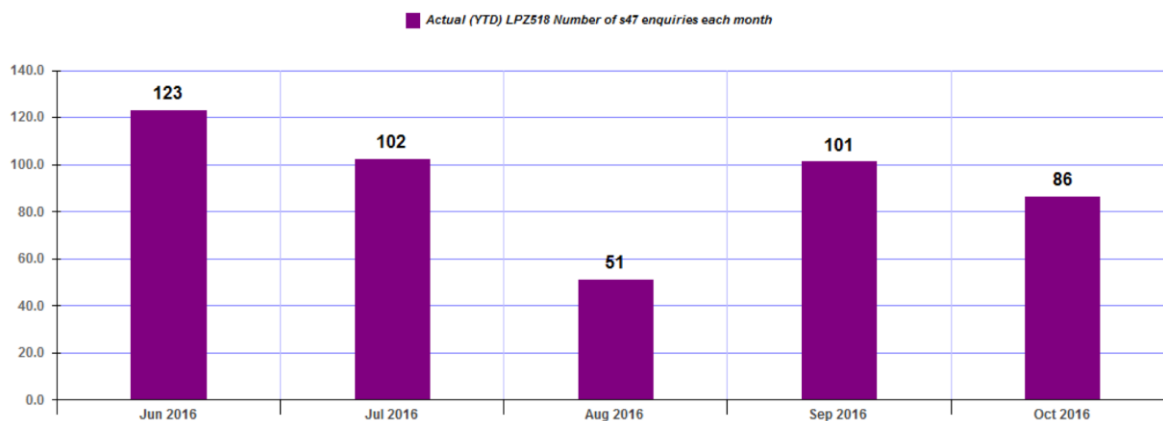**LPZ 518: Number of s47 enquiries each month**

■ Actual (YTD) LPZ518 Number of s47 enquiries each month

Table 2

Source: LCS

LPZ 514: % sec 47 enquiries that went on to ICPC

◆ Target (YTD) LPZ514 % s47 enquiries that went on to ICPC

■ Actual (YTD) LPZ514 % s47 enquiries that went on to ICPC

	Jun 2016	Jul 2016	Aug 2016	Sep 2016	Oct 2016
Actual	28.7	30.3	31.3	31.8	33.9
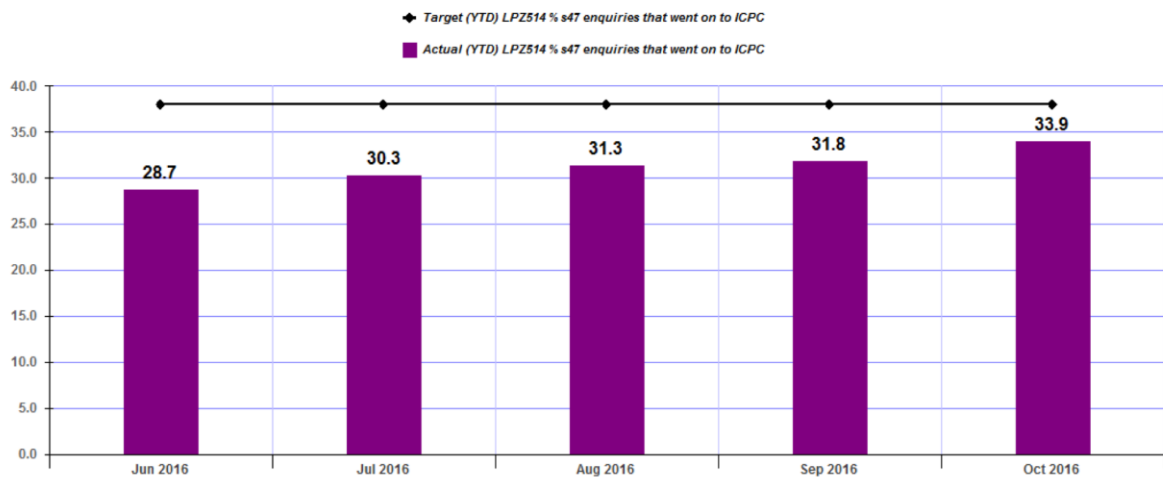
Table 3

Source: LCS

5. Children Subject to Child Protection Plans

5.1 Children become subject to child protection plans as a result of the decision making of a multi-agency child protection conference convened in line with guidance set out in statutory guidance as well as the London Child Protection Procedures (2016). These conferences are chaired by experienced and skilled Child Protection Conference Chairs within the Quality Assurance Service. The reason for convening such a conference is that the child is deemed to be either suffering or at risk of significant harm following both a full assessment of the child's needs and, as a consequence of any s.47 enquiry undertaken. For these children, child protection plans and formal multi-agency case conference arrangements provide the framework by which risk is managed and plans of protection are put into place to ensure that the child does not suffer future harm.

5.2 When children become subject to a child protection plan, the conference is required to specify the category of harm suffered by the child, namely:

- ▪ Physical Abuse

- ▪ Emotional Abuse

- ▪ Sexual Abuse

- ▪ Neglect

5

5.3 The number of children subject to a plan varies depending on how many plans are started or ceased throughout the year. On 31st October 2016, there were 327 children in Lewisham subject to a child protection plan which is a decrease of 19 children since 31st July 2016 when the figure was 346.

5.4 This figure (327) is in line with our statistical neighbours and has 'out performed' the indicative target we set to reduce numbers (which was 350). This reduction is monitored to ensure that children are still being made subject to plans where it is appropriate to do so. However, small numbers of families with large sibling groups can make a significant impact upon the number of children who are subject to plans, hence the slight increase in October by 11 children to 327 children subject to plans.

5.5 There are a number of reasons for the overall decrease in the year, the Child Protection Conferences are increasingly held within a Strengthening Families model of multi-agency working, with a focus upon the risks children are or may experience in a more direct way. This then provides the relevant framework as to how the multi-agency conference recognises risk and, importantly, seeks to address it via the plan for the child. Moreover, when children have been made the subject of a Supervision Order in care proceedings they are removed from a plan as the Supervision Order plan is sufficiently robust given that it was agreed by the Family Court as part of proceedings to protect the children involved.

No. of children subject to CPP 'as at'
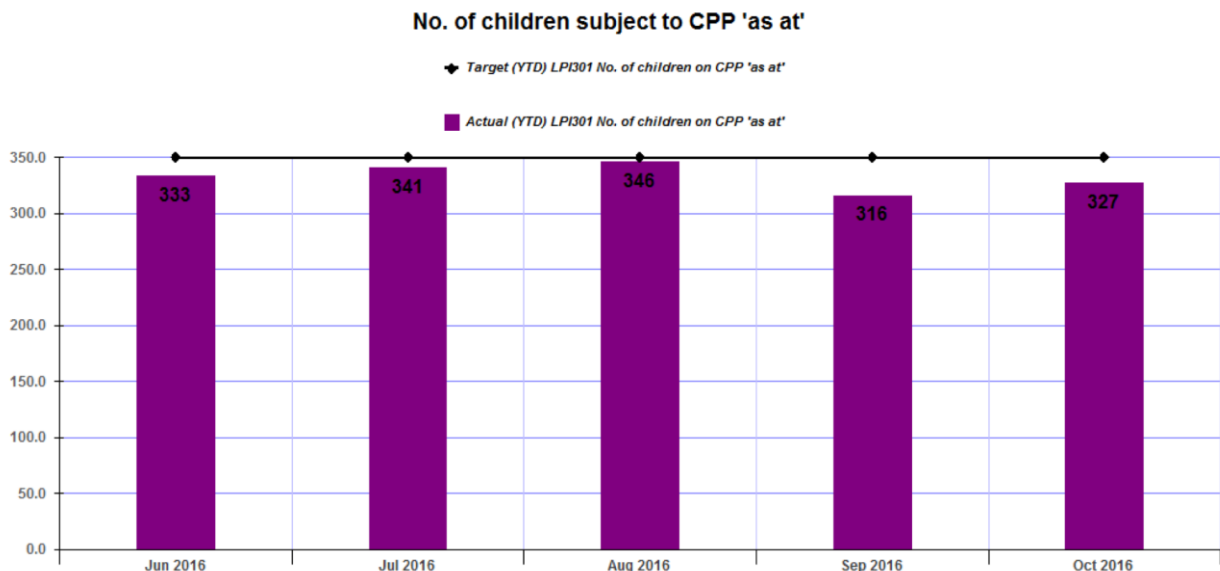
Graph 3

Source: LCS

5.6 The vast majority of children subject to Child Protection Plans fall within the category of neglect and/or emotional abuse. These children will often be living with families where there are drug and alcohol problems, domestic violence, mental health issues and issues of chronic neglect. This then presents significant challenges for all services as the children and adults have high levels of complex need. Due to this, the Lewisham Safeguarding Children Board (LSCB) has agreed to focus upon neglect as one of the key priorities for the 2016/17 Business Plan.

5.7 The proposed Neglect Strategy arising from this includes:

- Review of best practice and research in this area

- Multi-agency audit of local practice to address neglect in Lewisham

- A roll out of multi-agency training programme

- Deliver a conference to promote strategy and interventions to address neglect

	EMO	NEG	PHY	SAB	MULTI
Jun 16	140	154	12	27	0
Jul 16	147	160	12	22	0
Aug 16	158	151	13	22	2
Sep 16	152	131	13	18	2
Oct 16	154	143	13	15	2

Graph 4

Source: LCS

7
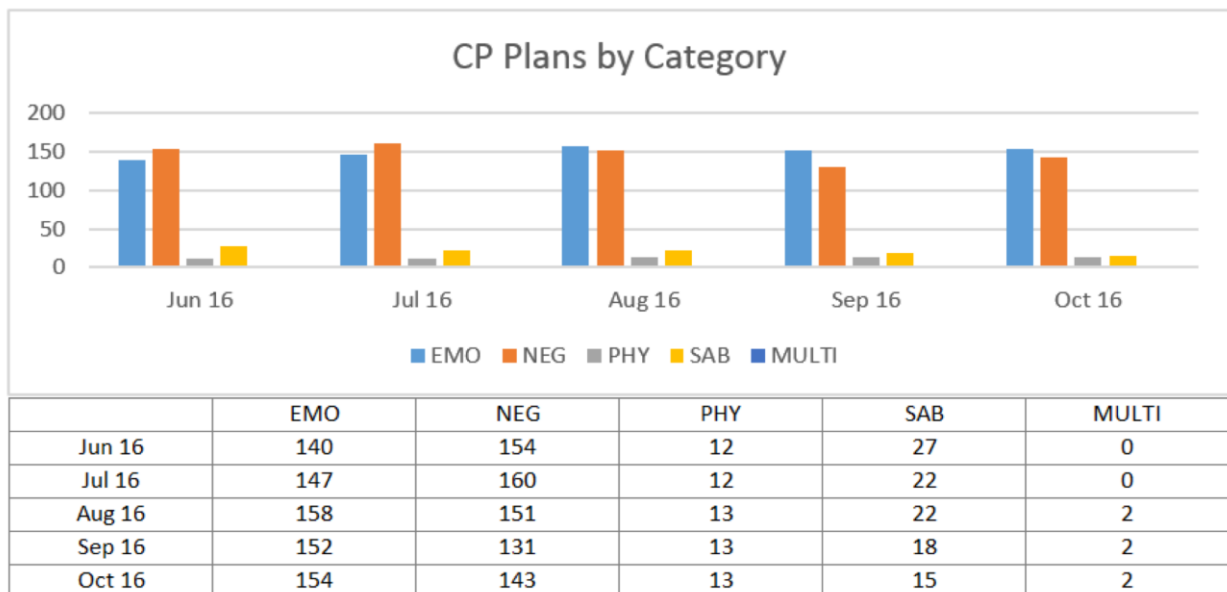
5.8 Table 5 below above shows the ages of children who are subject to plans. Older children who are subject to Child Protection Plans are often from large families where neglect is apparent, or are young people at risk of child sexual exploitation (CSE) or another type of criminal exploitation. Interestingly, whilst the numbers of children subject to plans continues to decrease month on month, those children who are subject to plans of protection due to emotional abuse has risen (from 140 in June to 154 in October). This will be explored further by Child Protection Chairs in January 2017 to identify any themes or issues arising from the increase in this category.

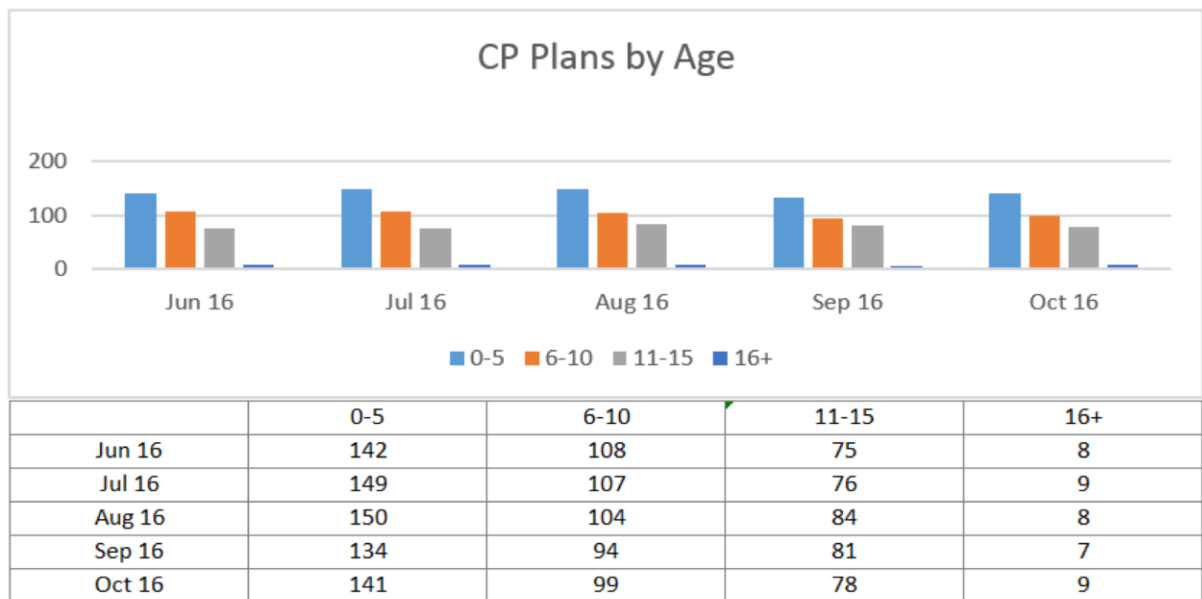|	0-5	6-10	11-15	16+
Jun 16	142	108	75	8
Jul 16	149	107	76	9
Aug 16	150	104	84	8
Sep 16	134	94	81	7
Oct 16	141	99	78	9

Table 5

Source: LCS

5.9 Table 6 below shows the ethnicity of those children subject to child protection plans. The profile reflects the diversity of the Borough and the challenges of dealing with families where English is often not the first language thereby necessitating the use of interpretation services to ensure that families and children understand the role of the conference and the processes that they are subject to.

5.10 A majority of children subject to plans are of White British ethnicity with those children who are of mixed ethnicity comprising the second largest proportion of children who are subject to plans. Those numbers of children who are of Black Caribbean ethnicity has seen an increase (from 35 to 50 children), whilst children of mixed ethnicity has seen a decrease (90 to 64).

5.11 It is too early to say what, if anything, is the reason for these small fluctuations, however, it is important to the delivery of services to ensure that they reflect the cultural needs of the families accessing them, and so, we will continue to monitor age, length of time subject to plans and ethnicity of families and children to ensure that services are reflective of their identified needs.

	WHITE BR	WHITE OTH	BK CAR	BK AFR	BK OTH	MIXED	OTHER
Jun 16	104	7	35	51	25	90	21
Jul 16	114	7	45	44	26	80	25
Aug 16	117	7	46	45	22	82	27
Sep 16	109	6	50	41	30	65	15
Oct 16	114	7	50	43	32	64	17
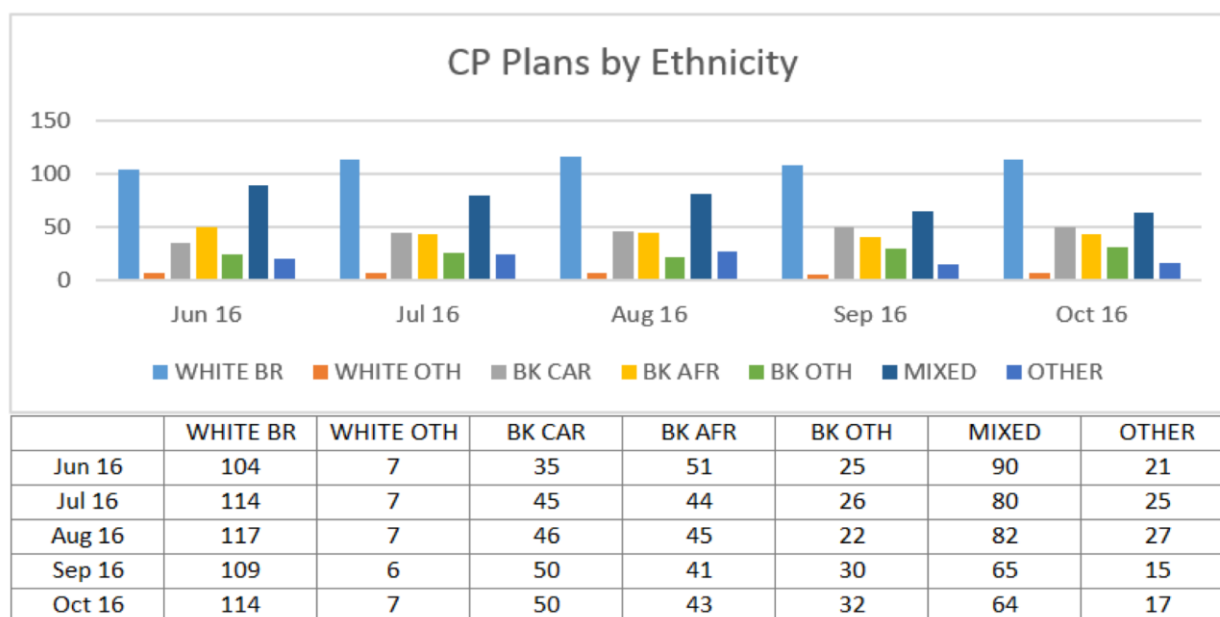
Table 6

Source: LCS

5.12 Table 7 below on page 8 shows those children who have been subject to plans for 12 months or more. Particular attention is paid to these children as it may indicate that there is delay in the provision of services, or a lack of focus on the plan itself to ensure that children are adequately protected. From this Table, it can be seen that there has been improvement in the numbers of children subject to plans for longer than 12 mths (from 5.7 in June to 3.4 in October 2016).

5.13   Senior Managers review these cases and address any issues which may mean that the plan is not as focused as it might be on the risks presented, in order to ensure that children are not subject to plans for an undue length of time. This year's Children's Social Care Business Plan has provided a focus on the duration of Child Protection Plans. Monthly meetings are held between the Service Managers for the Family Support Service and the Quality Assurance Service to review children on plans for 9 months or more and to ensure that Core Group Meetings are focused on the decisions and the plans formulated at conferences.

5.14   The Child Protection Conference Chairs are currently auditing Core Group Meetings for those children on plans for 12 months to ensure that progress for these children is monitored between conferences. The results of this audit will be included in the next Safeguarding Report to CYP Select Committee.

5.15   Table 7 below shows those children who have been subject to a child protection plan for 2 years or more. As can be seen, there is an improvement trend for this indicator since August 2016. Children should not be subject to plans for longer than is necessary as it indicates drift or delay in decision making in respect of their current and future welfare. However, there will always be a small proportion of children who are subject for longer than usual due to the complexity of issues they experience we review these children closely (see 5.14 above). Currently, there are 10 out of 321 (3.1%) children subject to a plan over 2 years, therefore, the indicator in Table 7 will continue to see improvement (i.e., downward trend).

LPZ 337: Percentage of Child Protection Plans over 2 years 'as at'

◆ Target (YTD) LPZ337 Percentage of Child Protection Plans over 2 years 'as at'

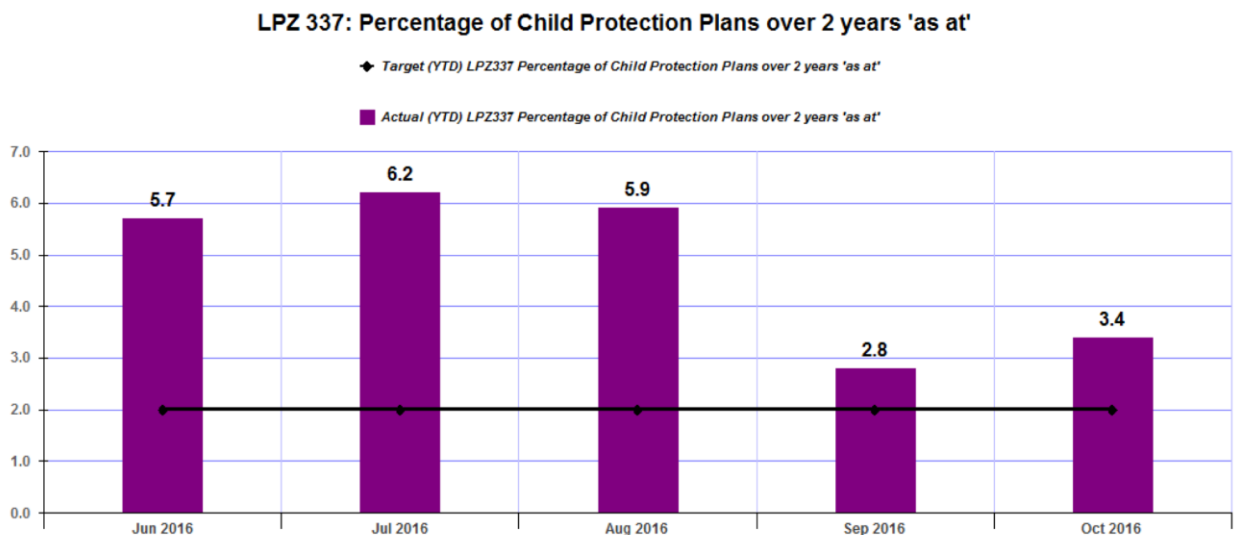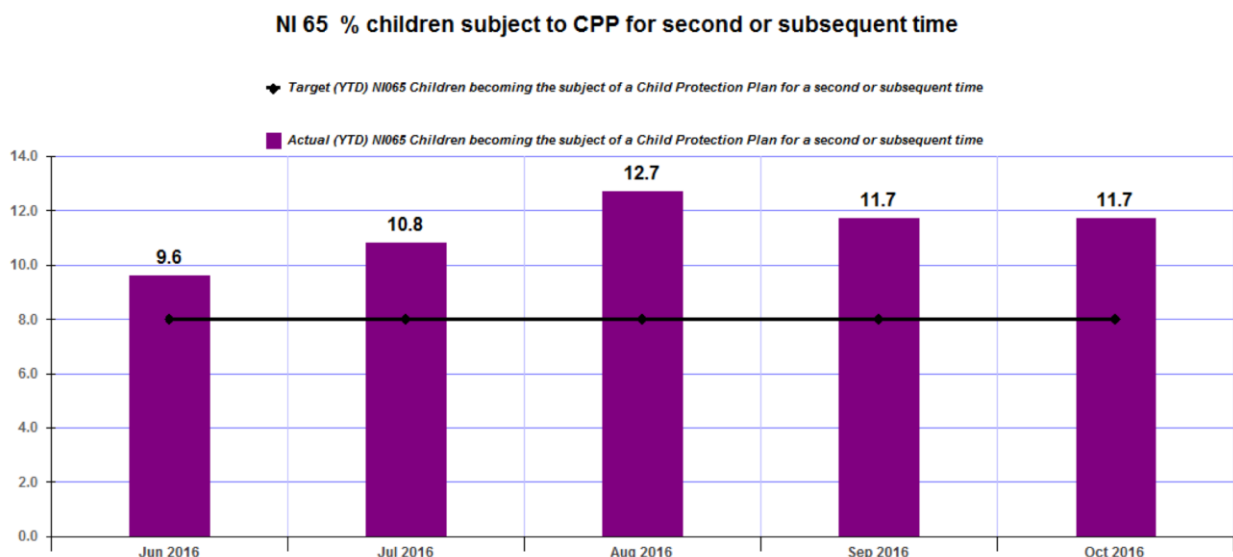█ Actual (YTD) LPZ337 Percentage of Child Protection Plans over 2 years 'as at'

Table 7

Source: LCS

5.16 Table 8 below shows the proportion of children who have been subject to a plan for a second or subsequent time. Children become subject to a plan for a second time possibly due to the Child in Need Plan (put in place when a child protection plan ends) if this was not sufficiently robust to ensure that risks to the child or children did not resurface. However it may also reflect a significant change in family circumstances which could not have been predicted when the first child protection plan ended. For example, the death of a protective family member (for instance, a grandparent), or the return to the household of a negative influence on the family or someone who presents a risk to the child or children.

5.17 The proportion of children subject to repeat child protection plans (11.7%) is below our statistical neighbours (13.2%) and is well within acceptable parameters. However, we continue to monitor closely this aspect of the child protection process.

NI 65 % children subject to CPP for second or subsequent time

◆ Target (YTD) NI065 Children becoming the subject of a Child Protection Plan for a second or subsequent time

■ Actual (YTD) NI065 Children becoming the subject of a Child Protection Plan for a second or subsequent time

Graph 8

Source: LCS

6.   Serious Case Reviews (LSCB)

6.1 The LSCB has commissioned two Serious Case Reviews (SCRs) in the past twelve months, one in relation to a tragic incident when a young person committed suicide and another following the death of a young person who was subject to a Child Protection Plan at the time of his death. Lewisham has also provided information to a Serious Case Review commissioned by the LSCB in Croydon which has been published and presented to the LSCB in Lewisham.

6.2 The Lewisham SCRs are still underway and will be completed in early 2017 when the findings will be presented to the LSCB and summarised in the next Safeguarding Update to CYP Select Committee.

7. Local Authority Designated Officer (LADO)

7.1 The Local Authority Designated Officer (LADO) is a statutory role defined in Working Together 2015. The Designated Officer is responsible for the management and oversight of allegations against people that work with children. It is not an investigative role. The investigative responsibility lies with the individual's employer or the Police if an offence has been committed.

7.2 The Designated Officer will convene strategy meetings which will oversee the enquiries into any issues arising from a child being harmed by someone employed to work directly with children and young people, or who come into contact with children and young people in the course of their paid activity.

7.3 An annual report is provided to the LSCB on the work of the LADO, the Annual Report for 2015/16 has already been presented and the activity undertaken to the end of December 2016 from 1st April will be presented to the next LSCB in February 2017.

7.4 A review of the LADO capacity has been undertaken in line with the Ofsted Inspection Improvement Plan and temporary additional capacity has been put in place pending recruitment to a full time permanent position; previously there was 0.5 cover in place for this post.

7.5 The new arrangements will allow for a more extensive communications campaign and support, development and training regarding the LADO role and processes in order to encourage greater use of the function and appropriate referral activity.

8. Legal Implications

8.1 There are no specific legal implication arising from this report. Lewisham CSC provides children's safeguarding and support serves in accordance with the statutory framework provided by the Children Act 1989 and succeeding statutory requirements.

9. Crime and Disorder Implications

9.1 The police are key partners in safeguarding children.

10.   Equalities Implications

10.1 Equalities factors are addressed in the body of the report. The report identifies that the White British population of Lewisham is disproportionately affected by safeguarding issues.

11.   Environmental Implications

11.1 None.

12.   Background documents and originator

12.1 If there are any queries on this report, please contact Stephen Kitchman, Director, Children's Social Care on

Tel: 0208 314 8140

Email: **Stephen.Kitchman@Lewisham.gov.uk**

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CYP SELECT COMMITTEE		
Report Title	Child Sexual Exploitation Update	
Key Decision	No	Item No. 6
Ward	All	
Contributors	Head of Crime Reduction and Supporting People Director Children's Social Care	
Class	Part 1	Date: 11th January 2017

1   Purpose of the Report

1.1   This report is an update on the local partnership's current understanding, work and issues in relation to Child Sexual Exploitation within the borough.

2   Recommendations

2.1   To note and comment on this report.

3   Policy Context

3.1   The proposals within this report support the delivery of Lewisham's Children & Young People's Plan (CYPP), which sets out the Council's vision for improving outcomes for all children and young people, and in so doing ensuring children stay safe by

a) identifying and protect children and young people at risk of harm and ensure they feel safe, especially from:

- Domestic violence and abuse
- Child sexual exploitation
- Serious youth violence
- Child abuse and neglect
- Deliberate and accidental injury

b) Reducing anti-social behaviour and youth offending.
c) Ensuring that our Looked After Children are safe.

3.2   Child sexual exploitation (CSE) is one of the Lewisham Safeguarding Children Board's (LSCB) and the Lewisham Children and Young People's Plan key priorities. It is one of the 3 priorities of the Lewisham Violence Against Women and Girls (VAWG) strategy. The 16/17 Safer Lewisham Partnership Plan identifies Peer on Peer abuse (under 25 year old) and Violence Against Women and Girls as 2 of its 4 priorities.

4   Details

4.1   Further to the last update report to Select Committee 13ᵗʰ July 2016 the Missing Exploited and Trafficked (MET) Strategy and associated action plan has been developed and endorsed by the Lewisham Safeguarding Children Board (LSCB) on 12ᵗʰ December 2016.

4.2   The key elements of the strategy are:

- Setting out the Operating Framework
- Providing Scrutiny and oversight
- Understand and identify
- Intervene and support
- Disrupt and bring to justice
- Oversight and implementation of the MET action plan

4.3   The strategy is attached in Appendix A and contains associated guidance for practitioners. An action plan has been developed and this represents the working document and delivery plan for the strategic MET group that reports to the LSCB. The action plan will be used to frame further progress reports to Select Committee.

4.4   Current highlights from delivery of the strategy are outlined below.

5   Governance

5.1   Governance arrangements remain in place via the weekly operational group, monthly tactical group and quarterly strategic group which reports to the LSCB. Terms of reference for each of the groups are contained within the MET strategy (Appendix A).

6   Understand and Identify

6.1   Good quality data is key to the delivery of the strategy in understanding identified need, tracking and reviewing outcomes for young people as well as perpetrators where there are Missing Exploited or Trafficking issues. In line with this a Dataset has been developed and endorsed by the LSCB which will be used to track the progress of the strategy.

7   Prevention

7.1   The Safer London Foundation, which is commissioned by the Home Office and MOPAC continues to deliver training to professionals and young people at schools. This work will continue for a further year.

7.2   Ten week preventative group work programmes are offered for young women in year 8 and year 9. This covers self-esteem, healthy relationships, consent, girls and gangs, safety plans and aspirations. Awareness-raising workshops are also delivered; 2 full-day of workshops on Online Safety / healthy relationships/ consent

for Year 8 in 5 schools have been delivered starting in September and completing December 2016.

7.3 Workshops continue in schools focussing on CSE and Trauma, including CSE, Technology and the Internet, Minority Identity and CSE and CSE Skills and Resources.

7.4 The LSCB continues to deliver and offer a range of training and briefing sessions to professionals:

- Empower Project
- Harmful Sexual Behaviour Service
- Safeguarding & Gangs
- Supporting Young People Affected by CSE
- Harmful Sexual Behaviour
- Missing Children & Young People Affected by CSE
- Safeguarding Young People using the Internet and Social Media

7.5 In August 2016, Dr Carlene Firmin, University of Bedfordshire, held a practitioner workshop with multi-agency representatives from Lewisham to identify training needs in relation to peer-on-peer abuse. As a result of this session a workshop was held with strategic leads in September 2016 to share the results of that workshop and agree the structure and content of a peer-on-peer abuse training programme in Lewisham.

7.6 The following initial findings were noted:

- There is a gap in the collection/sharing of contextual data. The work on peer-on-peer abuse and a contextual approach to this issue is in-line with Lewisham's Early Help Strategy which recognises the need for workforce development and the early identification of issues.
- Peer-on-peer abuse is a strategic priority for the Safer Lewisham Partnership.
- The Missing Exploited Trafficked (MET) approach provides a good foundation for developing this work/approach further.
- The role of the MASH in this also requires consideration; how do we share/collect contextual data at that level.
- Some of what is requested is the 'nuts and bolts' of a local response to peer-on-peer abuse (which could be addressed through targeted training sessions) and others are big picture requests better accommodated through a larger event.
- The contextual model also sits more broadly within a risk and vulnerability approach to policing which is in development in the Metropolitan Police Service and moving away from silo responses to specific issues. (see Appendix B)
- Lewisham's analytical capacity needs to be increased in order to build the contextual model in a dynamic fashion.
- A more dynamic local assessment profile is required.

- The review of school nursing is also relevant to this agenda and there is an opportunity for the Young Person's Health and Well-being Service to focus support for at risk young people. There can also be consideration of the role health professionals play in wider profiling and assessment.
- The establishment of Hubs in schools via the new YOS/CAMHS model also lends itself to a contextual model.

7.7 Three Local Assessment profiles are being drawn together for Serious Youth Violence (being refreshed from Nov 15), CSE, and Domestic abuse for under 25 year olds. This will be completed in Feb 17 and will be reported to a number of Boards with a set of recommendations for agreement.

7.8 A multi-agency programme of training is in place for the early part of 2017 to take into account the findings.

7.9 Targeted work is being delivered in a number of schools where the largest numbers of Police reports (MERLINS), CSE flags, perpetrators and victims of crime appear. This data may be skewed by good recording by some police officers on their systems of schools that young people attend, which is now a requirement by the police. In addition a series of questions have been posed to understand this better:

- What are we doing with the issues in relation to these schools?
- What is the strategic view?
- What is the actual delivery within these schools? And, does it have an impact?
- What work do partners need to do with these schools to avoid the increase in numbers?
- What do the schools have in place to address these issues? What is missing?

7.10 It is also recognised that online activity is a fast paced and high impact issue and needs a more focused approach. A specific plan on this is therefore being drafted for consideration across the partnership.

8   Intervention and Support

8.1 In line with Child Sexual Exploitation (CSE) being a priority for the LSCB, as evidenced within the MET action plan, a Multi-agency audit to test the quality of planning and intervention in cases of child sexual exploitation has been initiated. The focus of the audit is to test:

- The quality and timeliness of the response to the identification of CSE
- The quality and timeliness of the original referral to CSC / Police / MASH
- The timeliness and appropriateness of the response to the referral
- The quality and timeliness of immediate protection
- The quality and appropriateness of the assessment completed by CSC
- The effective progression of the work from this point forward including the quality and effectiveness of intervention and support

- The focus on and involvement of the child / young person
- The support provided to parents/carers and other family members
- The quality and impact of any multi-agency planning meetings
- The quality of reporting and recording in general
- The identification, investigation, disruption and prosecution of perpetrators

8.2 The outcomes of the audit will be reviewed against the MET action plan, which will be updated accordingly to reinforce or refine focus.

8.3 Lewisham has also agreed to be a partner for a small scale qualitative research audit with three other London authorities focussing on the effectiveness of support and intervention for young people who have been exposed to CSE. The research will be informed by 1:1 interviews with young people and should be available in February next year. The research will be used to inform local service provision and development.

8.4 Multi agency meetings continue regarding the 'Child House model'. This is a multiagency service model for children and young people following sexual abuse or exploitation (CSA/CSE). The model was recommended in 2015 by the "Review of child sexual abuse services in London" and by the Children's Commissioner for England.
Evidence shows that the Child House model reduces re-traumatisation of children through establishing a child-friendly justice process and enabling early therapy and support. In recent years there has been a focus on services to prevent child sexual exploitation (CSE). However there has been less focus on supporting children's emotional health and wellbeing following CSE. Funding streams are being further explored for delivery options within South East London.

9 Next Steps

9.1 Officers will update the committee at the next meeting where this regular item is scheduled, on progress against the MET (Missing, Exploited and Trafficked) Action Plan.

10 Financial Implications

10.1 The work described in this paper is intended to be within existing budget envelopes.

11 Legal & Human Rights Implications

11.1 The Local Government Act 1999 places a duty on the local authorities to secure continuous improvement in the way its functions are exercised having regard to the combination of economy, efficiency and effectiveness.

11.2 These statutory duties amongst others feed into the Council's Children and Young People Agenda.

12   Equalities Implications

12.1   Developing safe and secure communities is central to the work of the Council as a whole. The CSE agenda focuses on all young people at risk of exploitation with a significant number being female and under 16.

13   Crime and Disorder Implications

13.1   Section 17 places a duty on partners to do all they can to reasonably prevent crime and disorder in their area. The level of crime and its impact is influenced by the decisions and activities taken in the day-to-day of local bodies and organisations. The responsible authorities are required to provide a range of services in their community from policing, fire protection, planning, consumer and environmental protection, transport and highways. They each have a key statutory role in providing these services and, in carrying out their core activities, can significantly contribute to reducing crime and improving the quality of life in their area.

14   Environmental Implications

14.1   Key decisions made which may have environmental implications will be consulted about all agreed activity before proceeding.

15   Background Documents and Originator

15.1   For further information on this report please contact Geeta Subramaniam-Mooney Head of Crime Reduction & Supporting People, Directorate for Community Services on 020 8 314 9569 and Stephen Kitchman, Director Children's Social Care on 0208 314 8678

Appendix A-MET Strategy & Action Plan
Appendix B-Met Briefing-A New Safeguarding Service for London

Appendix A

Lewisham
Safeguarding
Children Board

**Missing, Exploited & Trafficked (MET)
Strategy**

Contents

Introduction

1.1   Child sexual exploitation (CSE) is one of the Lewisham Safeguarding Children

Board's (LSCB) and the Lewisham Children and Young People's Plan key priorities. It is one of the 3 priorities of the Lewisham Violence Against Women and Girls (VAWG) strategy. The 16/17 Safer Lewisham Partnership Plan identifies Peer on Peer abuse (under 25 year old) and Violence Against Women and Girls as 2 of its 4 priorities.

1.2   This strategy builds on the previous strategy of March 2015. The Strategy should be read in conjunction with the Pan London CSE Operating Protocol and the detailed London Child Protection Procedures. The definitions of missing, child sexual exploitation and trafficked children; the national and local context for this work and emerging best practice have been attached as Appendix 1 of this document.

1. Ambition

1.1 In Lewisham we will endeavour to prevent children and young people being sexually exploited by understanding the issues associated with this activity and raising community awareness so to equip our neighbourhoods, schools and workforce with the knowledge and tools to tackle this and associated need. We will continue to identify those children and young people who are at risk of sexual exploitation and will intervene robustly to minimise the potential for harm, disrupt the problematic behaviours and use criminal procedures as appropriate.

1.2 For those children who go missing from home, from care or from school we will ensure there are follow up conversations with appropriately trained professionals to understand why they are going missing and effect adequate safeguarding arrangements to deliver positive change. We will create robust pathways that ensure we know who these children are, whether this is a pattern of behaviour and how effectively our systems are working to effect change. We understand that there is a significant correlation between children who are going missing from home and risks of sexual exploitation, child exploitation and serious youth violence therefore we recognise that to prevent the risk of children and young people being exploited we need to understand and address the reasons underpinning any missing episode. In Lewisham we also know that issues of CSE include 'Peer on Peer Abuse' and are interlinked with issues of 'Serious Youth Violence' (SYV.)

1.3 Our vision is simple: to safeguard children and young people from harm as a result of going missing; child sexual exploitation; or trafficking (or exploitation arising as a consequence of being the victim of trafficking including County Line drug dealing). A multi-agency focus on risk, harm and vulnerability is critical. To achieve this 4 key areas for activity have been identified:

- Understanding &Identification
- Prevention
- Intervention & Support
- Disruption & Justice

1.4 A focus on on-line grooming is recognised and a multi-agency plan is being developed, building on the work of "Navigate" – see Appendix E

1.5 These activities will be monitored through a working action plan that is monitored and scrutinised on a regular basis to determine progress.

2. **Principles Underpinning the Work**

- We will have the safety and wellbeing of the child at the centre of everything we do.
- We will engage children and their families in the development and review of services.
- We will focus our work on prevention, early identification and intervention as well as disruption and bringing perpetrators to justice.
- We will take account of family circumstances when deciding how best to safeguard and protect the welfare of children.
- We will continue to enhance our partnership model for MET arrangements in Lewisham and keep a working action plan (see section 4).
- We will continue to develop our use of data, shared intelligence and associated analysis to drive improvement in our responsiveness and capacity to protect the welfare of children.
- We will scrutinise, challenge, monitor and review our work to ensure that it is making a positive difference in the lives of children and families.
- We will report to the Lewisham Safeguarding Children Board on a bi-annual basis, as well as through forums such as Select Committee, Safer Lewisham Partnership, to ensure transparency in our work to deliver this strategy and promote ongoing challenge.
- We will continue to work with other London authorities to share good practice and to ensure that we are strengthening safeguarding arrangements across borders.

3. **Operating Framework**

- The Lewisham Safeguarding Children's Board has overall responsibility for ensuring there is a coordinated, multi-agency response to children at risk of sexual exploitation, going missing or being exploited and/ or trafficked
- A subgroup of the LSCB, the MET Board, has been established to provide strategic oversight of missing, exploited and trafficked children. This group has multi-agency representation and is responsible for the policy and performance of the work to address these issues and improve practice. This includes the strategic aims and the working action plan to achieve them. The working action plan is outlined in Section 4.

- The strategic MET Board will provide regular scrutiny and oversight to ensure the working action plan is achieved. Four areas of activity have been identified for actions within this plan:

  - Understand & Identify
  - Prevent
  - Intervention and Support
  - Disruption and Justice

- The monthly tactical MET meeting is in place to share information to aid delivery of our 4 key strategic aims by:

  - Gathering intelligence
  - Mapping links between both victims and perpetrators
  - Establishing problem profiles for Lewisham Borough
  - Auditing our work to ensure standards are met

- The operational MET group has been established to monitor individual cases and develop the front-line practice across Lewisham in relation to the five key areas above. The chair of this group is a member of the tactical and strategic group to ensure there is a clear join up of the strategic direction and operational delivery. CSE and Missing advisors also attend both the operational and tactical meetings and are available to the operational Met Board as required.

- Terms of reference for all 3 groups are outlined in Appendix F

4.   Scrutiny and Oversight

- **We want to** ensure that this strategy and the working action plan is making a positive difference to the safety of children in Lewisham

- **We will achieve this by:**

  - Having coherent data across the partnership that forms a robust performance framework.
  - Scrutinising and challenging the strategy and the working action plan regularly through the MET subgroup and through the LSCB
  - Holding partners to account for progress.
  - Learning lessons through multi-agency reviews and reflective practice meetings.

5

- Ensuring that robust whistle-blowing and escalation policies are in place.

5. Understand and Identify

- **We want to** ensure that we have effective and well established information sharing and risk assessment mechanisms in place to understand and identify those at risk of, or experiencing, and issues of MET.
- **We will achieve this by:**

- Ensuring our risk assessment tool for identifying and assessing CSE and Peer on Peer abuse concerns across the multi-agency workforce is well understood and embedded

- Ensuring our systems to record missing episodes is robust and reportable

- Ensuring that information and intelligence relating to victims, perpetrators and locations is shared effectively

- Ensuring that there is join up with strategies to address peer on peer abuse and links with serious youth violence within the Borough.

- Ensuring that there are effective arrangements between a child at risk of being MET and adult safeguarding services when they turn 18.

6. Intervene and Support

- **We want to** intervene at the right time and provide appropriate support for children and their families
- **We will achieve this by:**

- Ensuring that preventative, early help services have a good awareness of MET issues/ plans and are supporting those children who might be identified as at risk of MET.

- Ensuring that services are mobilised to reduce the risk of MET and to empower children and young people to improve their safety, which include social care, Youth Offending, Serious Youth violence, police, key health agencies.

- Ensuring that we complete health and wellbeing checks for all children and young people reported as missing from home or from care.

- Ensuring that return interviews are used to collate information about the push and pull factors locally and that services are provided that address the issues identified.

- Providing accessible services for children who have been sexually exploited.

8. Disrupt and Bring to Justice

- **We want to** identify, disrupt and prosecute those who are intent on exploiting children
- **We will do this by:**

    - Developing a problem profile of perpetrators and victims that can be shared with multi-agency partners.
    - Ensuring that information and intelligence relating to victims is shared.
    - Ensuring that disruption activity is undertaken to break the patterns/ cycle of offending.
    - Using Civil Orders to assist investigations, restrict and manage perpetrators, and safeguard victims/ potential victims.

9. Working Action Plan

9.1 The Missing, Exploited and Trafficked action plan is divided into 5 key priority sections:

- Governance
- Understand & Identify
- Prevention
- Intervention and Support
- Disrupt and bringing to justice

9.2 The action plan is owned by the Lewisham strategic MET Board, a subgroup of the LSCB. It is a working document and therefore RAG rated in accordance with actions being:

- completed (GREEN)
- on track (AMBER)
- Not Started/ Delayed (RED)

APPENDICES:

Appendix A –

National/ Local context

1. *Child Sexual Exploitation (CSE)*

The sexual exploitation of children and young people - commonly referred to as child sexual exploitation or CSE - is a distinct form of child sexual abuse. Statutory guidance uses the following definition:

> Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.[1]

In its report - *Puppet on a String*[2] - Barnardo's identifies three broad categories of child sexual exploitation: inappropriate relationships; 'boyfriend' model of exploitation and peer exploitation; and organised/networked sexual exploitation or trafficking. However, these models of activity identified by Barnardo's are not exhaustive and there is some crossover, particularly between the first two categories.

Barnardo's identifies a number of tell-tale signs that a child or young person is being groomed for sexual exploitation. In addition to going missing for periods of time, these include:

- Disengagement from education;
- Appearing with unexplained gifts or new possessions;
- Association with other young people involved in exploitation and older boyfriends/girlfriends;
- Sexual health issues;
- Changes in temperament/depression;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behaviours;
- Involvement in exploitative relationships or association with risky adults.

In its report - *Puppet on a String*[3] - Barnardo's identifies three broad categories of child sexual exploitation

1	Inappropriate relationships	Usually involving one perpetrator who has inappropriate power or control over a young person (physical, emotional or financial). One indicator may be a significant age gap. The young person may believe they

[1] This is the definition used in the 2009 statutory guidance *Safeguarding Children and Young People from Sexual Exploitation* (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190252/0068 9-2009BKT-EN.pdf), which came from the National Working Group for Sexually Exploited Children and Young People
[2] http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf
[3] http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf

		are in a loving relationship.
2	'Boyfriend' model of exploitation and peer exploitation	The perpetrator befriends and grooms a young person into a 'relationship' and then coerces or forces them to have sex with friends or associates. Barnardo's services have reported a rise in peer exploitation where young people are forced or coerced into sexual activity by peers and associates. Sometimes this can be associated with gang activity but not always.
3	Organised/networked sexual exploitation or trafficking	Young people (often connected) are passed through networks, possibly over geographical distances, between towns and cities where they may be forced/coerced into sexual activity with multiple men. Often this occurs at 'sex parties', and young people who are involved may be used as agents to recruit others into the network. Some of this activity is described as serious organised crime and can involve the organised 'buying and selling' of young people by perpetrators.

A useful summary of the patterns of abuse in relation to CSE (based on the findings of Phase 1 of the Office of the Children's Commissioner's Inquiry into CSE, 'If only someone had listened') is available here:
http://www.reconstruct.co.uk/docs/dl/215CSEchildrenbygangspart1Feb2014.pdf

Who is at risk?

Any child or young person, whatever their gender, social background or ethnicity, can be exploited. However, there are a number of factors that can increase a young person's vulnerability to sexual exploitation, including:

- Disrupted family life and domestic violence;
- History of physical or sexual abuse;
- Disadvantage;
- Poor mental health;
- Problematic parenting;
- Parental drug or alcohol misuse;
- Parental mental health problems.

There are also certain groups of young people who are more vulnerable to being targeted by perpetrators of sexual exploitation, including children who:

- Are living in care (particularly residential care);
- Have been excluded from mainstream school;
- Misuse drugs and/or alcohol.

Local intelligence indicates that children and young people with learning disabilities are also more vulnerable to exploitation, but won't necessarily exhibit the common indicators of being at high risk or victims of CSE (such as going missing or disengaging from education). Work to look at how we can effectively identify young people with learning disabilities at risk of CSE is included in the action plan.

Myths and misconceptions

There are a number of myths and misconceptions about child sexual exploitation that need to be dispelled, in particular:

Myth	Fact

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Child sexual exploitation is something that is done to girls and young women.	There are male victims too. Although research indicates that they are fewer in number, it also suggests that the sexual exploitation of boys is not fully reported or recognised.
Child sexual exploitation only happens to children who are in care, who come from a 'bad' family, or are a particular race or religion.	Any child, from anywhere, can potentially be a victim. However, it is true that certain factors can make a young person more vulnerable to exploitation (see above).
Child sexual exploitation is very rare and only happens in a few places.	It is much more prevalent than most people imagine, but it may often be hidden and can only be uncovered by people knowing what to look for, being vigilant and reporting their concerns.
A lot of these children are over 16 and have consented to sex. Social workers need to concentrate on real child abuse.	The sexual exploitation of young people is just as much child abuse as is sexual abuse experienced by younger children in the home. Young people may initially agree to sex, but they cannot consent to exploitation.

Practitioners in Lewisham who suspect that a child or young person is at risk or the victim of child sexual exploitation should refer to the CSE Risk Assessment Toolkit for guidance on how to safeguard the child appropriately.

The growing body of literature relating to CSE is unanimous in identifying the importance of a robust evidence base to inform local strategies to tackle CSE.

Updated in November 2013, the national Tackling Child Sexual Exploitation Action Plan summarises several key pieces of research that touch on the issue of understanding the scale and nature of CSE in a locality:

> Both the Barnardo's *Puppet on a String* report and the CEOP [Child Exploitation and Online Protection Centre] thematic assessment emphasised the need for a stronger evidence base in relation to child sexual exploitation…University of Bedfordshire research indicated that data collection was often piecemeal and inadequate[4].

The final report of the Children's Commissioner's inquiry into CSE, 'If only someone had listened'[5] includes helpful guidance on putting together a problem-profile on CSE, which 'should seek to draw together all the known intelligence/relevant data held across different agencies to inform strategic decision making and local practice development.' Emphasising the need for 'collective ownership across all partners' and an 'effective analyst to review and identify key findings and intelligence gaps', it outlines six steps for undertaking a local problem-profile:

1. Establish a terms of reference;
2. Outline a data collection plan;
3. Provide each agency with a specific information requirement (the importance of which is re-iterated by Ofsted in its report on the thematic inspection on CSE[6]);
4. Collate data/intelligence and monitor progress against data collection plan;
5. Analyse data;
6. Write up problem-profile and disseminate across all partner agencies.

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4 Department for Education (2011; updated 2013) *Tackling Child Sexual Exploitation Action Plan*, London: HMSO

5 http://www.lscbchairs.org.uk/sitedata/files/OCC_inquiry_final.pdf

6 Ofsted (November 2014) 'The sexual exploitation of children: it couldn't happen here, could it?'

In addition to dissemination across partner agencies, a useful summary of recommendations arising from various reports, inquiries, research and reviews into CSE produced by Greater Manchester's Project Phoenix[7], also advocates the inclusion of the problem-profile in a local area's Joint Strategic Needs Assessment.

2. Missing

Statutory guidance[8] published by the Department for Education (DfE) defines a missing child as anyone who has not yet reached their 18th birthday reported as missing to the police by their family or carers.

Since April 2013 police forces have adopted new definitions of 'missing' and 'absent' and use an ongoing risk assessment to establish whether a child is missing, defined as:

Anyone whose whereabouts cannot be established and where circumstances are out of character, or the context suggests the person may be the subject of crime, or they may be a risk to themselves or others.[9]

A number of factors (including the age of the child, whether they are subject to safeguarding arrangements, their state of dress, health issues, any history of going missing and specific information from other agencies/sources) are taken into account by the police when making their assessment.

Children and young people go missing for a number of reasons and a range of 'push' and 'pull' factors may be present:

- 'Push' factors:
    - Conflict with parents/carers
    - Feeling powerless
    - Being bullied/abused
    - Being unhappy/not being listened to
- 'Pull' factors
    - Wanting to be with family/friends
    - Peer pressure
    - For children who have been trafficked into the UK as unaccompanied asylum seeking children, there will be pressure to make contact with their trafficker(s).

There is a strong link between children and young people being sexually exploited and children and young people going missing. Running away places children and young people at greater risk of exposure to sexual exploitation, while going missing for periods of time can be a symptom of the same.

2.1 Runaway and missing from home protocol

As required by the Department for Education's 2014 'Statutory guidance on children who run away or go missing from home or care', Lewisham has a protocol that sets out local arrangements for dealing with children who run away or go missing in the city: 'Joint Protocol 2014 Children who Run Away or go Missing from Home or Care.' Appendix D.

Safe & Well Checks and Independent Return Interviews

Safe and well checks are carried out by the police as soon as possible after a missing child has been found and are intended to check for any indications that the child has suffered harm, establish where they have been and with whom and provide the child with an opportunity to disclose any offending by or against them.

Subsequently - and within 72 hours of the child returning to their home or care setting - the child is offered an independent return interview, which provides an opportunity to uncover

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[7] Project Phoenix 'Guidance Document: Summary of recommendations from various reports, inquiries, research and reviews into Child Sexual Exploitation'

[8] DfE (2014) *Statutory guidance on children who run away or go missing from home or care.*

information that can help to protect the child from: the risk of going missing again; risks they may have been exposed to while they were missing; and/or risk factors in their home or care setting. Lewisham has commissioned an independent agency to undertake these interviews, effective commencement September 2016.

Following completion of these, the responsible agencies should work together to build up a comprehensive picture of: why the child went missing; what happened to them while they were missing; who they were with and where they were; and what support they will need following their return.

The outcomes of both the check and the interview should be recorded on the child's case file to ensure that the information can be shared with professionals to assist in case planning and wider strategic planning and that the child's views are taken into account.

3. Trafficking

The Council of Europe Convention on Action against Trafficking in Human Beings (ratified by the UK Government in December 2008 and effective from 1 April 2009) defines trafficking in human beings as:

> …the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

As guidance on the National Referral Mechanism published by the Home Office[10] makes clear:

> Any child who is recruited, transported or transferred for the purposes of exploitation is considered to be a trafficking victim, whether or not they have been forced or deceived. Even when a child appears to have submitted willingly to what they believe to be the will of their parents or accompanying adults, it is not considered possible for a child to give informed consent.

Further, UK legislation 'makes it clear that an intention to traffic and exploit, even if the exploitation has not occurred, is also a criminal offence.'

Finally, a child may have been brought to the UK from abroad or may have been moved around within the UK - either way, the child is a victim of trafficking.

Children are unlikely to disclose that they have been trafficked because most will not know what trafficking is. Many will have been coached by their traffickers and warned that any disclosure to the authorities beyond what they have been coached to say will lead to their deportation. Apparent collusion with their trafficker can add to the confusion when identifying a trafficked child, who may be reluctant to disclose their circumstances for a number of reasons:

- A lack of trust in authority arising from their experiences in their country of origin;

- The identification and referral process may mimic aspects of their experience of being trafficked e.g. being told that everything will be fine and they will be taken care of; being moved to an unknown location with the promise that they will be safe there etc.;

- Their circumstances - even being exploited - may compare favourably to those they experienced at home.

The indicators of trafficking will vary depending on the point at which a child is identified as a potential victim (at the port of entry into or whilst living in the UK), while the indicators of

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10 National Referral Mechanism: guidance for child first responders (Home Office)

internal trafficking are different again. A complete list of trafficking indicators is at Appendix C.

When a child or young person is thought to have been trafficked swift and appropriate intervention is critical to avoid the child going missing (and returning to their trafficker) and becoming the victim of exploitation (or further exploitation, in many cases).

Agencies specialising in this area - including Barnardo's and Love 146 - emphasise the importance of deploying the correct safeguarding measures and in particular, that the child is considered to be at risk of significant harm (and therefore subject to the provisions of Section 47 of the Children Act 1989) and not provided for under Section 20 of the Act as a child in need. Ensuring that a child is placed with foster carers or in a placement that can cater to their particular needs and understand the importance of denying the child access to a mobile phone or the internet (even when doing so causes the child considerable distress) are key to ensuring that their trafficker cannot trace the child and he or she does not go missing. A trafficked child who goes missing is unlikely to be found and will certainly be exploited (if they haven't already in the course of their journey to the UK). The 2014 review of the National Referral Mechanism also highlighted the importance of ensuring a trafficked child is identified and provided with the appropriate support and safeguarding to reduce the risk that they will go missing from care (see 5.3).

Both Barnardo's and Love 146 offer services specialising in supporting trafficked children and young people, including completion of the National Referral Mechanism (NRM) or supporting the child's social worker to do the same.

Barnardo's Initial Enquiry/Referral Form for its Trafficked Children Service is at Appendix C.

4. National Referral Mechanism (NRM)

As part of its implementation of the Council of Europe Convention, the UK Government created a National Referral Mechanism (NRM):

> The NRM is a victim identification and support process which is designed to make it easier for all the different agencies that could be involved in a trafficking case – e.g. police, Home Office UK Visas and Immigration Directorate, local authorities, Health and Social Care (HSC) Trust in Northern Ireland, and non-governmental organisations (NGOs) – to co-operate; to share information about potential victims and facilitate their access to advice, accommodation and support.

For children, a formal referral into the NRM is made by a first responder. In England, these include local authority children's services, the UK Border Force, Home Office Immigration & Visas, the Police, and certain NGOs including Barnardo's.

Completion of the NRM is intended to help children's services put a focused and appropriate response in place for the child by ensuring that all of the available information is gathered and shared quickly between partners. It is also an important tool in the fight against those who commit the crime of trafficking; evidence collected from referrals helps to build a national picture and informs the decisions of policy makers and operational staff.

A referral into the NRM and the subsequent decisions do not replace or supersede established child protection processes, which should continue

In 2013, 450 children were referred to the UK's National Referral Mechanism (NRM) as potential victims of trafficking. Of these referrals, 144 claimed trafficking for the purposes of sexual exploitation and a total of 168 claimed trafficking for the purposes of domestic servitude or labour exploitation. The remaining 138 claimed trafficking for unknown exploitative purposes. For children, the five most common countries of origin were Vietnam (76 children), UK (63 children - of which 53 claimed trafficking for the purposes of sexual exploitation), Albania (56 children), Nigeria (32 children) and Romania (28 children).

Although the number of referrals in 2013 were around 21% higher than the previous year (suggesting that identification of potential trafficking victims is improving), the National Crime Agency points out that the number of referrals is not a measure of trafficking in the UK. Agencies working with trafficked young people share this view, emphasising that the number of NRM referrals is not an accurate reflection of the extent of child trafficking as many victims are hidden and remain undetected.

In April 2014 the Home Secretary commissioned a review of the National Referral Mechanism (NRM) to establish whether it provides an effective and efficient means of supporting and identifying potential victims of human trafficking.

The final report of the NRM review[11] was published on 12 November 2014 and makes recommendations specifically aimed at protecting child victims of trafficking, in particular:

Awareness raising

The review found that 'only a small proportion of the real number of trafficked children are being identified' due to low awareness of the indicators of child trafficking and the NRM within local authorities and the police. To address this, the report recommends that:

> Chairs of Local Safeguarding Children Boards should ensure that trafficking is regularly considered at their meetings, and direct Board members towards any packages which they could make available to persons who work with children affected by trafficking and/or slavery.

To improve the recognition of all human trafficking, the report also recommends that the Home Office develops a comprehensive awareness strategy to include targeted awareness-raising campaigns and a checklist of trafficking indicators (see Appendix A for a complete list of child trafficking indicators produced by Barnardo's).

Appropriate support and safeguarding

The review also found that a failure to recognise the indicators of child trafficking can result in a child being taken into care without the appropriate safeguarding measures being put in place - in particular, to prevent the child going missing from care (the risk of which is high, particularly in the first 48 hours). The report therefore recommends that local authorities 'be aware of the appropriate support and safeguarding measures necessary for trafficked children as a result of their additional vulnerabilities' (a view shared by local providers of support for trafficked children operating in and around the Lewisham area, Barnardo's and Love 146).

The report identifies Hillingdon Social Services as a local authority with particular expertise in identifying trafficked children (due to the location of Heathrow Airport within the local authority boundary).

5. Serious Youth Violence (SYV)

Compared to national figures, Lewisham has the 8th highest serious youth violence rate in London per capita and ninth highest in volume. Rates of re-offending and the number of first time entrants into the criminal justice system are also high and rising compared to elsewhere.

The trend of serious youth violence in Lewisham is significantly lower now than at its height in 2010/11. There has been an ongoing Borough wide increase in Violence with Injury type offences (non-domestic) of 3.2 per cent. As of April 2016 Lewisham was showing an increase of 8.4 per cent in the same offence. The impact of this, has been significant and resulted in the deaths of young people, perpetrated by other young people. For 16/17 the Borough partners and residents have identified the following as being essential for our collective approach:

- reduction in harm and vulnerability being critical as part of an overall prevention, intervention and enforcement strategy
- clear focus on reducing violence in all its forms
- focusing on redesigning and delivering services that supports and provides a victim centric approach.

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[11] Review of the National Referral Mechanism for victims of human trafficking (Home Office), November 2014

- seeking to ensure that all contact and outcomes by all agencies puts victims at the forefront.
- reducing fear, harm and 'Re-victimisation' is critical.
- Considering contextual analysis and location risks.
- Improving confidence and satisfaction in police, local authorities and public services

The most serious problem facing the Borough in the last twelve months has been the rise in knife crime with injury amongst under 25s. Whilst some of this increase is undoubtedly attributable to the Borough's advanced reporting systems through A&E and the Youth MARAC some of it reflects a real rise which is reflected in Accident and Emergency figures. Much of this crime is connected to drugs markets both within the borough and dealing on the "county lines". Drug dealing and violence as a serious crime is of significant concern. The Borough's approach of treatment and support for those who use and abuse illegal substance is important.

The issue has been one of the biggest safeguarding issues facing the Borough and it is probable that most of the knife crime with injury offences committed by children occurring in Lewisham, is connected with these enterprises. The 'county lines' phenomenon is also linked to the drug trade as well as missing, exploitation and trafficking of children.

It is recognised by the Home Office that changes in offender behaviour have made this postcode gang definition increasingly obsolete in many parts of the country. In Lewisham this trend is particularly pronounced, and has been accompanied by lower overall levels of violence. Much of this, perhaps counter-intuitively, is a feature of the increasing prominence of the drugs trade. To make this point is not to minimise the very real problem of violence amongst young people, it is merely to register the *changing sources/origins of the violence.*

At the height of Lewisham's problem with Serious Youth Violence in 2010/11 few of the nominals were associated with drug dealing and postcode gang identification was high; in the current climate gang identification is muted and involvement in drugs markets is high. To the drug dealers controlling the trade, the overt conflicts are an undesirable distraction and there is an unwritten rule on the county lines that postcode gang conflicts are put on hold.

Many of the traditional tools for dealing with postcode gangs do not easily fit with the new modes of offending which is based more around drug supply. Similarly the effectiveness of any interventions with young people implicated in the supply of drugs is likely to be muted without proactive policing of older males supervising the trade. Proactive operational policing in Lewisham and following groups out to County areas has been a significant approach to tackling this issue, and has led to greater use of Criminal Justice outcomes to manage the problem.

Lewisham's current local assessment profile and outlines 3 key areas which the Partnership will focus on in the coming 12 -24 months. These include:

Intent - actions taken by the partnership to demonstrate that we are listening to residents' concerns and to show seriousness of intent.

Early Help / Intervention / Enforcement - Family support and resilience building will young people overcome or avoid difficulties. Activity designed to control and bring to justice and to enhance sanctions levied on ALL involved in group/gang criminality

Community building - the wider community are part of the solution, share responsibility, and actively make our streets and outside spaces places where people can confidently go about their daily life. The "desired end state" is for unified communities to have capacity and resilience to challenge serious youth violence.

6. Performance management

Guidelines on best practice in relation to tackling CSE are unanimous on the importance of rigorous performance management. Commissioned to undertake a study of current practice across London boroughs[12], the University of Bedfordshire concluded that:

> In order to know whether policies and protocols are working effectively it is important that they are implemented within a framework that will be monitored and evaluated.

While the report recognises that 'outcome monitoring can be challenging', it emphasises that without it, 'strategic leaders will be unclear as to the extent to which their strategic approach is being implemented or the impact that it is having.'

In relation to performance management, what is true for CSE is equally true for work around missing and trafficked children and young people. Consequently, the performance management of Lewisham's response to MET will be outcome-focussed, but include measures of outputs and inputs.

A key component of the performance management of the MET Strategy will be annual self-assessment against current best practice and relevant inspection frameworks. The assessment tool based on Police and Ofsted guidance was used in the development of this strategy, although future assessments may use different tools as appropriate.

Performance management of the MET Strategy will be the responsibility of the Lewisham Missing, Exploited and Trafficked Board.

Outcome(s):

- Children and young people are safe from the harm associated with going missing, CSE and trafficking, because:

  - Trained frontline practitioners are identifying the indicators of CSE and trafficking and intervening quickly and effectively;
  - Partners are effectively sharing the information and intelligence that result in identification of perpetrators, disruption, prosecution and conviction;
  - Greater awareness of CSE and trafficking prevents children and young people from becoming at risk of harm.

Primary indicators:

- Proportion of children and young people identified as being at risk of CSE who move from 'high' risk to 'low risk'.
- Proportion of children and young people thought to have been trafficked who are effectively safeguarded.
- Proportion of suspected perpetrators successfully disrupted, prosecuted and convicted.
- Proportion of children and young people who have an independent return interview having gone missing.
- Proportion of frontline staff that have been effectively trained in identifying the signs of CSE, peer on peer abuse and trafficking.
- Impact evaluation of training and awareness-raising activity.

Data requirements:

- Number of children and young people identified as being at risk or the victim of CSE;
- Number of risk assessments completed*;
- Number of children and young people identified as trafficked (or thought to be trafficked);

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12 Beckett, H., Firmin, C., Hynes, P. & Pearce, J. (2014) *Tackling Child Sexual Exploitation: A study of current practice in London*, Luton: University of Bedfordshire

- Number of independent return interviews undertaken;
- Use of disruption techniques e.g. number of Child Abduction Warning Notices issued;
- Number of frontline staff trained*;
- Number of awareness-raising activities delivered*;
- Number of FIB1 forms completed and passed to Police Intelligence Team*.
- Number of prosecutions brought;
- Number of convictions secured.

Data collected for the outputs marked with * will be triangulated to help identify where focussed work may be required with a particular agency.

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Harmful Sexual Behaviour
What is harmful sexual behaviour?
Harmful sexual behaviour includes:

- Using sexually explicit words and phrases
- Inappropriate touching
- Using sexual violence or threats
- Full penetrative sex with other children or adults

Children and young people who develop harmful sexual behaviour harm themselves or others.
Age differences and harmful sexual behaviour
Sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than 2 years' difference in age or if one of the children is pre-pubescent and the other isn't *(Davies, 2012)*.

However, a young child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled *(Rich, 2011)*.

If you are not sure whether a sexual behaviour is harmful, find out about the signs, symptoms and effects of harmful sexual behaviour at the following link:

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/signs-symptoms-effects/
Why children develop harmful sexual behaviour
Children and young people who develop harmful sexual behaviour have usually experienced abuse and neglect themselves *(Hackett et al, 2013, Hawkes 2009, McCartan et al 2011)*

As study by Hackett et al 2013 of children and young people with harmful sexual behaviour suggests that two thirds had experienced some kind of abuse or trauma such as

- Physical abuse
- Emotional abuse
- Sexual abuse
- Severe neglect
- Parental rejection
- Family breakdown
- Domestic violence
- Parental drug and alcohol abuse

Around half of them had experienced sexual abuse. Family histories and backgrounds can also have an impact on the sexual behaviour of children.

Children who have been sexually abused may not know that what has happened to them is wrong. This can lead to normalisation of harmful sexual behaviours towards others *(Ringrose et al, 2012)*.

In the fast majority of cases, children abuse someone they know *(Hackett et al, 2013)*.

Children and young people who abuse their brothers or sisters may be motivated by jealousy or anger *(Yates et al, 2012)*.
Links between criminal and harmful sexual behaviour
Teenagers who sexually abuse others may also be involved in other crimes.

They may have some similarities with non-sexual young offenders such as behavioural problems or developmental experiences but they are also likely to have a history of sexual abuse or exposure to pornography at a young age *(Seto and Lalumiere, 2012)*.
The role of gender and sexuality
Society and culture have a big impact on what children think about sex and sexuality. What they see and read on television, the internet and other media can reinforce these ideas.

Children using mobile phones and social networking sites may also come across sexually explicit or pornographic images and videos.

Case studies of boys with harmful sexual behaviours have found common concerns around masculinity, gender roles and sexual identity *(Durham, 2006)*.

Harmful Sexual Behaviour Framework
An evidence-informed framework for children and young people displaying harmful sexual behaviours

What is the harmful sexual behaviour framework?
The framework aims to support local work with children and young people who have displayed HSB, and their families, by delivering and developing clear policies and procedures, and by refreshing local practice guidelines and assessment tools.
It seeks to provide a more coherent and evidence-informed approach for work with these children and young people, and to better understand how to improve outcomes.

Who is the framework for?
The framework is a systematic tool to help develop a local area response to HSB. To get the most out of the framework, the NSPCC advise a joint local approach involving:

- Staff with a strategic role in coordinating child protection and local HSB responses
- Commissioners of local child protection and HSB services
- Those with a wider safeguarding remit and audit responsibility, such as chairs and members of Local Safeguarding Children Boards (LSCBs)

What does the framework do?
The framework seeks to:

- Support and integrated understanding of, and responses to HSB
- Identify a continuum of responses to children and young people dependent on levels of risk and need. Responses will range from early community-based identification and support to assessment, intervention and intensive work
- Promote effective assessment as key to preventing unnecessary use of specialist time and, where appropriate, to support earlier interventions.
- Ensure children and families are offered the right level of support by suitably trained and skilled workers
- Promote the advantage of involving frontline agencies and workers, especially education services, in earlier recognition, assessment and intervention
- Encourage inter-agency work designed to reduce feelings of professional isolation and anxiety when making decisions, which may currently lead under and over estimation of risk
- Promote the use of a shared language, skills and training exchange, and development of appropriate local peer support systems
- Promote the importance of evaluation and monitoring of outcomes for children and young people

Link for HSB Framework:
https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf

Link for HSB Audit tool:
https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework-audit-tool.pdf

National Institute of Clinical Excellence (NICE) HSB guidelines
The HSB Framework should be used alongside the NICE guidelines on harmful sexual behaviour among young people *(NICE 2016).*

The guidelines make recommendations about:
- Roles of universal services
- Early help assessment and risk assessment
- Linking with families pre and post intervention
- Key principles and approaches for intervention

The guidelines aim to ensure that children and young people who display HSB are assessed as soon as possible.

Link to NICE HSB guidelines:

https://www.nice.org.uk/guidance/ng55

APPENDIX C

Child Sexual Exploitation Risk Assessment Toolkit

Lewisham Safeguarding Children Board: Child Sexual Exploitation Risk assessment guidance
Step 1: Identify the Risk Indicators
Low Level Risk Indicators

- Regularly coming home late or going missing

- Overt sexualised dress

- Sexualised risk taking, including on the internet

- Unaccounted for monies or goods

- Associating with unknown adults

- Association with other young people at risk of sexual exploitation or who are being sexually exploited

- Reduced contact with family and friends and other support networks

- Sexually transmitted infections

- Experimenting with drugs and/or alcohol

- Poor self-image

- Eating disorders

- Superficial self-harm.

Medium Level Indicators- any of the above and ONE or more of these indicators

- Getting into cars with unknown adults

- Associating with known CSE adults or Sexual Offenders

- Being groomed on the internet

- Clipping i.e. offering to have sex for money or other payment and then running before sex takes place

- Disclosure of a physical/sexual assault with no substantiating evidence to warrant a S47 enquiry, then refusing to make a statement or withdrawing a complaint

- Being involved in CSE through being seen in hotspots i.e. known houses or recruiting grounds

- Having an older boyfriend/girlfriend

- Non school attendance or excluded

- Staying out overnight with no explanation

- Breakdown of residential placements due to behaviour

- Unaccounted for money or goods including mobile phones, drugs and alcohol

- Multiple sexually transmitted infections

- Self-harming that requires medical treatment

- Repeat offending

- Gang member or association with gangs.

High Level Indicators- any of the above and ONE or more of these indicators

- Child under 13 engaging in sexual activity

- Pattern of street homelessness and staying with an adult believed to be sexually exploiting them

- Child under 16 meeting different adults and exchanging or selling sexual activity

- Being taken to clubs and hotels by adults and engaging in sexual activity

- Disclosure of serious sexual assault and then withdrawal of statement

- Abduction and forced imprisonment

- Being moved around for sexual activity

- Disappearing from the 'system' with no contact or support

- Being bought/sold/trafficked

- Multiple miscarriages or terminations

- Indicators of CSE in conjunction with chronic alcohol and drug use

- Indicators of CSE alongside serious self-harming

- Receiving rewards of money or goods for recruiting peers into CSE.

Step 2: Identify Additional Vulnerability Factors

Underlying Vulnerability Factors	Comment
Witnessing/experiencing domestic violence	
Children and young people 'Looked After'	
Patterns of abuse and/or neglect in family	
Homelessness/sofa surfing	
Substance misuse by parents/carers/child	
Learning disabilities, special needs or mental health issues	
Homophobia	
Breaks in adult relationships	
Death, loss or illness of a significant person in the child's life	
Financially unsupported	
Some form of family conflict	
Lack of love and security	
Adult soliciting (prostitution)	
Migrant/refugee/asylum seeker	
Other, please specify	

Step 3: Complete the Risk Factors Matrix

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
Low Risk Low risk cases do not usually meet the threshold for Social Care intervention but should have individual or multi agency intervention through the CAF.	**ONE OR MORE INDICATORS IDENTIFIED**	Regularly coming home late or going missing		If needs cannot be met by individual agency, then refer to TAC/TAF and consideration for CAF. Notify MISPER Police if the child or young person is going missing. Keep detailed records of incidents/risks. **No child under 13 can be categorised as LOW.** **No child with a learning disability can be categorised as LOW**. Contact CSE Champion/CSE Council Lead or CSC duty (R&A) for advice and resources if risk escalates. **Ensure information is recorded.**
		Overt sexualised dress		
		Sexualised risk taking, including on the internet		
		Unaccounted for monies or goods		
		Associating with unknown adults		
		Associating with other young people who are at risk of CSE or who are being sexually exploited		
		Reduced contact with family/friends		
		Sexually transmitted infections		
		Experimenting with drugs/alcohol		
		Poor self-image		
		Eating disorder		
		Superficial self-harm		

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RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
Medium Risk As indicated above, the indicators are a guide to assisting the exercise of professional judgement. In relation to the medium level indicators, should professional judgement determine that there is reasonable cause to suspect that the child is suffering or likely to suffer significant harm requiring investigation under S47 of the Children Act, then the procedures detailed under the higher level of risk should be followed.	**Any of the above AND ONE OR MORE INDICATORS IDENTIFIED**	Getting into cars with unknown		Contact CSE Lead or CSC Duty to discuss. If not S47 or case open to CSC, CAF to be completed. Identify and refer to appropriate support services in the community Police discussion regarding investigation needs/MISPER. Employ immediate disruption tactics (police). Consider if the offending is symptomatic, coerced or criminal. Report to Gangs Team/invite to strategy/MAP meetings and include in risk assessment. **Ensure information is recorded**.
		Associating with known CSE adults		
		Being groomed on internet		
		Clipping i.e. offering to have sex for money or other payment and then running before sex takes place		
		Disclosure of physical assault with no substantiating evidence to warrant a S47 enquiry, then refusing to make or withdrawing a complaint		
		Being involved in CSE through being seen in hot spots i.e. known houses or recruiting grounds		
		Older boy/girlfriend		
		Non school attendance or excluded		
		Staying out overnight with no explanation		
		Breakdown of placements due to behaviour		
		Unaccounted money or goods i.e. mobiles, drugs, alcohol, clothing		

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RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
		Multiple sexually transmitted infections		
		Self-harming requiring medical assistance		
		Repeat offending		
		Gang association or membership		

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
High Risk	Any of the	Child under 13 engaging in sexual activity		A referral directly to CSC Duty to carry out a S47 enquiry.
		Pattern of street homelessness and staying with an adult believed to be sexually exploiting them		Joint investigation with the Police and CSC.

RISK LEVEL	NUMBER OF INDICATORS	BEHAVIOURS	✓	REQUIRED ACTION (BRIEF POINTS) CONSIDERATIONS
Where the child/young person is assessed as High Risk a consultation needs to take place with a CP coordinator to consider whether an ICPCC needs to be convened. The same threshold is to be applied to all children when considering harm and the need for a safety plan.	**above and ONE OR MORE OF THESE INDICATORS**	Child under 16 meeting different adults and exchanging or selling sexual activity		Update assessment and use the risk assessment toolkit to guide or update assessments.

Use key disruption tactics (police)

Abduction Order (police).

Alerts/liaison with Health, Education, Police and CSC.
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Cross reference with Teenage Pregnancy and Domestic Violence strategies.

Harm reduction/detox programmes.

Psychiatric assessment/intensive support.

Reinforce criminality of offender; gather information for Police and Social Care.

Ensure information is recorded. |
		Being taken to clubs/hotels for sexual activity with adults		
		Disclosure of sexual assault and then withdrawal of statement		
		Abduction and forced imprisonment		
		Being moved around for sexual activity		
		Disappearing from the 'system' with no contact with support		
		Being bought/sold/ trafficked		
		Under 16 with multiple miscarriages or terminations		
		Indicators of CSE in conjunction with chronic alcohol and drug use		
		Indicators of CSE alongside serious self-harming		
		Receiving rewards of money or goods for recruiting o peers into CSE		

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Thresholds and Appropriate Intervention
Low Risk
Child or Young Person presenting with 1 to 4 indicators
This child or young person requires intervention by any professional, parent or carer who has a good relationship with them to carry out healthy relationships and personal rights work. Depending on the indicators they present with, they will also likely benefit from some basic awareness raising work on CSE, sexual health, risk taking behaviours and consequences. If there is a person/s posing a risk to them, ensure they are disrupted and information about them recorded and passed to the appropriate persons (including police where appropriate).
Procedure

- Ensure that this child or young person is listed on file as 'At risk of CSE'.

- Carry out basic intervention work as noted above, over a 4-6 week period.

- Consider TAF and CAF.

- The child or young person is to be assessed for changes to risk status every 4-6 weeks using the risk matrix until the child or young person is safe or the risk is removed.

- If risk is escalating follow procedures below for Medium or High Risk cases**.**

Medium Risk
Child or young person presenting with more than 5 low indicators or low and some medium indicators
This child or young person requires more intensive assessment and 1-1 support. If they present immediately with Medium Risk indicators the interventions outlined above for Low Risk should be completed, along with more intensive work on CSE, grooming, positive choices, safety and contingency planning. Work is also required on any additional vulnerability factors and with the family, siblings and peers. Involve all professionals linked to the young person via TAF and CAF. Refer to CSC Duty for advice if it is felt that further services are required on a non-urgent basis. Should there be a need for a referral about more serious concerns, refer direct to CSC Duty. If the child or young person is already open to Social Care, assessments are to be updated and if required, a S47 enquiry undertaken.
Procedure

Take whatever steps are required to protect the child or young person, i.e. Emergency Protection Order, Police Protection Order or staying with an appropriate family member
- Refer to CSC Duty for S47 enquiries.

- Police discussion regarding investigation needs/MISPER

- Strategy meetings under Safeguarding Procedures where appropriate.

- Seek guidance/advice and refer to CSE Specialist Voluntary Sector Services,

- Collate and share information on any perpetrators, hotspots and associations involved with the young person.

- Regular network or core group meetings until child/young person is protected or desists from risk taking behaviours.

High Risk

Child or young person presenting with several indicators from all categories and 1 or more high risk indicator.
 Initiate CP Procedures
Procedure
As above and;

- Referral to CSC Duty immediately.

- SW will be allocated to undertake Sec 47 investigation

- Referral to police CAIT/Sapphire for initial strategy discussion and agreement around joint investigation.

- Further strategy meeting to be convened with all relevant professionals

- Initial Child Protection Conference or LAC procedures could be initiated depending on factors surrounding the child or young person.

- Regular review under Child Protection or Children in Need (CSE) until child is protected from abuse and/or there are no ongoing concerns or further risk of CSE.

- Police to liaise with Crown Prosecution Service for evidential thresholds for prosecution.

NOTE:
Ensure that any disclosures are recorded and dated. Professionals who do not have Achieving Best Evidence (ABE) training should not discuss disclosures but call in Social Care and the Police to interview. This is to ensure that any future prosecutions are not hampered or prejudiced by questioning.

When young people have suffered abuse they often want to focus on practical things rather than the abuse. This is long term work, with no quick fixes and the intensive work should be carried out alongside positive activities to build self-esteem. The engagement of the young person is crucial to achieving the best outcome.

The effectiveness of current interventions should be assessed to determine whether they are sufficient to;

- Prevent the young person from going missing

- Protect the young person from being exposed to any further risk

- Prevent the sexual exploitation

- Change risk taking behaviour.

Good Practice Principles for Working with CSE

- Intensive support around the young person, their family and peers.

- Equal focus on the three pronged governmental approach to CSE; Prevention, Protection and Prosecution.

- Awareness raising with any professional, family or community.

- Note and disrupt hot spots, houses, hotels, shopping centres being used and report to licensing bodies where appropriate.

If interventions are failing to change the behaviours or risks to the child or young person, it is not acceptable to carry on trying the same things. More radical interventions should be considered. However;

- If child is under 13 years and there is evidence to indicate that the child is sexually active (penetrative sex or involved in grooming for sexual exploitation) this is NEVER to be assessed as Low Risk. Follow London Sexual Exploitation protocol and CP Procedures and discuss with line management. Also see Sexual Offences Act (2003) which defines any kind of sexual activity in all under 13 year olds as a statutory offence.

- If the child or young person is between 13 and 16 years and is sexually active and assessed as at risk of or involved in sexual exploitation there should always be a consideration that a Section 47 enquiry is required.

- There should ALWAYS be a referral to SEMAP if the assessment identifies risk of continuing harm from CSE.

- If the child or young person is sexually active and assessed as not at risk of, or involved in sexual exploitation of any kind then follow working with Sexually Active Children and Young People Guidelines.

- If the young person is between 16 and 18 years and is sexually active and assessed as at risk of or involved in sexual exploitation, follow the Safeguarding from Sexual Exploitation Procedure.

If the young person is between 16 and 18 years and is sexually active but assessed as not at risk of or involved in sexual exploitation, follow working with Sexually Active Children and Young People Guidelines

- Never prove capacity where it does not exist. Ensure there is assessment of consent – coercion – capacity to consent.

Professionals need to read this guidance in conjunction with;
- London Child Protection Procedures

- Working Together to Safeguard Children (DFE, 2015)

- Safeguarding children and young people from sexual exploitation (DCSF 2009)

- Tackling child sexual exploitation action plan (DFE, 2011) and Tackling child sexual exploitation action plan; progress report (DFE, 2012)

- Statutory Guidance on children who run away and go missing from home or care (DSCF, 2009)

- Safeguarding children who may have been trafficked; practice guidance (DFE & HO, 2011)

- Victims of Human Trafficking – guidance for frontline staff (UKBA & HO, 2013)

- Lewisham Safeguarding Children Board CSE strategy and procedure (revised 2015)

- Pan London CSE Protocol (revised 2015)

Emerging best practice and learning from serious case reviews/studies of current practice

Emerging best practice: See Me, Hear Me Framework

The seven principles underpinning the See Me, Hear Me framework are:

1. **The child's best interests must be the top priority** - The best interests of children and young people and their rights to protection must drive all decision making. The paramountcy principle (Children Act 1989) must be adhered to where applicable and children's rights under UNCRC Article 3 fully honoured.

2. **Participation of children and young people** - Services need to involve children and young people when decisions are being made about their care, protection and on-going support and be kept informed on any issues that affect them throughout. Professionals must be mindful of children and young people's needs and equalities. Their UNCRC Article 12 rights must be honoured.

3. **Enduring relationships and support** - Support must be tailored to meet the needs of the child, according to their age, identity, ethnicity, belief, sexual orientation, disability, language, and stage of development. Children and young people have told us that a consistent person who sticks with them throughout the whole period of their protection and on-going care is crucial to their recovery.

4. **Comprehensive problem-profiling** - It is critical that agencies regularly problem-profile their local area to analyse and understand all the patterns of exploitation to which children and young people are subjected to. A comprehensive problem-profile needs to be compiled with the oversight of the LSCB and should be shared across all key partners to inform the development of a multi-agency strategy and action plans, the commissioning of services and the delivery of training and awareness-raising activity to support local professionals.

5. **Effective information-sharing within and between agencies** - Every area should have a cross sector information-sharing protocol which is predicated on the best interests and safeguarding of children and young people. All relevant agencies and services should be signatories and it should clearly state what information should be shared, by whom and the process for doing this.

6. **Supervision, support and training of staff** - Services should invest in the development and support of staff including providing regular supervision and the opportunities for them to reflect on practice. Those professionals who offer direct support to sexually exploited children and young people might require further intensive training and must have regular opportunities to reflect on their practice with a skilled consultant or supervisor.

7. **Evaluation and review** - Evaluations and regular reviews of the effectiveness of the CSE strategy is necessary to ensure services and interventions are achieving their intended outcomes and meeting the child and young person's needs. Children and young people must be directly involved in this process in compliance with Article 12 of the UNCRC. This will ensure that performance is driven continuously by a cycle that leads to improvement.

The See Me, Hear Me Framework also includes three sets of questions under the headings 'Voice of the Child', 'Voice of the Professional' and 'Protecting the Child'. These have been developed to guide planning and decision making regarding the rights, welfare and protection of children and young people who have been victims of CSE.

Finally, the Framework outlines the functions and processes required for a holistic response to CSE at a local level, framed within a suggested structure for

implementation of the Framework ranging from accountability and strategic coordination to an end-to-end approach to intervention and service delivery at the frontline.

Learning from serious case reviews/studies of current practice

In reviewing this body of literature we have attempted to identify specific issues that may be relevant to tackling CSE in Lewisham over and above those issues that have already shaped the best practice that underpins the strategy and action plan. These issues fall into the following broad categories:

- Sexual activity amongst young people
- Out of area placements
- Early identification of young people at risk of perpetrating
- Identity
- Provision of support as victims of CSE reach adulthood
- Support for victims during the prosecution process
- Role of health services

Sexual activity amongst young people

The perception that sexual activity by young people aged 13 - 16 is by mutual consent needs to be reconsidered in light of peer-to-peer CSE. The identification of sexual activity by a young person may provide a point of intervention to either reduce the risk of CSE or identify that the young person is a victim of CSE.

- Issues of identity and how they might affect young people are poorly understood by staff in all agencies. All staff would benefit from training and development opportunities to better understand how to work with identity formation and positive self-image development;
- Poor self-image is a significant vulnerability factor in young people at risk of child sexual exploitation (CSE).

Provision of support as victims of CSE reach adulthood

Role of health services

The recent "*Shine a light*" report, a survey of Health Professionals prepared on behalf of the National Working Group commented that lack of recognition of CSE was felt to be a common problem nationally rather than something unique to a particular group of staff, *"One Named Nurse for a Hospital Trust felt that A&E is the riskiest place in the hospital but there was a lack of awareness around CSE in that department. An experienced A&E Charge Nurse had said "when it comes to sexual exploitation, we do not know what we are doing". A&E staff feel that they are just too busy to look fully into cases and "opportunities are missed when teenagers want to talk."*

Trafficking indicators

At port of entry

The child:

- Has entered the country illegally
- Has no passport or other means of identification
- Has false documentation
- Possesses money and goods not accounted for
- Is unable to confirm the name and address of the person meeting them on arrival

- Has had their journey or visa arranged by someone other than themselves or their family
- Is accompanied by an adult who insists on remaining with the child at all times
- Is withdrawn and refuses to talk or appears afraid to talk to a person in authority
- Exhibits self-assurance, maturity and self-confidence not expected to be seen in a child of such age
- Does not appear to have money but does have a mobile phone
- Is unable or reluctant to give details of accommodation or other personal details

The sponsor could:

- Be a community member, family member, or any other intermediary
- Have previously made multiple visa applications for other children and/or has acted as the guarantor for other children's visa applications
- Be known to have acted as the guarantor on the visa applications for other visitors who have not returned to their countries of origin on the expiry of those visas

Whilst resident in the UK (in addition to those listed above)

The child:

- Receives unexplained/unidentified phone calls whilst in placement / temporary accommodation
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods
- Is known to beg for money
- Performs excessive housework chores and rarely leaves the residence
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Has not been enrolled in school
- Is excessively afraid of being deported

Children internally trafficked within the UK

Indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Leaving home / care setting in clothing unusual for the individual child (inappropriate for age, borrowing clothing from older people)
- Phone calls or letters from adults outside the usual range of social contacts
- Adults loitering outside the child's usual place of residence
- Significantly older boyfriend

- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having no known base
- Having keys to premises other than those known about
- Low self-image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy/disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

Best practice

Publishing its final report in November 2013, the Office of the Children's Commissioner's (OCC) Inquiry into Child Sexual Exploitation, "If only someone had listened" concluded that:

> Despite increased awareness and a heightened state of alert regarding child sexual exploitation children are still slipping through the net and falling prey to sexual predators. Serious gaps remain in the knowledge, practice and services required to tackle this problem. There are pockets of good practice, but much still needs to be done to prevent thousands more children falling victim.

While the focus of the OCC's inquiry was on CSE in gangs and groups (i.e. CSE perpetrated on children and young people by other young people - a particular type of CSE about which more intelligence is needed locally), a review of the report makes it apparent that the inquiry's findings are equally applicable to CSE more generally.

Based on the evidence gathered (to which all LSCBs - including Lewisham's - contributed), the inquiry identified nine significant failings in the current response to CSE:

- Many agencies are **forgetting the child** or young person, who is often ignored or discounted;
- Services are **failing to engage with children** and young people;
- There is a **lack of leadership** amongst some of the most senior decision makers at local level;
- Some LSCBs have limited or **no strategic planning** in relation to CSE;
- Too many people who should be protecting children are **in denial** about the realities of CSE and therefore do not believe what children may tell them;
- Professionals are **failing to recognise victims** due to pervasive and damaging myths about both victims and perpetrators;
- Too many areas are still **working in isolation** to tackle CSE with a lack of co-ordination between responsible agencies;
- A **delayed response** to CSE continues to hamper the development and improvement of practice to tackle CSE;
- **Results are not being monitored** to ensure effectiveness.

a. See Me, Hear Me Framework

In response to the findings of its inquiry, the OCC has developed the See Me, Hear Me Framework that focusses on:

- Preventing the sexual exploitation of children;
- Identifying, protecting and supporting the victims;
- Disrupting and stopping perpetrators, securing justice for victims and obtaining convictions.

Drawing extensively on the evidence gathered in the course of the inquiry, the Framework has been developed with the assistance of a group of young people who have been victims of CSE to ensure a child-centred approach to protecting children. The Framework sets out the agencies, networks and stage-by-stage coordination necessary for effective practice and joined-up working from the top strategic level down to frontline handling of cases with victims and perpetrators. The Framework is underpinned by seven firm principles of effective practice:

1. The child's best interests must be the top priority;
2. Participation of children and young people;

3. Enduring relationships and support;
4. Comprehensive problem-profiling;
5. Effective information-sharing within and between agencies;
6. Supervision, support and training of staff;
7. Evaluation and review.

APPENDIX E

Joint Protocol 2014

Children who run away or go missing from Home or Care

![Lewisham logo]

METROPOLITAN POLICE

Contents

<u>Appendices</u>

<u>Context</u>

1.1   This is a joint protocol between London Borough of Lewisham Children Social Care, Lewisham Metropolitan Police and other agencies working in Lewisham with families and missing children. The protocol should be read as guidance, which cannot anticipate every situation. Parents, Police, Children's Services, Foster Carers & placements and any other agency should use their professional judgement to take any action that is deemed necessary to protect and safeguard the child/young person based on an assessment of risk for each individual child/young person.

2. Lead Responsibility and monitoring of Missing Children

2.1 The Local Authority, Children Social Care (CSC) lead for monitoring policies and performance relating to children and young people who go missing from home rests with Service Manager Referral & Assessment .The lead for children who go missing from care is the Service Manager for Looked After Children

2.2 The responsible police lead is Detective Chief Inspector for Public Protection.

2.3 The LSCB must be satisfied that arrangements are in place to ensure missing children are safeguarded by the partnership as set out in chapter 2 of Working Together to Safeguard Children 2013).

2.4 Lewisham Childrens Social Care provides data on all incidents of missing or unauthorised absences to the Department for Education as part of the annual SSDA903 data collection.

2.5 Lewisham Childrens Social Care should analyse data on children reported missing from care and unauthorised absences to map problems, patterns and hot spots giving particular attention to repeat 'missing 'and 'absent' episodes.

2.6 Lewisham Childrens Social Care will provide an annual reports to the Lead Member for Children's Social Care and the LSCB.

3. Introduction

3.1 The statutory guidance on Children Who Run Away and Go Missing from Home and Care was published on January on 2014.

3.2 The statutory guidance (2014) states that Local Authorities should have an agreed protocol for children and young people who run away or go missing in their area. The protocols should be agreed and reviewed regularly with all agencies and be scrutinised by the LSCB.

4. Definitions

4.1 *Child /Young person*: The statutory guidance defines a child or young person is someone under the age of 18. Care leavers cover young people aged 16-24.

4.2 *Young runaway*: A child or young person under the age of 18 who has run away from their home or placement, or feels they have been forced or lured to leave, or whose whereabouts is unknown.

4.3 Missing child/Young person: A young runaway reported as missing to the police by his/her family or carers.

4.4 *Missing from Care:* a looked after child who is not at their placement or the place they are expected to be (e.g. school) and their whereabouts is not known.

4.5 Away from placement without authorisation: a looked after child whose whereabouts is known but who is not at their placement or place they are expected to be and the carer has concerns or the incident has been notified to the local authority or the police.

4.6 *Care leaver:* an eligible, relevant or former relevant child as defined by the Children Act 1989.

4.7 *Responsible local authority*: The authority that is responsible for the young person's care and care planning.

4.8 *Host local authority*: The authority in which the young person is placed when placed out of the responsible authority's area.

4.9 **Police Definition**

4.9.1 *Missing*: **anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be subject of crime or at risk of harm to themselves or another; and**
4.9.2 *absent*: **a person not at a place where they are expected or required to be**
4.9.3 The police classification of a person as 'missing' or 'absent' will be based on on-going risk assessment. Note that 'absent' within this definition would <u>not</u> **include those defined as "away from placement without authorisation" above: a child whose whereabouts are known would not be treated as either 'missing' or 'absent' under the police definitions. More information can be found in the ACPO guidance: http://www.acpo.police.uk/documents/crime/2013/201303-cba-int-guid-missing-persons.pdf** *Police are the lead agency for the investigation of missing children.* **The Police should be provided with information to assist their assessment of risk and their investigation. Appropriate application of the risk assessment process by other agencies should allow the Police to be confident that any child/young person reported to them as missing fits the agreed criteria.**

5. Missing from Home

5.1 Police are the lead for children missing from home. Where a professional has concerns that a child / young person may go missing they should use the Pre-incident Risk Assessment, as a basis for establishing the level of concern. There is an expectation that parents/carers will report child/young person missing to Police, failure to do so may prompt further enquiries under child protection procedures.
5.2 Before contacting Police, parents and carers are expected to undertake the following basic measures to try and locate their child/young person if considered safe to do so:-

- Search bedroom / house / outbuildings / vehicles

- Contact known friends and relatives where the child or young person might be

- Visit locations that the child or young person is known to frequent, if it is safe to do so

5.3 When contacting Police parents/carers should provide the following as a minimum:-

- Child/young person 's name & DOB

- Where, when and who they went missing with

- Description of child/young person and clothing

- Recent photograph

- Medical history

- Any concerns of them likely to be victim of abuse?
- Any concerns of at risk of Sexual Exploitation

- Any other previously identified risks or additional vulnerabilities

- Time and location last seen

- Details of efforts to locate the child/young person

- If child is placed in Lewisham (Host Borough) from another LA information and contact details of SW of the responsible borough.

5.4 Anyone who has the child / young person without their parental knowledge or agreement should inform the Police, Children Social Care and the parents of their whereabouts and safety. If this is not complied with, the Police should consider advice or warning under the Child Abduction Act 1984, if it is appropriate.

Professionals who become aware that a child/young person is missing should report it to the Police and complete a **CAF** form incorporating all known risk elements.

6. Role of the Police

6.1 Upon receiving a report of a child being missing from home, the Police will carry out a risk assessment and make enquiries (which are proportionate to the perceived risk) to locate the child as soon as possible. Based on their assessment they will prioritise all incidents of missing children as *medium or high risk***. A risk assessment will be carried out for each individual on every separate occasion they are reported missing to the Police. Where a child is categorised as** 'absent'**, the details will be recorded by the police, who will also agree review times and any on-going actions with child's family.**

6.2 *High Risk* **is a risk that is immediate and there are substantial grounds for believing that the child / young person is in danger through their own vulnerability; or may have been the victim of a serious crime; or the risk posed is immediate and there are substantial grounds for believing that the public is in danger. This category requires the immediate deployment of police resources. More information can be found in the ACPO guidance http://www.acpo.police.uk/documents/crime/2013/201303-cba-int-guid-missing-persons.pdf**

6.3 *Medium Risk* **categorises the child / young person in danger or they are a threat to themselves or others. This category requires a multi-agency response by the police and other agencies in order to trace the missing person and support the person reporting. This will involve a proactive investigation and search in accordance with the circumstances to locate the missing child / young person as soon as possible).**

7. Recording Process by Children Social Care

7.1 Police send notifications of all reports of missing children to Children's Social Care. If the missing child or young person does not have an allocated social worker, a Business Support Officer in Referral and Assessment records the notification as a contact in ICS. The Contact appears in the work tray of the Missing Children Liaison Officer in the Referral & Assessment Service, who creates a Missing Child Record in ICS.

7.2 The Team Manager on duty in the Referral and Assessment Team considers the contact and previous history. The Team Manager decides whether a Children's Social Care assessment is necessary.

7.3 The Team Manger also decides if the child and the family could benefit from input of the Early Intervention Service. The Early Intervention Service can assist professionals involved with the child to coordinate a Team Around the Child/Family (TAC/F) meeting. The TAC/F meeting should try to identify 'push factors' at home which may contribute to the child running away and 'pull factors' which cause children to go missing. The TAC/F should formulate a plan to address these factors. The plan should be shared with the child/young person

if appropriate and arrangements should be made by the agencies involved to ensure the plan is kept on the agency records.

7.4 In all cases of Early Intervention, the lead agency coordinating the TAC/F meeting, must obtain parental consent. TAC/F can collectively formulate a written plan to address underlying issues

7.5 If the TAC/F remains concerned and the plan is not working the lead agency coordinating the TAC/F should contact the Early Intervention Helpdesk on 020 8314 6070 to strengthen or change the TAC/F plan. The Helpdesk can also assist in taking the case to the Early Intervention Service Access Panel to address underlying issues that lead to missing episodes. If the risk of significant harm as a result of going missing remains high, then the case should be brought to the attention of the Referral and Assessment Team for consideration.

8. Role of Lewisham Children Social Care

Missing Children who have an allocated Social Worker:

8.1 The Contact saying the child is missing will appear in the social worker's work tray in ICS.

8.2 If a child or young person goes missing from home and they are the subject of a Child Protection Plan or a Section 47 investigation the social worker should follow the London Child Protection Procedures, Sections 3 – 5.
http://www.londoncp.co.uk/consultation/A_contents.html

8.3. In addition the social worker should:

- Inform the Team Manager immediately where risks are assessed to be high. If the child or YP remains *missing for 48 hours* the Team manager will inform the responsible Service Manager and keep her/him updated.

- Ensure a Missing Persons Meeting is arranged to take place *within 7 working* days of the child going missing if the child remains missing which includes representations from Police Sexual Exploitation and Missing Persons Unit Investigation Team as well as other professionals involved with the child.

- If the missing child (with or without their parent) is subject to a child protection plan the social worker must contact the QA BSO and issue alerts to all authorities across the UK as per the London Notification of Missing Children/Persons Procedure. See appendices 7 and 8 on the link below:

    http://www.londonscb.gov.uk/procedures/supplementary_procedures/

8.4 The social worker should also discuss with the team manager if the case should be referred to the Multi Agency Safeguarding Hub (MASH)

- o *Prevention* – by finding out information about the child's network. The police may be able to warn potential adults who harbour missing children.
- o *Protection* – by finding out information about the child's network and target potential harbourers for early location of the missing child.

Missing Children who do not have an allocated Social Worker:

8.5 The Missing Children Liaison Officer receives information in her in-tray from CIN manager following police notification when a child or young person missing (form F78) and also when child or young person is returned (PAC). The

missing episode is recorded within ICS under the missing section, filling in all relevant information. The Missing Children Liaison Officer must record conversations, relevant information, concerns etc within information & advice task (I&A).

8.6 The Missing Children Liaison Officer may do one or more of the following depending on the police report and history:-

- Request for TAC/F with Early Intervention. Follow it through to ensure TAC/F takes place.
- Request for case to be allocated
- Letter to both young person & family, inviting them in for an interview
- Put support in place for young person/family if need be via community resources.

9. Children who are missing from home for more than 28 days but who do not have an allocated social worker .

9.1 The Missing Children Liaison Officer will inform the Duty Team Manager in Referral and Assessment that the child/young person has been missing from home for 28 days. The Team Manager will allocate the case to a social worker to arrange a Strategy Meeting. The Police from Sexual Exploitation and Missing Person Unit and other relevant agencies such as the school, youth offending service must be invited.

9.2 All agencies who attend/are invited to this meeting are responsible for ensuring that the person responsible for carrying out actions are recorded and timescales are set against each action.

10. 16 and 17 Year olds who go missing from home.

10.1 16 and 17 year olds who run away or go missing are no less vulnerable than younger children and are equally at risk, particularly of sexual exploitation or involvement with gangs. These children may present themselves as homeless. After the Southwark ruling (2009) the government has issued a statutory guidance (2010) placing a responsibility on Local Authorities to provide accommodation under part 3 of the Children Act 1989 and under part 7 of the Housing Act 1996 to provide accommodation for homeless 16 and 17 year olds (see 16 & 17 year old homelessness Procedure).

10.2 If a 16 or 17 year old who has run away present themselves as homeless, Children's Social Care must assess their needs. Where the assessment indicates that the young person is child in need and requires accommodation under section 20 of the Children Act 1989, they will become looked after. The young person's views about becoming looked after should be discussed and the pros and cons discussed. See 16 and 17 Year Old Homelessness Protocol for guidance. The young person's decisions about how and where to live must be taken into account but balanced with their vulnerability and support needs. Bed and breakfast (B&B) accommodation is not considered suitable for any young person under the age of 18 even on an emergency accommodation basis.

11. The Return

11.1 When a child/young person is found by the Police, the police must notify the parent and provide information and advice. Parents or Carers must inform the Police if they find the child/young person or they return of their own accord.

11.2 The police will always endeavour to conduct a Safe and Well Check **as soon as possible after the child/young person has returned. The check is to establish the child / young person's well-being, where and with whom they have been and to give them an opportunity to disclose any offending by or against them. If there**

are concerns about the child/young person 's health or drug use consideration should be given to a medical assessment which should include emergency contraception if required. Further guidance is available in the ACPO guidance on Missing People
http://www.acpo.police.uk/documents/crime/2011/201103CRIIMP02.pdf
11.3 Where a child goes missing frequently, it may not be practicable for the police to see them every time they return. In these cases an agreement should be made between the police and the child's parent or their social worker, with regard to the frequency of such checks bearing in mind the established link between frequent missing episodes and serious harm, which could include gang involvement, forced marriage, bullying or sexual exploitation. The reason for a decision not to conduct a safe and well check should be recorded on both the police and Children Social Care case file.
11.3 If it is felt the child/young person is not able to safely return home, the police should explore temporary alternatives within the extended family or social network with parental consent. If no such temporary alternatives can be identified, the police will refer the case to Childrens Social Care where parents may be asked to consent to accommodation under Sec 20 Children Act 1989.
11.4 If parents do not consent and there is no alternative arrangement and the child/young person is thought to be at risk of significant harm, the police may consider taking the child into Police Protection. A child/young person should *not* be left in Police custody for a protracted period of time.
11.5 The police will notify Childrens Social Care when a missing child or young person has been found. The Missing Children Liaison Officer will update ICS. The "Missing Child Record" should be updated with the details of the child/young person's return if the child/young is returned. In cases of repeated numbers of missing episodes the Missing Children Liaison Officer will set up a TAC/F to support the child and the family.

12. Independent Return Interviews

12.1 The purpose of a return interview is to:

- Identify and deal with any harm the child/young person has suffered, including harm that may have not been disclosed in the Safe and Well interview, to include the child/young person 's health and any need for medical attention.
- Understand and try to address the reasons why the child/young person ran away
- Try to develop strategies with the child / young person to prevent it from happening again

12.2 The police should refer cases to Children's Social Care and to the Multi Agency Sexual Exploitation(MASE) meeting where they are concerned about a child being sexually exploited or at risk of significant harm following the Safe and Well interview.
12.3 Additionally, the Safe and Well Check Officer must notify Childrens Social Care if the young person wants to talk to the Missing Children Liaison Officer.
12.4 The *Return Interview Form* should be completed by the Missing Children Liaison Officer where there is no allocated social worker.
12.5 If the child/young person has an allocated social worker, consideration should be given as to whether the familiar Social Worker is best placed to undertake the Return Interview. This interview should take place within 2 working days of the child/young person located or returned and the Return

Interview Form completed in ICS within one working day of the interview. If the young person does not wish to talk to the allocated Social Worker, the Return Interview should be undertaken by either another Social Worker, Mentor, the Missing Children Liaison Officer or by voluntary sector worker. The Return Interview should be incorporated into a Social Work assessment if one is required. The completed Return Interview Form should be printed from ICS and forwarded to the Police.

12.6 If the return interview identifies the possibility of significant harm this must be discussed with a Team Manager immediately who will decide if enquiries under Sec47 Children Act 1989 are required.

12.7 In addition if a child/young person refuses a Return Interview, parents and carers should be offered the opportunity to provide any relevant information and intelligence of which they may be aware. The risk of significant harm should also be considered in consultation with a Team Manager. The discussion and the decision to be recorded in the ICS case note.

MISSING FROM HOME PROCESS FLOW CHART

Young person is missing. See Section 5
Parents/carers/responsible adult should make enquiries to locate the missing child/young person, contacting relatives and friends, searching the home and local area. If child/young person not found or contact not established contact the Police. See Section 5.3

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Report child/young person missing to Police. See Section 5.3
Parent/carer/responsible adult should telephone police with details of the missing child
Details required:- child's name/ DOB/ where, when and who missing with?/ what child was last wearing/ physical description/ recent photo/ medical history/ time and location last seen/ circumstances of going missing/ details of friends and associates.

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Police conduct a risk assessment and categorise the case as high or medium risk.
- Police search for the child.
- .Police send report to Children's Social Care. **See Section 6**

▼

For child/young person who has an allocated SW where risks are assessed *high* and/or has been missing for over 48 hrs or remains missing:- the Team Manager and Service Manager must be informed . **See Sections 8.1 – 8.4 For child/young person who do not have an allocated SW** see section 8.5 - 8.8

Child/young person is located or returns to home address.
See Section 11.
When a missing child is located by family or friends it is their responsibility to return the child to the home address.
Where a risk is present, a police officer may accompany the family to collect and return the child/young person to the place of residence only if it is safe to do so. Parents must inform the police when a child returns of their own accord.

▼

The police conduct a Safe and Well check, see Section 11. Establishing the child/young person's well-being and safety, whether they were the victim of crime or abuse whilst missing. If police identify immediate safeguarding

concerns they will refer child/young person to Children's Social Care or EDT. On receipt of an updating report from police confirming Safe and Well check update ICS immediately.

▼

CSC to conduct or arrange for an Independent Return Interview. See Section 12. Return Interview with the child/YP should take place within two working days of their return. If a child or young person refuses Return Interview, parents and carers should be offered the opportunity to provide any relevant information and intelligence

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Child/young person offered relevant support by either statutory or voluntary agencies. In some cases enquiries under Sec47 Children Act 1989 may be required should it appear that the child/young person has complex or safeguarding needs. **See Section 12.6**

13. Missing from Care

13.1 Children who are Looked After by the Local Authority are one of the most vulnerable young people in the community. Each incident where a child/young person is missing therefore requires immediate attention from all professionals involved, including foster carers and residential care staff. The professionals must work together to ensure a consistent and coherent action plan is drawn up to secure the return of the child/young person and to address underlying reasons for absences.

14. Planning and Prevention

14.1 Prior to any placement for a child the Social Worker must consider the risk of a Looked After Child (LAC) going missing. Any missing episodes prior to being placed need to be taken into account. The Social Worker must complete a Pre-incident Risk Assessment form. The likelihood of running away and associated risks must be discussed with the carer at the placement agreement meeting. The carer should be given a copy of the completed Pre-incident Risk Assessment form.

14.2 Every carer for a LAC who is at risk of going missing must have a partially completed. Missing from Care – Information Sharing Form. (The first half of the form can be completed well before a missing episode. Having the information already recorded will save time. There are section on the form which can only be filled in after a missing episode).The allocated social worker of the child should make sure that the Missing from Care – Information Sharing Form is completed by the carer within 2 weeks of receipt of the Pre-Incident Risk Assessment Form. The form requires a recent photograph of the child.

14.3 Social Workers must make sure that there is a recent photograph (no older than 12 months) stored in ICS under Home – Demographic. If the Local Authority does not share parental responsibility by way of a Care Order parents permission have to be obtained to use the photograph by the Police to trace a child or in very serious cases for publicity.

15. Away From Placement Without Authorisation (Unauthorised Absence)

15.1 *Away from placement without authorisation*: **refers to looked after children and young people whose whereabouts is known but who is not at their placement or place they are expected to be. While they are not missing, they may still be placing themselves at risk because of where they are. For example, they may**

choose to stay at the house of friends where the carer has concerns about of risks of sexual exploitation. The police will not consider this child as missing or absent.

15.2 Foster Carers and residential workers must do all that a reasonable parent would do to communicate with a child/young person whose absence is unauthorised. This will include telephoning the child/young person, their friends or collecting the child/young person or negotiating some alternative arrangements. If it is thought that specific safety or public order difficulties may be encountered in returning the child/young person then action should be agreed between the Police, Carers, the Social Worker / Emergency Duty Team.

15.3 The person with parental responsibility should be kept informed by the allocated social worker or carer unless there are good reasons connected to the child/young person's welfare not to do so.

15.4 All unauthorised absences must be reported by Carers within one working day of the child/young person being away from placement to the allocated social worker. The carer must also inform the social worker when the child/young person has returned. The social worker should take account of the age of the child , time of day, the length of time away and any other vulnerability factor before recording this as an unauthorised absence.

15.5 Carers must keep written detailed records of unauthorised absences.

15.6 Social worker must record the unauthorised absence on ICS in the "Missing Child Record". The social worker must select the *Unauthorised Absence* status in ICS. When the young person has returned the social worker must update the Missing Child Record and complete the return section of the form.

15.7 If a child or young person has too many unauthorised absences the social worker should try to establish with carer the potential significance of multiple periods of being absent without permission. Children and young people who repeatedly absent themselves are often enticed away by activities that they see as exciting or by predatory influences, short absences may be as risky as lengthy ones. A further risk assessment arising out of frequent unauthorised absences should be completed by the social worker.

15.8 If a child or young person remain absent, and the Carer feels he/she may be at risk of harm then a report should be made to the police.

15.9 Where it is thought that the child or young person is at significant risk at a known or suspected location , the social worker should discuss the case with the Team and Service Manager, inform the Independent Review Officer (IRO) and enlist the help of the police and parents (For Section 20) to bring the child back to the placement.

15.10 If the carer know where the child or young person is they may opt to pick up the young person and bring them home provided it is safe to do so. The Carer may seek the assistance of the police in exceptional circumstances after consulting the social worker or Emergency Duty Team.

16. Reporting a child missing from care

16.1 Prior to reporting a child/young person missing from care it is expected that foster carers / residential workers will make every reasonable effort to locate the child/young person prior to them being reported to the Police.

16.2 Carers are expected to undertake the following basic measures to try to locate the child/young person if considered safe to do so:-

- Search bedroom / house / outbuildings / vehicles
- Contact known friends and relatives where the child/young person might be

- Visit locations that the child or young person is known to frequent, if it is safe to do so
- Checking with the allocated SW/Duty SW or EDT for any recent contact with the child/young person

16.3 When confident that the child/young person whereabouts is not known, reporting a child/young person missing to Police should not be delayed beyond 4 hours. If the child is considered to be at significant risk as a result of age or identified vulnerabilities the Carer should contact the Police immediately.
16.4 Carers must also inform the allocated social worker, duty social worker or Emergency Duty Team and the IRO that the child/young person is missing.
16.5 When contacting the Police initially by telephone Carers should provide the following information as a minimum:-

- Child/young person's name & DOB
- Where, when and who they went missing with
- Description of child/young person
- Confirming they hold a recent photograph of the child/young person
- Medical history
- Any concerns of them likely to be victim of abuse?
- Any concerns of at risk of Sexual Exploitation
- Any other previously identified risks or additional vulnerabilities
- Time and location last seen
- Details of efforts to locate the child/young person

16.6 The Allocated SW will create a "Missing Child Record" on ICS. Parents or those with parental responsibility should be informed by the allocated SW unless there are clear reasons why this should not be done. Reason for not informing the parents must be recorded on the ICS.
16.7 In addition to completing and/or updating the Missing Child Risk Assessment, Carers should also complete the Missing from Care Information Sharing form. The Carer must provide the Police with a copy of the Missing Child Risk Assessment & Information Sharing forms. This should include a recent photograph. Please check section 14.3 for permissions.
16.8 For children/young people missing where the assessed risks are high or those who have been missing for 48 hrs the Service Manager must be informed.
The Service Manager must inform the Director of Children Social Care.
16.9 Foster/Residential Carers should inform other children/young people of the foster home/ Care Home. In this way, distressing rumours may be avoided and additional information might be obtained. Any such information should be passed immediately to the Police. The child/young person school should always be informed and they may have valuable information that could assist in locating the child/young person's whereabouts. Any such information should be passed immediately to the police.
16.10 Children Placed in LBL by another LA
16.10.1 If child or young person is a *looked after child placed in LBL by another LA* **the Missing Children Liaison Officer must also:-**

- Establish which LA has placed the child or young person and log details in involvement, email Placement & Procurement team to log CLA from another LA on LCS.

- Forward all police notifications and information on the child or young person to the named SW in the responsible local authority. Also send request for all relevant missing forms to be completed. Once received up load them on Meridio and put a link in LCS in case notes. Log the missing episode within LCS.

16.10.2 The Missing Children Liaison Officer will continue to monitor the case. If risk increases and concerns grow the Missing Children Liaison Officer should request a strategy meeting be convened by the responsible authority.

17. Role of the Police

17.1 Upon receiving a report of a child being missing from care, the Police will carry out a risk assessment and enquiries (which are proportionate to the perceived risk) aimed at locating the child as soon as possible. Based on the assessment they will prioritise all incidents of missing children as *medium or high risk*. A risk assessment must be carried out for each individual on every separate occasion they are reported missing to the Police.

18. Missing from Care Review Meeting

18.1 If the child/young person remains missing the allocated social worker should alert Independent Reviewing Officers (IRO) who must convene a Missing from Care Review Meeting *within 5 working days* of the initial absence. If a child is known to have been trafficked **the Missing from Care Review Meeting must take place *within one working day* as there is a real risk that the trafficked child may be taken abroad for exploitation.**

18.2 The meeting will be chaired by an Independent Reviewing Officer. The purpose of the meeting is to agree an action plan to find the child/ young person. The meeting should include the child's Social Worker/ Team Manager, carer, parent (if ppropriate), the Police and key relevant agencies.

18.3 The Review Meeting should consider the following:

- Making further attempts to contact the child/young person's known relatives, friends, regular places of visit etc.
- Contacting the Missing Person's Helplines Missing from Care Team. The team provides a specialist service to Children's Social Care when any of their Looked After children go missing, including asylum seeking children. This working arrangement with local authorities forms the basis of an information sharing agreement with Social Care/Services. The Missing from Care Team can be contacted on **020 8392 4527**, 24 hours a day.
- Seeking a Recovery Order and deciding how the order should be exercised e.g. should there be a joint visit with Police and Social Care staff.
- Appropriate legal interventions if there is any suspicion that the child may have been removed from UK jurisdiction.
- Contingency plans should be made for when the child/young person is found.
- Consideration of further legal action, for example, an application for a Secure Accommodation Order.
- The decisions of the Review Meeting and the timescales must be clearly recorded on the child/young person's ICS record.

18.4 Further missing from care reviews should take place at least every five days thereafter or earlier, if deemed necessary.

18.5 The responsible Team/Service Manager in Children Social Care must inform the Director if a child is missing for 48 hours and again if still missing for 5 days.

18.6 The Director of Children's Social Care is responsible for deciding when to inform the Executive Director and the Lead Member for Children and Young People's Services

19. Where a Child/Young Person is Missing for more than 28 Days

19.1 The child/young person's social worker, should arrange a further Missing from Care Review Meeting chaired by the Service Manager and include relevant agencies such as the Police, Council's Press Office, Legal. Consideration should also be given to invite a representative from the National Missing Person's Helpline. The purpose of this meeting is to ensure that all appropriate action is being taken to locate the child and to consider what further action needs to be taken.

19.2 The Service Manager will review the frequency for the subsequent Missing from Care Reviews according to the assessed risk and needs. A record of the meeting should be added by the Service Manager to the child/young person's ICS record. Copies should also be kept by every attending agency on the child's case record.

19.3 The responsible Service Manager should provide a written briefing for the Director of Children Social Care immediately after the meeting, outlining the current situation and the action plan. The Director of Children Social Care will brief the Executive Director and the Lead Member for Children and Young People.

19.4 The Service Manager must be regularly updated and informed of the progress of the action plan and he/she will update the Director as appropriate.

20. If a child/young person is missing for more than 3 months

20.1 If the child/young person continues to be missing after three months, the Director of Children Social Care will chair the meetings to review all the actions taken so far and consider what further action should be taken until the child/young person is recovered.

21. If a child/young person is missing more than 6 months

21.1 Director of Children Social Care /the Executive Director for Children &Young People Services together with other senior managers in partner agencies should formally review all cases where children have been missing for six months or more to satisfy themselves on the actions taken to recover these children//young people.

All Police missing person's files will remain 'live' until the child is located and returned to their home/care.

22. Care Planning

22.1 During the period when the child/young person is missing, Looked After Reviews may be combined with a Missing from Care Review. The Care Plan may need to be amended in the light of the missing episode. Police must be invited, along with Parents or those with parental responsibility if this is appropriate. A judgement will need to be made by the team manager or the service manager as to whether Legal Services should also be invited.

23. Informing the Media

- The Police have responsibility for publicising missing children in the media .
- For a Looked After Child or young person the Police and Children Social Care will make a joint decision. This will require appropriate agreement with the Director of Children Social Care on a case by case basis.
- The Council's Press Office must be informed.

- The allocated SW must inform child/young person's parents prior to a press release being made and consent must be received from them and/or those with parental responsibility if the child is *not* under a Care Order (e.g. S31). Please seek legal advice if you are uncertain about issues of consent .
- *Caution* - It is an offence to publish material which is intended or likely, to identify a child as being involved in court proceedings under the Children Act 1989. However, the court can give leave for this restriction to be waived if the child/young person's welfare requires it.

24. The Return

24.1 When a child/young person is found by the Police they must notify the Carers and allocated Social Worker or Emergency Duty Team.

24.2 Carers must inform the Police and the allocated social worker or Emergency Duty Team and the Independent Reviewing Officer if they find the child/young person or they return of their own accord.

24.3 The child or young person's social worker should inform the parents or those with parental responsibility and other agencies.

24.4 The police will always endeavour to conduct a *Safe and Well Check* as soon as possible after the child or young person has returned. See section 11.2 and 11.3. Further guidance is available in the ACPO guidance on Missing People http://www.acpo.police.uk/documents/crime/2011/201103CRIIMP02.pdf

24.5 If the child/young person identifies significant concerns about their safety in the "Safe and Well" interview Police must contact the allocated social worker or Emergency Duty Team. If it is felt the child/young person is not able to safely return to their placement, alternative arrangements must be made by social worker or Emergency Duty Team. A child or young person should not be left in Police custody for a protracted period of time.

24.6 On completion of the "Safe and Well" interview Police should update the missing person report and pass it to CSC.

24.7 The "Missing Child Record" on ICS must be updated by the allocated social worker with the details of the child or young person 's return.

25. Independent Return Interviews

25.1 An *Independent Return Interview* by Children Social Care must be offered to the child or young person. Wherever possible the child or young person should be given the opportunity to talk before they return to their placement. Otherwise allocated social worker must make arrangement for Return Interview with the child or young person to take place within two working days of them being located or returning.

An *Independent Return Interview* by Children Social Care must be offered to the child or young person. Wherever possible the child or young person should be given the opportunity to talk before they return to their placement. Otherwise allocated social worker must make arrangement for Return Interview with the child or young person to take place within two working days of them being located or returning.

25.2 The interview needs to take place in a neutral place where the child or young person feel safe. This gives them the opportunity to talk to a person who is independent of their placement about the reasons they went missing. Consideration should be given as to whether the familiar social worker, another social worker or Mentor is best placed, to undertake the Return Interview.

25.3 The interview and actions that may follow from it should:

- Identify and deal with any harm the child/young person has suffered, including harm that may have not been disclosed in the Safe and Well interview, to include the child/young person 's health and any need for medical attention.
- Understand and try to address the reasons why the child/young person ran away
- Try to develop strategies to prevent it happening again
- Updating the Missing Child Risk Assessment.

25.4 If the Return interview identifies a risk of significant harm this must be discussed with a Team Manager immediately who will decide if enquiries under Sec47 Children Act 1989 are required.

25.5 If a child or young person refuses Return Interview, parents and carers should be offered the opportunity to provide any relevant information and intelligence of which they may be aware. The risk of significant harm should also be considered in consultation with a Team Manager.

25.6 The Return Interview Form should be completed in ICS. This will enable Missing Children Liaison Officer to collates data on Return Interviews straight from ICS.

26. Repeated Runaway and Missing

26.1 The potential significance of repeated running away should not be overlooked. Often such children are immediately labelled as a 'problem child' and insufficient consideration is given to why they persistently absent themselves. Persistent running away needs to be explored.

26.2 Where a child/young person repeatedly go missing, 3 times within a period of a month for short length of time e.g. for less than 7 days and / or place themselves at serious risk of harm, a multi-agency risk management meeting or Missing from Care Meeting (for looked after child), should be called by the allocated social worker. The meeting should include all relevant agencies including the Police and carer, to manage the risk, and agree a strategy with clear plan of action that are being taken to stop the child or young person from going missing . There should be a regular review of the action plan to ensure its effectiveness in deterring the child or young person from going missing. If a child/young person continues to go missing the effectiveness of previous Action Plan should be reviewed and alternative strategies considered.

26.3 This is particularly important where groups of young people run away from their placement together and are involved in substance misuse and are being sexually exploited, or are committing offences.

26.4 The Strategy and action plan must be recorded in their care plan.

27. *Additional Responsibility of Looked After Children Who May Have Been Trafficked*

27.1 Some of the children that local authorities look after are unaccompanied asylum seeking children or other migrant children, and some of these children or young people may have been trafficked into the UK and may remain under the influence of their traffickers even while they are looked after. Where it is suspected that a child/young person has been trafficked, Children Social Care should refer them to the UK's victim identification framework, the National Referral Mechanism (NRM).

27.2 **How to make a referral to NRM**

- Social Worker will decide if the case meets the indicators of being trafficked. These are set out in the a referral form.

- Social Worker must provide the necessary information about citizenship and immigration issues so that the NRM can decide on the relevant competent authority.

- Social Worker will complete a Merton Age assessment where there is a age dispute before making a referral to NRM unless it is obvious that the subject is a child, in which case a referral should not be delayed.

- Potential child victims do not need to consent to their referral but they should be told that a referral is being made.

- Social Worker can either send completed referral forms by fax to 0870 496 5534 or by e-mail to UKHTC@soca.x.gsi.gov.uk.

27.3 The social worker must also complete a Pre-incident and Missing Risk Assessment and share it with the carer and other relevant agencies if the child or young person is thought to be at risk of going missing. The roles and responsibilities of carer must be fully explained and understood and recorded in the placement plan.

27.4 The Pre-incident and Missing Risk Assessment should include
- relevant details about the child's background before they came to the UK;
- an understanding of the reasons why the child came to the UK; and
- an analysis of the child's vulnerability to remaining under the influence of traffickers.

27.5 The location of the child/young person should not be divulged to any enquirers until their identity and relationship with the child has been established.

27.6 Priority should be given to child/young person's safety thus ensuring that they are in a safe placement before starting the assessment process. Be aware that the child/young person may not disclose full information about their circumstances immediately.

27.7 For more information about indentifying, assessing and protecting trafficked children see The Trafficked Children Toolkit**, developed by the London Safeguarding Children Board**
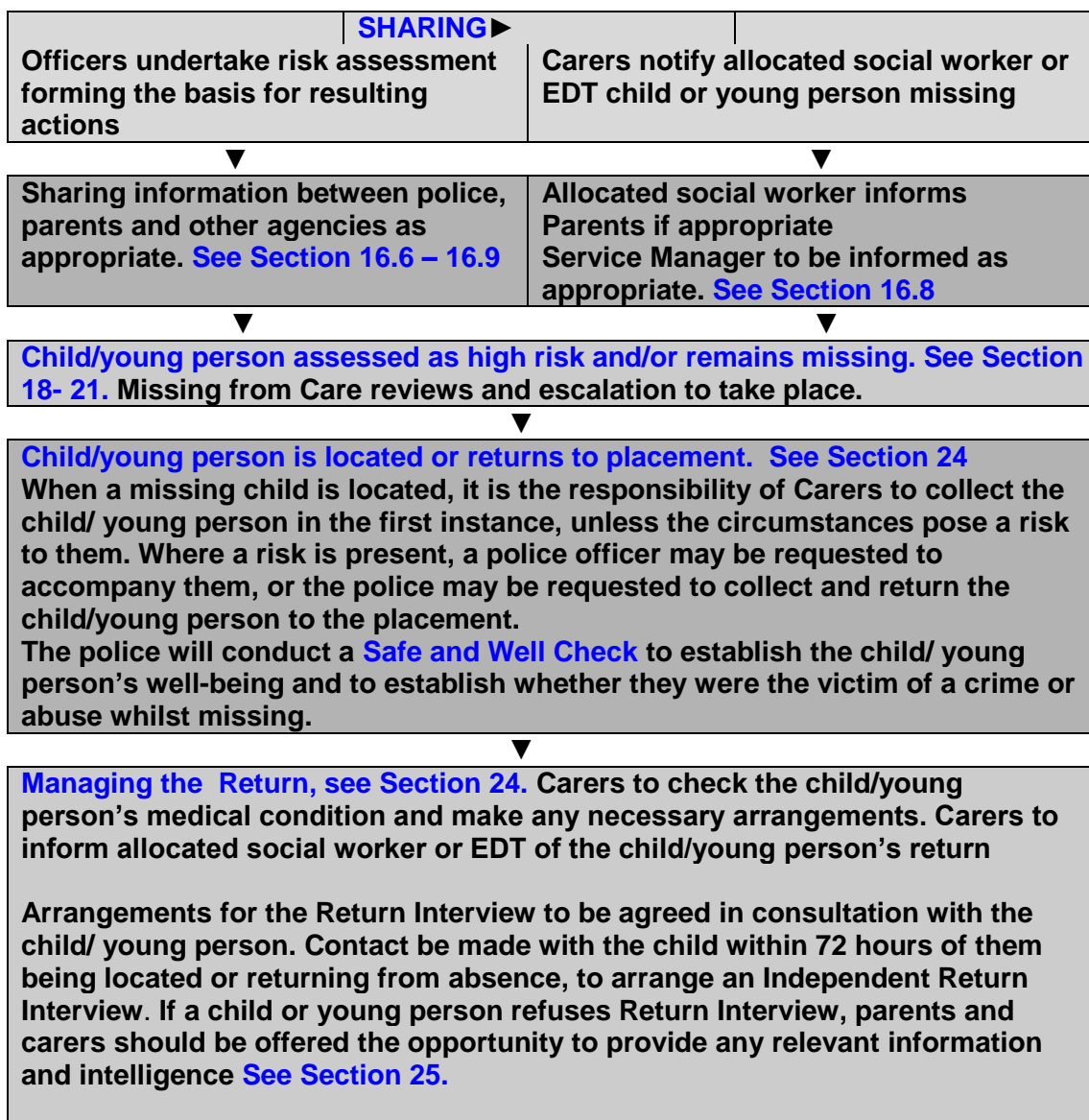
MISSING FROM CARE PROCESS FLOW CHART

Residential staff/ carers should establish whether a child/ young person is missing or the absence is unauthorised. See Section 15. Advice could be sought from the allocated social worker / team manager or EDT. Review of the existing Pre-incident & Missing Child Risk Assessments should inform this decision making process.

Carers should make enquiries to locate the child/young person with relatives or friends, this should include searches of the accommodation and the local area. All efforts to locate the child/young person must be recorded. Carers update the Missing Child Risk Assessment & complete the Missing from Care Information Sharing form, copies given to Police.

▼

POLICE	◄INFORMATION	RISK ASSESSMENTS

SHARING ▶	
Officers undertake risk assessment forming the basis for resulting actions	**Carers notify allocated social worker or EDT child or young person missing**
▼	▼
Sharing information between police, parents and other agencies as appropriate. See Section 16.6 – 16.9	**Allocated social worker informs Parents if appropriate Service Manager to be informed as appropriate. See Section 16.8**

▼   ▼

Child/young person assessed as high risk and/or remains missing. See Section 18- 21. Missing from Care reviews and escalation to take place.

▼

Child/young person is located or returns to placement. See Section 24
When a missing child is located, it is the responsibility of Carers to collect the child/ young person in the first instance, unless the circumstances pose a risk to them. Where a risk is present, a police officer may be requested to accompany them, or the police may be requested to collect and return the child/young person to the placement.
The police will conduct a **Safe and Well Check** to establish the child/ young person's well-being and to establish whether they were the victim of a crime or abuse whilst missing.

▼

Managing the Return, see Section 24. Carers to check the child/young person's medical condition and make any necessary arrangements. Carers to inform allocated social worker or EDT of the child/young person's return

Arrangements for the Return Interview to be agreed in consultation with the child/ young person. Contact be made with the child within 72 hours of them being located or returning from absence, to arrange an Independent Return Interview. If a child or young person refuses Return Interview, parents and carers should be offered the opportunity to provide any relevant information and intelligence **See Section 25.**

28. Missing From Education

28.1 Children missing from education are defined as children of compulsory school age who are not on a school roll or in receipt of elective home education or alternative provision. Permanently excluded children fall in this category. Whilst these children may not be 'missing' from home, they may be at increased risk.

28.2 The Policy and Protocols for Pupils Out of School provides guidance on how to identify children who are not in receipt of a suitable education and what to do to ensure they are re-engaged with an educational provision. The Local Authority has a duty under the Education Act 2002, to exercise their functions to safeguard and promote the welfare of children who are missing from education.

Social Care Pre-incident Risk Assessment

The Social Care Pre-incident Risk Assessment should be recorded on the child's file in all agencies working with the child.

Wherever possible staff should enhance their ability to make a Social Care Pre-incident Risk Assessment by acquainting themselves with the current body of knowledge about children who go missing *(See Appendix 1: Current Research Findings in Relation to Children Going Missing from Care and Home)*.

Factor impacting on the likelihood of a child going missing	Details and Explanation
Child's view on current placement/ stability of their relationships at home	
Level of supervision/support that care staff propose to provide for the child	
The degree of risk to the child if they do go missing – using the Social Care Risk Assessment Record at *Appendix 3*	
The views of parents/carers on their child's needs and the action that needs to be taken if their child is missing	
Consideration of any external influences which may result in a child's removal without consent (*See also Safeguarding Trafficked and Exploited Children, LCPC 2006)*	

Appendix 2

Missing Child Risk Assessment Record

Name of Child Missing   _____

Date _____

Address from which missing

_____

_____

Factor	Details and Explanation
10 years old or under	
11 to 14 years of age	
15 up to 18 years of age	
Has a Child Protection Plan	
Needs essential medication or treatment not readily available to them e.g. asthma inhaler, insulin	
May not have the physical ability to interact safely with others or in an unknown environment, e.g. visually impaired, history of abuse or inappropriate adult/stranger relationships, Downs Syndrome etc.	
Lacks reasonable awareness of the risks associated with running away, incl. learning disabled	
Known to associate with adults or children who present a risk of harm e.g. Sexual Offenders, Offenders against children	
Mental illness or psychological disorder that may increase risk of harm to themselves or others	

Appendix 2 cont

Drugs and/or alcohol dependency	
Suspicion of abduction	
Suspected suicide or self harm	
Involved in violent and/or racial incident or confrontation immediately prior to disappearance	
Concerns about state of mind e.g. unusual behaviour prior to disappearance or disappeared with no prior indication, or seemed troubled etc.	
Inclement weather conditions where exposure would seriously increase risk to health	
Family/relationship problems or recent history of family conflict/abuse	
Employment problems	
Financial problems	
School or college problems	
Ongoing victim of bullying, harassment, or exploitation e.g. racial, sexual etc.	
Previously disappeared and suffered or was exposed to harm whilst missing	

Appendix 2 cont

Victim or potential victim, of forced marriage, fgm or trafficking, incl. for sexual exploitation	

Summary of Risk

(Summarise the risks in a couple of sentences)

Summary of Actions Taken
Include attempts to talk to child on mobile phone and attempts to contact friends & family

Review Date for Actions Decided

Completed by, full name	Signature

This Risk Assessment is an aid to action and for information sharing and recording.

Aid to action: As an action tool the purpose of the Risk Assessment is to inform single and multi-agency agency decision-making and planning to locate a '**missing**' child. The Risk Assessment provides an indication of:

- The urgency of inquiries

- Areas of inquiry e.g. where drugs are available or that certain adults frequent, country of origin or country children are trafficked on to etc

- Type of specialist knowledge that might be needed

- The supervision that may be required

- Agencies who may be first alerted e.g. local Accident & Emergency services

Aid for information sharing and recording: At the time that a child goes '*missing*' the completed Risk Assessment should be shared with all agencies working with the

child and kept on the child's file in each agency. In cases where new information becomes available and/or the child remains absent for a protracted period, the risks should be re-assessed, shared with the agencies and kept on the child's file in each agency.. The most recently completed Risk Assessment should remain on the child's file in all agencies working with the child.

Appendix 3

Looked After Child Information Sharing Form
Police Missing Persons Unit:

Please use this form to update information on children in your care, or for whom you are responsible

Contact Details for the Child			
Address where child currently resides (family home, Residential Unit, Foster Carer):			
Residential Unit/Foster Carer contact tel. nos:		Contact name:	
Child's full name:		Next of Kin relationship, name & address:	
Placing Authority: (if appropriate)		Social Worker & contact number:	

Doctor:	Child's mobile no:	
Dentist:	Child's N.I.Number:	
Occupation /School/ College:	Occupation /School/ College contact no:	

Appendix 3 cont

Description of the Child		
Ethnic Origin & Ethnic Appearance:	Dob: Age:	
Height & build:	Gender:	
Physical/psychological disabilities:	Recent behaviour:	
Medical conditions & medication required e.g. asthma inhaler, insulin:		
Appearance incl. clothing, eye colour, hair, glasses, tattoos, piercings, facial hair:		
Family history (brief details):		

Appendix 3 cont

<table>
<tr><th colspan="4">Information about friends and relatives etc, visited:</th></tr>
<tr><th>Date</th><th>Time</th><th>Name / Phone number & address</th><th>Result of enquiries</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><th colspan="2">Details of going Missing</th></tr>
<tr><td>Time child was last seen:</td><td></td></tr>
<tr><td>With whom:</td><td></td></tr>
</table>

The basis for the Risk Assessment classification:

A recent photograph:
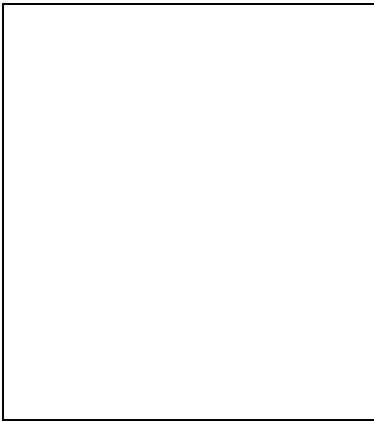
Appendix 4

<div align="center">

Children Missing from Care And Home:
Return Questionaire

</div>

Introduction

Children who go missing may sometimes be running from something which places them at risk and may run into or to, situations which also place them at risk.

Children may be to talk about these issues, however professionals need to find out why the child goes missing in order to safeguard them.

Who Interviews the Child

Professionals must liaise to ensure that children are not interviewed more than is absolutely necessary about the same thing. The Police will interview all children when they return. In addition all children should be offered the opportunity to talk to an independent person whom they trust.

According to the *Young Runaways Report (SEU, 2002)* the professionals most closely involved with the child are often frustrated by the child's behaviour which means that children are likely to receive a negative response when they return. This response can stop the child talking about their experience and exacerbate the situation rather than resolve it for the child.

The independent person could be a social worker other than the child's social worker, if they have one, or a teacher, school nurse, Connexions, Youth or Youth Offending Team Worker, a voluntary sector practitioner or a police officer whom the child knows and trusts. The child should be asked who they wish to speak to.

Areas to be Covered

The fullness of the interview will depend on the circumstances and the degree of risk to the child.

1. Is the child happy where they are living, or are they worried/upset about anything?
2. Where was the child and who were they with?
3. What did the child do whilst they were missing?
4. Did the child feel safe and looked after?

5.	What happened when the child got home?

6.	What does the child want to have happen now – short term/long term?

7.	Parents/carers view of the incident?

8.	The interviewer should provide the child with information about how they can access further or ongoing support services. Record the information here:

Interviewer Name	Designation	Date

NB: The interviewer must ensure that other professionals who are involved with the child/ young person are copied into this information.

Appendix 5

The Police Risk considerations for Mispers

Circumstances to be considered.

Age

This is a significant risk factor. If the missing person is very young or very elderly and therefore unable to deal safely with their environment.

In the case of children there may be a risk of their being exploited for a criminal purpose.

On the child protection register

Has the child been subject to further abuse resulting in injury and is the perpetrator concealing the evidence?

Has the child run away because of continuing abuse.

On the return of the child the local child protection team will have to intervene, subject to a Child protection plan.

Needs essential medicine/treatment

Consider: How urgent is the need? What impact will this have on the subject's ability to survive or make proper decisions? How easily if at all can it be obtained elsewhere? Is the subject in possession of the medication?

Belief that the person may not have the physical ability to interact with others.

Suspected suicide or self harm.

Behaviour is out of character.

Do not just consider whether this is the first time the person has gone missing. Consider the length of time that the person is missing compared with other occasions on which the same person has gone missing. Why is this incident out of character for the person.

Inclement weather conditions.

Family/relationship problems or recent history of family conflict/abuse.

Employment problems.

Financial problems.

School or college problems.

Continuing victim of bullying or harassment.

Previously disappeared and suffered or was exposed to harm while missing.

The person is normally resident in the United Kingdom (UK) and is believed to have travelled abroad.

The person is normally resident abroad and is believed to have gone missing while in the UK.

The validity of the information being provided by the person reporting.

Why is this person being reported missing? Is there a hidden motive? How well does the reporting person know the missing person? How reliable is their information?

The person reporting or the family believes there are other special factors to be considered.

Community concerns/critical incident

Are there community concerns surrounding the disappearance of the subject?

Is the subject's disappearance one that should be treated as a Critical Incident? (Any incident where the effectiveness of the Police response is likely to have a significant impact on the confidence of, the victim, their family, and/or the community)

Appendix 6

<u>Missing Child / Young Person</u>
<u>(Also see CCP procedures & Missing Children Guidance)</u>

1.   <u>Marking file – Child recorded as missing</u>

Information received from any source, including EDT, which suggests a child (any child, not just CLA) has been missing from home or placement for *any period where it was deemed necessary to report the child as missing to the police[13]*, must **be recorded on ICS using the 'Missing link' on the personal tab in child's demographics.**

2.   <u>Staff should fill out the fields in the screen below:</u>
      E.g.
-     **Date child went missing (Started). NO end date until child has been found**
-     **Time gone missing – pick list**
-     **Location missing from – last known location of child**
-     **Missing status -**
-     **Responsible Authority – including Lewisham**
-     **Description (of child and/or circumstances)**
-     **Instructions (what to do immediately and once child is located)**
-     NB: **Risk Factors & Risk Assessment information to be completed**
-     **And then click on** Create

---

13 Definitions - Unauthorised absence: **Absence for short period of time (under 6 hours), often their whereabouts are known or may be quickly established through contact with family or friends or are unknown but the child/young person are not considered to be at risk. Missing: refers to children and young people up to the age of 18 who have run away from their home or care placement, have been forced to leave, or whose whereabouts are unknown.**
See Lewisham Missing Protocols on Tri-Ex

3. <u>Then, go into FORMS tab and do the following 3 forms:</u>
   1. **Pre-Risk Assessment (Appendix 2)**
   2. **Risk Assessment (Appendix 3)**
   3. **Police Information Sharing (Appendix 4) – for ALL children.**

<u>**These forms should be done**</u>:
   - Always **- the first time child went missing**
   - Updated **- whenever the circumstances and/or risks have changed.**

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4. Updating Missing Person Record

It is also possible to update the information previously recorded .Click on the 'The child is recorded as missing **link' in the Personal Tab in Demographics.**

Click the Update Missing Person Record **link on the next screen.**

Update the relevant fields.

5.   <u>Removing the child is recorded as missing alert</u>

Once the child has been located the record must be updated It is essential that accurate records are maintained. Click on the 'The child is recorded as missing **link**' in the Personal Tab in Demographics.**

Click the Child found **link on the next screen and complete the sections.**

The following fields on the next screen must be completed to end the missing child status:
- **Ended**
- **Time Found**
- **Location Found**
- **Outcomes**
- **Risk Assessment Completed box – indicate whether they have been done.**
- **Return Interview Completed box – indicate whether Return Interview Form have been completed, if not, give reasons and indicate when/if (date) it will be done.**
- **Click** Update - **This will end the 'missing' status.**

6.   Complete Return Interview Questionnaire

Find it in the Forms tab, Appendix 5
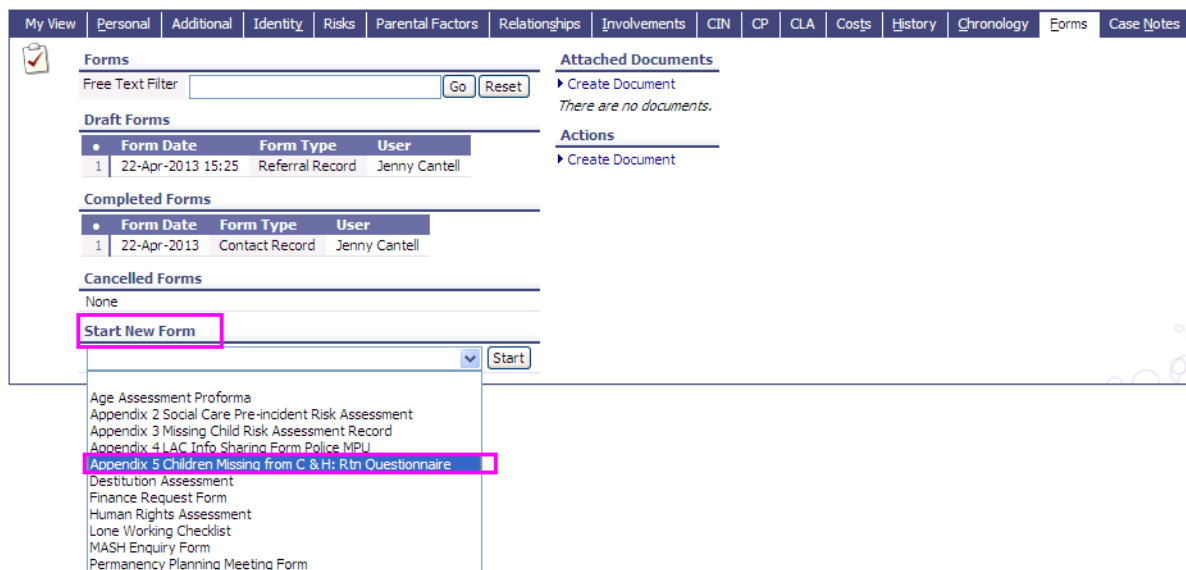
7.   Have you completed all the other Missing Forms??

- **Appendix 2 – Pre-Incident Risk Assessment Form**
- **Appendix 3 – Missing Child Risk Assessment Record**
- **Appendix 4 – Information Sharing Form**

AND**, have you entered the end date on the Missing Record on the Personal Tab?**

8.   Viewing all episodes

You can now view all the missing/unauthorised episodes in one go and can access   that individual episode by clicking on it from here as well.
To access this summary of all missing/unauthorised episodes for a specific child click on the Additional Tab in Demographics.

	Started	Ended	Missing Status
1	05-Oct-2012	08-Oct-2012	Unauthorised Absence
2	29-Sep-2012	30-Sep-2012	Found
3	17-Sep-2012	18-Sep-2012	Unauthorised Absence
4	09-Aug-2012	10-Aug-2012	Unauthorised Absence
5	27-Jul-2012	28-Jul-2012	Found
6	18-May-2012	19-May-2012	Unauthorised Absence
7	15-May-2012	16-May-2012	Unauthorised Absence
8	21-Apr-2012	22-Apr-2012	Unauthorised Absence
9	15-Apr-2012	16-Apr-2012	Unauthorised Absence
10	13-Apr-2012	14-Apr-2012	Unauthorised Absence
11	24-Mar-2012	25-Mar-2012	Unauthorised Absence
12	21-Feb-2012	22-Feb-2012	Unauthorised Absence
13	10-Feb-2012	11-Feb-2012	Found

Appendix 7

Information Fact Leaflet

Missing Children

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Referral and Assessment Service
1st Floor, Laurence House
1 Catford Road
London SE6 4RU
Direct line 020 8314 3852/6294
Fax 0208 314 3447

Runaway Helpline
is here for you day and night
freefone 0808 800 70 70
text 80234
runaway@missingpeople.org.uk
www.missingpeople.org.uk
missing people

ChildLine
0800 1111

NSPCC HELPLINE
0808 800 5000
help@nspcc.org.uk

centrepoint give homeless young people a future

Help for young people -Phone: 0845 466 3400

Confidential Help & Advice is available from:
Sexwise
0800 28 29 30

Sexwise is a free confidential advice line on sex, relationships and contraception for young people aged 18 or under.
Or visit www.nhs.uk/livewell/sexandyoungpeople

REFUGE - Freephone 24-Hour National Domestic Violence Helpline
For women and children against domestic violence **0808 2000 247**

FRANK
Friendly, confidential drugs advice
82111 0800 77 66 00 **or email frank@talktofrank.com**

DRINKLINE – 0800 917 8282

Information and advice to anyone concerned about drinking.

VICTIM SUPPORT
find the strength Supportline: 0845 3030900

There4me is a confidential website for those aged between 12-16 years who are worried about something and need some help. They can help with issues such as abuse, bullying, exams, drugs, self harm and relationship issues for example. Message boards are available where you can talk to an agony aunt or talk confidentially with one of their advisors.

Metropolitan Police is there for you 24/7
Control room 0300 123 1212 or call 101

Only in an emergency call 999

Missing Persons Unit – Catford Police Station
0208 284 5000
Staffed from 07:00hrs – 18:00hrs

Lewisham Police Station
0300 123 1212

Missing Children Liaison Officer
Lewisham Children Social Care
Laurence House
0208 314 9416

_CSCCYPRunaways@lewisham.gov.uk

APPENDIX F

1. Project Outline

The Navigate Project was designed to engage 14-18 year olds in a conversation about some of the risks which that age demographic might encounter online, particularly when using social media. In an initial consultation meeting with a range of community partners, many expressed and identified a knowledge and confidence gap between many of those whose aim is to safeguard and educate young people, and the young people themselves when it comes to the use of the internet and social media. It is imperative that this gap is narrowed as much as possible given the extent to which our lives are influenced by social media and the amount of time people spend on social media on average.

Social media has shortened the distance between people, even on opposite sides of the world, and has ended the near-monopoly on information which traditional media once held. While the benefits of such communication and proliferation of information are immeasurable, there are also risks which must be navigated. Just like in the real world, individuals with malicious or criminal intentions may seek to harness the power of social media, such as in instances of harassment or grooming. While the proliferation of information sources has given way to a wealth of misinformation online, also allowing foreign states and terrorist groups to produce and spread propaganda. Giving young people the critical thinking skills and support to navigate the internet and social media should be a constant and evolving priority.

1.1 The objectives of the project were as follows:

- **Raise awareness among children and young people of the need to navigate the internet and social media safely and critically.**

- **Build a more informed picture of the typical activities of young people online, as well as the dangers they may have been exposed to.**

- **Share findings and learning – with a view to rerunning the project in future, potentially with international partners.**

2. Project Format

The project itself came in the form of two large meetings which welcomed groups from various schools and other establishments around the borough. These took place in November 2015 on two separate dates. Attendees were encouraged to complete a survey exploring their experiences on social media (results of which will be discussed in this report).

Each meeting comprised of three presentation from individuals with a focus on a particular area. These presentations aimed to foster dialogue within the school groups on the chosen topics. The areas covered were:

- **Gangs and Criminal Activity Online – delivered by Gwenton Sloley, Serious Violence Officer**

- **Terrorist Group Propaganda Recruitment Online – Liam Duffy, Prevent Officer**

- **Personal Information Security & "Sexting" – Geeta Subramaniam (Meeting 1); Anna Reilly & Sarah Goodwin Safer London Officer (Meeting 2)**

2.1 Gangs session exercise

Gwenton Sloley encouraged each group of 8-10 students to create their 'own gang' on their table. The gang needed a name, and all of the members needed street names. The groups were then encouraged to discuss the difficulty for an individual to resist joining the group if they were

targeted for recruitment and then to discuss the difficulty of leaving the gang if they wished to after having joined. This section of the session involved the groups roleplaying as their roles within the gang.

a. Terrorist Propaganda exercise

A short talk was given by Liam Duffy on the evolution of the way terrorists communicate to wider audiences, both before social media and to the present day use of social media by a range of organisations. Broadly, terrorist propaganda online serves two purposes:

1) *To instil fear and anxiety in target population by spreading imagery of extreme violence using the internet and social media.*

2) *To garner support and sympathy from prospective recruits by the use of violence, spreading the group's message & ideology, as well as presenting a more 'palatable' side to the organisation (such as providing services to local populous).*

Each group was given an envelope containing examples of English-langauge Islamic State (ISIS/ISIL) propaganda which had been disseminated using social media. All of the material was gathered using open source methods, as the issue has been extensively covered by many major media outlets. The groups were encouraged to dissect the propaganda for key messages and themes which were being used to attract recruits.

The young people picked up on the extent to which the group's activities were glamourised, as well as drawing parallels to Hollywood movies and video games. (More themes of conversation can be found on the diagrams overleaf).

b. Personal Information session

The sessions, first led by Geeta Subramaniam, then led by Sarah Goodwin & Anna Reilly in the second session, both focused on how many young people may feel pressured to send sexually explicit images or texts which might then go beyond the intended audience.

- The groups were encouraged to create their own "memes" (humourous images which are spread rapidly by internet users), which could be used in response to another person requesting explicit photos.

- Groups were then tasked to empty a tube of toothpaste onto their table with the objective of getting all of the paste back into the tube. This was to emphasise the permanence of any information which is transmitted over the internet, once information is online, the trace of it can never fully be removed or deleted.

Digital Leadership: To conclude, groups were asked to discuss how they could become 'digital leaders' in their own school, educating peers on safer use of the internet. To further the impact of the Navigate project, we would aim for the students in attendance to continue the conversation in their own schools, educating and raising awareness among their peers and younger students.

Some of the themes of conversation were captured in the diagrams below.

Event 1: 4ᵗʰ November 2015

Event 2: 20ᵗʰ November 2015

3. **Discussion of Survey Findings**

3.1 Top Lines

- **Content Feeds & Instant Messaging Services**

Young People are using instantly recognisable Social Media platforms such as Instagram and Facebook in combination with messaging apps, in particular Whatsapp and Snapchat. Instagram and Facebook are based around a "news feed" which displays information and updates from other users; whereas Whatsapp and Snapchat are used for one to one (or group using Whatsapp) private messaging. Very few young people are using Twitter, according to survey results.

Personal information on the four most popular apps (Snapchat, Whatsapp, Facebook and Instagram) can be secured with relative ease. Educators must emphasise the necessity of "locking" accounts and being restrictive with sharing even if an account is locked.

- **Anti-Social Media?**

While many people criticise the use of social media as the death of conversation and real-world relationships, giving rise to the term "anti-social media", young people are primarily using social media to keep in touch with friends, to see what friends are posting online or to keep in touch with partners.

- **Credibility**

When seeking to talk to Young People about social media and the internet it is vital that the educator or facilitator has appropriate levels of knowledge. Without up to date knowledge of social media and the way people are using it, facilitators or educators seeking to run sessions with young people lack the credibility needed to engage young people on the issue.

3.2 Summarised findings

- Respondents claimed to use private messaging apps more than Facebook.
- Vast majority of respondents cited real world friendships as the main reason they used social media, this corresponds with the popularity of private messaging apps.
- 45% of respondents had either met up in person with someone they had met on the internet or had considered doing so.
- Receiving unwanted sexually explicit messages was the most common negative experience which respondents had experienced, closely followed by bullying and harassment.
- Large numbers of respondents had seen gang activity on social media
- 17% of respondents claimed to have encountered terrorist material or content online. The real figure may be higher, as people viewing terrorist material can often be unaware that what they are accessing or viewing is terrorist content. While 17% is a low figure in comparison with other experiences online, before the internet & social media it is unlikely as many typical young people would have been exposed to terrorist content (this may vary by area). The proliferation online of terrorist propaganda must therefore be considered as a serious and potentially worsening issue.
- 10% claimed to have had sexually explicit images of themselves shared without permission, while 27% claimed to know someone who this had happened to. It is possible that this figure is higher, as many people would be uncomfortable discussing, even on an anonymous survey.
- 11% claimed to have experienced grooming online, while 27% knew someone who had experienced grooming. While these figures are lower than other experiences listed, the effects of grooming can have devastating consequences for victims.
- 22% had been threatened with harm online.
- According to responses, it is not always clear for young people where to get help or support regarding harmful experiences online. Messages need to be more clearly communicated to young people.
- While 65% said they would wish to talk to peers about negative experiences online, only 18% would want to talk to teachers. Peer to peer education may therefore be an effective strategy for raising awareness of certain issues. However, teachers in schools may also be the best placed to secure real support for individuals.
- 20% would not feel comfortable discussing harmful experiences online with anyone.

4.   Conclusion

Full survey findings can be found below. It is apparent that young people can be exposed to a wide range of negative or harmful experiences when using the internet or social media, therefore attention should be paid to internet safety in general as well as targeting specific areas of concern.

Despite this, young people are relatively relaxed about the risks which can be encountered when operating online. They often see them as no different to dangers or risks which a person might encounter in the real world. While there is truth to this, the degree to which personal information can be jeopardised and the permanence of information posted online is an issue which needs ongoing awareness-raising efforts.

To encourage young people to be more trusting in discussing the issues, particularly if they have experienced harmful behaviour online, it is important for professionals to close the knowledge and confidence gap between young people and adults on the use of social media. One of the

reservations which young people expressed was that adults & professionals often do not have a full understanding of what they may be experiencing.

4.1 Recommendations

- ***Peer to Peer education***: Foster peer to peer education among children and young people. Young people rarely feel that adults have the technical expertise or knowledge to discuss social media with credibility. Digital Leadership groups in schools, delivering workshops or assemblies to younger students and peers may be an effective means to raise awareness of safer internet use.
  - *Most respondents said they would feel most comfortable discussing negative online experiences with friends rather than parents or teachers*.
- Based on these survey findings, awareness needs to be raised among young people need to know where they can find support, help and advice when dealing with harmful experiences online.
  - *A minority of respondents knew where to find support on all of the issues covered except bullying/harassment (57% knew where to seek support).*
- The proliferation of terrorist material must be seen as a serious issue, both for the psychological impact of depictions of extreme violence on children but also the potential for the messaging to be effective. There is a risk that in the coming years, a much higher proportion of young people will be exposed to terrorist propaganda.
- Receiving unwanted sexually explicit messages was the concern which most respondents had experienced. Focus on the importance of consent and appropriateness is key.
- Bullying and Harassment were also a key concern for the respondents, like in the real world, the effects can be devastating, protecting those who might be at risk should be an important area of focus.
- Many young people are using the internet for news and current affairs, due to the plurality of information on the internet, educators must encourage and foster the development of effective critical thinking skills from an early age.

Appendix A - Full Survey Findings

1) **Survey Respondents: 45% Male; 55% Female**
2) **Age Range: 14-18**
3) **In a typical day, which social media app or platform do you use the most?[14]**
   - Snapchat   26%
   - Whatsapp   26%
   - Instagram   13%
   - YouTube   10%
   - Facebook   10%
   - Steam   9%
   - Messenger (Facebook Messenger)   3%
   - Skype   3%
   - TeamSpeak 3   1%

---

[14] Percentages may not add up to 100% due to rounding

4) Which of the following best describes why you use social media? (select all that apply)
- Keep in touch with friends   73%
- Play or download media (viedo games, music, videos, podcasts) 70%
- Send or receive photos and videos 60%
- Uploading photos, videos and other media 58%
- To keep up with other people's updates and posts 52%
- Shopping   40%
- Read other people's comments (on blogs, news stories, etc.) 39%
- Research/knowledge   38%
- For current affairs/the news 27%
- Keep in touch with boyfriend/girlfriend   26%
- Education or learning new skills   24%
- Chat forums   20%
- Finding new friends and meet new people 17%
- Online blogs   9%
- Dating & finding relationships   5%

Other responses:
- "Steam"
- "Watching Videos of people playing games"
- "Browsing"
- "Watching videos"
- "Dank Memes"
- "Online Administration (Memes)"

5) Have you ever met up in person with anyone you have only previously met online?
- Yes 32%
- No   55%
- I have considered meeting up with someone I met online, but have not done it 12%

6) Have you ever experienced any of the following online? (Select all that apply)
- Received unwanted sexually explicit messages   37%
- Bullying/Harassment   35%
- Received unwanted sexually explicit images or video 33%
- Posts or messages related to gang activity on social media 24%
- Threatened with harm   22%
- Terrorist material or content   17%
- Grooming (an older person building a connection with a child or young person for the purposes of sexual abuse or exploitation)   11%
- Sexually explicit images of me shared without permission 10%
- Been pressured into sending sexually explicit messages or images 10%

- Mutually exchanged sexually explicit messages with another person 5%
- None of the above 35%

Other Responses:
- "Threatening, some sort of it"
- "Blackmail"
- "Necrophilia"

7) <u>**To your knowledge, have any of your friends ever experienced any of the following online? (Select all that apply)**</u>
- Bullying/Harassment 58%
- Received unwanted sexually explicit messages 42%
- Received unwanted sexually explicit images or video 36%
- Gangs or gang members posting on social media 34%
- Threatened with harm 34%
- Grooming 27%
- Sexually explicit images shared without permission 27%
- Been pressured into sending sexually explicit messages or images 27%
- Mutually exchanged sexually explicit messages with another person 22%
- Terrorist material or content 11%
- None of the above 25%

8) <u>**If you ever experienced any of the following, would you know where to report it or seek help? (Please select all that apply)**</u>
- Bullying/Harassment 57%
- Gangs or gang members posting or messaging on social media 40%
- Receiving unwanted sexually explicit messages, images or video 40%
- Being pressured into sending sexually explicit messages or images 33%
- Grooming 29%
- Sexually explicit images of me being shared without permission 29%
- Terrorist material or content 29%
- Being threatened with harm 27%
- None of the above 30%

9) <u>**If you were ever made to feel uncomfortable or at risk by your experiences online would you feel comfortable discussing with:**</u>
- Friends 65%
- Parents 43%
- Brother/Sister 39%
- Teachers 18%
- Other relative 30%
- I wouldn't want to discuss with anyone 20%

Other responses:
- "Best friend"
- "Police if necessary"

- "The Police"
- "Mentors"
- "Mentor"

10) <u>Do you have any further comments on online safety for young people or advice/guidance young people should be given on dangers; or do you feel that there are any risks which are not addressed?</u>

- "Because of the latest terrorism, young children should be warned of what to do if we see any terrorism online"
- "The internet isn't as scary as you think, just don't meet up with adults, teenagers are fine if you have built a friendship with them."
- "Block!"
- "To (sic) much information on facebook"
- "It's generally your fault"
- "Mute everyone when play online games. Report things that is inappropriate."
- "Be careful, you cannot trust anyone even if you think you can"
- "Be careful mate! Tough world out 'ere"
- "False Advertisement"
- "Tell Someone"

Lewisham LSCB Child Sexual Exploitation & Missing Subgroup
Missing, Exploitation and Trafficking (MET) Board
Terms of Reference

Definitions

Missing:

For the purpose of this terms of reference, a child (i.e. a young person under the age of 18 years) is to be considered '*missing*' if their whereabouts are unknown, whatever the circumstances of their disappearance. They will be considered missing until they are located and their well-being or otherwise is established (*LSCB Guidance Safeguarding Children's Missing from Home or Care*).

This group will consider those missing from:

- Education
- Home
- Care

Child Sexual Exploitation:

The government aims to provide clarity so all professionals are using the same definition of child sexual exploitation in their work to prevent abuse and investigate offending.

The definition adopted is:

'Child sexual exploitation is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and may occur online.' (*Working Together to Safeguard Children*).

Aims of Subgroup/Key objectives:

The Lewisham Local Safeguarding MET Board is a strategic subgroup that aims:

- To develop across the partnership a coherent approach to identifying, reporting, tackling and the joint analysis of CSE and its data/information to further inform the partnership approach.
- To develop the performance information and data to support and underpin the ongoing development and delivery of the CSE Strategy and aligned action plans.
- For all Members to be accountable for their agencies delivery and response to CSE and Missing, assisting with unblocking barriers and championing this issue.
- The sub-group to be responsible for implementing the CSE and Missing Strategy and associated action plans and any improvement plans aligned to this agenda.
- The CSE sub-group to continue to respond to and learn from local and national issues and initiatives.
- The sub-group to be pro-active in listening to and involving children, parents and carers.

Membership:

Criteria for membership:

Having strategic responsibility within their organisation or agency for CSE and/or missing children and able to commit resources to address identified areas in line with the needs of the strategy.

Responsibility of members:

- To attend each Missing and CSE sub group meeting or provide a suitable agreed substitute when unable to attend.
- Commit to their agency addressing the key objectives of this group as above and delivery of the CSE Strategy and associated action plan.
- Complete actions as required within agreed timeframes.
- Contribute to developing a local problem profile.
- To disseminate learning within each agency.
- To provide data sets as specified and assist with associated analysis and planning and service response.

Membership:

Director Children's Social Care, Lewisham Council (Joint Chair)
Head of Crime Reduction and Supporting People, Lewisham Council (Joint Chair)
Head of Joint Commissioning, Lewisham Council
Quality Assurance Service Manager,
Detective Chief Inspector, Metropolitan Police (Chair of MET Tactical Group/Operational group)
Safer London Foundation,
Strategic Service Manager Crime, Enforcement & Regulation Lewisham Council
Designated Nurse Safeguarding and LAC, Lewisham CCG
Headteacher; Principal, Knights Academy
Service Manager, Youth Offending Service
Fair Access Panel Primary and Secondary
Head of Nursing Women's and Sexual Health
CAMHS
London Probation Trust
Detective Chief Inspector, Lewisham Child Abuse Investigation Team (CAIT),

Advisors to the Board:
Missing Children Liaison Officer
CSE Senior Social Worker
LSCB Business Manager

Minutes

LSCB Administrator

<u>Structure:</u>

- The CSE and Missing Subgroup will report to the Executive sub-group and to the LSCB Quarterly
- The CSE and Missing Subgroup will contribute to the LSCB Annual Report.
- The MET Board will report data and activity interchangeably between the Tactical and Operational groups
- Board meetings will occur bi-monthly.
- Board meetings will last approximately 2 hours.

- Papers, previous minutes and Agenda will be circulated at least 1 week prior to the Board.

Frequency of meetings:

The MET Board will take place quarterly, with a minimum of four meetings per year. More meetings can be requested by the chair as and when is needed.

Review:
These Terms of Reference will be reviewed by the sub group and Board in June 2017.

MET Tactical Group Terms of reference

1. Purpose

The purpose of the Lewisham MET Tactical Monthly Group is to:

a) Share information and intelligence between partner agencies about young people at risk of sexual exploitation, at risk of being victims of trafficking or modern slavery and those that are missing.

b) To bring scrutiny to the work and activity of the Operational MET Group weekly meetings when seeking to safeguard and protect children and young people through weekly monitoring (e.g., levels of risk, frequency of missing episodes, locality information of missing episodes and CSE activities, intelligence of gang or drug activities amongst adults and peers)

d) To identify local responses to disrupt places/groups exploiting children and young people

e) To work collectively to map 'hotspots' and analyse trend information borough wide

f) To identify gaps in borough wide service provision and address these collectively

g) To quality assure responses to MET issues by:

    i. Monitoring data to establish patterns of activity and risk

    ii. Undertaking practice audits and addressing any resulting need for change in procedures and practice.

    iii. Ensuring lessons learnt are disseminated and acted upon

2. Membership

a) Members from all organisations should be at manager and senior manager level and have sufficient knowledge to be able to provide an update on information held by their organisation on the strategies and responses discussed affecting CSE and those trafficked or missing from their care placement or home.

b) Members should be willing to take on both tactical and strategic actions tasked by the chair of the meeting and ensure that these actions are completed in a timely manner.

c) The group will include representatives from:
    Met Police
    Children's Social Care – Quality Assurance, CSE, LSCB
    Youth Offending Service
    Education – Safeguarding and Education Welfare
    NHS Trust – Safeguarding Lead
    Sexual Health Lead
    Serious Youth Violence Lead (London Borough of Lewisham)
    Safer London
    Refuge

d) Representatives from other agencies may be asked to join the group as needed if additional needs are identified or specialist advice is required.

e) Membership will be reviewed annually by the MET Strategic Group

3. Reporting and Accountability

a) The meeting will be co-chaired by representatives from Police (Borough) and Children's Social Care Services (Quality Assurance).

b) Themes and trends identified will be reported to the MET Strategic Board which meets on a quarterly basis.

c) Service gaps will be highlighted with the expectation that a strategic response will be provided by senior managers and service leads

4. Frequency of Meetings, Attendance and Review

a) The group will meet once monthly

b) Administration and minutes for the group will be shared by all agencies and the duty of providing accurate action points from the meeting will be shared amongst attendees.

c) Terms of Reference to be reviewed annually by the MET Strategic Group.

5. Responsibilities

a) To provide clarity on how safeguarding is addressed within the specific priority areas of child sexual exploitation (CSE), the trafficking of children and young people and agency responses to managing missing young people.

b) To ensure there is a local tactical response to guide and co-ordinate the work of the Operational Group to reduce the exploitation of children including those at risk of trafficking and those who go missing from home or care.

c) To consider multiple intelligence sources to develop tactical responses; e.g., mapping intelligence, oversight of case and assessment work, audit work and analyses and provide a high level statistical analyses to the MET Strategic Board.

d) To ensure that all local practice, guidance and procedure are managed in line with statutory requirements.

e) To develop and implement processes for the sharing of multi-agency intelligence information so that children at risk can be identified and action taken to manage risks that they experience and to work to minimise these.

f) To review the terms of reference of the Operational Group and to ensure that criteria for referral to weekly meetings is robust and appropriate.

g) To respond to service provision deficiencies identified through suggesting commissioned responses to the Strategic MET Board.

h) To provide the Strategic MET Board with higher level dashboard analyses resulting from the work of the Operational MET Group.

MET Operational Group Terms of reference

The multi-agency MET Operational Group meets weekly to look at all children identified as being missing, trafficked or victims/at risk of CSE. A better understanding of the indicators of trafficking and/or CSE by frontline practitioners has resulted in a steady increase in the number of children being identified and monitored by the group. Children are categorised as being at one of three levels of risk:
- High - the child will be open to children's social care;
- Medium - the child will have a lead professional;
- Low - the child will be known to and checked on by professionals.

When the group meets, it reviews the information they have about each child to ensure that the response is appropriate to the level of risk (it is often the case that children will move up and down between levels of risk) and will also share intelligence on hotspots of activity, parties, activity of perpetrators/subjects etc.
Updated weekly, the MET Operational Group maintains a list of all children and young people who have been identified as missing, trafficked or at risk of CSE that includes:
- The number of high, medium and low risk flags;
- Gender split;
- Age profile;
- Ethnicity;
- Accommodation (whether the child/young person is with family or in foster/residential care);
- Missing person hotspots;
- Information on victims, perpetrators, locations and intelligence gaps.

1. Purpose

The purpose of the Lewisham MET Operational group is to:
a) Share information between partner agencies about young people at risk of Sexual Exploitation, at risk of being victims of trafficking or modern slavery and those that are missing, including Peer on Peer abuse, Serious Youth violence and Harmful Sexual Behaviour.
b) To ensure appropriate safeguarding has been put in place to protect the young person.
c) To identify a lead agency / individual to ensure that the risk identified is appropriately managed.

2. Membership

f) Members from all organisations should be at practitioner level and have sufficient knowledge to be able to provide an update on information held by their organisation on the children discussed.

g) Members should be willing to take on actions tasked by the chair of the meeting and ensure that these actions are completed in a timely manner.

h) The group will include representatives from:
Met Police
MASH Children's Social Care
Youth Offending Service
Youth Service
Education
Health
Sexual Health
Serious Youth Violence
Safer London
Refuge
Specialist Practitioners CSE, Missing; Serious Youth Violence

i) Representatives from other agencies may be asked to join the group as needed if additional needs are identified or specialist advice is required.

j) Membership will be reviewed annually by the MET Board.

3. Reporting and Accountability

d) The meeting will be co-chaired by management representatives from Police and Children's Social Care.

e) Themes and trends identified will be reported to the MET Tactical group which meets on a monthly basis.

4. Frequency of Meetings, Attendance and Review

d) The group will meet every week.
e) Administration and minutes for the group will be provided by Police with the duty of providing accurate action points from the meeting will be shared amongst attendees.
f) Terms of Reference to be reviewed annually by the MET Board.

5. Responsibilities

i) To provide clarity on how safeguarding is addressed within the specific priority areas of child sexual exploitation (CSE), the trafficking of children and young people and agency responses to managing missing young people.

j) To ensure there is a local practice and procedure to provide an operational response to co-ordinate the work to reduce the exploitation of children including those at risk of trafficking and going missing.

k) To have a clear understanding of the prevalence of MET children.

l) To ensure that all local practice and procedure are managed in line with statutory requirements.

m) To develop and implement processes for the sharing of multi-agency intelligence information so that children at risk can be identified and action taken to manage risk.

6. Referral Criteria
a) All children under the age of 18, living in Lewisham/Looked After by, who are reported missing to the police during the last 7 days will be discussed at the meeting.

b) Any child, under the age of 18, who has been identified as being at risk of CSE during the past 7 days

c) Any child, under the age of 18, who has been trafficked or has been identified as being at risk of trafficking or modern Slavery.

d) Any child where there is exploitation linked to peer on peer abuse or serious youth violence

e) Harmful Sexual Behaviour

Business Plan 2016-2018

Welcome to the Lewisham LSCB Business Plan.
This plan has been developed through consultation with partners and stakeholders, and our local children and young people. The plan describes our priorities over the next two years and will be subject to regular review to ensure it remains relevant to the needs of our community.
There are five key priorities and these will all be underpinned by a focus on embedding learning and improvement and developing our understanding of the child's journey through services in Lewisham.
Lewisham Safeguarding Children Board (LSCB) is responsible for;

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- **Coordinating what is done by each person or body represented on the board for the purposes of safeguarding and promoting the welfare of children in the area of the authority by which it is established.**
- **Ensuring the effectiveness of what is done by each such person or body for that purpose**
- **Promoting greater understanding of the need to safeguard children and promote their welfare.**

LSCB Priorities for 2016 – 2018

1.	**Neglect**	**Improve the effectiveness of agencies and the community in identifying and addressing neglect**
2.	**Governance and Performance**	**Increasing the effectiveness of the LSCB as a truly effective agent in securing positive outcomes for children, in protecting them from abuse and exploitation**
3.	**Communication**	**The LSCB raises the profile of safeguarding across the Borough, amongst practitioners, stakeholders and the community with a particular focus on the most vulnerable or at risk.**
4.	**Consultation and Engagement**	**Ensuring that the voices of children and young people influence learning, best practice and the work of the LSCB**
5.	**Child Sexual Exploitation**	**Increasing the effectiveness of agencies and the community in identifying and addressing Child Sexual Exploitation**

1. NEGLECT
Improve the effectiveness of agencies and the community in identifying and addressing neglect

No	Aims / Objectives	Action	Outcome	Target date	Lead	RAG
1.1	Identification and support of children suffering abuse from **neglect**. Ensuring the workforce is equipped to identify neglect early and working together to ensure children are receiving the right support at the right time.	LSCB Training offer includes a focus on core skills needed to engage in direct work with children and families, good assessment skills, recognition and management of neglect.	Training audit and evidence from evaluation process demonstrate that practice is being positively influenced by LSCB training and that all core agencies take up	Annual training feedback to LSCB – March 2017	PPT task group	3 stage training evaluations ongoing – PPT annual training report to March 2017 LSCB

		Workforce should be encouraged to use the LSCB Neglect resource document.	training.			
1.2	The LSCB needs to be assured that interventions are effective in improving the outcomes for children experiencing neglect.	LSCB Performance framework to capture data relating to neglect across child protection, child in need and early help interventions	The LSCB is able to monitor and challenge practice through robust performance data	December 2016	LSCB Business Manager & Independent chair	MB and NP to meet in relation to performance framework
		A multi-agency neglect strategy is developed & implemented, which establishes the most appropriate working model for Lewisham, ensuring all procedures are standardised	Procedures for neglect across Lewisham is standardised and services are aware of the processes to follow	March 2017	PPT Task Group	Neglect strategy to be drafted
		Thematic audit of neglect, including lessons learnt from local serious case review in respect of neglect concerns (audit to consider 'voice of the child' and safeguarding supervision arrangements)	The LSCB is assured that the partnership is working appropriately to safeguard children from neglect	March 2017	MESI task group	Neglect audit to be initiated as part of MESI audit plan 17/18

2. PERFORMANCE AND GOVERNANCE
Increasing the effectiveness of the LSCB as a truly effective agent in securing positive outcomes for children, in protecting them from abuse and exploitation

No	Aims/Objective	Action	Outcome	Target date	Lead	RAG
2.1	The LSCB needs to ensure it has a comprehensive system of scrutiny, assessment and analysis in place that enables identification of risk to children across all services	LSCB Performance Framework to be updated to ensure qualitative and quantitative data is captured across all key services. Template to be created, to include appropriate analysis of data provided and comparative data	A comprehensive multi-agency performance framework informs the work of the LSCB and enables the LSCB to challenge and hold agencies to account	December 2016	MESI task group & Independent Chair	Performance framework to be updated
2.2	To ensure that partner agencies are **working together effectively** to promote safety and better outcomes for children, which is evidenced by good quality multi-disciplinary casework.	The LSCB multi-agency auditing process should continually be developed by drawing up a robust annual auditing plan with key, relevant themes which may arise from SCR, Multi-agency reviews, Internal Management Reviews, Performance Indicators and inspections	The LSCB is assured that the audit plan is solution-focussed and an opportunity for further improvement of outcomes for children across the partnership.\n\nThe LSCB will be confident that effective inter-agency working is taking place to	Annual Audit Plan to be signed off by March	MESI task group	Audit plan for 2016/17 in place

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				ensure children are safe from harm.			
2.3	All forums and boards are clear on their remit and accountability. Communicating and reporting processes should be clear and the LSCB should be able to evidence scrutiny and challenge across the partnership forums.	LSCB governance and reporting arrangements to be reviewed.	All forums and boards are clear on their remit and accountability and good safeguarding arrangements and practice is evident across these bodies	January 2017	LSCB Business Unit	LSCB governance doc to be updated. TOR for all task groups to be updated. Protocol between boards to be updated and implemented.

2.4	The LSCB needs to hold agencies to account for their safeguarding arrangements and evaluate how well they work individually and together to ensure the safety and welfare of children.	All statutory agencies should comply with and complete section 11 audits, as specified in the *Working Together 2015* document. Any gaps / areas for improvement in agencies safeguarding arrangements should be identified, challenged and addressed.	The LSCB is confident that there are effective safeguarding systems and processes in place in all agencies and schools across Lewisham (safeguarding leadership, policies, procedures, staff development and safe recruitment) to ensure children's safety. The target for statutory agencies completing section 11 audits is 100%.	New section 11 process to be implemented by April 2017	MESI task group	Independent chair to present section 11 proposal to LSCB in December 2016
		All Lewisham schools (including private and special schools) to complete s11 audit.		December 2016 (biannually)	Safeguarding lead for schools	Final overview report to be presented to LSCB in December 2016
2.5	The LSCB will be satisfied that the workforce across all agencies is trained to the required safeguarding standard and evaluation outcomes indicates a	Annual LSCB training programme to be in place. All LSCB training to be evaluated through	Professionals across the CYP partnership are equipped with the knowledge and skills to respond	Annual training programme signed off by LSCB – March 2017	PPT Task group	Annual training programme 2017/18 drafted. New evaluation process being

	positive impact on practice.	the 3 tier process. Annual training report to be presented to the LSCB for scrutiny and challenge where needed.	appropriately to safeguarding issues and therefore assure children are safe. The LSCB can demonstrate that training has a direct impact on practice which results in better outcomes for children.	March 2017		considered by PPT. To include in annual report to LSCB

3. COMMUNICATION
The LSCB raises the profile of safeguarding across the Borough, amongst practitioners, stakeholders and the community with a particular focus on the most vulnerable or at risk children.

No	Objective	Action	Outcome	Target date	Lead	RAG
3.1	Practitioners, parents, carers and children and young people need to understand what is required to keep children safe. Key messages identified through the work of the LSCB should be communicated in an appropriate, user friendly manner.	Develop the LSCB Website to improve communication and raise the profile of the LSCB amongst professionals, parents and CYP	There is a clear understanding across the workforce, as well as parents and children, around key safeguarding issues and useful information is readily available to them to ensure the safety of children.	September 2016	LSCB Business Unit	A new LSCB Website is in place and will be kept updated on an ongoing basis by the LSCB Business unit.
		Develop a strategy for communicating with children and parents through a variety of mediums		March 2017	C&P Task group	Draft LSCB Communication strategy in place
		Provide professionals with regular newsletters / briefings on the latest safeguarding updates and		Quarterly newsletters / monthly briefings	LSCB Development Officer	Monthly briefings and quarterly newsletters are disseminated across the partnership and

		opportunities for workforce development events.				available on the LSCB website

4. CONSULTATION AND ENGAGEMENT
Ensuring that the voices of the children and young people influence learning, best practice and the work of the LSCB

No	Objective	Action	Outcome	Target date	Lead	RAG
4.1	The LSCB needs to ensure that its work and decision making is influenced by the voices of children and young people	Establish a consultation process with a diverse range of children through existing forums and / or events	The LSCB actively captures the voices of children and young people via established forums and apply these messages to its daily work and activities.	April 2017 (existing forums) Other events throughout 2017	C&P task group	Some measures already in place for communicating with CYP, such as CiCC, Young Mayor etc. to form part of comms strategy
	Key themes and safeguarding matters arising as a result of the work of the LSCB should be communicated to CYP in an age appropriate manner	Develop age appropriate materials for CYP regarding key themes and include information on how/where to seek help and support.	CYP is in receipt of age appropriate information regarding key themes and safeguarding matters to ensure they are kept informed on how to keep themselves safe or where to seek support	Ongoing	C&P task group	

5. CHILD SEXUAL EXPLOITATION
Improve the effectiveness of agencies and the community in identifying and addressing Child Sexual Exploitation

No	Objective	Action	Outcome	Date	Lead	RAG
5.1	To gain a greater understanding of MET children through a comprehensive dataset to ensure all strategic partners can be informed and the borough response monitored	MET dataset to be established, to include qualitative and quantitative data	The LSCB has a good understanding of MET children in the borough and are able to monitor, scrutinise and challenge the responses to and outcomes for these children.	Quarterly	LSCB MET task group	MET dataset agreed. Data to be presented to LSCB met group for consideration.
5.2	The LSCB needs to ensure a qualitative review of its work to address the needs of young people who are MET to inform service delivery and commissioning.	Commissioning of MisUnderstood for comprehensive Peer-on-peer review.	The LSCB will have a clear understanding of the needs of children who are MET to ensure appropriate services are in place	January 2017	Dr Cathleen Firmin	This review has started.
		LSCB multi-agency audit of casework response to CSE	The LSCB is assured that the partnership is appropriately addressing cases of CSE to ensure these children are safeguarded.	December 2016	LSCB MET group & MESI task group	Audit in progress

		Scoping exercise to gauge the extend of CSE arrangements in place across the partnership.	The LSCB will be informed regarding the CSE arrangement in place across the partnership	October 2016	LSCB Business Manager	Scoping exercise done
		Scope and promote existing services available to address MET within VCS.	A list of existing MET services is readily available for practitioners to refer to to ensure CYP receives the appropriate support	January 2017	LSCB MET group	Process started, info to be added on website and appendix to strategy
5.3	The LSCB needs to be assured that the local MET strategy is effective and that the action plan is progressing in line with timescales	The progress of the MET action plan to be scrutinised on a regular basis by the LSCB MET sub group and annually by the LSCB.	There is an increase in the number of referrals in relation to MET. There is a reduction in risk levels of children identified as at risk of becoming MET. The workforce is confident and competent when dealing with MET children. Increase in successful investigations and	At quarterly MET meetings. March 2017 by LSCB	LSCB MET group	Ongoing

		prosecutions. Board members are cited on the issues and address these within their own agencies.			
5.4	Robust whistle-blowing and escalation policies should be in place across all agencies	Agencies to demonstrate they have appropriate escalation policies in place via their section 11 audits.	Professionals are escalating matters appropriately and therefore ensuring matters are dealt with in a timely manner	As per section 11 rota	All partner agencies	New section 11 process to be put in place – to add specific question regarding escalation policies
		LSCB escalation policy to be put in place		December 2016	PPT task group	In draft – to be singed off by LSCB in December 2016
5.5	A robust, well understood and embedded risk assessment tool for identifying and assessing MET/CSE risks/peer-on-peer abuse/serious youth violence concerns across the multi-agency workforce needs to be in place	Risk assessment tool to be updated to include all aspects of MET/peer-on-peer abuse/serious youth violence	The risk assessment tool is used appropriately by professionals and enabling them to put support or safeguarding measures in place for children	March 2017	LSCB MET group	Draft tool in place – needs updating. Small working group to be set up
		Audit of cases utilising MET risk assessment tool		September 2017	MESI task group	As part of MESI audit plan 2017/18
		Refreshed dissemination of updated risk assessment tool.		March 2017	LSCB MET group	

5.6	Information and intelligence relating to victims, offenders and locations should be shared effectively, both internally and across district/regional boundaries	Implement an information sharing protocol by linking with already existing protocols – (7 golden rules)	Appropriate information sharing ensures effective management and mitigation of risk to victims.	March 2017	LSCB MET group	AMBER Link with existing protocols
		Measure intelligence provided to the police. Ensure ongoing alignment of SAAVY Matrix in identifying MET issues across vulnerable young people's groups sharing intel across County police forces	Intelligence and information gathered is raising awareness of a problem profile of MET issues to focussed on	Ongoing	Police	Remains Amber- There is a CSE Problem Profile for the MPS but nothing specific to Lewisham. MET meeting has identified persons involved in different types of exploitation and criminality.
5.7	LSCB should be assured that there are suitable transitional arrangements between a child at risk of MET and adult services when they turn 18, or leave Children's Social Care responsibility	Protocol to be developed and disseminated in line with Adult Safeguarding procedures	Appropriate transition arrangements are in place which ensures young people are safeguarded from MET risks when they turn 18.	April 2017	LSCB and LSAB Business Managers to take forward.	Discussions took place already between business managers in light of how to take this forward
5.8	Awareness needs to be raised across both the public and the workforce ensuring all frontline and strategic staff recognise the warning signs of MET and peer on peer abuse,	MET messages to be incorporated in the LSCB communications work	Improved awareness and understanding of MET issues ensure better responses to children in need	April 2017	LSCB C&P task group	LSCB Comms strategy / plan to be updated
		Ongoing awareness raising events and		Ongoing	LSCB PPT and C&P task groups	Already incorporated in

		understanding and acting on them in an appropriate and timely manner.	learning and development for professionals and community forums	of support and protection			forward LSCB planning
5.9	Work to be undertaken with education establishments to embed MET learning within the curriculum to ensure the provision of universal, consistent and high quality PSHE and sex education	Promote and encourage Governors to hold schools to account for this objective	Children and young people are well informed of MET risks and are able to better protect themselves and / or seek appropriate support. Schools are recognising the signs/concerns and are intervening, supporting and referring as appropriate.	April 2017	Education representatives	
		Appropriate resources / flyers / information to be provided to schools		Ongoing	LSCB MET and C&P group	
		MET leads in place within schools via designated safeguarding leads		MET presentations at designated leads meetings	LSCB MET group leads	Some MET presentations already done at these meetings
5.10	Community groups, including faith groups and local businesses, need to be engaged and educated in relation to MET matters	These groups to be targeted as part of MET training offer.	Community groups and local businesses are aware of the risks and warning signs to look out for and are therefore taking appropriate action to protect CYP from MET	As per training events	PPT task group	Target groups to be identified to invite to training events
		MET strategy to be disseminated to these community groups and businesses		January 2017	Community safety links	
5.11	The LSCB needs to ensure	Engage with children	The LSCB is clear	Throughout 2017	LSCB	Focus groups /

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	that the voice of children and their parents/carers informs service design and delivery	via focus groups / events to capture what the issues are for them in their local area.	about the wishes, feelings and concerns of CYP and these are addressed within the LSCBs workstreams			events with CYP to be set up
5.12	Partners meet their statutory duties in relation to missing episodes and children returning from missing episodes.	Missing policies and procedures to be in place.	Local policies and procedures are in place and are being followed.	January 2017	Missing children liaison officer and police	GREEN Policies and procedures are in place and regular training taking place
		Report to the operational group weekly, the tactical group monthly and the strategic group quarterly. To be added as standing agenda items.		At weekly, monthly and quarterly MET meetings.		Green: All missing children discussed at MET meeting. Including any info obtained from debriefs / safe and well checks
5.13	To provide accessible and 'fit for purpose' therapeutic services for children victims of CSE base on National best practice and local identification of need	Engagement with development of SE Child house Model to ensure gaps in provision are addressed.	Children who suffered harm as a result of CSE are receiving appropriate support in a timely manner	January 2017	MET group and LSCB Independent Chair	Independent LSCB Chair to provide Board with info in December

Audit being completed now will review the support provided to those at risk of CSE. |
| | | CCG review of response to children | | April 2017 | CCG / CAMHS leads | The CAMHS representative on |

		who are at risk of MET and in need of CAMHS support / other therapeutic interventions to ensure their needs are assessed and services are provided appropriately.				the MET Strategic group confirmed that any young person identified with a mental health need should be referred to CAMHs. She has also taken the considerations for the needs of CSE children to the SE Steering Group implementing the CSA Review, Recommendations in relation to the Child House An audit of CSE children access to CAMHS who had identified mental health needs would be required to evidence whether services are responsive.
5.14	Ensure effective use of data and intelligence from Serious Youth Violence Panel to inform assessment of local need and response, increase effectiveness of early identification of MET and focussed response on	Operational group to monitor data analysis to identify trends for MET tactical group to address.	Trends emerging are identified and addressed appropriately	Weekly	MET operational group	Data being analysed at weekly MET meetings

		repeat occurrences					
5.15	Specific service / specialist staff for children at risk of MET should be put in place	Commission independent provider for return interviews from missing and follow up work. Ongoing review role of specialist posts to ensure impact	CYP are receiving appropriate support to ensure they do not go missing again / reduce missing episodes		Children's Social Care	**AMBER** St Christopher's commissioned
5.16	Problem profile to be produced for the LSCB MET group and be shared with partners	Quarterly updated multi-agency child sexual exploitation problem profile to be produced and distributed to partners via the MET group	Partners are kept informed about the MET problem profile in Lewisham in order to put measures in place to safeguard CYP from these risks	Quarterly	MET tactical group	**AMBER**
5.17	Information and intelligence relating to victims and perpetrators should be effectively shared and tasked.	Regular meetings which include statutory and non-statutory partners to share appropriate information	Partners are working together proactively to share information in order to ensure the safety of children against MET	Weekly	Operational MET group	**GREEN** Weekly MET meetings taking place
5.18	Develop a mechanism for perpetrator profiling and intervention to attempt to break the cycle of offending	Develop a perpetrator toolkit	Potential offenders are identified in order to intervene early and offer support to prevent offences taking place.	December 2016	Police	Green MET Policy Pages contains lots of information on investigating CSE. All substantive offences are investigated by

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						specialist investigators from SCD 17.
5.19	To utilise ancillary and civil orders to maximum effect to assist investigations, restrict and manage offenders and support and safeguard victims / potential victims	Review of powers, guidance and dissemination	Victims / potential victims of MET is safeguarded by means of using ancillary and civil orders to its maximum effect and therefore restricting and managing offenders	March 2017	Police	Amber: Police are starting to make good use of Sexual Harm Prevention Orders (SHPO) to proactively manage sex offenders, Criminal Behaviour Orders (CBOs) to restrict the activities of those involved in criminality and Child Abduction Warning Notices (CAWNs) for those believed to be harbouring young people. However numbers are still small and this is being promoted amongst all teams.

Appendix B

A new Safeguarding Service for London

As an Assistant Commissioner in the Met I'm responsible for local policing in London. I've also worked for some years in the area of sexual offending. Last week, in a speech at the Royal Society of Arts, I spoke about our plans to bring together teams that investigate domestic abuse, sexual offences and child abuse to ensure there's a more integrated approach to investigations.

The safety of children and the vulnerable has always been important to us. But we can do better. And in order to do this we need to look at the broader issues we face; changing and new crime threats, terrorism, the reality of tighter budgets and the pressures of the digital age. With such a complex landscape, we can't just change our safeguarding service in one area; we have to understand and explain how that affects all of the work we do - and how we can more effectively join our specialist service with our front line neighbourhood officers.

Scale of the challenge

The risk and threat is complex, but there are some figures which illustrate the scale of the challenge of protecting children in London. At any one time, more than 8,000 children are on a protection plan in London, and at risk of violence or abuse. Over the past year 25,000 children went missing, over 63,000 children were victims of crime and more than 72,000 were suspected of a crime. 1,500 are defined as being at risk of sexual exploitation, and we investigated over 17,000 child sexual abuse cases last year. And that's not all - many of these children are vulnerable to gangs and gang violence and radicalisation. The complexity is the same for threats to other vulnerable people - with reporting of rape increased by 60% and significant escalation in reporting of domestic abuse and hate crime - and it demands a systemic response from police.

Safeguarding service embedded in local policing

There are similarities across these crimes in they require specialist expertise to understand and investigate. At the same time, every single officer needs to be able to spot the signs of individuals who are vulnerable. That is a huge responsibility for officers to carry. Despite all the training for officers and new recruits, and the specialisms we've already developed, we've reached the conclusion that we need a new safeguarding service embedded in local policing. Bringing together the best of our specialist expertise - in rape, child protection, domestic violence, FGM and hate crime - with our local policing service, officers in neighbourhoods, response teams and CID detectives.

We think there are four main areas for improvement:

1 - a joined up approach for dealing with these risks will give a single point of contact for families, for local authorities, and a single point of view for the Met of a child or adult at risk that takes everything we know into account - violence, abuse, exploitation and radicalisation.

2 - the safeguarding service will work hand in hand with neighbourhood officers and PCSOs. These are the officers who best understand local communities and are the frontline for protecting vulnerable people.

3 - increased numbers of officers working in schools and with young people. They have a vital role to play in identifying those most at risk, raising awareness, and preventing harm.

4 - strengthening leadership. It's an important signal to all our local officers that this is their responsibility. It's not a specialist job for a few.

A shared mission, working in partnership
Our thinking has evolved over time with input from numerous partners; sometimes sceptical, sometimes critical but always constructive. We've been listening and your input has shaped our thinking. We welcome the Mayor's commitment to tackling violence against women and girls, keeping young children safe whilst strengthening neighbourhood policing. With his support, and that of the Deputy Mayor for Policing and Crime, we have the opportunity to work even more successfully with our range of partners.

This is a shared mission, between police and partners. The Met needs to work more closely with you and focus harder on ensuring we have a collective impact on these complex social problems.

This won't happen overnight. We need to test our thinking and look forward to engaging with you further as we develop a safeguarding package to strengthen our capability in this critical area. If you need any further information in the meantime please contact the MPS External Relations Team at ExternalRelations@met.police.uk

Martin Hewitt
Assistant Commissioner, Metropolitan Police Service

You can read the full speech here.

CYP SELECT COMMITTEE			
Report Title	Realignment of Meliot Road Family Assessment Provision		
Key Decision	Yes		Item No. 7
Ward	All		
Contributors	Director of Children's Social Care		
Class	Open	Date: 11th January 2017	

1.   Summary and Summary of the Report

1.1   Following the budget report to Mayor & Cabinet Meeting on 28th September 2016 and progress update to CYP Select Committee on 10 November 2016 this report sets out proposals for the Meliot Centre Service to cease operation as an assessment centre and re-align as a contact and intervention centre (with a lesser function of providing interventions and parenting assessments).

1.2   This report reviews the Meliot Centre Service detailing its work and demand for assessments and interventions, discusses the proposed service change including need for and patterns of contact, examines capacity within the service to deliver the proposed changes and provides an analysis of financial spend and associated savings.

2.   Recommendations

2.1   The Committee is asked to comment on the contents of the report and to agree to review the full savings report to Mayor and Cabinet.

3   Policy Context

3.1   The proposals within this report are consistent with 'Shaping Our Future: Lewisham's Sustainable Community Strategy' and the Council's corporate priorities. In particular, they relate to the Council's priorities regarding young people's achievement and involvement, including inspiring and supporting young people to achieve their potential, the protection of children and young people and ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community.

3.2   It supports the delivery of Lewisham's Children & Young People's Plan (CYPP), which sets out the Council's vision for improving outcomes for all children and young people, and in so doing ensuring children stay safe by

      a)   identifying and protecting children and young people at risk of harm and ensuring they feel safe, especially from:

> ➢ Domestic violence and abuse
> ➢ Child sexual exploitation
> ➢ Serious youth violence
> ➢ Child abuse and neglect
> ➢ Deliberate and accidental injury

b) Reducing anti-social behaviour and youth offending.

c) Ensuring that our Looked After Children are safe

3.3 The National Family Justice Review 2011 recommended that criteria for using expert evidence in family proceedings should be strengthened to avoid the lengthy delays which commissioning unnecessary or superfluous reports can create. Provisions in the Children and Families Act 2014 and changes to the Family Procedure Rules 2010 mean that expert evidence can now only be ordered where the judge deems it to be necessary to resolve the case justifiably and where the information sought cannot be obtained from one of the parties. This has significantly reduced the requirement for expert witnesses and Independent Social Worker use by the Court.

4 Details

Rationale

4.1 The rationale for the proposed re-alignment of the Meliot Centre is to meet the corporate objective to deliver efficient, effective and equitable services whilst achieving value for money and addressing the Council's savings requirements given the impact of the Government's austerity measures.

4.2 It aims to maximise the skills, development and learning for front line practitioners by delivering a service in line with arrangements with most other local authorities. At the same time this proposal allows for the development of a new 'centre for excellence' model for our in-house contact service, which will include new ways of working with foster carers and families providing quality assured, flexible and appropriate provision to our most vulnerable children. It will ensure that services provided are value for money and delivered within the most effective and efficient arrangements.

Current Meliot Service Provision

4.3 The Meliot Centre sits within the Family Social Work (FSW) service. Members of the staff team are either social work qualified or hold relevant child care qualifications.

4.4 The Centre works with families with children from 0–16 years who either reside with their families or are Looked After.

4.5 The Centre has independent oversight of cases and produces assessments of children's needs and parenting capacity. It is seen as an independent 'expert' in court proceedings.

4.6   The work of the team includes child protection assessments, court directed parenting assessments, transition and rehabilitation work, assertive outreach support and group work.

Demand for Assessments and Interventions

4.7   Practice statistics demonstrate that 116 assessments were started in the period between December 2015 and November 2016 inclusive (Table 1).

Table 1

Month	Court assess	PLO assess	CP assess	Total assess
Dec 2015	8	4	7	19
Jan 2016	7	3	5	15
Feb 2016	7	5	3	15
Mar 2016	3	4	2 (1CIN)	9
Apr 2016	3	0	4	7
May 2016	2	1	3	6
Jun 2016	1	2	1	4
Jul 2016	4	0	2	6
Aug 2016	8	0	1	9
Sep 2016	4	0	0	4
Oct 2016	7	0	0	7
Nov 2016	14	0	1	15
Total	68	19	29	116

4.8   Two Focussed Attachment to Babies (FAB) groups have been delivered this year with 9 parents in attendance.
- 9 parents were involved in the parenting assessment process at Meliot.
- 8 followed positive assessments, with children returning or remaining at home.

4.9   Four Caring and Safe Practical Parenting (CASPP) groups were delivered following 30 referrals received. All parents were known to the Meliot Centre and were either undertaking assessment or having their children rehabilitated to their care.

The Venue

4.10   The Meliot building is a one story, detached structure situated within a housing estate in New Cross. The centre is served well by public transport. The staff team moved to the premises in April 2015. The building operates Monday to Friday 8am – 6pm with staff working a shift system to maintain these hours. The building is open occasionally at weekends for contact by prior arrangements. The health and safety and security of the building is maintained by the manager at Meliot.

4.11 The building comprises of 3 family rooms, an art room and 2 small meeting rooms. There is a room with a one way mirror and taping facilities. There is a room for staff training, meetings, parent groups and workshops. An upstairs office accommodates the majority of the staff team, whilst the small downstairs office supports and monitors reception and greets service users and contract workers.

4.12 The Centre was chosen for its layout and would be conducive for contact purposes.

Proposed Service Change

4.13 It is proposed that Meliot Centre ceases operation as primarily an expert parenting assessment centre and becomes the 'Meliot Contact and Assessment Centre,' re-aligning as principally a contact and intervention centre retaining a lesser function of providing parenting assessments.

Current Supervised Contact Provision

4.14 Lewisham has no in-house supervised contact provision and consequently supervised contact is arranged via spot purchase. Proposed changes will therefore have the benefit of both saving money on supervised contact and allowing contact to be provided in a consistent premises within a Council service that allows flexibility of response to need as well as enabling stronger quality assurance than exists under the current spot purchase arrangement.

4.15 Lewisham spot purchases three main providers for supervised contact: A&A, NRS and Proactiv. A&A have recently ceased operation. Contact services are also spot purchased out of area if children are placed at a distance.

4.16 These arrangements have been reviewed and officers assess them as not representing best value for money. The provision is not benchmarked by the Local Authority against quality standards. There are no contracts in place with the current providers therefore there will be no notice period required to terminate them. (Appendix 1: Current Provision).

The Statutory Context in Relation to Contact

4.17 The Children Act 1989 stipulates that every Local Authority has a duty to promote contact Looked After Children, and, where required, to provide safe contact for Children in Need. In any situation contact must be in the best interests of the child and should not be harmful or detrimental to the child. The child's own wishes and feelings must be taken into account, having regard to their age and degree of understanding. Prior to making any order, the Court is required to consider the issue of contact.

4.18 It is essential to be clear about the purpose of contact for each child in the context of their care plan and based on the assessment of all of their

individual needs. The paramount consideration in planning contact, as for all other aspects of their care plan, is the best interests of the child.

4.19 Any contact plan should give due consideration both to the child's wishes and feelings and also to their parents' wishes and feelings, but ultimately it must be based on an assessment of the child's developmental needs and how contact can contribute to meeting these in the context of their plan.

4.20 Contact is not just between children and their birth parents but is also considered in relation to the child's needs for contact with others in their family including siblings, if placed separately and with their friends.

4.21 Contact may benefit both the child and birth relatives in numerous ways (Appendix 2) but it is important to recognise that these benefits will not be present for all.

4.22 Supervised contact safeguards children and their families, whilst allowing contact sessions to be recorded so those observations can support and inform assessments.

Proposed Programme of Work and Capacity

4.23 Parenting assessments will be undertaken mostly during normal working hours but will also involve some contact on Saturdays to meet service user need and availability.

4.24 Parenting groups will be run between 9am – 10am weekdays, as there is reduced requirement for supervised contact during these times. Groups will be set up and delivered to meet requirements.

4.25 Supervised contact will generally be provided for cases involved in court proceedings only. Approximately a hundred hours of supervised contact will be delivered per week between 10am – 6pm. Saturday contact will be provided to meet assessed need.

4.26 Regularity of contact will vary from case to case as some children are involved in multiple contact arrangements, which if not carefully managed allow them little time for anything else. Regularity and duration will be informed by:

- Court order
- Previous levels of contact (non-resident parent /extended family);
- Purpose of contact i.e. assessments;
- Emotional capability of the child and parent to cope with the contact;
- Views of the child;
- The potential disruption and stress to the child' caused by the contact arrangements;
- Ages of children;
- Previous parental engagement with supervised contact service.

4.27   With regard to cases in court proceedings, in most cases contact three times a week of 90 minutes duration is usual. This would allow a child to balance contact with other social commitments. In considering overall contact arrangements, in general all children should have at least 2 days per week when they are free to enjoy normal social activities within placement.

4.28   If parents are presenting separately and each wishes to be assessed as a sole carer for the child a level of twice per week with each parent may be appropriate even though this is slightly more intrusive.

4.29   Parental contact with newly-born babies and infants may be higher, particularly if the mother is breastfeeding, though sessions may be of shorter duration as there is increasing evidence that even 5 times a week is disruptive and stressful for the baby or infant and again, that such frequent contacts should be avoided to allow the child to settle in its new placement.

4.30   A proposed schedule (Appendix 3) has been drawn up detailing the purpose and context of contact. This will be used with social care staff to regulate the level of contact arranged to ensure consistency in the best interests of children and their families. It will also be put to the courts to inform and support care planning thus inhibiting the need for the court to set levels of contact.

        Judiciary

4.31   Following informal discussions between the Director, Children's Services, Principal Lawyer for Lewisham and Lewisham's Link Judge, indications were of essentially being in agreement with the proposal for social workers to undertake, and present to court their own parenting assessments rather than using Meliot as an expert assessor.

4.32   The independently chaired Family Justice Review (2011) concluded that there was a culture of 'routine acceptance' of the need for 'experts' in family law cases and raised concerns that this was duplicating the work of the local authority, leading to delays and potentially compromising the welfare of children (Family Justice Review, 2011a.)

4.33   The interim report of the Family Justice Review (2011b) cited evidence that suggested an over-reliance on experts may be, in part, a result of a cycle whereby the courts assessed that social work evidence was of insufficient quality which, in turn, affected the confidence of social workers and led to local authorities relying on experts to inform decision-making and planning. More recent research has indicated that reforms to the public law system since 2014 have resulted in the local authority social worker being seen as the primary expert in proceedings and this has empowered social workers to take ownership of their cases (Ipsos MORI, 2014.)

4.34   The government has also developed standards to improve the quality of expert evidence by Social Workers who want more support to provide

"effective and confident" evidence to courts. Development work is also in place locally to enhance this.

Staff Consultation Process

4.35   Informal discussions with staff have been taking place looking at how the refocused service could work. This will help inform the proposals for formal consultation. Affected staff and their trade unions will be fully consulted on proposed changes in accordance with the Council's Management of Change Policy.

4.36   Questionnaires were also sent to FSW staff to seek their views. Responses indicate that 50% felt they already had the skills to complete parenting assessments on their own cases and had done so over the last year; around 50% also said they would be keen to learn new skills to assist their social work practice and would interested in co-working with colleagues who already undertake parenting assessments or group work and 75% said they already used tools to assist them with direct work and assessments. The main worry for staff was capacity to complete assessments.

4.37   The retention of parenting assessment capacity within Meliot will ensure that there is consultation and joint work with the Family Social Work service and capacity to do a high percentage of court ordered assessments.   The main impact for the service will be completing Child Protection assessments and Public Law Outline assessments which is what would anyway generally be expected of social workers in most local authorities as it is in line with their skills and formal training.

4.38   Irrespective of this proposed change, plans are in place for a review of capacity and skills development aligned to the Children's Social Care Workforce Strategy.

Analysis of Spend

4.39   In order to meet the corporate objective to deliver efficient, effective and equitable services, whilst delivering value for money and addressing the savings requirements on Children's Social Care following the Government's austerity measures, the review of the Meliot Centre has considered and concluded that Meliot should change from primarily a family assessment centre and re-focus as a contact and intervention centre with a lesser function of providing parenting assessments.

Health & Safety Costs

4.40   To ensure that the service meets health and safety requirements a ramp and handrail should be fitted to facilitate access to the Meliot Centre front door.

Expenditure   **-£9k**

4.41 A gate and fencing is required to aid security to the Meliot Centre, this is to ensure the security of children and other service users during periods of contact; this addresses the risk of children being taken from the centre by their parents during contact.

Expenditure **-£8k**

Establishment Costs

4.42 A reorganisation of staffing arrangements will release a saving of £93k. Some staff will also transfer to provide an in-house supervised contact service.

Bringing Supervised Contact In-house

4.43 The cost of spot purchasing supervised contact by external providers calculated from paid invoices for the 15/16 Outturn = £643k; 16/17 to Nov.16 = £381k. A reduction of £30k has been made for provision of spot purchase as required for children placed some distance from Lewisham.

5 Financial implications

5.1 Apart from the minor alterations of the building there are no capital implications of this savings.

5.2 The main cost of the supervised contacts is for the hire of rooms and using the Meliot Centre will avoid these high rental costs. Some of the existing staff will supervise the contacts in the future making an overall saving on supervised contacts of £417k.

5.3 The saving does allow for transitional work with the Family Social Work service to support delivery of the new arrangements.

5.4 This will allow an overall estimated saving of £600k to be made in a full year. The original saving proposal put forward to the Mayor in September 2016 was £734k and officers will consider alternative savings to close the gap.

6 Legal implications

6.1 There are no particular legal implications arising, save that our HR procedures will be adhered to in relation to staffing issues.

6.2 The conduct and timetabling of Public Law applications in relation to children is now governed by the Children and Families Act 2014, and the practise directions issued from time to time in relation to this. The duties to promote contact to Looked After Children and to provide support services to families arise from the provisions of the Children Act 1989 and the Children Act 2004.

7 Crime and disorder implications

7.1   There are no crime and disorder implications arising from this report.

8   Equalities implications

8.1   The Equality Act 2010 (the Act) introduced a new public sector equality duty (the equality duty or the duty). It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

8.2   In summary, the Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other
  conduct prohibited by the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic
  and those who do not.

8.3   The gender and ethnicity breakdown for the service is attached (Graph 16). All posts are currently occupied by women, 5 of which are from BME groups.   This is a higher proportion than the Council as a whole.

9   Environmental implications

9.1   There are no environmental implications arising from this report.

10   Background documents and originator

If there are any queries on this report please contact Stephen Kitchman on 020 8314 8140.

Appendix 1: Current Provision

Graph 1: Contact agencies used to provide supervised contact during the period between 1/1/15 -18/10/16:
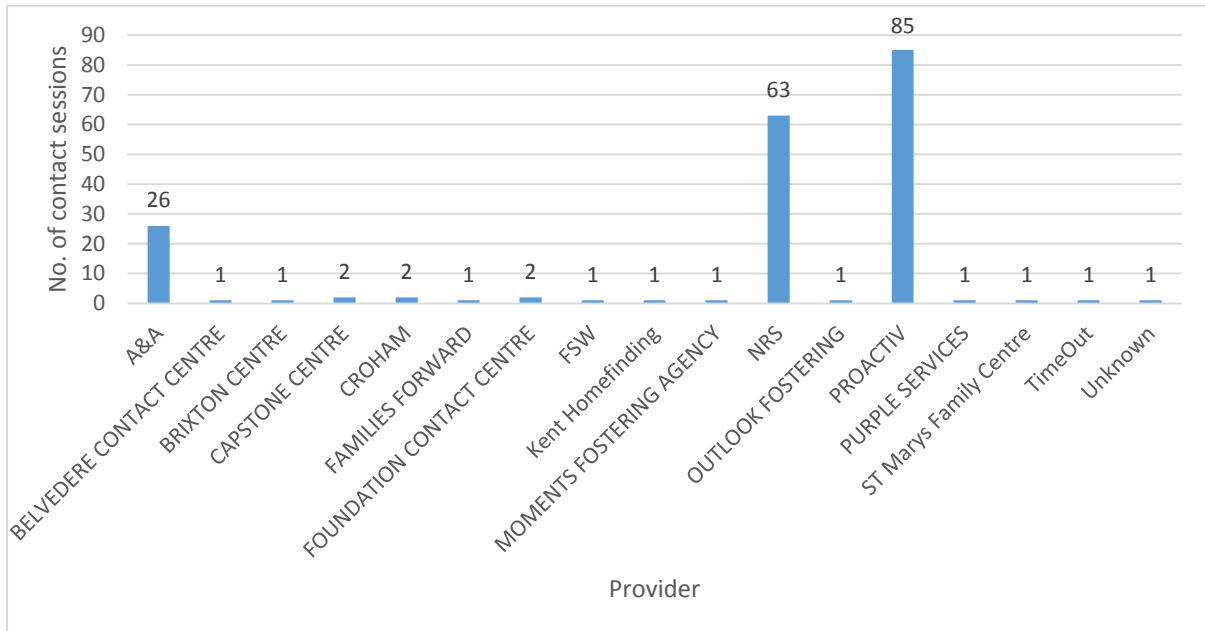
Graph 2: Where supervised contact took place during this period:
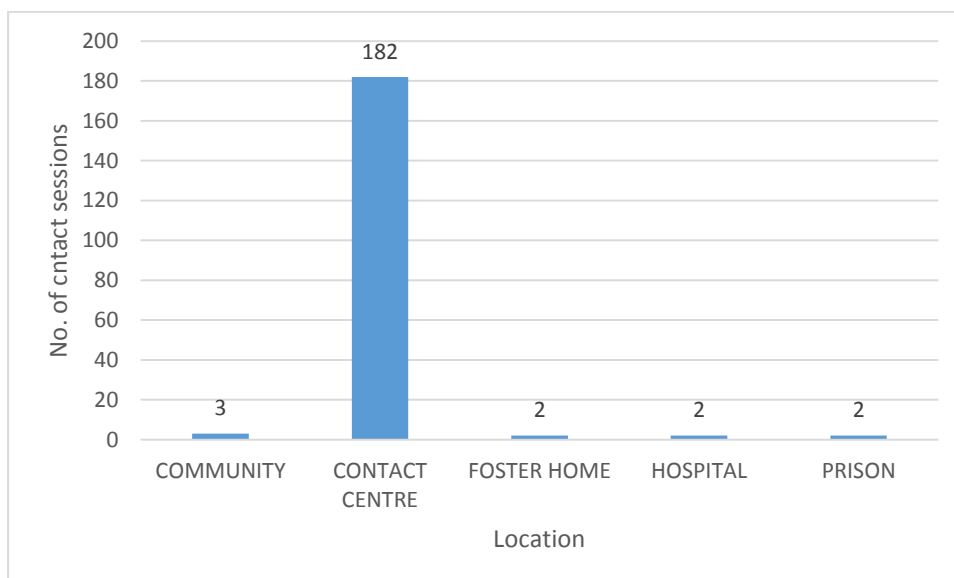
Graph 3: All supervised contacts needed during the period 1/1/15 -18/10/16:
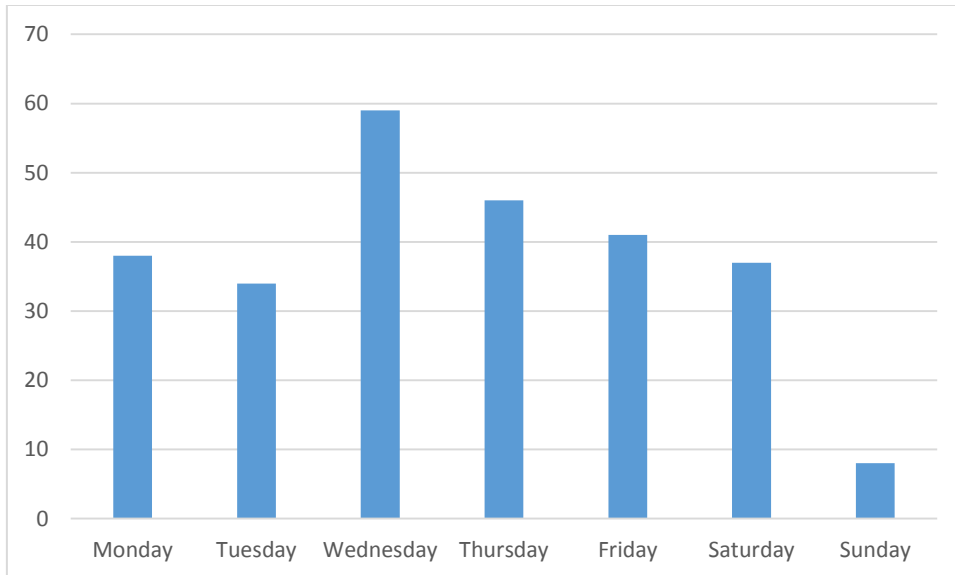
Graph 4: The number of hours per week, per family, that were set up during1/1/15 -18/10/16:
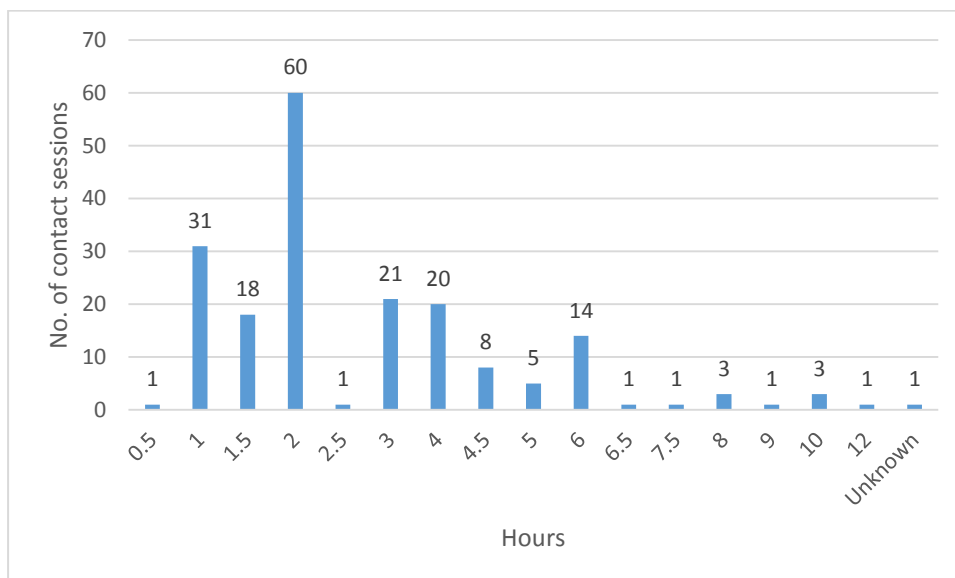
Graph 5: The percentage of weekly, fortnightly, monthly and other sessions attended by families between 1/1/15 until 18/10/16:

Sessions Attended

Weekly
39%

Other
55%

Fortnightly
3%

Monthly
3%

- Weekly
- Fortnightly
- Monthly
- Other
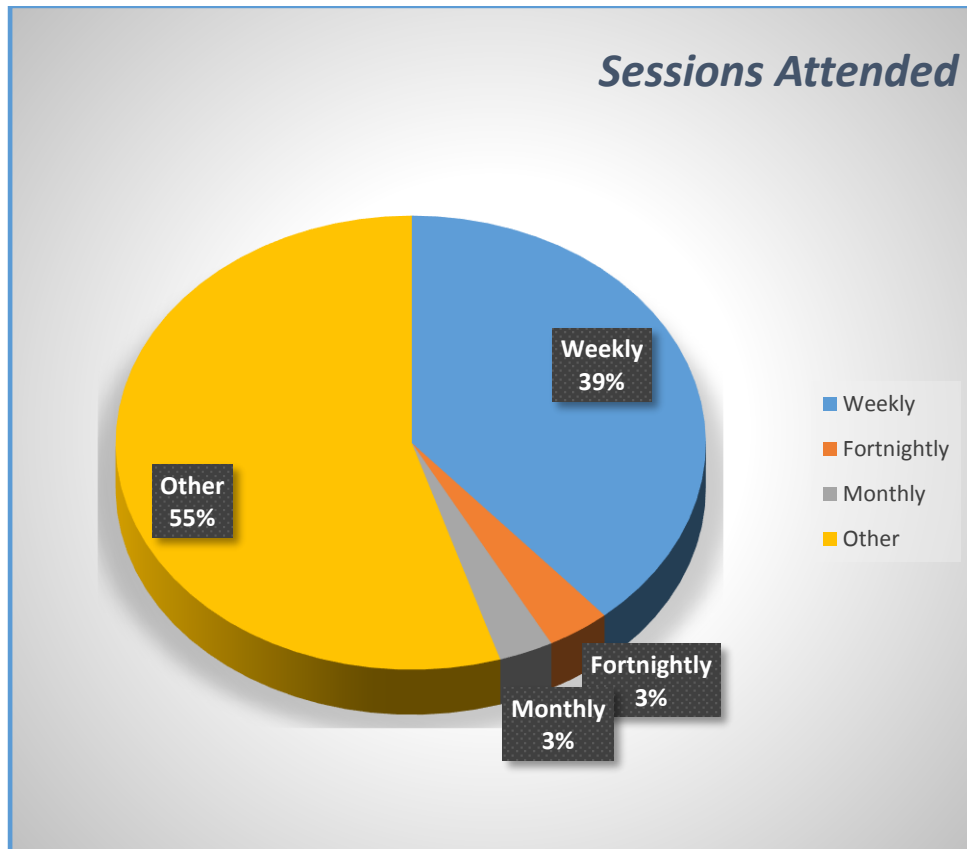
Graph 6: Contact start times throughout the day:
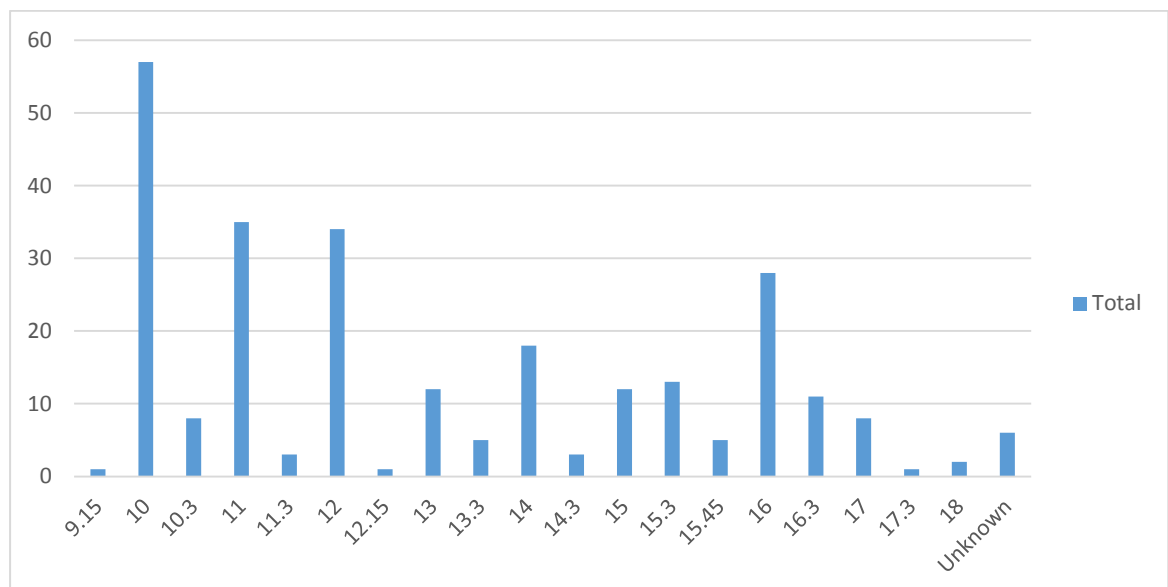
Graph 7: The number of children, per family, that attended supervised contact sessions:

No. of Children per family
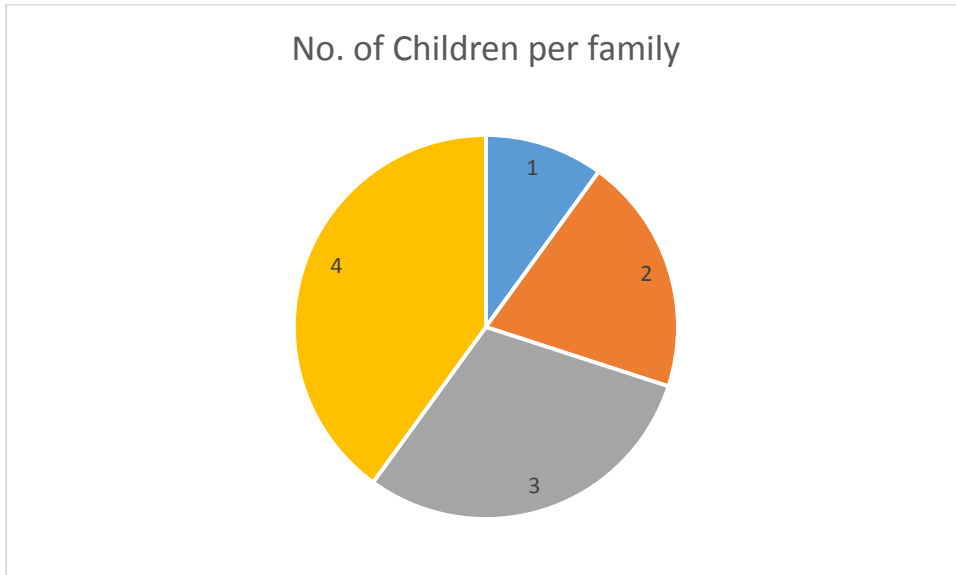
Graph 8: The ages of children requiring contact during the period 1/1/15 - 18/10/16:

Number Of Children

0-5   6-10   11-15   16+
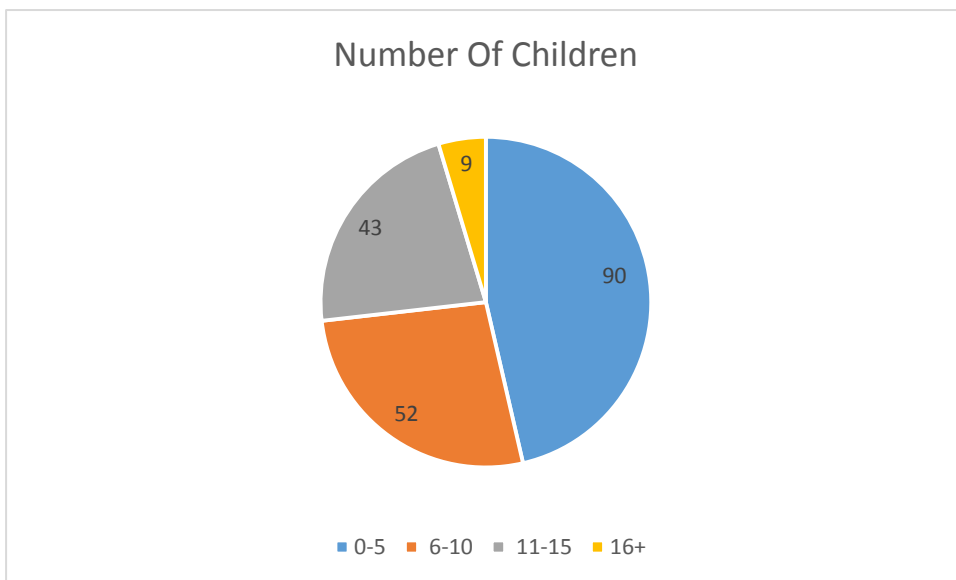
Appendix 2: Benefits of Contact

For the child contact may assist in:
- Helping to ease their sense of loss and provide reassurance about the well-being of birth relatives and significant others.
- Maintaining relationships that are important to them.
- assessing whether reunification with the birth family is possible.
- Maintaining relationships so that reunification is possible.

For children in long term placements including adoption, the contact may also assist in:
- Helping them to come to terms with the past.
- Providing an opportunity for the young person to gain more knowledge and understanding about their personal and family history.
- Helping them to maintain links with their race, religion and culture of origin – which may enhance their self-esteem and identity.
- Linking their past and present.
- Enabling them to see their birth family acceptance of their carers and therefore reducing feelings of potential conflict.

For the birth family contact may assist in:
- Helping to ease their sense of loss.
- Maintaining relationships so that reunification remains a possibility.
- Assessing and developing parenting skills.
- Promoting sibling contact.

In long term placements contact may also help birth families through:
- Enabling them to come to terms with the new circumstances including acceptance of the carers.
- Enabling them to give the child a link with the past and reassurance.

For the carer contact may assist in:
- Providing reassurance for the child, reducing anxiety, fear of rejection and improving placement stability.
- Improving the carers' understanding of the child's birth family and providing information from the past which may assist in understanding current and future behaviour of the child.

In long term placements the contact may also assist carers in:
- Working with the child's story throughout the course of childhood rather than closing off the child's past.
- Encouraging discussion with the child and help them to understand the situation better.
- Allowing birth families to give carers permission to parent the child.
- Helping the carer to give the child a view of relationships which can change over time as circumstances change.

Appendix 3: Proposed Schedule

SUPERVISED CONTACT FOR CASES IN COURT PROCEEDINGS (CASES NOT IN COURT PROCEEDINGS TO BE SUPERVSIED BY FAMILY MEMBERS/CONNECTED PEOPLE)			
PURPOSE AND CONTEXT OF CONTACT			
AGE	DURING ASSESSMENT	RE-UNIFICATION (PRO-ACTIVE AND TIME LIMITED)	PERMANENCE
0 – 2	3 x per week –maximum for 1.5 hours. (Where possible and if appropriate the foster carer will supervise contact).	5 x per week – 2 hours Leading to some overnight stays (Placement with Parents as applicable), when assessment indicates this is appropriate and re-unification is likely.	If direct contact agreed minimum 1 x per year, 1 hour; maximum 2 x per year – 2 hours (Adoption) Indirect contact, one or two way, minimum 1 x per year maximum 2 x per year
3 – 4 (pre school)	3 x per week –maximum for 1.5 hours. (Where possible and if appropriate the foster carer will supervise contact).	3 x per week – 3 hours Leading to some overnights (Placement with Parents as applicable), when assessment indicates this is appropriate and re-unification is likely.	If direct contact agreed minimum 1 x per year, 1 hour; maximum 2 x per year – 2 hours (Adoption) Indirect contact, one or two way, minimum 1 x per year maximum 2 x per year
5 – 10 (primary school)	2 x per week –maximum for .5 hour (after school). (Where possible and if appropriate the foster carer will supervise contact).	3 x per week – 1 hour (midweek) weekend 2 hours leading to some overnights (Placement with Parents as applicable), when assessment indicates this is appropriate and re-unification is likely.	**Adoption**. If direct contact agreed 1 x per year – minimum 2 hours, maximum 2 x per year – 4 hours. Indirect contact, one or two way, minimum 1 x per annum maximum 2 x per year. **Long term fostering** 1 x visit per school holiday up to 2.5 hours plus indirect and phone contact, as agreed.
11 – 16 (senior school)	1 x per week – maximum 2 hours	2 x per week – weekday 1.5 hours weekend 3 hours. Leading to some overnights (Placement with Parents as applicable.) When assessment indicates this is appropriate and re-unification is likely.	**Long term fostering** young people of this age will be much more involved in the contact plan. Once per school holiday (i.e. 6 times per year).

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CHILDREN & YOUNG PEOPLE'S SELECT COMMITTEE			
Report Title	Update On Public Health Savings Proposals (Re-commissioning of Health Visiting, School Aged Nursing & Children's Centres)		
Key Decision	Yes	**Item No**	
Ward	All		
Contributors	Executive Director (Children & Young People) Head of Targeted Resources & Joint Commissioning (Children & Young People)		
Class	Part 1	**Date**	11th January 2017

1. Purpose

1.1. The purpose of this report is to provide an update on the re-commissioning of health visiting, school aged nursing and children's centres following the wider public health savings proposals presented to Mayor & Cabinet on 28th September 2016.

2. Recommendations

2.1. It is recommended that Members agree:

- ▪ To note the content of the contract award report for the School Health Service (at *Appendix 1*)
- ▪ To note progress to date and next steps for the Young People's Health & Wellbeing Service and Health Visiting & Children's Centres tenders (as outlined in section 5)

3. Background

3.1. The Council needs to save £4.7m across its public health services for adults and children by April 2017 (comprising £2m savings approved by Mayor & Cabinet in September 2015 and a £2.7m reduction in Lewisham's Public Health grant from 2017/18).

3.2. Between January and May 2016, officers from CYP Joint Commissioning and Public Health undertook a review of health visiting and school aged nursing services to identify where savings could be found. Children's centres were also included in this review because of their links to health visiting and other services for children, although there were no proposals to reduce the children centre funding.

3.3. As a result of this review and subsequent consultation with service users, providers and other partners, proposals to deliver savings of £1.7m through a combination of re-commissioning and redesign of health visiting and school aged nursing services were presented to Mayor & Cabinet in September 2016

1

(as part of a wider set of public health savings proposals). These proposals focused on the effectiveness of outcomes, increased integration of services for children and reduced management and administration costs.

4.   Procurement Process

4.1.   Following the presentation of the report to Mayor & Cabinet, the Mayor agreed for officers to undertake a large-scale procurement exercise between October 2016 and February 2017 to ensure that the redesigned services were operational by 1st April 2017 (as the existing contracts for health visiting, school aged nursing and children's centres are due to expire on 31st March 2017).

4.2.   There are three separate tender processes currently underway:

- *Tender 1* – competitive tender process to commission a new School Health Service, which will deliver:
    o   School entry health assessments, screening and school age immunisations
    o   National Child Measurement Programme
    o   Weight management
    o   Safeguarding

- *Tender 2* – competitive tender process to commission a new Young People's Health & Wellbeing Service, which will provide assertive outreach, offer online and face-to-face support for emotional wellbeing, alcohol and drugs misuse and basis sexual health, referring young people to more specialist services when required

- *Tender 3* – competitive dialogue tender process to re-commission health visiting and children's centres as part of a more integrated model. These services are being tendered as five lots (four area-based children's centre lots and one cross-borough lot for health visiting and the Family Nurse Partnership)

5.   Progress To Date & Next Steps

School Health Service

5.1.   This service went out to tender on 21st October 2016. The deadline for tender submissions was 20th November and the evaluation process (including clarification interviews) was completed in early December. The contract award report (attached at *Appendix 1*) is due to be presented to Mayor & Cabinet on 11th January 2017.

2

<u>Young People's Health & Wellbeing Service</u>

5.2. This service went out to tender on 21st October 2016. The deadline for tender submissions has been extended until 6th January 2017 in order to clarify the TUPE information.

5.3. Currently, 41 suppliers have expressed an interest in the tender. As part of the tender process, two open day events have been held to enable potential providers to discuss opportunities for working in partnership or as a consortium to deliver the service.

5.4. The next steps in the procurement process are outlined below:

Tender evaluation process & preparation of award report	January 2017
Award report presented to Mayor & Cabinet	8th February 2017
End of standstill and scrutiny period	18th February 2017

<u>Health Visiting & Children's Centres</u>

5.5. These services went out to tender on 25th October 2016, with suppliers required to submit a Pre-Qualification Questionnaire (PQQ) by 24th November.

5.6. Following the evaluation of PQQ submissions, eight organisations were invited to participate in the competitive dialogue process. This process, which is due to conclude in early January, involves a series of workshops and 1:1 sessions in order to co-design appropriate solutions with potential providers and inform the development of the final specifications.

5.7. The next steps in the procurement process are outlined below:

'Invite To Submit Final Tender' issued	6th January 2017
Deadline for tender submissions	15th January 2017
Tender evaluation process & preparation of award report	Late January 2017
Award report presented to Mayor & Cabinet	8th February 2017
End of standstill and scrutiny period	18th February 2017

6. Conclusion

6.1. The timescales for the redesign and re-commissioning of health visiting, school aged nursing and children's centres have always been challenging. However, given the rapid progress outlined above, it is anticipated that the Council will be in a position to implement the new services on 1st April 2017.

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7. Legal Implications

7.1. Specific legal implications relating to the contract award for the School Health Service can be found in the report at *Appendix 1*.

7.2. There are no new legal implications that have arisen in regards to the Young People's Health & Wellbeing Service and the Health Visiting & Children's Centres since the savings proposals were presented to Mayor & Cabinet in September 2016.

8. Financial Implications

8.1 Specific financial implications relating to the contract award for the School Health Service can be found in the report at *Appendix 1*.

8.2 There are no new financial implications that have arisen in regards to the Young People's Health & Wellbeing Service and the Health Visiting & Children's Centres since the savings proposals were presented to Mayor & Cabinet in September 2016.

9. Equalities Implications

9.1. A full Equalities Analysis Assessment (EAA) was undertaken as part of the development of the savings proposals to ensure that they did not discriminate or have an adverse effect on any protected characteristics within the local community.

9.2. This EAA found that the proposed changes to health visiting and school aged nursing services did not discriminate, although they may have a greater impact on particular protected characteristics, such as age, disability and ethnicity. These concerns have been addressed (where possible) in the development of the service specifications.

9.3. During the procurement process, bidders are expected to outline how they will meet the needs of specific children, young people and families (including those requiring extra support). This will form part of the evaluation criteria for all three tenders.

10. Crime & Disorder Implications

10.1. There are no specific crime and disorder implications arising from this report.

11. Environmental Implications

11.2. There are no specific environmental implications arising from this report.

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12.   Background Documents & Originator

12.1. The contract award report for the School Health Service can be found at *Appendix 1*.

12.2. The tender documentation for the Young People's Health & Wellbeing Service and Health Visiting & Children's Centres can be accessed via the London Tenders Portal (https://www.londontenders.org/).

12.3. If there are any queries about this report, please contact Warwick Tomsett (Head of Targeted Services & Joint Commissioning) on extension 48362 or at warwick.tomsett@lewisham.gov.uk.

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Children and Young People Select Committee			
Report Title	School Place Planning Update – Draft Strategy and update on Free Schools		
Key Decision	No	Item No.	9
Ward	All		
Contributors	Executive Director for Children and Young People		
Class	Part 1	Date:	11 January 2017

1.   Summary

1.1   This report updates the committee on school place planning, setting out the new draft Strategy 2017-2022 which is currently out for public consultation.

1.2   The report also updates the Committee on development of Free Schools in Lewisham.

2.   Purpose

2.1   The report requests the committee to consider and comment upon the draft School Place Planning Strategy 2017-2022. Following comments from the committee and the consultation responses the strategy will be updated prior to submission to Mayor and Cabinet in March 2017 for approval, and launch in April 2017.

2.2   The report also updates the committee on the Free School agenda, including the national position and the local position including approvals by the Secretary of State and other potential schemes.

3.   Recommendations

3.1   For the committee to consider and comment upon the new (draft) Place Planning Strategy 2017-2022 and the Free Schools update.

4.   Policy Context

4.1   The proposals within this report are consistent with *'Shaping Our Future: Lewisham's Sustainable Community Strategy'* and the Council's corporate priorities. In particular, they relate to the Council's priorities regarding *young people's achievement and involvement*, including *inspiring and supporting young people to achieve their potential*, the *protection of children and young people* and *ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community.*

4.2   The Local Authority has a duty to ensure the provision of sufficient places for pupils of statutory school age and, within financial constraints, accommodation that is both suitable and in good condition.

4.3   In aiming to improve on the provision of facilities for primary education in Lewisham which are appropriate for the 21st century, the implementation of a five year place planning strategy will contribute to the delivery of the corporate priority *Young people's achievement and involvement: raising educational attainment and improving facilities for young people through partnership working*.

4.4   It supports the delivery of Lewisham's *Children & Young People's Plan* (CYPP), which sets out the Council's vision for improving outcomes for all children and young people, and in so doing reducing the achievement gap between our most disadvantaged pupils and their peers. It also articulates the objective of improving outcomes for children with identified SEN and disabilities by ensuring that their needs are met.

5.   A new School Places Strategy

5.1   Highlighted as a priority in the recent Lewisham Education Commission Report, the new (draft) Place Planning Strategy 2017-2022 will succeed the existing Lewisham Primary Strategy for Change 2008-2017.

5.2   Within the strategy officers have reviewed what has gone on before and what needs to be achieved in the future. A brief overview of the main points are described below, and the full draft strategy complete with appendices are attached.

5.3   The strategy looks at how the council delivered the Primary Strategy for Change 2008-2017 along with the recommendations made by the Lewisham Education Commission and as such makes seven key recommendations;

1. We must finish what we have started, and learn from our experiences. Over 50 projects are currently still being worked on and must be closed out

2. We need to maximise use of the investment that has already gone into schools therefore we should be recycling bulge classes where projections justify it – unless there is a good reason not to

3. We need to take advantage of free school opportunities – working with potential sponsors and the EFA to secure what Lewisham needs

4. We need to re-evaluate localities and previously considered expansion opportunities alongside demographic change and future growth projections to identify value for money projects as well as a more accurate forecasting model

5. We need to work with the Early Years Foundation Stage (EYFS) team to consider the recent sufficiency review for EYFS and develop a plan for childcare and nursery education

6. We need clear plans for Special Educational Needs and Disability (SEND) places and Alternative Provision (AP) – providing more of the right kind of places within the borough and reducing the number of placements out of borough

7. We need to develop a better information sharing agreement with other local authorities to share data and information relating to school place planning and continue to work as part of London Councils

5.4   Building on those recommendations we have formed a revised set of five principles to guide our work, these are;

1. We aim to provide primary school places according to the level of need within different localities and we will continue to use 'planning areas'. Our aspiration is for children to go to primary school within one mile, but within two miles is reasonable

2. As far as possible our school expansion proposals will be for schools that are already achieving high standards and if not, have robust school improvement plans in place

3. We will work with external partners to overcome the financial challenges related to providing additional school places (i.e. Department for Education, Education Funding Agency, Dioceses, Multi Academy Trusts)

4. We will aim for efficient delivery of education, with consideration of the economies of scale and the viable size for schools and impact on revenue budgets

5. We will ensure that any proposal for the provision of extra places is scrutinised both in terms of suitability and value for money as well as making best use of existing assets and resources

5.5   Taking the recommendations and principles into account, alongside our current forecasting we therefore believe that we will need to deliver the following to ensure sufficient places;

5.6   **Primary** – To ensure sufficient primary places the council will work with schools to recycle bulges where required. We will also work with the Education Funding Agency, Department for Education, Regional Schools Commissioner and potential free school sponsors to provide an additional four forms of entry (120 places) of new provision by 2022 (with plans for a further four forms of entry by 2025).

5.7   **Secondary** - The council's first priority will be to make existing Lewisham secondary schools the schools of choice. We will work to provide a two form of entry (60 places) expansion of Addey and Stanhope School. We will also work proactively with the Education Funding Agency, Department for Education, Regional Schools Commissioner and potential sponsors to provide up to a further eleven forms of entry (330 places) of new provision by 2022 via free schools.

5.8   **Early Years Foundation Stage** – While sufficient capacity is already within the system, the council will work with providers to ensure that the system is flexible enough to help meet the needs of parents and the challenge of the 30 hour offer, and to place nursery classes in schools and nursery schools on a sustainable footing.

5.9   **Special Education Needs and Disability** – The council will work up business cases for capital investment to expand both Watergate and Greenvale School based upon an invest-to-save model. Additionally the council will pursue the Department for Education's 'commissioned' Special Education Needs and Disability free school opportunity to redevelop the old Brent Knoll site as a new 120 place school for 11-19 year olds that have been identified as having either Autism Spectrum Disorder and/or Social, Emotional and Mental Health needs.

6.   Free School Update

What are free schools?

6.1   Free schools are the government's vehicle for delivering the new schools needed across the country. They are non-profit making, independent, state funded schools which are free to attend but are not maintained by a local authority. As such they are expected to offer a broad and balanced curriculum, are subject to the same Ofsted inspections as all other maintained schools and are expected to comply with standard performance measures. They also have to follow the School Admissions Code.

6.2   When they programme was first announced it was promoted as a policy initiative to enhance choice of schools, however over time it has become the government's method of addressing need for places.

6.3   Any new school built by the local authority must be opened under the free school presumption, whereby the local authority must run a competition for sponsors to run that school, the resultant schools will operated in the same way as an academy. The Secretary of State is the decision maker as to which sponsor is successful, however they will take into account local authorities recommendations.

6.4   Alternatively, sponsors can apply to the Regional Schools Commissioner to set up a free school, provided they can demonstrate the need and the ability to deliver. (There are opportunities to do this twice per year through to 2020, in March and September). In this instance, the Education Funding Agency will be tasked with finding a site and building the school before it is then handed over the sponsor. Again, the Secretary of State is the decision maker as to which sponsor is successful.   To summarise therefore, all new schools are free schools.

How many have been established?

6.5   The first free schools opened in 2010. Since then a total of 429 have opened, and there are a further 239 that have been pre-approved (whereby the Secretary of State has approved them, but the EFA have not yet completed the site acquisition and/or capital delivery).

6.6   In Lewisham we have 1 free school, the Haberdashers' Aske's Hatcham Temple Grove Free School which opened in 2013.   This compares with 8 in Southwark, 6 in Newham and 7 in Tower Hamlets.

6.7   There are also two free schools stated for opening in Lewisham.   These are the Citizen School (a 4 form of entry all through school) and the Harris Lewisham Academy (a 3 form of entry primary school). To date we do not know where or when these will open as the EFA has not yet acquired any sites in the borough.

Proposed schemes and new school builds

6.8   Officers are aware of three free school bids (as described in 6.4 above) that were submitted to the Regional Schools Commissioner in September 2016. These are;
   • An eight form of entry 'Lewisham Church of England' secondary school for 11-16 year olds

- A two form of entry 'Paxton Academy' primary school for 4-11 year olds
- A four form of entry 'New Outlook' secondary school for 11-19 year olds

6.9 We expect to hear more on these in February 2017.

6.10 In addition, officers have submitted an Expression of Interest to the Regional Schools Commissioner for a LA commissioned special free school on the site of the old Brent Knoll School. This new opportunity allows the council to have a greater say in the provision that is offered, the location and the potential sponsor. We are currently waiting to hear back from the Secretary of State as to whether our expression of interest will be taken forward – we expect to hear back before the end of February 2017.

6.11 Finally, it should be noted that currently there are plans to build a new school within Lewisham as part of the Section 106 conditions for the Convoys Wharf residential development. Dependent on when this comes to fruition it is likely that the council will either have to run a presumption competition (as in 6.3 above) or that the Education Funding Agency will come to an arrangement to acquire the site/building direct from the developer.

6.12 Local authorities are finding that free schools are not without cost to them as the EFA typically only pays for works to the boarder of the site and expects the local authority to pick up the cost of some planning conditions.

6.13 A further concern is that schools of an unconventional configuration (e.g. small secondary schools) may prove unviable in terms of revenue funding.

7. Financial Implications

7.1 The main source of finance for the school places programme is the Basic Need grant awarded by the Department for Education. The council has been allocated Basic Need grant of £10.6m for 2017/18 and £14.1m for 2018/19.

7.2 The council is currently awaiting an announcement from central government with regards future Basic Need grant from 2019 onwards, and also the recently announced SEND Capital grant. This is expected in January 2017.

7.3 The council has also been able to apply significant sums secured through section 106 agreements towards school expansion schemes. There are currently section 106 contributions in excess of £4m that are financing school expansion schemes. The Council's Community Infrastructure Levy (CIL), for which charging commenced from 1st April 2015, may also provide a future source of finance.

7.4 Unless other sources of funding such as contributions from schools are available (increasingly unlikely), any expenditure which exceeds the available amounts of Basic Need grant and section 106/CIL contributions would have to be financed from the Council's capital reserves, usable capital receipts or from prudential borrowing.

7.5 All on-going revenue costs of running enlarged schools and free schools will be met from the resources of the Dedicated Schools Grant.

8. Legal Implications

8.1 The Human Rights Act 1998 safeguards the rights of children in the Borough to educational provision, which the Council is empowered to provide in accordance with its duties under domestic legislation.

8.2 Section 14 of the Education Act 1996 obliges each local authority to ensure that there are sufficient primary and secondary school places available for its area i.e. the London Borough of Lewisham, although there is no requirement that those places should be exclusively in the area. The Authority is not itself obliged to provide all the schools required, but to secure that they are available.

8.3 In exercising its responsibilities under section 14 of the Education Act 1996 a local authority must do so with a view to securing diversity in the provision of schools and increasing opportunities for parental choice.

8.4 The Education and Inspections Act 2006 places requirements on Authorities to make their significant strategic decisions concerning the number and variety of school places in their localities against two overriding criteria:
• to secure schools likely to maximise student potential and achievement;
• to secure diversity and choice in the range of school places on offer.

Equalities Legislation

8.5 The Equality Act 2010 (the Act) introduced a public sector equality duty (the equality duty or the duty). It covers the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

8.6 In summary, the Council must, in the exercise of its functions, have due regard to the need to:

• eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
• advance equality of opportunity between people who share a protected characteristic and those who do not.
• foster good relations between people who share a protected characteristic and those who do not.

8.7 It is not an absolute requirement to eliminate unlawful discrimination, harassment, victimisation or other prohibited conduct, or to promote equality of opportunity or foster good relations between persons who share a protected characteristic and those who do not. It is a duty to have due regard to the need to achieve the goals listed at 8.4 above.

8.8 The weight to be attached to the duty will be dependent on the nature of the decision and the circumstances in which it is made. This is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. The Mayor must understand the impact or likely impact of the decision on those with protected characteristics who are potentially affected by the decision. The extent of the duty will necessarily vary from case to case and due regard is such regard as is appropriate in all the circumstances.

8.9 The Equality and Human Rights Commission has issued Technical Guidance on the Public Sector Equality Duty and statutory guidance entitled "Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice". The

Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value. The statutory code and the technical guidance can be found at:

https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-codes-practice

https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-technical-guidance

8.10 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:

- The essential guide to the public sector equality duty
- Meeting the equality duty in policy and decision-making
- Engagement and the equality duty: A guide for public authorities
- Objectives and the equality duty. A guide for public authorities
- Equality Information and the Equality Duty: A Guide for Public Authorities

8.11 The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more detailed guidance on key areas and advice on good practice. Further information and resources are available at:

https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance#h1

9.   Crime and Disorder Implications

9.1   There are no crime and disorder implications.

10.   Equalities Implications

10.1   This report supports the delivery of the Council's Equalities programme by ensuring that all children whose parents /carers require a place in a Lewisham school will be able to access one.

11   Environmental Implications

11.1   Every effort will be made to enhance rather than detract from school, and other, environments in the solutions to providing additional sufficient places.

12.   Background documents

Appendix A – DRAFT Place Planning Strategy 2017-2022
Appendix B – Consultation Questions
Appendix 1 – Primary Strategy for Change 2008-2017

Appendix 2 – Tables
Appendix 3 – [Lewisham Education Commission Report](#) (link to website)
Appendix 4i – Governance Structure
Appendix 4ii – CYP Strategic Asset Board, Terms of Reference
Appendix 5 – Free School Presumption
Appendix 6 – Lewisham Place Planning Localities (PPL) Map

If there are any queries on this report, please contact Matt Henaughan, Service Manager, School Place Planning on 0208 314 8034

LEWISHAM
PRIMARY STRATEGY
FOR CHANGE

2008-17

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EXECUTIVE SUMMARY

There is strong evidence that the need for primary places in Lewisham is rising, and will continue to rise very significantly over the next nine years. Currently 10 schools are predicted to have total roll surpluses of over 25%. However, of these 10 schools, only 3 also have Year Reception surpluses of over 25%.

The latest GLA data show that this is indicative. It predicts that Year Reception demand will exceed the Borough's Published Admissions Limit in 2010 and then continue rising to 2017. This would affect each of our 6 Primary Places Planning Localities, though at different rates. If no action were taken on the supply side, this would result in a 13% overall surplus of places in 2007 moving to a 15% shortage of over 3300 places by 2017. Further evidence is provided by the 2007-08 GLA prediction, which was below our January 2008 PLASC figure, and by our own prediction that the total Year Reception surplus for 2008-09 will be only 150 in total (4.7%).

These projections and the need for caution are key drivers in our Primary Strategy for Change, because of the need to provide the right number of places wanted by parents in the right localities at the right time. However, they also constrain the ways in which we can tackle school improvement and assets, particularly in those localities where there is currently relatively poor provision. In Lewisham there is a high level of correlation between indices of poverty and of standards in particular Primary Places Planning localities. In the light of the future likely need to increase the provision of places in these localities as elsewhere in the Borough, and the severe shortage of sites for new builds, we will continue to be innovative in how we raise standards in any schools that are less than good where we need expansion, including changing the status of the school through rebranding and federation with our best schools.

The potential cost of future places investment against projections of need hugely outstrips the resources likely to be available to the Authority at the current level of indicated PCP future funding, and when taking account of the limitations of other funding sources. Determining our priorities has therefore been crucial. For the first tranche of investment, they have been arrived at through the following criteria, as decided by the Mayor following agreement with Head Teachers and dioceses:

- Provide sufficient places at the right time to meet future needs within and between planning localities in the Borough;
- Improve conditions and suitability of schools in order to raise standards;
- Increase the influence of successful and popular schools;
- Maximise the efficient delivery of education in relation to size of school, removing half-form entries, and promoting continuities of education;
- Enable school extended services for pupils, parents and communities;
- Optimise the use of the Council's capital resources available for investment.

We will consider future investment priorities using these criteria on a Borough-wide basis in relation to the needs of localities. We have significant poverty in Lewisham, and this correlates to particular localities and to the standards in their schools. However, we are an innovative and aspirational Authority. We expect every school to be either good or outstanding, and we have made significant improvement in the number of good and outstanding schools since 2002, along with big rises in standards.

Central to our vision is the delivery of high quality learning environments that will increase motivation and the desire to play an active part in the life of the school by offering a better and safer place to learn. We have already made significant investment in our primary mainstream and special school estate linked in particular to our Children's Centre and extended schools programmes. We will use our experience of delivering BSF and associated ICT to make maximum use of the opportunities for co-location and joint working.

Our approach to future investment has been to use the PCP allocation as the lever to draw in other resources to enable the LA and its partners to deliver extra places and tackle conditions and suitability issues. In this way we have secured commitment for the use of Basic Need, schools devolved formula capital, extended schools capital and the LCVAP programme to deliver an overall programme of renewal and expansion. In the longer term we shall be investigating how our expansion needs can be supported through developer contributions and rationalisation of LA education assets.

We will continue to support and develop a diversity of primary provision to enable parental choice, including Faith schools and a small number of all-age schools, and to build on our record of expanding the influence of successful and popular schools. We will do this through physical expansion where this is possible, increasing admissions limits and developing further our strategy for federations, including Trusts.

Section One - The local perspective

1.1 Our vision for primary education in the 21st century

The achievement and involvement of children and young people– raising educational attainment and improving facilities for young people through partnership working- are corporate priorities in Lewisham. The vision of the Lewisham Children and Young People's Partnership is underpinned by three key values:

- We put children and young people first every time.
- We work with parents to be ambitious in meeting the needs and aspirations of all our children and young people.
- We work to make a positive difference to the lives of children and young people.

Our vision is that every Lewisham school and setting is good or excellent, where all children exceed their predicted potential. It is derived from analysis of local needs and encapsulated within our annually reviewed Children and Young People's Plan (CYP).

We are using the national Children's Plan to inform and enable our Lewisham Sustainable Communities Strategy 2008-2020, the key strategic document for Lewisham and its Strategic Partnership. The Community Strategy sets out a programme of action to enhance the quality of life of local residents, based on the needs and aspirations of Lewisham's citizens. The strategy defines two principles, of reducing inequality and delivering together efficiently, effectively and equitably. Both are reflected in our locality focused Primary Strategy for Change, along with the six strategic priorities of building and supporting communities which are ambitious and achieving; safer: empowered and responsible: clean, green and liveable; healthy, active and enjoyable; and dynamic and prosperous.

Our ambition is for world class standards in Lewisham. We aim to raise attainment to match and outstrip national attainment at all stages, and to continue to make improvements year on year so that all children have a solid foundation for transfer to secondary schooling. Integral to this vision is the closing of achievement gaps between Borough averages and our underachieving groups as defined by poverty, gender and ethnicity. More broadly across the Every Child Matters agenda, in a diverse Borough with significant deprivation and disparities of wealth and opportunity, our CYP plan articulates a universal offer with multi-agency, early intervention to reduce the numbers of vulnerable children requiring acute and targeted support.

We aim to deliver broad, balanced, creative and personalised curricula which are relevant to Lewisham's communities. We do this through a rigorous and sustained focus on leadership, learning, curriculum review and development, and teaching quality. Our SEN strategy aims to deliver inclusive schools and settings to ensure that all children achieve well towards a successful future life, are safe, healthy and make a positive contribution.

As part of our longer term vision of schools working together across many areas of improvement, we will continue to strengthen our primary school collaboratives within four quadrants. We will build their capacity to raise standards and improve other outcomes through joint commissioning, offering a range of extended services as part of integrated community provision, including childcare, and being the units of delivery for central support agencies. In tandem we will encourage governing bodies to develop hard federations of schools, including Trusts, to raise standards and provide economies of scale. We will ensure that school investment is well integrated with other programmes, such as children's centres, both across the Borough and within localities.

Lewisham children and young people require a talented, diverse workforce to ensure high quality teaching and learning in all our schools, with strong visionary school leaders to provide strategic direction. We will continue to improve our high quality professional development programme at all levels to support succession planning for sustainability. Our workforce strategy also seeks to embed multi-agency working and opportunities for those in all sectors to broaden their skills base.

Parents play key roles in their children's success and are key to the achievement of the vision for early years and primary education. A priority is to maximise the contribution of parents to their children's learning and to ECM outcomes, promoting aspirational expectations within parents' communities, and engaging them from a very early stage in their children's education in schools, settings and Children's Centres.

Further improving our primary estate to give 21st Century learning facilities which are ICT rich, and building on our excellent BSF infrastructure, networked across the Authority, will make a significant contribution to

improving outcomes for our children, many of whom have a difficult start in life. Lewisham has an excellent track record in its capacity to be strategic in the development of its estate, for example through its Pathfinder and Wave 3 BSF programme. We will continue to make maximum use of the opportunities for co-location and joint working, and to lever in funding to maximise programme impact, as we have done, for example, through our Giffin Street regeneration programme, which incorporates the building of a new primary school, and our brand new Kaleidoscope Centre which brings together PCT and LA staff to support children with complex health needs.

To realise our ambitions we will continue to compare ourselves to the highest achieving Local Authorities in the belief that only the best is good enough for our children.

Lewisham, its people and its primary schools

Lewisham is the second largest inner London borough, its 13.4 square miles stretching from the banks of the Thames in the north to its borders with Bromley in the south. Lewisham's population of approximately 250,000 residents is projected to increase to around 290,000 by 2026. We have a slightly younger age profile than the rest of the UK, with one in four under 19. We are the 15th most ethnically diverse local authority in England. Two out of every five of our residents are from a black and minority ethnic background, rising to more than seven out of ten of Lewisham's school population. There are over 130 languages spoken in the Borough. 32 percent of Lewisham's primary pupils have a first language other than English, compared to 13% nationally.

Levels of need and deprivation in Lewisham continue to be high and are rising. Nationally, Lewisham ranks 39th out of the 354 areas in England on the 2007 Index of Multiple Deprivation (compared to 57th in 2004). Lewisham is the 11th most deprived borough in London (13th in 2004) and is ranked 8th out the 14 inner London boroughs (10th in 2004). 4.8% (8) of Lewisham's Lower Super Output Areas are amongst the 10% most deprived in England, and 38.6% (64) are in the 20% most deprived, (33% in 2004). 22,000 children live in one-parent families (the 7th highest in England and Wales); 5,000 live in step-families. Lewisham is ranked 22 out of 408 local authorities in the country for children living in families on key benefits. In August 2006, 32.5% of children in Lewisham were living in families on key benefits, compared to 28.3% in London and the GB average of 19.5%. Household income is below the London average. Almost a third of Lewisham children live in workless households, which is above the national average and about 4 percent below our statistical neighbours. Of our primary pupils, 26.6% are eligible for free school meals compared to 13% nationally.

Mobility in Lewisham is 13% and this is reflected in Lewisham primary schools which had average levels of pupil mobility of 14 percent in the academic year 2006/07, with 12 primary schools recording at least 20% pupil mobility. In 2006 there were 69 unaccompanied asylum seeking children and young people, which reduced to 24 in 2007.   Lewisham's incidence of looked after children has reduced to 82 per 10,000 in 2008, which is 16 per 10000 below statistical neighbours, below inner London at 91 per 10000, but remains above the national average of 55 per 10000. This special context requires unique responses as many children come from families which have been disenfranchised in various ways, including those who are homeless, live in disadvantaged neighbourhoods, suffer from long term unemployment and those who have been traumatised.

Lewisham has 32,883 pupils in its maintained schools. 21,600 of these are in 71 primary schools (of which 4 are Infant and 4 Junior schools) and an all-age Academy. We want to ensure that each of them has the highest aspirations for themselves, their schools and their communities. We want them to aim high and, with our support, to set challenging goals and targets for themselves.

Our primary schools are all organised into 4 quadrants, each made up of of 3 geographically based collaboratives, enabling them to work together to build capacity, raise the achievement of children, provide more childcare, and commission services to target local needs. The collaboratives are organized within the PCT's health neighbourhoods, providing a strategic infrastructure for multi-agency working.

We know that our children are hungry for, and capable of, great success and our challenge is to dismantle the barriers that they face. Most of the barriers are the result of challenging circumstances and lack of opportunity. We want to extend children's horizons, so that they actively take advantage of the opportunities that are, and will increasingly, be available to them as they move into our secondary schools and become citizens of Lewisham. To raise aspirations in this way, our children need learning environments that inspire, excite and engage them. Such environments allow them the flexibility to learn in ways tailored to their needs, following a curriculum that is delivered in modern, bespoke facilities. Through the extended schools provision they also need access to other services and study support to ensure that they are well placed to take advantage of the opportunities open to them.

Section Two - Baseline analysis

2.1   Deprivation in Lewisham

Lewisham is a special place. The community is enriched by bringing to Lewisham a mix of culture, creativity and energy from all quarters of the globe. However, the population of Lewisham faces some very distinct challenges, which include deprivation. Poverty is one of the most significant barriers to achievement and well being of children throughout the Borough *(See Appendix 1 Charts 1 and 2 for more detail)*. We will ensure that our PCP makes a big difference in tackling inequalities.

Lewisham has distinct geographical areas of acute need, as evidenced by the government's Indices of Multiple Deprivation. Four of Lewisham's pre-2000 wards were in the worst 10 percent in the country against a range of indicators of deprivation: these were Bellingham and Downham in the south of the Borough, and Evelyn and Grinling Gibbons in the north. Income deprivation in Lewisham, particularly as it affects children, is not confined to these areas. There are pockets of deprivation in most areas, even those perceived as affluent. Similarly, not every part of areas suffering multiple deprivation will necessarily be facing acute deprivation. Nevertheless, these pre-2000 wards contain neighbourhoods that continue to suffer from significant disadvantage, Downham and Bellingham in the south, and Deptford and New Cross in the north *(See Appendix 1 Tables 1 and 2 for more detail)*.

There is a significant correlation between poverty and educational standards in these wards which contain many of the schools in three of our Primary Places Planning Localities (PPPLs). When schools are measured by Tax Credit Deprivation *(See Appendix 1 Chart 3 and Table 3 for more detail)*, the highest concentrations of deprivation are in two PPPLs - see Section 2.3a *Demand for Pupil Places* and *Appendix 7.* PPPLs 5 and 6 have the highest medians of 76% and 68% respectively. They also have the highest Free School Meal (FSM) medians of 41% and 33%. Downham ward contains schools in PPPL 6, and Evelyn and New Cross wards contain schools in PPPL 5. Bellingham contains schools in PPPL 4 and (for one school) PPPL1 .

Nevertheless, PPPLs 1, 3 and 4 have varying deprivation levels. Each has a small number of schools with higher TCD at 60. PPPLs 1 and 3 have the two schools with the highest FSM (55% and 50% respectively). PPPL 3 has the third highest FSM median of 26%. PPPL 2 has the least poverty, with the median TCD at 5%, and includes the two schools with the lowest FSM (2% and 4%).

2.2   Our Children and Young People's Plan objectives

<u>2.2a Standards</u>

We will make sure our Primary Strategy for Change and PCP focus on raising standards for all our children. Standards in Lewisham schools have improved significantly over the last six years. Whilst are trend is closing the gap in performance between Lewisham and national averages, we need to accelerate the improvement of specific groups of children and young people who achieve less well, in particular those most affected by poverty, boys, looked after children, and Black Caribbean children.

We expect every school to be either good or outstanding. In pursuit of that goal, our rigorous LA Triggers and Thresholds categorisation system has enabled significant improvement in the number of good and outstanding schools since 2002. In academic year 2007-08 to date, out of 26 primary Ofsted inspections, 20 schools were good or outstanding, 5 were satisfactory and one went into Notice to Improve (due to close to become part of an Academy in September 2008). However, the number of primary schools below floor targets, and in particular the number which fluctuate, are still too high and their reduction is a priority.

Early Years Foundation Stage

Achievement and closing the gaps
The trend in all of the 13 assessment scales is of improvement with good and upward trends in all 6 areas measured. *(See Appendix 2a Chart 1 for more detail)*. However, our low baselines are clearly visible from a range of data that indicates a long tail of low achieving pupils. This improvement is in large part due to the ever improving quality of childcare settings where there has been a marked improvement in the Ofsted judgement ratings this year. The overall gap between the lowest 20% and the average has reduced and is ahead of target. Poverty plays a part, with 36% of children in the lowest 20% on FSM against 25% overall. Boys are also significantly over-represented, as are marginally black and ethnic minority children.

Schools and settings

Children within the bottom 20% of achievers correlate significantly with our most deprived PPLs, apart from PPLP 5. However, across the Borough there are different levels of EY Foundation Stage performance between schools which do not always correlate to their LA School Support Categories. 14 schools are being targeted for improvement in CCL *(See Appendix 2a Chart 2 for more detail)*. Settings in the locality of these schools were specifically targeted to attend training on Letters and Sounds.

Key Stage 1

Achievement and **closing the gaps**

In 2007 there were some increasing trends for girls, but overall decreases across the KS1 thresholds and subjects. L2+ Reading, Writing and Maths each decreased in 2007. Boys' performance has declined more than girls since 2006 in all subjects and all levels. Science Level 2+ is static at 82% for both 2006 and 2007. Lewisham is in the lowest quartile for all subjects and all levels *(See Appendix 2a Charts 1-3 for more detail)*.

Whilst poverty remains a key factor in identifying underachieving groups of children, intervention in relation to poverty needs to take account of other factors including gender (boys) and ethnicity, especially Black Caribbean children. Gender challenges include boys' attainment in all KS1 subjects, and particularly to move boys from level 2C to level 2B+, and to embed the recent improvements in Foundation Stage scores so that children who make good progress include more of those from poorer families. Across the White British, Black Caribbean and Black African groups, results in Reading, Writing and maths at L2+ for girls without Free School Meals generally increased or remained constant. Results for boys (both FSM and not FSM) and girls with FSM generally decreased.

There are small numbers of Looked After Children (LAC) at Key Stage 1 (16 in total in 2008, of which 11 are in Lewisham). 2007 results are very pleasing, and the Writing and maths are particularly close to the Lewisham results for all children (-3% Writing and -5% Maths).

Schools

Between 2004-2007, three schools have been below floor targets in Reading for 3 of 4 years, eight for Writing, and none for mathematics. The 22 schools selected for targeted support for writing have a high correlation with our most deprived PPPLs, and with lower LA Support Categories. *(See Appendix 2a Charts 3 and 4 for more detail)*. Nevertheless, if the trend for increased need for places trends materialises as described in Section 3, some of these schools will need to be expanded as part of our strategy to improve their standards.

Key Stage 2

Achievement and closing the gaps

Both mathematics and science at Levels 4+ and 5 increased overall in 2007. However, an English Level 4+ decrease of 3% is underpinned by both Reading and Writing decreases. The exception to this is the Writing L5 increase of 3% to 19%, equalling national attainment , and 1% above the inner London average. Both boys and girls increased by 2% and 3% respectively to achieve this *(See Appendix 2a Charts 4-6 for more detail)*. Reflecting the 2007 results, the number of schools in 2007 below the KS2 floor target of 65% increased in English and decreased in the other two subjects: English 13 (10 in 2006), Maths 13 (16 in 2006) and Science 2 (6 in 2006).

In general, children from poorer families, as measured by those qualifying for Free School Meals, do significantly worse than other children. As is the case in KS1, boys do not achieve as well as girls in English at KS2. When poverty is added to the effect of gender, it means that boys are further disadvantaged. This is even more the case for White British FSM boys. *(See Appendix 2a Graphs 1 and 2 for more detail)*.

In 2008 there are 26 LAC in Key Stage 2, of which 15 are educated in-Borough. They do not do as well as their peers, even though their KS2 results increased at L4+ by at least 10% for English, Maths and Science. In terms of their wider education, the achievement and progress of children who have learning difficulties and/or disabilities are good. Recent inspections indicate that the provision in nurseries is excellent and in primary schools more than three quarters is good or very good.

Schools

In 2007, at 100.5 Lewisham ranked 11th nationally for its KS1-2 CVA. In 2007 two schools were in the Top 100 Schools Nationally for CVA. At KS2 11 schools were under floor targets in 2007 in English, 12 in mathematics, and six in both. Between 2004-2007, 6 schools have been below floor targets in English for at least 3 of 4 years, 6 for mathematics and one for both. In the measure of the percentage of children who

obtained both English and maths, 18 schools have been below a 65% floor target for 3/4 years. *(See Appendix 2a Charts 5, 6 and 7 for more detail).*

Even more so than at KS1, in relation to standards and the closely related LA Support Categories for its schools, there is a significant correlation with poverty indices. This is reflected in turn in the much larger proportion of schools with low standards in PPPLs 4, and especially 5 and 6. Of those 11 schools in LA Support Categories 4a or 3b, four are LA rag rated red as being of concern because of inadequate progress towards Category 3 or better. One is in PPPL 3, one in PPPL 4, and two in PPPL 6 *(See Appendix 2a Chart 8 for more detail).* Only one school, Monson in PPPL5, is in an Ofsted Category (Notice to Improve) and this school will be closed in August 2008 to form the primary phase of the Haberdashers' Aske's Hatcham all-age Academy.

2.2b Attendance and exclusions

Persistent non-attendance links directly to young people failing to achieve and in some cases not completing their education. The new DCSF Children's Plan sets a target for all authorities to reduce their number of persistent absentees to 5% or less by 2011 and places these young people as "vulnerable" both in terms of being harmed and in becoming involved in anti-social behaviour and criminal activity.

Achievement and closing the gaps
Primary attendance has improved significantly since 2003. It is now as high as it has ever been and is better than the Inner London average (2.3%). In relation to other authorities in 2006/7, Lewisham's primary absence was in the top quartile for authorised absence, the second quartile for overall absence and persistent absence, and in the bottom quartile for unauthorised absence *(See Appendix 2 Graphs 1 and 2 for more detail).* There are no primary exclusions in the 2007/8 year to date.
We focus on a target group of pupils who show persistent absence. We had 280 persistent absentees of primary age in 2006/7 (1.73%). There have been no permanent exclusions since 2004/5 and fixed term exclusions have reduced from 439 in 2002/3 to 214 in 2006/7 through the successful use of interventions focused on our BESD school. The Attendance Panel has proved 70% effective in improving attendance without the need for prosecution.

For the academic year 2006/7, the percentage of primary LAC missing 25 days or more education stood at 3.7%, improving on the 2005/6 figure of 8%. The issue remains a challenge but there has been significant focus on addressing it from a Council-wide perspective.
Schools
Primary schools are RAG-rated in terms of their attendance and resources those with the lowest overall attendance and the highest numbers of persistent absentees are targeted. 14 schools receive this greater support.   There is a significant correlation with poverty indices in most PPPLs, especially PPPL 6, and with LA Support Categories *(See Appendix 2b Table 1 for more detail).*

2.2c Children with special educational needs or disabilities

All Lewisham schools seek to be inclusive. This can be difficult to achieve, due to inadequacies in buildings and access arrangements. Common weaknesses are issues of physical access, and the lack of necessary facilities and space, including the provision of small, confidential meeting rooms. More importantly, the limitations imposed by traditional school building design restrict teachers' ability to find creative solutions to the problems posed by some of our more challenging children and young people.

We are concluding an extensive and radical remodelling of our provision for children and young people with SEN. This has required careful projection of a reduced future need for places in Special Schools *(See Appendix 2c Table 1 for more detailed information).* The following principles underpin our approach:
- Every child who can be should be educated in a mainstream school;
- Support, training and resources should be provided to ensure that mainstream schools are confident and able to provide children with specialised needs with a high quality education;
- Children in special schools should have the opportunity to learn alongside those in mainstream schools, through developing the outreach function of special schools to support mainstream schools;
- Children and young people should be educated locally wherever possible;
- Partnership between the authority and parents requires improved access to services and information;
- Resources from out-borough placements should be re-directed into mainstream schools;
- The high number of statements in Lewisham should be significantly reduced through early intervention to stop statements becoming necessary;

- The link between statements and funding should be changed to remove perverse incentives, ensuring that funding is available at an earlier stage, not just through getting a statement;
- The educational psychology service have changed their previous gate keeping role, to give them time to work with more children and schools on preventative strategies;
- An efficient service for statutory assessment should be secured for those children who still need it.

Achievement and closing the gaps

A two year pilot of the delegation of resources to support pupils with low need/high incidence is now into its second year of extension to all schools. A distinctive way we have approached this has been to delegate resources to our collaboratives of primary schools. This has enabled schools collectively to commission services, for example speech and language therapy training for staff, which is having a positive impact on practice in mainstream schools and increasing their capacity to support children.

We still have a relatively high proportion of children with SEN statements compared with neighbouring boroughs and nationally. This number has reduced in recent years *(See Appendix 2c Table 2 for more detailed information)*, in the main by the reduction in new statements, but is still comparatively high. We also have a high proportion of pupils with statements in special schools because of children with statements being initially placed in mainstream but later transferred to special schools.

Schools

Special Schools for primary aged children in Lewisham have all been assessed by OFSTED as being of high quality. They are popular and all places are usually filled. However some of the children have similar levels of need to those in mainstream schools who are accessing the mainstream curriculum with appropriate support. Parents of some children at special schools have had a poor experience of their children's needs being met in mainstream schools. This indicates a clear need to increase the effectiveness of mainstream provision. The role of the special schools in supporting mainstream schools to improve their provision is key. A large number of primary pupils with a non-mainstream statement (8.2%) are currently placed in schools outside the Borough, many because they have autism, which reflects a lack of local provision

2.2d Healthy children in Healthy Schools and Settings

Children and young people who are involved in a variety of out of school activities are more successful academically as well as staying healthy, staying safe and making a positive contribution to their community. Lewisham has a strong sports and leisure strategy and young people are at its heart. This is therefore a priority area for us, enhancing lifestyles by widening opportunities for participation in volunteering, physical activity, sport and leisure, as well as enabling Lewisham's communities to develop their potential in sport and leisure.

Lewisham's excellent C&YP partnership ensures that there is joint understanding of and commitment to our clearly identified health needs of children and young people in Lewisham. Effective multi-agency action through jointly commissioned services ensure that work is targeted at priority areas and evidence shows improved outcomes for key action areas. All child-specific health targets are met, key indicators are improving, waiting times continue to reduce and co-location of services at our state of the art multi-agency Kaleidoscope centre is showing impact. Lewisham has a clear focus on health promotion and initiatives such as the Low Birth Weight Project ensure that there is early intervention. Looked after children are well supported and performance on health assessments has improved. Excellent services are in place to support LDD children and young people and there is a clear focus on transition for this group. However we recognise the need to continue to address health inequalities as an important aspect of our preventative strategy. For example, our low levels of immunisation and vaccination levels impact on the health of some of our children. Childhood obesity needs to be tackled as a key priority through the promotion of healthy life styles, and we recognise the absolute importance of mental and emotional well-being to success in all the 5 *Every Child Matters* outcomes for our children especially those who are most vulnerable.

Achievement and closing the gaps

Most of our children and young people enjoy sound health. Our last APA in 2007 judged us to be making a good contribution to improving their health and a range of healthy outcomes continues to improve in 2007-08. There has been a continual year on year increase in the number of children and young people participating in sport in Lewisham since 2004. We are now 9% over our initial LAA target and already very close to our 2008/09 NI target of 90% *(See Appendix 2d Chart 1 for more detailed information).*

The delivery of school sport in Lewisham is supported by the work of two partnerships, based within the LA Sport & Leisure Services department and at Knights Academy, our Specialist Sports College. Since 2006, all primary and secondary schools have worked under the direction of one of the partnerships, towards a vision

and co-ordinated plan for developing PE and school sport. *(See Appendix 2d Table 1 for more detailed information)*. By achieving 89%, in 2007-08 Lewisham Partnerships exceeded the National Indicator of 2 hours per week of PE& Sport per young person by 4%. We run sport and healthy living workshops allowing young people to take part in a range of coached sporting activities with advice and information on health and lifestyle choices. In common with many inner city boroughs, many of Lewisham's school sites do not enjoy the level of play space and sports provision anticipated by standards such as BB99. Many primary schools still have, to use their school hall as an assembly space, a dinner hall, and an indoor sports space. However four schools benefited from the Space for Sport & Art Programme, one for sport and three for art. Few schools currently have dedicated playing fields, whilst others use public parks in Lewisham or neighbouring boroughs. A few schools have upgraded their sports facilities through specific external funding bids, including Big Lottery Fund for Sport & PE. A new sports hall built through this programme at a secondary school gives access to local primary school pupils in the school day, and hosts a Borough Basketball club out of school hours.

Our Play and Recreation Strategy linked to the Big Lottery Funding reflects the partnership working of all agencies to deliver the highest quality play opportunities for all our children so that self chosen and directed play activities support their social education and healthy life styles. Lewisham supports an excellent range of universal and targeted play activities through its Children's Centres, Youth Service, Parks and the voluntary sector. The award of 5 green flag parks for Lewisham is the joint highest for any London borough. 3 out of the 4 Adventure Playgrounds have received a good Ofsted judgment and the fourth is currently under assessment. All play activities have been audited as part of a comprehensive strategy to identify where more play provision could be provided through Extended Services in schools.

In relation to obesity, in 2006-07 Lewisham had the second lowest Reception year and lowest Year 6 coverage. It can therefore be assumed that the prevalence of obesity would have been higher than the indicated results. The policy for parental consent has now changed to opt-out consent, and it is hoped that this will greatly increase coverage.

Lewisham's Primary school kitchens are divided between 'Regen oven' sites (approximately 20 of our smaller schools) and production kitchens. All were upgraded at the commencement of the current contract which expires in March 2009 and, in the main, have been only maintained since as the contract requires. This means that the vast majority of ovens are reaching the end of their productive life. Free School Meal take up is running at between 84% and 89% in the Primary Sector, and we would like to increase this.

Lewisham has a strong and effective CAMHS service *(See Appendix 2d Chart 2 for more detailed information).* In 2007-08 an external evaluation of the Children in Need project showed value for those who attend but low take up. CAMHS has worked across the partnership to improve links between staff and to increase referrals of families into the project. The BEST team has trained staff from 61 primary schools in a curriculum which incorporates the theme 'Say No to Bullying'. 35 schools have received training in restorative approaches which are having a positive impact, particularly in helping children and young people who harm others to change their behaviour in the long term. This approach is also having a positive impact on reducing levels of fixed term exclusion.

Through robust locality analysis we have ensured that the Children's Centres are in areas of greatest need as a key part of our strategy to lift families out of poverty. The approach has been to build a corridor of Children Centre activity running from north to south of the Borough and linked to each Collaborative, encompassing our most deprived wards *(See Appendix 1 Charts 1 and 2 for more detailed information).* Phase 1 concentrated on the most disadvantaged wards and areas already supported by a local Sure Start programme or Early Excellence Centre, plus existing centres which would link the expansion of Children's Centres strategically across the Borough. Phase 1 was rolled out throughout 2004-6 and Phase 2 covers the years 2006-8. *(See Appendix 2d Table 2 and 3 for more information).* Phase 1 Children Centres are all running, three as part of local Sure Start programmes, two out of Early Years Centres, and one from an Early Excellence Centre. Eight Phase 2 Children Centres are currently under development, six on school sites, including local provision across two sites, one on a Sure Start programme site, and two as new build Children's Centres including one in partnership with the London Borough of Greenwich. A further school centre which has not proceeded is deferred to Phase 3.

The Big Lottery fund has been used to invest in the reorganisation of the Adventure play service and pay for services for hard to reach young people. This has resulted in an increase in numbers of targeted young people accessing the Youth Service. Performance for the first quarter of 2008 has seen an average of 84% of LAC completing health and dental checks, a significant improvement on the April 2007 performance of 67%, and almost reaching our target. Lewisham provides an excellent service for its children and young people with learning difficulties and/or disabilities. We have increased childcare places for children with LDD of all ages in

partnership with schools and the voluntary sector. The Kaleidoscope centre in Lewisham, housed in a state-of-the art, custom-built facility, is the first building of its kind in the UK to co-locate a wide range of specialist services for children with learning difficulties and/or disabilities. The MEND project (Mind, Exercise Nutrion and DO IT!) has been piloted in Lewisham and is now rolled out across several leisure centres.

Schools

Over 60% of our schools have already achieved the Healthy Schools Standard. School Travel Plans (STPs) in place, which means that we are well on our way to achieving the national target for all schools to have a STP by 2010. The Emotional Health Development project is established in 28 schools. The project aims to increase awareness of emotional health issues among young people and those working with them

2.2e Extended, youth and community services

We are bringing services closer to communities through our broad definition of *locality* to make access easier and to allow more targeted services to be embedded within universal settings. This is exemplified by the development of our federative and collaborative structures for school partnership, focusing on meeting the needs of all children and young people in their localities. Schools are working together to identify locality area need, share expertise and resources to maximise achievement of all their children, and develop extended school services. Schools are working more with other agencies to improve their capacity to intervene early and stop children needing more specialist services, so providing a better universal service, meeting the needs of more children and young people and preventing them from needing access to specialist intervention away from their universal setting. Our Children's Centre programme *(see Section 2.2d)* is further evidence of our locality based approach.

Achievement and closing the gaps

In Lewisham we are ambitious for all our children, aiming to add significant value to services through collaboration and putting young people's needs first. We use the extended schools programme to enhance the quality of life for children (and their families), enabling them to raise their levels of attainment and attendance and to reach their full potential. Schools and partners are supported by a central team, including four Area Co-ordinators who work to the 4 primary collaborative quadrants. Consultation, audit and gap analysis has so far been carried out with the majority of our primary schools within their Collaboratives, and appropriate services developed as a result. This is part of an on-going process. In Autumn 2007, all primary collaboratives were allocated funding from the Extended Services budget to appoint a Collaborative Co-ordinator with an expectation of match funding to enable the appointment of a full. time post. This funding allocation is repeated in 2008/09. Most collaboratives are now taking this forward. We have exceeded government targets for 2008 with 69% of primary schools (target 50) and 17% of special schools delivering the minimum requirements of the core offer of extended services.

We have linked the extended services and Children's Centre initiatives in the second phase of Children's Centre Development. School Collaboratives identified schools that wished to engage in the programme, which provides a robust base from which to develop a range of extended services. In addition to the development of universal extended services in each Collaborative quadrant, targeted funding and support is given to help realise LA priorities, for example, Child and Family Health Services, Family Support, Universal Out of School Hours Learning, Parenting classes, Adult Literacy and Numeracy, SEN out of school hours learning provision, anti-social behaviour and a LAC Residential together with development of all year round out of school ours learning provision for LAC.

We are currently developing our plans to improve our Youth Provision from its strong base (judged good in its recent inspection) by bringing more closely together Connexions and other related services to form an Integrated Youth Support Service (IYSS). The Youth Service currently operates across four geographical areas in line with Children Centre areas, and LAA. Youth provision currently reduces both in terms of targeted and universal provision as you move geographically south through the Borough. Some wards in the south and east of the borough have little or no youth service provision (Catford South, Lee Green, Whitefoot and Perry Vale wards) and we are consequently reviewing provision. We have produced a spend analysis of the Youth Service budget on a ward by ward basis, and secured growth for detached Youth work teams who are able to work in targeted locations linked to local need. Our summer programme co-ordination ensures a reasonable spread of both targeted and universal provision in most wards over the summer holiday period. We deliver Borough wide targeted work for young people identified as vulnerable in partnership with other agencies.

In terms of Community provision, we are looking to improve access for the community to schools both during term time and holidays, particularly for children and young peoples' activities, and particularly in areas of deprivation where the worklessness agenda is a big issue. Our challenge is to deliver good quality services

close to home as many people will not travel away from their local area. This includes access to space for specific health checks to free up GP spaces.

2.2f   Workforce Provision

Lewisham has embraced the remodelling agenda with schools recognising that creative approaches to staffing can be even more effective if they incorporate the sharing of resources across schools. This has resulted not only in an increase in the number of teaching assistants in Lewisham schools but also in cross-institutional teaching and joint CPD activities as part of a carefully planned strategy to improve capacity across the Authority. Plans to extend this strategy are reflected in our commitment to collaboration and federation, and cross institutional curriculum development within the education vision. Lewisham's succession planning strategy directly addresses priorities in the CYPP relating to a focus on recruitment, retention and developing a workforce to meet future needs. We have many examples of successful multi-agency working, including our KS1-3 BESD school and our Children's Centres. Our newly launched virtual Leadership Academy is a key plank of our strategy.

Achievement and closing the gaps
We have made good progress in securing sufficient childcare places across Lewisham. The expansion of childcare places through the Children's Centres has created 38% more places for the under 2s. In total, we have doubled from 133 to 166 in a year the places for children with LDD. We have accurately predicted and are well on the way to meet our targets for the provision of integrated early education and childcare places. The investment we are making in workforce reform has enabled us to improve the quality of out of school day care. 22 staff have gained NVQ3 qualifications and 15 of these staff were previously unqualified. 27 staff have had specialist training to enable them to work more effectively with children with LDD.

Like many inner London Las we need to address the implications of an aging teacher workforce. 16% is of an age where they could potentially take retirement, while an additional 28% will be in that position within the next 10 years. However, the teacher vacancy rate in Lewisham has fallen to 0.7% in 2007 which is below the national average of 1%, and teacher turnover from 2001-2007 has decreased by 6% to 11.3%. There has been significant growth in the number of support staff in primary schools, mainly teaching assistants and schools bursars/school administrative officers, and turnover between 2006 and 2007 is 10.3 %. Schools have no difficulty in attracting and training Teaching Assistants and a range of courses, including NVQs and the Higher Level Teaching Assistant Qualification are being accessed. However, they have greatest difficulty in attracting midday meals supervisors, the main reason being timing and the small number of hours on offer.

25-33% of serving head teachers could potentially chose retirement within the next 5 years and 50% in the next 10 years. We are addressing this positively through succession planning so that at the end of 2006/7, when Lewisham had twelve headship vacancies, all were filled by substantive or acting personnel of which five were Lewisham Deputy Heads. Of the twenty NPQH graduates that replied to a recent questionnaire, seventeen were considering possible headship. Our data shows that only a very small percentage/number of our global majority teachers are currently headteachers or in senior leadership roles. We also have had some difficulty in recruiting faith school leaders, both at headship and deputy headship level.

2.2g Buildings and ICT

Primary estate condition
Using the Asset Management Plan data, the estimated repair & maintenance costs needed for schools within the PSC programme over the next 5 years (Priorities1-3) is approximately £27M. However, the repair & maintenance backlog, that is including Priority Categories 4 & 5 rises to £58M over the next 25 years. Our schools with the top 5% worst condition are the three schools with the highest value of condition works.*(See Appendix 9 for more detailed information)* Eleven primary schools will have had had modernisation of at least 50% of their floor area since 1997 by the end of this year. These include 3 brand new mainstream rebuilds, and one primary special rebuild. In addition a further primary school will soon be rebuilt as part of an area regeneration. Section 106 monies may well also enable a future new primary school as part of the Convoys Wharf development.

Primary estate suitability & sufficiency
Of the schools included for consideration within the PSC programme, that is all primary & primary special schools (excluding those which have or are being rebuilt under other programmes):
* 52% of schools have varying numbers of class bases which fall below the BB99 minimum criteria of 49m2 for classrooms.

Of the schools which fail to meet the minimum BB99 criteria of 49m2 for classrooms:
- 50% have more than half of their classrooms undersize.
- 9% have no classrooms which meet the BB99 min criteria of 49m2.

However, many schools throughout the primary estate also have other deficiencies such as lack of learning resource spaces and inadequate sized single main halls. It is estimated that the total cost of ensuring suitability with full DDA compliance would be in the region of £15million.

Access and school travel

The location of our schools is crucial. Despite the availability of free travel for children in London, the evidence which underpins the definition of our Primary Places Planning localities reinforces the point that parents want a convenient, good local primary school for their children. Our 2008-09 data shows that we already have pressure on providing a convenient school in PPPLs 1, 2 and 3. *(See Sections 2.3b and 3.3b).*

ICT

The use of ICT in our primary schools reflects the consistent investment that has been made in recent years under three strategic aims:
- Raise the achievement of all children and young people between the ages of 0-19
- Improve the quality of people's lives through personal, community and cultural development and
- Ensure Lewisham residents have the skills and knowledge they need for continuing education and employment

Lewisham has explored the use of technology to promote school improvement and innovative teaching practices. Its innovation has resulted in exemplar practices in particular areas, notably the roll-out of training packages, the development of curriculum materials, the widespread use of interactive whiteboards and the piloting of individual pupil devices. Our experience of developing the ICT infrastructure through BSF places the Council in a strong position to deliver exemplary ICT provision across the primary sector as a key mechanism to ensure flexible access to a broad curriculum for Lewisham children. We have already ensured that the ICT infrastructure in our most recently built and planned primary schools has the ICT infrastructure to enable them to share in the ICT networking, Wi-Fi , VoIP and the LGfL VLE provided for secondary schools through our BSF investment. This infrastructure will allow the incremental introduction of one device per pupil at a number of primary schools.

Primary schools are becoming increasingly aware of the need to embrace all aspects of media through technology to engage learners and raise achievement and acknowledge this in their ICT vision and development planning. They are using ICT to support learning in a range of ways and many are beginning to invest in the use of wireless technology with banks of laptops. IWB technology in schools is an embedded tool by many teachers supporting learning. Use of digital media in literacy such as animation and film is increasingly used in creative ways as an outcome to support and extend narrative in story telling and retelling. The use of digital audio, beginning with IWB software and extending to podcasts, to broadcast to and collaborate with wider audiences is emerging. Eleven primary schools have engaged in the use of the London MLE and have found the collaborative tools for personalising learning valuable, it is planned for a further 20 schools to be using the MLE by the end of summer 2009.

2.3   Diversity, Choice and Responsiveness to Parents

2.3a Diversity and Choice

Lewisham's policy is to provide a school place for all of our residents who want one for their child. Lewisham has 71 primary schools, of which 4 are Infant and 4 Junior schools, and an all-age Academy. There is a good diversity of choice for parents from our 47 Community schools, 1 Foundation, and 21 Faith schools, (of which 11 are Roman Catholic and 10 Church of England). In addition there are currently 249 primary age children in 4 special schools. The range of size of school varies from 1fe to 3fe; 25 primary schools are 1fe, 26 are 2fe and 6 are 3 fe (of the latter 4 are Infant or Junior schools). There are 8 schools with less than ideal half forms of entry at 1.5 and 3 with 2.5. The all-age school is 2fe. Our 2 largest schools (3 fe) are currently undersubscribed.

2.3b Demand for Pupil Places

Locality Places data

Our 6 Primary Places Planning Localities (PPPLs) are based on good evidence of the limits of where parents send their children to primary school in Lewisham, taking into account natural boundaries such as main roads and railway lines, and schools are grouped accordingly. As a result they are of different sizes. Section 5 – *Our*

Initial Investment Priorities – sets out the implications of this analysis. They have been decided by the Mayor of Lewisham, following agreement with Head teachers and Dioceses..

Demand and Supply in Lewisham
Our latest (June 2008) analysis of potential surplus places after second round offers for the academic year 2008-09 indicates that the total Borough school roll surplus will be 11.6% against 10.8% in 2007-08 (January 2008 PLASC). Across our 6 PPPLs, total roll surplus places are predicted to vary in 2008 between 61 and 639, with significant surpluses in all but PPPL 2. However, the total Year Reception surplus will be only 150 in total (4.7%), which is also a very significant reduction on the 2007-08 surplus of 8.8%. Section 3.3b sets out in detail the implications for Lewisham in terms of rapid growth in places required across all our PPLs.

10 schools are predicted to have total roll surpluses of over 25%. Six of these are in PPPL 5 and 6. However, of these ten schools, only 3 (all in PPPL 5 and 6) also have Year Reception surpluses of over 25% indicating that places will fill over time. *(See Appendix 2b Tables 3 and 4 for more detailed information).*

In PPPL 1 one school has a total roll surplus of over 25% but no school has a Year Reception surplus of over 25%. It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 16.
In PPPL 2 there are no schools with a total roll surplus or a Year Reception surplus of over 25%. There will be no Year Reception roll vacancies for 2008-09 in this locality.
In PPPL 3 two schools have a total roll surplus of over 25%, but no schools have a Year Reception surplus of over 25%. It is predicted that there will be only 2 Year Reception roll vacancies for 2008-09 in this locality.
In PPPL 4 one school has a total roll surplus of over 25% and another school has a Year Reception surplus of over 25%. It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 41.
In PPPL 5 three schools have a total roll surplus of over 25%, one of which has a Year Reception surplus of over 25%. It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 51.
In PPPL 6 three schools have a total roll surplus of over 25%, two of which have a Year Reception surplus of over 25%*).* It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 40.

Section 3.3b analyses the implications of this data for both our short and longer term strategies.

Section Three - Our Long Term Aims

3.1   Deprivation in Lewisham

Within the context of the high prevalence of child poverty risk factors in Lewisham, the CYP Strategic Partnership will continue to deliver the priorities within its CYPP to improve the well-being of Lewisham's children and young people across all Lewisham's priorities*.* The 2007 JAR inspection report noted the commitment across the Partnership to the CYPP priorities leading to a 'seamless approach to tackling and owning priorities in Lewisham'. The partnership will continue its joint commitment to its continuously updated LAA priorities. The dual thrust of the work of our children's services will be to reduce the impact of poverty on children, young people and their families and to reduce poverty itself, including through working across the different multi-agency partnerships in the Borough. In relation to children of primary school age in Lewisham, this will be through:
- Ensuring that our Neighbourhood Renewal strategies and other area-based initiatives complement each other;
- The further development of our Children's Centres strategy;
- Collaborative work between Job Centre Plus and our Children's Centres;
- The continued development of the provision of childcare so that parents/carers can access training and employment ;
- The expansion of support for parents to access the Working Families Tax Credit;
- Health promotion programmes and parenting skills programmes;
- Ensuring that the Children's Plan promises make an impact in Lewisham: building an additional 3m homes nationally, thus increasing supply and affordability; investing in the quality of social housing and private sector renewal; reducing overcrowding and supporting homeless families to retain established links to key services such as schools by placing them close to their previous area of residence.

3.2   Our Children and Young People's Plan objectives

3.2a Standards
Early Years Foundation Stage
The focus in the near future is on Lewisham's 2007 Reading and Writing which remain below the 2006 national scores, although Writing saw a reduced gap from 2006 to 2007 (% pupils scoring 6+). We will need to continue to address the long tail of low scoring pupils by targeting those schools with the majority of the 20% lowest achievers and those with a high proportion with 0-3 scores in CLL and PSED. A clear strategy is in place including a range of events and briefings for headteachers, managers, and foundation stage practitioners. Universal CCL training and an intensive, targeted CLL programme, are being embedded, and we will continue to expand this programme. In recognition of the impact this can have on young children's learning, we will broaden and deepen our parenting programmes linked with Children's Centre provision, and complemented by a focus on parenting skills through our overarching parenting strategy, utilising the breadth of initiatives in the Children's Plan.

Key Stage 1
Our focus at KS1 and 2 will continue to be on targeting schools below or at risk of being below floor targets, including those that fluctuate, of which we currently have too many. We will concentrate in KS1 on accelerating progress to achieve at least a L2b across all the core subjects, on Writing using the Every Child a Writer initiative, particularly for boys, and on making further progress on closing achievement gaps utilising the Every Child a Reader and Every Child Count programmes. To these ends we will strengthen the focus and work of our School Improvement Partners on both the EY Foundation Stage and KS1, and the work of our School Improvement Partnership Boards in supporting schools in difficulty.

Key Stage 2
The focus of the work of our quadrants in the near future is on leadership and management, improvement in mathematics and working with Year 6 pupils, with collaboratives setting their own outcome targets for 2008 and beyond. We will continue to help them with data an pupil tracking. We will focus especially on writing, particularly where there is a reading/writing gap, with identified pupils from the LA database targeted for additional support, and also work to improve standards in mathematics and science.

Both at KS1 and 2 we will take the lead in supporting our schools in the development of the curriculum and personalisation, the application of the development of learning theory and practice, and the development and implementation of our workforce strategy. We will follow closely developments in the review of the Primary curriculum, and its dovetailing with EY Foundation Stage. We will continue to focus on underachievement linked to poverty, including smaller underachieving groups such as White Turkish pupils. We will continue to make a priority the achievement of white British pupils on FSM and to extend the impact of our Black Children's Achievement Programme. We will support schools in engaging directly with parents and other stakeholders to impact on pupils outside the school day, with a particular focus on literacy. We will build on our significantly improved use of data to track and set targets for the core of children who do not make progress at school. We will continue to develop primary school collaboratives and quadrants as cross-school resources within their communities, including extending the use of our collaborative data sets to further identify underachieving groups and establish appropriate intervention strategies to accelerate progress. We will ensure that underachieving groups are the key focus in all school support plans and that setting performance objectives relating to underachieving groups is embedded within schools' cultures.

We will continue to address robustly and successfully the improvement of any of our schools that are performing poorly or coasting. We have a sophisticated data analysis, a strong School Improvement Team with effective quality assurance, and a tried and tested range of strategies that, dependent on the seriousness of the problems, range from support to replacement of leadership and governance, with a focus on the single institutional or, increasingly, on federation. We always develop where possible the influence of our best schools on raising standards throughout the Borough, as instanced by the incorporation of our only school in an Ofsted category (Notice to Improve) in an outstanding Academy to form an all-age school. In the future we are keen to explore the possibilities of Federation Trusts including with secondary schools. Consideration of reducing PALs, and closing or amalgamating further schools will be dependent on the requirements for places in specific localities *(See Section 3.3b).*

3.2b Attendance

We will continue to support primary attendance at strategic and operational levels, using high quality data for targeting, in particular in relation to persistant absenteeism; to advise schools on the management of attendance; and to liaise with the School Improvement Team and other stakeholders and partners on targets and concerns. We will sustain our successful policy of zero tolerance of permanent exclusion with regard to LAC, pupils with statements or those with Child Protection plans. This and our firm policy on fixed term

exclusions generally have helped to improve attendance. The service will continue to carry out regular audits to check registers and identify issues, monitoring the incidence of any fixed term exclusions and identifying patterns, such as the current higher though decreasing exclusion rate for primary BME groups. Identifying these patterns helps to highlight pupils at risk of permanent exclusion and allows targeted prevention and remedial work to be most effective. We will continue to use managed moves and other alternatives to exclusion including individualised packages of support.

We will continue to be innovative, as most recently with our project to link the families of persistently absent pupils with services available in Children's Centres, and in giving incentives such as certificates, letters and vouchers to maintain and inspire good attendance. We will further extend our range of strategic projects support vulnerable pupils at risk of exclusion, e.g. restorative approaches, Social and Emotional Aspects of Learning (SEAL), and our pilot on reducing exclusions of Black Caribbean pupils. Our considerable, targeted work on improving LAC attendance will be sustained to bring Lewisham's performance out of the bottom quartile. We will extend our current training with residential homes, social workers and foster carers to identify the symptoms of poor attendance, share good practice and raise awareness of the issue. This will feed into the wider agenda of closer multi-agency working which underpins the strategy. We will continue to use Welfare Call, through which an external provider, each Looked After Child's school is called every day to ensure they are attending, with monitored follow up.

3.2c Children with special educational needs or disabilities

Access to specialist teaching within mainstream schools is the cornerstone of Lewisham's SEN strategy for change. To support appropriate personalised learning for children with SEN, we will continue to increase primary places in mainstream primary schools for children with SEN. Our strategy will break down the divide between mainstream and special schools to create a unified system where all children are included within a wider community of schools. The new arrangements will see more children moving between schools through dual placements or transition to mainstream. We have a secure platform from which to build networks of schools, including our primary collaboratives who already manage the funding for children with SEN, and an existing soft federation between two Special schools. Collaboratives will continue to work together to raise standards, promote inclusion and find new ways of approaching teaching and learning. They also open up new pathways for children.

To facilitate this we will Identify suitable special and mainstream schools to give support to others on developing personalised approaches. We are fortunate in Lewisham to have a special school that has modernised so that it serves a greater number of children and provides a range of services across the borough. We will extend this model, which has been identified as "outstanding" by HMI, and provides support for children with BESD without the need for a statement, and support for their mainstream schools. As a result, even if they spend time out of their own schools they are able to reintegrate successfully. Since it has been operating the number of requests for statutory assessment for behaviour difficulties has decreased. The key features of this that we want to ensure all special schools provide are to take a lead across Lewisham for providing advice regardless of placement; to provide training and other specialist guidance across all settings – mainstream schools and early years settings and Children's Centres; to provide early intervention support so that children's needs are assessed and met in a timely way; to make short term respite and assessment placements; and to support children back into mainstream school. We will ensure that a full change management programme is in place to ensure that staff at all levels in mainstream and special schools have the skills and confidence to ensure the success of the support the strategy. We look forward to the investment in Initial Teacher Training and Continuous Professional Development on SEN promised in the Children's Plan.

3.2d Healthy children in Healthy Schools and Settings

We are on track for 100% of our schools to meet the Healthy Schools standard by December 2009. Lewisham has a strong Sports and Leisure strategy which is currently being revised to take account of the capital benefits from both BSF and the PCP. The next step in terms of provision is the '5 hour offer' outlined in Public Service Agreement (PSA) target 22. To reach this we will build on our existing school sports partnerships, which are already having an impact on primary school sports participation.

The current Building Schools for the Future programme brings a once in a lifetime opportunity to develop a range of indoor and outdoor high quality sports facilities across the Borough. These new secondary facilities will be our complement of sports halls, as we currently have very few. We intend to bring schools, clubs and community together by signposting or developing key local clubs to be based in the new school facilities as their 'home' venue, creating a lasting legacy. Local primary schools will make use of facilities partly in school

time but with the help of the school sport partnerships and programmes, will get involved in sporting activity after school at the new facilities. Where local primaries do not have easy access to the new sports facilities, we will investigate other alternatives such as creating access to private school facilities or private playing field facilities. A good example is that of a section 106 made at a private bank playing field in Catford and now local schools can make use of its floodlit multi use games areas free of charge in term time in the curriculum.

Lewisham Council (Sport & Leisure and Planning teams) in partnership with Sport England and London Playing Fields Association, is about to develop a Playing Fields Strategy, including a pitch assessment. This will also cover primary schools, parks and voluntary and private facilities. The aim is to gauge the needs in terms of outdoor sporting needs and then develop a prioritised investment listing which links to the School Sport Facilities Strategy, identifying where and when investment should be made to encourage appropriate pathways. The strategy should be completed by December 2008.

Lewisham has a magnificent opportunity to develop its young people and to contribute to national and international programmes through Next Stop 2012, as the Gateway boroughs maximise the benefits from the London 2012 Olympic Games and Paralympic Games. We will also further develop our programme of recreational summer activities which fully involve young people with disabilities in the programming and evaluation of schemes for disabled children and young people.

All play activities have been audited as part of a comprehensive strategy to identify where more play provision could be provided through Extended Services in schools and in parks through Children's Centres. The continued implementation of our 3 year Play Strategy will ensure that all agencies involved in children's play are engaged, and continue to produce our annual Comprehensive Directory of Summer Fun Activities for 0-19 year olds. We will further involve our children and young people as evaluators of play provision in Lewisham. As part of the Play Strategy we will increase the usage of Lewisham's wide range of open access play activities. We will continue our partnership with Glendales, our parks contractor, which promotes children's play in sport, throughout the year. We will continue to develop Lewisham Parks' already increased facilities for children's play.

We will continue to support a range of activities linked to quality play provision, including the wide distribution of Toy Library services across the Borough, and a range of play schemes during holiday periods for children of working parents. All schemes are fully integrated to enable the participation of all children including those with LDD. We will build on the successes of our existing Children's Centres to provide opportunities for more vulnerable parents and their children to learn together. Sessions are jointly run by a Speech and Language Therapist, Literacy and Numeracy Advisor and the under 5s Outreach Worker. The aim is to help parents to understand how important play is to their children.

On obesity, the Council and the PCT School Nursing Team has developed an action plan for 2007-09, that aims to ensure we meet the national target of 85% coverage of Reception and Year 6 children. The plan includes an additional £27,130 investment in the programme to support school nursing and schools to deliver the programme as a wider health promotion activity. 21 MEND obesity intervention programmes for children aged 8-13 and their families are running across the Borough in different locations between 2007 and 2009, funded by Lewisham and the PCT, after successful piloting at two Leisure Centre sites. We will look to use use the guidance in the national obesity action plan announced in the Children's Plan.
A new school meals contract is currently on target to commence in April 2009 which will aim to turn around a reduction in take-up, as well as further improve quality. All food in LBL schools will continue to be compliant with DCFS nutritional guidelines. The new contract specification asks that cooks are trained to at least NVQ2 or equivalent. Almost all our primary schools will take up the service.

CAMHS, the Youth Offending Team and schools are working closely together to intervene early and prevent children and young people developing emotional and behavioural problems and/or getting into trouble. The Restorative approach adopted by an increasing number of primary and secondary schools is underpinning the growing success of this work. CAMHS will also continue to provide an intensive parenting programme for the most vulnerable families referred by Children's Social Care and Education Access services, working closely with those services to engage hard - to - reach families. CAMHS workers deliver clinics in 16 GP practices in Lewisham and 2 staff deliver support in Children's Centres.

We will continue to use the Family and School Support Team (FASST), a Children's Fund project, involving CAMHS) in working with primary schools, using home-school liaison workers to promote family involvement in improving outcomes for children. The BEST project and behaviour support provided as an outreach service to mainstream schools from our BESD Special School have focused on enhancing the capacity of schools to meet the emotional development and mental health needs of a broader range of children and young people.

We will widen the impact of our successful SEAL and Restorative Justice programmes support children's emotional and social development.

We will extend the reach of the Lewisham One card provided to LAC, which has a focus on healthy activities and gives all LAC in Lewisham free access to sports facilities and activities including swimming and gyms. We will ensure the full integration of service provision at our multi-agency Kaleidoscope centre for children with learning disabilities which was highly praised during the JAR inspection. A research project has provided a series of recommendations which will improve its impact still further.

Our Children's Centres Phase 3 Delivery (2008-10) will give improved access to services for families in less disadvantaged and more affluent areas as well as acknowledging that a considerable number of disadvantaged children live outside disadvantaged areas and even in the more affluent areas there will be small pockets of children living in poverty who may be at risk of greater social exclusion because of their isolation. These children and their families need to be able to access the full range of children's centre services along side the universal offer available to other families. We aim to create an additional 5 centres to target 2,831 children. Phase 3 centres will offer a less intensive level of support than in Phase 1 and 2, but will have robust links to the full range of services on offer. Our Information Bus, Play Bus and mobile Baby Gyms will ensure that a full range of services are available across the network of Children's Centres. We will use the outreach workers allocated to each Children's Centre to help reach the most disengaged families.

3.2e Extended, Youth and Community services

We will target those localities within the Borough where audit shows a lack of extended service provision such as out of school hours provision, and positive activities for young people. Particular areas for focus are the wards of Catford South, Brockley, Bellingham and Downham. We intend to contribute funding to tackle persistent non-attendance linked to other attendance-related strands such as the recruitment of Parent Support Advisors as part of the Borough's Parenting Strategy. We will help Parenting Support through detached youth workers and Children's Centres. We will continue to develop programmes with social housing partners to deliver parenting support. We will build on our Accelerating Extended Schools project, with a combination of universal and targeted provision for young people in identified areas including on a difficult estate. We will allocate funding to provide training for school staff to continue the Every Family Matters project into 2008/2009 to develop partnerships between schools, community arts providers and other agencies to deliver transition information sessions to parents of children starting school and transferring to secondary school. We will provide for a varied menu of enrichment activities to enhance achievement and broaden interests, as well as informal childcare provision and a safe place to be. We will continue to fund the LAC residential. Through a risk assessment process, we will identify any schools requiring additional support to deliver the extended services core offer by 2010 through an enhanced Area Co-ordinator budget.

Through the development of our IYSS, we aim better to co-ordinate work across agencies at strategic and operation levels, with agreed strategies, protocols and targets and transparent commissioning processes. We will identify young people at risk earlier, and develop with them targeted support packages. We will offer to every young resident of an entitlement card that provides increased access, and discounted /free access (according to vulnerability) to a range of Borough services such as libraries. We will have a co-ordinated approach to the use of grants from the London Mayor and DCSF, and Playbuilder and Myplace grants to increase provision in areas of need, with less reliance on youth service building based provision, and more mobile Youth buses and resources.

3.2f   Workforce Provision

For Early Years Foundation Stage we will continue to implement the recommendations of our Sufficiency Review, particularly around market management to ensure good quality private, voluntary and independent provision is sustainable. We will follow closely the development of the Graduate Leader fund initiatives announced in the Children's Plan. We will rationalise our funding in line with our role as commissioners and managers of the market, improve the support to and quality assurance of maintained and non-maintained settings, and the training and development of non-maintained setting managers, develop a providers' register for all sectors who wish to provide services to specialist and hard to reach communities and ensure comprehensive, cross agency information.

For our schools, we will build on our comprehensive staff and governor training programmes to make them more tailored to needs. We are targeting the recruitment training and retention of specialist support staff in the area of maths and science. We will tackle prospective headship shortages, including those in Faith schools,

through developing our newly launched Leadership College. We will promote federations and trusts to offer extended career progression for our best leaders in executive roles, and provide experience for prospective heads through associated head status. We will improve training for governors on models of leadership and appointment processes. Over the longer term we will support schools to develop effective and realistic succession plans, create a team of leaders to talent spot. We will ensure the meshing of our provision with that provided nationally and regionally through NPQH, NCSL, SSAT, City Challenge, such as Transition to Teaching and the extension of the National Leaders of Education programme.

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3.2g Buildings and ICT

Our Primary Strategy for Change with its associated PCP will help achieve our education vision and the transformation of our primary schools. Central to this vision is the delivery of high quality learning environments that will increase motivation and the desire to play an active part in the life of the school by offering a better and safer place to learn. This is particularly important within the context of our strategy to address the needs of underachieving groups. Plans to extend the range of provision offered by schools will encourage parental and community improvement, provide study support and leisure facilities and encourage access and participation from our most vulnerable children and families.

Our Primary Capital Programme will allow us to take a similar strategic approach to the primary estate as we have done for the secondary estate through BSF, making maximum use of the opportunities for co-location and joint working. Buildings will be designed to support the pastoral mechanisms that work best for children, ensuring that they are fully supported to realise the potential outlined in the individual learning plans. Our collaborative practices are central to the solution to meet the needs of children in Lewisham over the next 20 years. Through the continued development of our collaboratives, schools will establish strong partnerships with each other and with other partners. These will provide more effective units of delivery for many universal and targeted services, enable the devolution of services to local delivery and the development of local commissioning, and improve the quality and cost-effectiveness of current support from schools to their underachieving and vulnerable pupils. Collaboratives, working with secondary schools, will support the delivery of a transition entitlement for all Lewisham pupils. They will be key to the development of extended provision in Lewisham through schools and Children's Centres. Overall they will secure a joined up approach, which will impact on the learning and well being of children and young people throughout Lewisham.

Personalised learning will also have a major impact on these young people who will be encouraged to develop greater autonomy over their learning, and as a result, pride in their achievement. All school designs will seek to provide flexible, multi-functional space for children to learn in ways which best meet their learning styles and the context of the curriculum, whether this is the creation of larger break out spaces, access to ICT for on-line learning, or nurture areas for those who need special support. They will seek to establish the appropriate balance between free movement and participation, and safety and security. Buildings will be designed to support the pastoral mechanisms that work best for children in individual contexts ensuring that they are fully supported to realise their potential. In practice this will be reflected in:

- Buildings with improved physical access that are welcoming, facilitate use by all members of the community, and encourage parents and others to actively engage with learning;
- Space which actively supports personalised learning, including flexible, multi-functional spaces for learning in larger groups, and more traditional learning arrangements, all with appropriate access to ICT;
- External play and sports facilities which promote learning, participation and a healthy lifestyle;
- An environment which is conducive to learning: this includes appropriate climatic conditions, good circulation, carefully designed external and internal space for socialising, eating and recreation and a design which itself can become a learning tool;
- Designs which places inclusion, SEN and support services at the heart of the school, including the learning resource facilities;
- Designs with ICT which support Collaborative working and interface with all schools and the LA;
- Full integration with the Children's Centre including capital programme, as outlined in *Section 3.2d* , and other key strategies;
- Compliance with established design standards (such as BB99);
- Compliance with environmental standards such as BREEAM, bearing in mind the intention set out in the Children's Plan that all buildings be zero carbon rated by 2016t;
- Use of Design Quality Indicators when evaluating proposed design solutions.

ICT in the future will be crucial to our Collaboratives of primary schools in developing and promoting their joint agendas. We recognise the almost limitless potential to transform education in our primary schools. Our core themes within our vision for ICT will deliver the transformations that are the best outcomes for our children, our parents and carers, our staff and the community.

- A partnership approach to education and development, with flexibility in local approach for schools;
- Personalised learning which is inclusive and accessible;
- Cross-curricular excellence for children and young people using media rich connectivity;
- Continuity of provision and effective progression across phases of education;
- E-confidence amongst teaching, support and administrative staff.
- Consistent methods of assessment diagnosis and monitoring;
- Facilitating Children's Services, extended schools and community provision;

We see the learning and development of children as a seamless, holistic and continuing journey, facilitated not only by our teachers, support staff, and governors but by a diverse and robust partnership of adults. Our partners include children themselves, their older siblings, parents and carers, extended family, and other children's services professionals as well as the community in which children live. ICT provides us with the opportunity of open learning and research facilities to community users on an almost 24/7 basis from their own homes, from other locations as well as in school.

Our focus on learning and teaching will remain the consistent core of our ICT work. We will use technology to creatively and appropriately underpin all that we learn and teach. The technology must do more than simply support us as if it were any other utility. We will build upon our successes in using technology to find new and exciting ways to actively transform our teaching capabilities in each subject in every school, increasing motivation and engaging learners, providing them with new ways to learn, more opportunity to understand difficult concepts, greater access to cutting edge resources and materials and a greater diversity of subjects to choose from. Self-assessment through the intelligent use of data is at the heart of developing excellence in our schools, both individually and as federations. Many primary schools have been introduced to the BECTA Self Evaluation Framework to assist them to develop and implement their ICT Action Plan. ICT will increasingly provide the means by which schools ascertain their strengths, and develop shared approaches to tackling their weaknesses on a continuous basis. It will more easily enable the involvement of all staff in self-evaluative and improvement processes, and increasingly the contributions of children, parents and other stakeholders. It will provide all staff and other stakeholders with easy access to information on progress towards meeting school and Collaborative objectives.

We expects our schools to use the opportunity of the PCP to remove obstacles to inclusion and, indeed, to build in the capacity to support these pupils more fully and place facilities for SEN at the heart of the school. The transformation of our primary SEN provision will be completed through the capital aspect of our SEN strategy for change, using funding outside the PCP. We already have a recent part refurbishment and new build of an outstanding 5-14 BESD Special School. Our high quality provision for children with Severe Learning Difficulties and Profound and Multiple Learning Difficulties is already situated in a state of the art, recently built school.

Using agreed Building Schools for the Future (BSF) funding, it is proposed through the SEN strategy for change that two existing special schools close, in order to rebuild a new state of the art school on one site, designated as a mixed 5-19 special school for children with complex Autistic Spectrum Disorder (ASD). The new school will form strong links with Children's Centres, so that they are supported in making early provision for children with complex needs and autism, and it will develop a full set of out-reach services to support all children with ASD regardless of placement. The process of competition for the establishment of the new ASD school has begun.

Opportunities for children in mainstream primary schools will be increased by developing partnerships of mainstream and special schools, and through specially resourced provisions/units in mainstream schools. Two resource bases are already in operation in primary schools, and a further five are planned to support a full range of SEN needs, with funding identified by London Borough of Lewisham outside the PCP. £1.6million has been earmarked from the NDS Modernisation allocation to the LA by DCSF.

Steps have already been taken to address or compensate for the lack of dedicated play space and sports provision at many of our school sites. Through our Sports and Leisure strategy which maps the level of curriculum supply and demand, we will ensure as much equity as possible across localities. Lewisham's BSF programme is aimed at improving the level of provision not only for its secondary schools but for other local schools and communities, and where it is possible, the PCP will seek further enhancement.

Lewisham will upgrade primary school kitchens and dining areas as part of any new builds or substantial refurbishments. It will also consider upgrades as parts of other projects to improve conditions and suitability. A separate contract being provided to cover kitchen equipment maintenance as an extension to the Council's current maintenance contract. We realise that the maintenance of old and outdated equipment is becoming

non-cost effective and the condition of, particularly, our smaller kitchens is in need of some degree of improvement work. The cost of improving the entire Primary estate is likely to be in the region of £6million. Clearly this work is beyond the capacity of the Council to undertake in one move. The Council plans a rolling programme of capital investment that would begin with those schools in greatest need and facilitate as much improvement as possible in order to assist both schools and caterers with the drive toward a healthier pupil populace

Phase 3 of our Children's Centre strategy has limited capital. We will therefore maximise the resources available by the use of existing buildings and services to develop into the Children's Centres. This will include schools both within and without the PCP as site opportunities arise. It may also include w Generation Play clubs, libraries or other civic amenities. There is more scope to adopt this approach in this phase as there is no requirement to provide full time early education and childcare. In order to complete the network of Children Centre activity there is a need to develop a site or a hub in the following wards: Catford South, Lee Green, Lewisham Central, New Cross and Whitefoot wards.

3.3   Diversity, Choice and Responsiveness to Parents

3.3a   Diversity and Choice

We will continue to support and develop a diversity of primary provision to enable parental choice, including Faith schools and a small number of all-age schools (we currently have one with two planned). These can provide examples of progression with pace and challenge across the usual phase boundaries, and, through their family ethos, models of responsibility for the young taken by older children. We will seek to build on our record of expanding the influence of successful and popular schools, through increasing admissions limits, federations (including Trusts), and physical expansion where this is possible. We have may examples of where taking radical steps to improve leadership, including through federation with excellent schools, has led to speedy and impressive improvements.

3.3b   Demand for Pupil Places

Our early 2008 analysis of GLA projections for Lewisham had indicated that in 2016 there would be an overall shortage in the Borough of only 74 places or 2%. Previous experience has been that GLA figures significantly overestimate demand in Lewisham. This suggested that, at most, action might be required to increase or reduce the number of places in particular planning localities to address variation in demand across the Borough, and to improve the suitability and the condition of the primary schools estate. The latest GLA demographic projections, dated 11 March 2008, show a very different picture of significantly increasing places demand in Lewisham. They also indicate that these forecasts may be more accurate than previously, based on a comparison of the 2008 GLA prediction compared to the January 2008 PLASC figures, which shows the GLA prediction to be below the actual number on roll. Further weight to this hypothesis is given by the latest information on the impact of late applications for Lewisham schools for 2008-09, which also indicates roll growth for the Borough as a whole to be in line with the GLA projections.
This change in forecast is predicated on increase in the 2005/06 birth rate (now factored into the GLA forecasts) which has been rising since 2001/02, and an increase in natural fertility rates which ONS began to factor into projections during 2006/07 (the highest fertility rate since 1980). The new GLA forecasts assume that this increased birth rate will continue, and, as a result, the Lewisham projections for the age 4 cohort between 2010 and 2017 are approximately 300 places higher each year than the previous version. Depending upon pressure in surrounding boroughs and the private sector, it is possible that more than 80% of these extra learners would seek places in Lewisham schools. This would have a 240 place impact (8fe) greater than the previous GLA school roll projections. This suggests a very substantial increase in the requirement for pupil places in Lewisham which could only be met by permanent provision rather than, for example, demountable classrooms and temporary changes to school Pupil Admission Limits (PAL).

In order to improve the accuracy of the GLA projections, we have also included in our own projections to 2017 the estimated impact of those new residential developments in Lewisham which have not, as yet, received planning permission, but are likely to do so, as well as those that have. *(See Appendix 3a Charts 1 and 2 for more detailed information).* We have used the Wandsworth model which, of those available, best reflects the Lewisham context. The Authority has taken very careful account of these predictions in its planning. Nevertheless, despite the indications of increased accuracy of GLA projections for 2007-08 and 2008-08, as indicated in our initial investment proposals, we will take a cautious approach to expansion of places in view

of current locality surpluses and the lack of conclusive evidence that predicted trends will be realised in future years. *Section 4 – Our Long Term Aims –* sets out the implications of this analysis.

The projections show that entry to Year Reception is just below the overall PAL in 2009 (3,136 compared to 3,169), then rises sharply in 2010 to exceed the PAL by nearly 300 pupils. Thereafter Reception entry continues to rise to reach 3677 in 2017

In each of our 6 Primary Places Planning Localities (PPPLs) there is an increase over time in the demand for places, but at different rates. If no action were taken on the supply side, this would result in a 13% overall surplus of places in 2007 moving to a 15% shortage by 2017. Whereas current surpluses across the 6 Lewisham places planning areas vary between 7% and 21%, by 2017 there are shortages predicted to vary between 9% and 23%.

Against the Total PAL, the surplus has grown slightly between 2006 and 2007 but reduced in 2008. If the trend continues, by 2017 the GLA projections indicate that there could be a shortage of over 3300 places in total.   Furthermore, as described below, it shows that in the Deptford/New Cross and Downham localities, where there is currently a significant surplus capacity of just over 20% in each, there are likely to be shortages of places by 2017 *(See Appendix 3a Table 1 and Charts 3 and 4 for more detailed information).*

The detailed implications of projections between 2009-17 for each of the 6 PPLs are set out below, together with other relevant data *(See Appendix 3a Tables 2-7 and Charts 5-10, and Appendix 8 for more detailed information).*

PPPL 1: Forest Hill – Sydenham

Of the 18 schools in this locality, 12 are judged by the Authority to be good or outstanding. Two are judged to be in need of additional support in order to raise standards. There are 4 CE schools and 2 RC schools. Four schools have 1.5 fe entry. There is an Infant school adjacent to its feeder Junior school. Three schools are in the top 16 Lewisham schools requiring conditions works, and 3 schools have significant suitability issues. Four high performing schools have sufficient site area to warrant further investigation of their capacity to move from current 2fe to 3fe if required. One school has a Total Roll surplus of over 25%. No schools have a Year Reception surplus of over 25%.

It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 16. **The Reception PAL (810) is predicted to be exceeded in 2009 by 25, and in 2010 there is a projected Reception shortfall of 102 (3fe+).** Reception intake continues to rise to a high of 935 in 2015, a shortfall of 125 places (4fe+).

The total roll is currently below the total PAL, but there is a gradual rising trend from 2009, so that the total net capacity and total PAL could fill by 2012. **As a result, there is a predicted potential total shortfall of 305 places by 2013, of 620 places by 2015 and of 709 places by 2017, probably not growing thereafter.**

PPPL 2: Lee Green

Of the 8 schools in this locality, 7 are judged by the Authority to be good or outstanding. The other school is an all-age Academy which opened in new buildings in September 2008. There are 2 CE schools and 3 RC schools (including the Academy). Two schools have 1.5 fe entry. There is an Infant school near but not adjacent to its feeder Junior school. Two schools are in the top 16 Lewisham schools requiring conditions works, and 2 schools have significant suitability issues. One school has sufficient site area to warrant further investigation of its capacity to move from current 2fe to 3fe if required. One school is borderline in its capacity to move from 1fe to 2fe, and another in its capacity to expand to 2fe. There are no schools with a Total Roll surplus or a Year Reception surplus of over 25%.

There will be no Year Reception roll vacancies for 2008-09 in this locality. **The Reception PAL (315) is predicted to be just overtaken in 2009, and in 2010 there is a projected Reception shortfall of 28 (1fe-).** Reception intake continues to rise to a high of 371 in 2015, a shortfall of 58 places (2fe), and reduces very slightly through to 2017.

The total roll is currently well below the total PAL, but there has been a gradual rising trend underway since 2004, so that the total net capacity (which is 85 below total PAL) could fill by 2010 and total PAL could fill by 2012. **As a result, there is a predicted potential total shortfall of 328 places by 2013, and of 536 places by 2016.**

PPPL 3: Brockley, Lewisham, Telegraph Hill

Of the 15 schools in this locality,12 are judged by the Authority to be good or outstanding. Three schools are judged to be in need of additional support to raise standards. There are 2 CE schools and 2 RC schools. One school has 2.5 fe entry, another a 3fe. One school will move into new buildings in this year. Another is planned to be incorporated into a new all-age school built under BSF to open in September 2010. Four schools are in the top 16 Lewisham schools requiring conditions works, and 5 schools have significant suitability issues. One school has sufficient site area to warrant further investigation of its capacity to move from current 2.5fe to 3fe, and another its capacity to expand from 1fe to 2fe. Another school has sufficient site area to warrant further investigation of its capacity to move from 2fe to 3fe if required. Two schools have a Total Roll surplus of over 25% but no schools have a Year Reception surplus of over 25%.

It is predicted that there will be 2 Year Reception roll vacancies for 2008-09 in this locality. **The Reception PAL (711) is predicted to be overtaken in 2009 by 9, rising in 2010 to a projected Reception shortfall of 82 (3fe-).** Reception intake continues to rise to a high of 893 in 2016, a shortfall of 182 places (6fe), and reduces very slightly in 2017.

The total roll is currently well below the total PAL, but a rising trend is predicted from 2008, so that the total PAL could fill by 2011 and total net capacity (which is around 220 above total PAL) could fill by 2013. **As a result, there is a predicted potential total shortfall of 203 places by 2012, 590 places by 2014 and of 961 places by 2017.**

PPPL 4: Catford, Bellingham, Grove Park

Of the 12 schools in this locality, 4 are judged by the Authority to be good. Three schools are judged to be in need of additional support to raise standards. There are 2 RC schools.
Two schools have 2.5 fe entry. Two sets of Infants and Junior schools are on adjacent sites.
One school is due to move into new buildings in 2009. Three schools are in the top 16 Lewisham schools requiring conditions works, and 6 schools have significant suitability issues. Four schools have sufficient site area to warrant further investigation of their capacity to move from current 2fe to 3fe if required. One school has a Total Roll surplus of over 25% and another school has a Year Reception surplus of over 25%.

It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 41. **The Reception PAL (555) is predicted to be overtaken in 2009 by 10, and in 2010 there is a projected Reception shortfall of 39 (1fe+).** The Reception intake continues to rise to a high of 612 in 2015, a shortfall of 57 places (2fe), and reduces very slightly through to 2017.

The total roll is currently below the total PAL, but there is a rising trend from 2008, so that the total net capacity (which is around 220 below total PAL) could fill by 2010 and total PAL could fill by 2012. **As a result, there is a predicted potential total shortfall of 114 places by 2013, of 364 places by 2016, and of 373 places by 2017.**

PPPL 5: Deptford and New Cross

Of the 9 schools in this locality, 4 are judged by the Authority to be good or outstanding. Five schools are judged to be in need of additional support to raise standards. There is 1 RC and 1 CE school. One school has 1.5 fe entry, but has agreed to reduce to 1fe from September 2009, initially for 1 year. One school moved into new buildings in January 2008. Another is part of a proposal to be incorporated into an existing Academy and, if that were to proceed, will be refurbished. Another is planned to be rebuilt as part of an area of borough regeneration. Three schools are in the top 16 Lewisham schools requiring conditions works, and 2 schools have significant suitability issues. Two schools have sufficient site area to warrant further investigation of their capacity to increase by 1fe if required. Three schools have a Total Roll surplus of over 25%, one of which has a Year Reception surplus of over 25%.

It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 51. **The Reception PAL (420) is predicted to be overtaken in 2010 by 12, and in 2011 there is a projected Reception shortfall of 29 (1fe).** The Reception intake continues to rise as new housing makes a significant impact to a high of 527 in 2017, a shortfall of 107 places (3fe+), when the increasing trend starts to flatten out. It should be noted that these projections largely rely on approvals yet to be agreed and construction being delivered; therefore development of capacity needs to proceed cautiously.

The total roll is currently well below the total PAL, but there is a steeply rising trend from 2009, so that the total net capacity (which is around 50 below total PAL) and the total PAL could fill by 2013. **As a result, there**

is a potential predicted total shortfall of 174 places by 2014, of 398 places by 2016, and of 454 places by 2017.

PPPL 6: Downham

Of the 7 schools in this locality, 2 are judged by the Authority to be good. Five schools are judged to be in need of additional support to raise standards. There is 1 RC school. One school has 1.5 fe entry. One school is in the top 16 Lewisham schools requiring conditions works, and 5 schools have significant suitability issues. Three schools have sufficient site area to warrant further investigation of their capacity to move from current 2fe to 3fe if required. Three schools have a Total Roll surplus of over 25%, two of which have a Year Reception surplus of over 25%.

It is predicted that this locality's Year Reception roll vacancies for 2008-09 will be 40. **The Reception PAL (345) is predicted to be overtaken in 2010 by 20, and remains relatively flat thereafter until 2017.**

The total roll is currently well below the total PAL, but there is a rising trend from 2007, so that the total net capacity (which is around 60 below total PAL) could fill by 2011 and the total PAL could fill by 2013. **As a result, there is a potential predicted total shortfall of 58 places by 2013, of 145 places by 2014, and of 226 places by 2016.**

3.3c Our Approach to Investment

In addition to the PCP allocation for 2009 -11 there are a variety of sources of funds available to the LA to commit to the delivery of the Primary Capital Programme. Our approach has been to use the PCP allocation as the lever to draw in other resources to enable the LA and its partners - schools and VA Governing Bodies - to fulfil a number of responsibilities at the same time, including the duty to ensure sufficient places. In this way we have secured commitment for the use of Basic Need, schools devolved formula capital, Extended schools capital and the LCVAP programme to deliver an overall programme of renewal and expansion. In the longer term we shall be investigating how our expansion needs can be supported through developer contributions and rationalisation of LA education assets.

DCSF Formula based allocations
Basic Need
The largest allocation is the Basic Need provision for sufficiency of places. In 2008 -11 Lewisham has an allocation of £23m, of which £9m is identified to support secondary places created as part of the BSF programme. The balance is proposed for the creation of primary places to support the growing demand as set out in the pupil projections to 2017. The provision for spend has been programmed 2009 -11 to complement the initiation of the PCP resources availability and the Council's existing capital profile of spend.
Devolved Formula Capital
Schools are allocated sums of money based upon pupil numbers and whether the premises are modernised or not. These sums are expected to support maintenance needs of the school premises, site development and ICT costs. The ratio of premises to ICT is around 80:20. Following the rebuilding or refurbishment of school sites the maintenance needs will be significantly reduced and expenditure in the period prior to the development will also be limited. On this basis it would be appropriate for schools to contribute DFC funds towards the PCP investment on the site. It is proposed that 80% of the DFC allocation for 1 years prior and 3 years after should be put toward PCP programmes by schools as they go through the PCP. The balance of 20% would remain for schools to invest in their ICT infrastructure on managed ICT service. The annual sum for a 1 fe primary school would be £26k. The annual sum for a 3 fe primary school would be £46k
Other Government sources; EU; Big Lottery
The LA is in receipt of other DCSF capital allocations: Extended services and General Sure Start Grant. In the case of extended services the total allocation for 2009 – 11 is £750k. In 2008-09 the allocation is committed to current projects to continue to move forward the agenda. For 2009 – 11 the capital allocation will bes put alongside the PCP to promote Extended Schools services as development as part of the bigger programme and to secure more effective value for money from the investment available. Big Lottery resources tend to support sport and leisure facilities located on secondary school sites and we will continue to support schools in any BL bids, and also any Football Association bids.
Targeted Capital Fund
In 208 -11 the targeted capital fund is earmarked largely for support of the national school meals agenda in the provision of kitchens for schools where schools or authorities have previously elected to cease the school meal service and converted the space to teaching and learning provision.

Capital Receipts

The context to 2017 is for a growth in pupil places demand. As current forecasts estimate a considerable places need over the planning period, it will be prudent of Lewisham to preserve the existing number of primary sites rather than undertake some proposals and then need to purchase new sites in the future. A consequence of this approach is that capital receipts may not be a significant source of capital. We have undertaken feasibility studies of larger sites to assess the potential for development and land sales while preserving space for potential school accommodation expansion. This has identified a small number of sites where some sales could be made in order to contribute to the total resources available for PCP. Another aspect that has been considered is where there can be a remodelling of adjacent council assets to achieve improvements in other service as well as school assets and provide scope for receipts. In these instances there would be a smaller contribution to the PCP as some contribution would be needed to fund the development of other assets. A further complicating factor is the need for decant locations while whole school rebuilding takes place. Most communities are reluctant to see building take place on the same site that primary age pupils are educated on. This means that disposals already planned may be delayed or that schools temporarily occupy premises of other schools.

Developer Contributions (s106)

In the absence of significant capital receipts, as set out above, the next most significant private sector contribution to PCP would be through developer or s106 contributions. The Council is currently working on the development of a "development tariff" i.e. the social infrastructure costs associated with all developments and this would include a formula for pupil places and the costs per pupil of meting them. This would then form the basis of payments from the developer to complement the approvals for development they are seeking. At the moment such agreements are ad hoc and discretely negotiated. The tariff approach would ensure a consistent approach to developers from the council and ensure greater consistency.

Prudential Borrowing

The Council has scope to use prudential borrowing to support capital expenditure. In essence the approach requires that revenue benefits or income are identified that flow from the investment that can repay the loan required to undertake the investment. In the case of schools that are rebuilt the revenue savings from a more efficient building and easier management flow to the school. The increased income would be marginal in terms of community or extended use of the facilities, and it is unlikely that they could finance a significant amount of borrowing. As the schools would retain the revenue benefits because of the formula funding approach it would be necessary to secure a Governing Body Agreement for the school to pay toward the overall cost of a school project to help meet the borrowing costs.

Other Local Funding – LBL, PCT

The Council is currently developing strategies for the 21st century provision of library and adult learning provision. There is scope for some of this development to be linked with primary school site proposals. There are two examples of where this might be possible {Kelvin Grove/ Kirkdale and or Brockley/ Brockley Rise}. At Holbeach a possibility has been created from early adult education changes to develop primary space for a SEN resource base in support of the council's inclusion policy.There are no current PCT LIFT proposals that could be quickly factored into the overall funding proposals. Further discussions would be necessary about co locating health provision on primary sites to promote the objectives of the Every Child Matters agenda and achieve economies of scale increased occupancy of the primary estate.

PFI Credits

The Council will seek to maximise the take up of PFI credits for new builds.

Procurement

The intention is to procure the delivery of the PCP using the Local Education Partnership (LEP) already set up in order to deliver Lewisham's BSF programme. We will use the established BSF structure for the finalisation of options and their formal route to procurement. Projects approved by the PSPB will then be offered to the LEP for delivery. Once a viable project with funding has been established there would be an approval required from the Mayor.

LA Resources

Lewisham has huge and relevant experience of client-side resourcing through its current Pathfinder and Wave 3 BSF programme. It will use this and some of its existing BSF structures, together with additional resourcing to complement the LEP, to ensure that the PCP is efficiently and effectively managed.

Sources of Investment for Tranche 1

The estimated cost of the Tranche 1 programme is £23.6m. However as two of the proposals involve voluntary aided schools the LA would expect 10% of that share of the costs to be funded by the respective

dioceses. This would reduce the cost to the Council by approximately £0.5m. The Locally Co-ordinated Voluntary Aided Programme also provides the equivalent of basic need support for VA schools. This is a grant rather than a supported capital allocation. On the basis of the above the funding would be made up as follows:

	£m
PCP Grant	11.1
Extended Services Grant	0.7
Schools DFC	0.5
Diocesan contribution 10%	0.5
LCVAP	1.2
Basic Need Supported Capital	9.6
Total	**23.6**

3.3d Our Longer term investment priorities

Our approach to planning the tranches of the PSPC has been to address the identified need for a significant increase in demand for places to meet the statutory duty of the LA to provide places and to then combine this with removal of or improvement in the suitability and condition of places provided. For Tranches 2 and 3 the current pupil projections indicate that the provision of new places will continue to be a pressure.*(See Appendix 5 Tables 1-8 for more detailed information).* It is anticipated that housing development will be having an increased influence on place demand and that developer contributions will feature in the funding equation. The Borough is currently developing its formula for developer contributions which may help manage both developer and council expectations in this area.

A similar approach of combing investment in places and improvement will be adopted to help meet statutory obligations and the objectives of the PCP. The approach is to spread the development of the VA estate to ease the financial burden of our discussion partners in funding their 10% contributions. The early inclusion of VA projects recognises our desire to expand popular and successful provision. Priorities for change and related investment will be underpinned by Lewisham's determination to continue to improve outcomes for children in the Borough, and to close achievement gaps between groups of children.

Section Four - Our approach to change

Endorsement of the strategy
The Lewisham Primary Strategy for Change has been approved by the Mayor, including the expenditure of a first tranche of investment of up to £23.6 million. There has been general backing for the strategy across political divides. Head Teachers have approved the strategy through the Heads Reference Group for the PCP, through the Primary Strategic Group and the Executive Director For C&YP Termly meeting. Head Teachers would have liked more time to consult.

The Southwark Diocesan Board of Education (CE) has approved the strategy subject to the following observations:
- The requirement upon governors to provide a 10% contribution towards the cost of a scheme remains to be agreed on a school by school basis. Particular attention needs to be paid to those elements that provide additional primary places required by the LA;
- The use of LCVAP as a top up to PCP grant needs to be reviewed on a project by project basis across the programme to ensure that funding is not top sliced to the detriment of other VA primary schools that do not feature in the top 50% of schools and thus not included within this programme, or remaining secondary schools, prior to the completion of any local BSF programme;
- The Governors requirement to pay VAT cannot be a bar to VA schools being included as a priority within any programme once funding is allocated and actual costs are firmed up under the LA procurement route;
- It will be essential that the opportunity is explored on a project by project basis to determine whether value for money can be achieved by allowing the SDBE to procure and manage their own VA projects, and particularly where the construction values are too small to interest a LEP, where one is in place.

These conditions are acceptable to the LA. The Southwark Diocese (RC) has also endorsed the strategy subject to agreement about the level of LCVAP contribution towards capital costs. Discussion with both the Dioceses have raised issues about the procurement route for any new investment on their sites, and this will be the subject of further negotiation particularly in relation to the size of projects.

Governance, management and consultation

Through our Pathfinder and Wave 3 BSF status we have much experience of ensuring stakeholder commitment to the programme and its component projects from initiation to completion. We will ensure that, as is the case with BSF, we have continued political commitment for the PSfC from the Mayor and portfolio holders. The approval of the Primary Strategy for Change has been a key decision for the Mayor. A Primary Strategy for Change Partnering Board (PSPB) is in the process of being established with a similar membership profile to our existing SPB under BSF. Officers will bring investment options to the PSPB after discussion within a PSfC Reference group and wider consultation with Heads and other stakeholders within localities. The PSPB will shape the project and once given conditional approval will offer it to the LEP. Once a viable project with funding has been established it will be submitted to the Mayor for approval.

A PSfC Reference Group, based on the current consultative process, will consist of 1 representative primary Head from each Primary Places Planning Locality, four Governors, Diocesan representatives and officers. The Reference Group will invite other stakeholders to meetings and events focussed on particular PPPLs. The Reference group will be involved in the defining of data it feels appropriate to the development of investment options and will analyse the data provided. The group will be serviced by officers in providing the data, interpreting it and supporting the subsequent development of options. The Headteachers forming the existing LA Primary Strategic group along with LA officers, formed from representatives of all the primary Collaboratives, will be the key wider consultative body on the overall primary strategy for change and its implementation. The work of the Reference Group will be reported upon regularly to the Primary Strategic group. The Heads' own Primary Consultative mechanisms will provide the widest headteacher forum.

The implementation of the Primary Strategy for Change will have implications for the deployment of Dedicated Schools Grant (DSG) resources. It is therefore important that the Schools Forum considers these implications and how they might be responded to. In the short term it would be appropriate for a sub-group to be established to identify the issues and develop an approach to dealing with them. Longer term, the decisions on the use of DSG to support the PCP will form a part of normal business.

We have established a Vision into Design process of engagement with all our stakeholders in BSF to ensure educational transformation along with efficient planning and delivery. We propose to use the same methodology for the PCP programme, learning too from the processes for the building of our three most recent primary schools. This involves a core group which is involved in the whole process, drawing in further expertise and wider representation as required. Wider consultation, involving children, staff, parents and the community is managed by this core group of headteacher, governors, the LEP and its supply chain and LA officers. Officers provide the linkage to other key services such as Foundation Stage Early Years and other providers including secondary schools.

Results of initial consultations

In the autumn of 2006 the foundations for a consultative process were established involving Head teachers, Governors and diocesan representatives. The outcome of that work was a set of principles and criteria set out in *Appendix 6.* In addition Heads agreed the 6 planning localities and the general approaches to places planning which officers then took forward. Following the receipt of the March 2008 GLA projections, further consultation on the process for producing the strategy led to a number of workshops with the Heads' reference group using the agreed process to examine the data in detail as well as build on the earlier work on principles and criteria. The workshop considered the changed context of significantly growing pupil projections alongside the data on assets and schools' performance. Further consultation with stakeholders has been undertaken prior to the submission of the Primary Strategy for Change, and with Tranche 1 headteachers on the delivery of their projects.

Criteria to arrive at priorities for change

Priorities will be arrived at through the following criteria agreed with Head Teachers and dioceses:

- Provide sufficient places at the right time to meet future needs within and between planning localities in the Borough;
- Improve conditions and suitability of schools in order to raise standards;
- Increase the influence of successful and popular schools;
- Maximise the efficient delivery of education in relation to size of school, removing half-form entries, and promoting continuities of education;
- Enable school extended services for pupils, parents and communities;
- Optimise the use of the Council's capital resources available for investment.

Investment priorities will be considered on a Borough-wide basis in relation to the needs of localities as indicated by an analysis of the relevant data.

Risk Assessment

Risk assessment is well embedded in the Council, as illustrated by the rigorous approach to risk in our BSF programme. A significant risk exists around the projections of pupil numbers. The strategy set out is cautious in its response to the projections based upon past experience of their not being achieved. If projections are achieved as quickly as forecast, there may be pressures on identifying places for all those seeking them at the time they are being sought. If the projections are realised more slowly, then surpluses may persist for longer than anticipated, thus creating some management and staffing issues for individual schools, and placing pressures on the Authority in relation to the DCSF guidance on percentages of surplus places both within schools and across the Borough. The funding resources are finite and if pupil projections are realised in full they may be insufficient to meet the demand. The Tranche 1 programme assumes that schools and dioceses are able to make contributions to the overall funding envelope as they intend, but this may not prove possible in full. The strategy anticipates that the procurement of these schemes will be through the LEP. The LEP has significant commitments in delivering the secondary BSF programme and may have difficulty in securing the resources to deliver these primary projects. In undertaking the detailed feasibility work on each of the projects, issues may be identified that challenge the delivery within the anticipated time scale and available resources.

Section 5 - Initial investment priorities

Lewisham has already made significant investment in its primary estate. For example, Childeric Primary School recently opened in brand new accommodation; Rushey Green and Ashmead are currently being rebuilt, and Tidemill's rebuild is planned as part of the Giffin Street redevelopment. All of these schools are or will be ICT rich with an infrastructure which will enable their joining an Authority-wide network as it is rolled out from the secondary BSF programme into our primary schools. This is also our intention for our new investment under the PCP. There is also significant investment in Lewisham's all-age Academy as there will soon be in the primary section of a further Academy formed from a closed primary school in PPPL 5.

Special schools with primary age pupils are already in receipt of recent capital investment, or have planned provision proposed as part of the Lewisham Special Schools review. This comprises very recent, state-of-the art PSLD provision at Watergate School, a brand new PSLD school, refurbishment of New Woodlands EBD School, and, through BSF funding, a proposed new all-age ASD school. In addition, 2 resource bases are already in operation in primary schools, and a further five are planned with identified funding.

Taking into account these recent or current investment decisions, our aims have determined the options for change set out for each places planning locality in the Borough. Ensuring that sufficient places are provided in localities at the right time will take precedence over significant investment in schools where the rectification of conditions and suitability issues will not produce additional places. Any potential reductions or increases in school PALs will be discussed with schools as more secure information is derived from actual places data against GLA projections. The LA will seek to avoid short term turbulence in taking down a PAL if there is evidence of the likelihood of medium term expansion.

Rationale for Locality Choice for Tranche I investment

In determining which area to choose first for investment, the need to address pupil numbers in the Reception year for 2010 was identified as a critical factor in meeting the overall demand for places. On this basis, as can be seen in Section 3 above, Sydenham / Forest Hill (PPPL 1) potentially has a shortfall equivalent to three forms of entry, and Brockley / Lewisham (PPPL 3) a projected shortfall equivalent to two forms of entry. All the other areas have no more than one form of entry of potential demand to meet. Given the cautious approach being taken by the Authority to the pupil projections, it is clear that early action will have to be taken in these two localities. For this reason, the Tranche 1 proposals are focussed on these two areas

Tranche 1 investment priorities: Proposals *(See Appendix 5 Tables 1-6 for more detailed information).*

	Locality	Child Yield	Comments in relation to criteria	Estimated cost (£m)
New build (or refurbishment) of Gordonbrock to expand from 2.5 fe to 3fe	3 Brockley, Lewisham, Telegraph Hill	105	Meets increased locality need for places in a good school, improves conditions and suitability , creates full teaching groups	
New build of Brockley to expand from 1fe to 2fe.	3 Brockley, Lewisham, Telegraph Hill	210	Meets increased locality need for places, improves conditions and suitability	
Expand St Bartholomew's CE from 1.5 fe to 2 fe.	1 Forest Hill - Sydenham	105	Meets increased locality need for places, improves conditions and suitability , creates full teaching groups	
Expand Our Lady & St Philip RC from 1.5 fe to 2 fe.	1 Forest Hill - Sydenham	105	Meets increased locality need for places, creates full teaching groups	
Totals		**525**		**Up to £23.6m**
Expand Dalmain from 1.5 fe to 2 fe. (RESERVE)	1 Forest Hill - Sydenham	105	Meets increased locality need for places in a good school, improves suitability , creates full teaching groups	
Expand Kilmorie from 1.5 fe to 2 fe. (RESERVE)	1 Forest Hill - Sydenham	105	Meets increased locality need for places in a good school, creates full teaching groups	

Our funding approach is to bring in other relevant capital resource on PCP, Basic Need, DFC, Extended Services and LCVAP resources. PCP is 46% of the total £23.6M cost of the programme. This has been achieved despite this issues around funding costs of supported borrowing as a floor Authority.

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Appendix 2 – Tables

Table 1 – Bulge classes and permanent expansions currently in the system

PPL	Additional places in the system School	2016/17						
		YR	Y1	Y2	Y3	Y4	Y5	Y6
1	Adamsrill Primary School	90	90	90	90	90	90	90
1	Dalmain Primary School	60	60	60	60	60	60	60
1	Eliot Bank Primary School	60	60	60	60	120	60	60
1	Fairlawn Primary School	60	60	60	90	60	60	90
1	Haseltine Primary School	60	60	90	90	120	60	60
1	Holy Trinity C E Primary School	30	30	30	30	30	30	30
1	Horniman Primary School	30	60	30	30	30	60	30
1	Kelvin Grove Primary School	90	90	120	90	90	90	90
1	Kilmorie Primary School	90	90	90	120	90	60	60
1	Our Lady & St Philip Neri Catholic School	45	45	45	45	45	45	45
1	Perrymount Primary School	30	30	30	60	30	30	60
1	Rathfern Primary School	60	60	60	60	90	90	60
1	St Bartholomew's CE Primary School	60	60	60	60	60	45	45
1	St George's C E Primary School	60	60	30	30	30	30	60
1	St Michael's CE Primary School	30	30	30	60	30	30	30
1	St William of York Catholic School	30	30	30	30	30	60	30
1	Stillness Infant School	90	90	90	90	90	90	90
2	All Saints C E Primary School	60	30	30	30	30	30	30
2	Brindishe Lee Primary School	30	30	30	60	30	30	60
2	Brindishe Manor School	60	60	60	60	60	60	90
2	John Ball Primary School	90	120	60	60	60	90	60
2	St Margaret's Lee CE Primary School	30	30	30	30	30	30	30
2	St Matthew Academy	60	60	60	60	60	60	60
2	St Winifred's Catholic Primary School	60	60	60	60	45	45	45
2	Trinity Lewisham CE School	60	60	60	60	0	0	0
3	Ashmead Primary School	30	30	30	30	60	30	60
3	Beecroft Garden Primary School	60	60	90	60	60	30	30
3	Brindishe Green Primary School	120	90	90	90	90	90	90
3	Edmund Waller Primary School	60	90	60	60	60	60	90
3	Gordonbrock Primary School	90	90	90	90	90	90	75
3	Holbeach Primary School	90	90	60	60	60	60	60
3	John Stainer Primary School	60	60	60	60	60	30	30
3	Lucas Vale Primary School	60	60	90	60	60	90	60
3	Myatt Garden School	60	60	60	60	60	90	60
3	Prendergast Primary School	60	60	60	0	0	0	0
3	Prendergast Vale School	30	30	30	60	30	30	30
3	St Mary Magdalen's Catholic Primary School	30	30	30	30	30	30	30
3	St Mary's Lewisham C E Primary School	30	30	30	30	30	30	30
3	St Saviour's Catholic Primary School	30	30	30	30	30	30	30

3	St Stephen's CE Primary School	30	30	30	30	60	30	30
3	Turnham Primary School	90	90	66	66	90	90	66
4	Athelney School	90	60	60	60	60	90	90
4	Baring Primary School	30	30	30	30	30	30	60
4	Coopers Lane Primary School	90	90	90	90	90	90	60
4	Elfrida Primary School	60	90	90	60	90	60	60
4	Forster Park Primary School	90	90	90	90	90	60	60
4	Holy Cross Catholic Primary School	30	30	30	30	30	30	30
4	Rushey Green Primary School	90	90	90	60	90	90	90
4	Sandhurst Infant and Nursery School	120	90	90	90	90	90	90
4	St Augustine's Catholic Primary School And Nursery	30	30	30	30	30	30	30
4	Torridon Infant School	90	90	120	90	90	90	120
5	Childeric Primary School	60	60	60	60	60	60	60
5	Deptford Park Primary School	90	90	120	90	90	90	120
5	Grinling Gibbons Primary School	30	30	30	30	60	60	30
5	Haberdashers' Aske's Hatcham College	60	60	60	60	60	60	60
5	Haberdashers' Aske's Temple Grove Free School	60	60	60	60	0	0	0
5	Kender School	60	60	90	60	60	60	60
5	Sir Francis Drake Primary School	30	30	30	30	30	30	30
5	St James Hatcham C E Primary School	30	30	30	30	30	30	30
5	St Joseph's Catholic Primary School	30	60	30	60	60	60	30
5	Tidemill Academy	60	60	60	60	60	60	60
6	Downderry Primary School	60	60	60	60	90	60	60
6	Good Shepherd Catholic Primary School	30	30	30	30	30	60	30
6	Haberdashers' Aske's Knights Academy	60	60	60	60	60	45	45
6	Launcelot Primary School	60	60	90	60	60	60	90
6	Marvels Lane Primary School	60	60	60	90	60	60	60
6	Rangefield Primary School	60	60	60	60	60	90	60
6	St John Baptist C E Primary School	30	30	30	30	30	30	30

Yellow = Bulge   Green = Perm

Table 2 – Accuracy of Forecasting

2011/12 (1 data set)						
PPL	Places	Summer Census	Forecasting Average	Forecasting High	Forecasting Low	Forecasting 3 years out
PPL1	990	952	868	868	868	n/a
PPL2	345	339	299	299	299	n/a
PPL3	810	778	759	759	759	n/a
PPL4	660	646	742	742	742	n/a
PPL5	510	499	531	531	531	n/a
PPL6	405	392	369	369	369	n/a
TOTAL	3720	3606	3568	3569	3569	n/a
Census Variance	114		-38	-37	-37	n/a
2012/13 (2 data sets)						
PPL	Places	Summer Census	Forecasting Average	Forecasting High	Forecasting Low	Forecasting 3 years out
PPL1	1095	1053	969	995	943	n/a
PPL2	315	317	355	409	301	n/a
PPL3	870	858	861	912	810	n/a
PPL4	690	689	741	767	714	n/a
PPL5	510	493	493	538	447	n/a
PPL6	390	391	446	464	429	n/a
TOTAL	3870	3801	3865	3906	3824	n/a
Census Variance	69		64	105	23	n/a
2013/14 (3 data sets)						
PPL	Places	Spring Census	Forecasting Average	Forecasting High	Forecasting Low	Forecasting 3 years out
PPL1	1095	1030	977	1003	932	932
PPL2	420	414	342	371	286	286
PPL3	816	784	852	904	809	809
PPL4	630	606	668	712	644	712
PPL5	540	532	478	527	441	527
PPL6	390	361	396	418	374	418
TOTAL	3891	3727	3713	3757	3684	3684
Census Variance	164		-14	30	-43	-43
2014/15 (4 data sets)						
PPL	Places	Autumn Census	Forecasting Average	Forecasting High	Forecasting Low	Forecasting 3 years out
PPL1	1005	980	1038	1059	984	1053
PPL2	390	389	390	428	323	402
PPL3	906	872	930	981	883	981
PPL4	720	709	710	771	681	693
PPL5	570	539	489	542	455	455
PPL6	390	379	401	420	383	405

TOTAL	**3981**	**3868**	**3958**	**3989**	**3924**	**3989**
Census Variance	**113**		**90**	**121**	**56**	**121**
2015/16 (5 data sets)						
PPL	**Places**	**Summer Census**	**Forecasting Average**	**Forecasting High**	**Forecasting Low**	**Forecasting 3 years out**
PPL1	1005	973	1038	1054	987	1051
PPL2	450	445	383	412	323	391
PPL3	930	869	930	982	886	907
PPL4	690	688	716	772	694	713
PPL5	540	525	501	539	448	500
PPL6	360	350	378	420	352	353
TOTAL	**3975**	**3850**	**3946**	**3994**	**3915**	**3915**
Census Variance	**125**		**96**	**144**	**65**	**65**

NB – Green equates to sufficient places compared to census, red equates to insufficient places compared to census.

Table 3 – On-time first preference applications for primary places 2011/12 – 2016/17

PPL	On Time Apps for YR	Sept 2011/12		Sept 2012/13		Sept 2013/14		Sept 2014/15		Sept 2015/16		Sept 2016/17	
	School	Places	1st Pref	Places	1st Pref	Places	1st Pref	Places	1st Pref	Places	1st Pref	Places	1st Pref
1	Adamsrill	90	51	90	55	90	53	90	61	90	38	90	48
1	Dalmain	60	60	60	70	60	91	60	63	60	107	60	91
1	Eliot Bank	60	117	120	138	60	115	60	130	60	77	60	110
1	Fairlawn	60	108	60	130	90	104	60	89	60	83	60	96
1	Haseltine	60	23	120	25	90	33	90	104	60	16	60	10
1	Holy Trinity CE	30	14	30	17	30	18	30	18	30	38	30	35
1	Horniman	60	35	30	38	30	48	30	53	60	40	30	73
1	Kelvin Grove	90	47	90	78	90	62	120	67	90	108	90	113
1	Kilmorie	60	41	90	77	120	46	90	84	90	35	90	36
1	Our Lady & St Philip Neri RC	45	61	45	44	45	46	45	44	45	20	45	27
1	Perrymount	30	35	30	31	60	21	30	26	30	65	30	65
1	Rathfern	90	36	90	62	60	71	60	73	60	34	60	66
1	St Bartholomew's CE	45	45	60	40	60	43	60	48	60	19	60	17
1	St George	30	35	30	39	30	33	30	42	60	75	60	84
1	St Michael's CE	30	33	30	28	60	33	30	20	30	28	30	29
1	St William of York	60	65	30	55	30	58	30	55	30	40	30	33
1	Stillness Infants	90	149	90	123	90	107	90	107	90	113	90	117
	PPL1 Total	**990**	**955**	**1095**	**1050**	**1095**	**982**	**1005**	**1084**	**1005**	**936**	**975**	**1050**
2	All Saints CE	30	72	30	43	30	39	30	48	30	32	60	47
2	Brindishe Lee	30	96	30	106	60	73	30	63	30	71	30	61
2	Brindishe Manor	60	52	60	56	60	48	60	84	60	82	60	80
2	John Ball	90	117	60	93	60	89	60	99	120	74	90	97
2	St Margaret's Lee CE	30	37	30	46	30	37	30	39	30	46	30	56
2	St Matthew Academy	60	36	60	44	60	37	56	60	60	42	60	27
2	St Winifred's Infant	45	54	45	48	60	48	60	49	60	38	60	50
2	Trinity Lewisham CE School	0	0	0	0	60	14	60	22	60	22	60	32
	PPL2 Total	**345**	**464**	**315**	**436**	**420**	**385**	**390**	**460**	**450**	**407**	**450**	**450**
3	Ashmead	30	40	60	39	30	49	30	41	30	45	30	49
3	Beecroft	30	67	60	125	60	52	90	75	60	85	60	84
3	Brindishe Green	90	21	90	25	90	100	90	133	90	117	120	106
3	Edmund Waller	60	83	60	63	60	55	60	45	90	33	60	53
3	Gordonbrock	90	65	90	67	90	89	90	85	90	113	90	88
3	Holbeach	60	79	60	70	60	49	60	54	90	48	90	60
3	John Stainer	30	49	60	59	60	80	60	53	60	68	60	65
3	Lucas Vale	90	29	60	31	60	31	90	44	60	40	60	42
3	Myatt Garden	90	81	60	82	60	72	60	66	60	47	60	61
3	Prendergast Primary School	0	0	0	0	0	3	60	3	60	10	60	11
3	Prendergast Vale	30	36	30	57	60	66	30	54	30	61	30	58
3	St Mary Magdalen RC	30	38	30	31	30	30	30	20	30	23	30	26

3	St Mary's Lewisham CE	30	53	30	30	30	43	30	42	30	38	30	26
3	St Saviour's RC	30	40	30	46	30	28	30	38	30	31	30	34
3	St Stephen's CE	30	46	60	51	30	37	30	36	30	41	30	40
3	Turnham	90	53	90	60	66	56	66	45	90	32	90	36
	PPL3 Total	**810**	**780**	**870**	**836**	**816**	**840**	**906**	**834**	**930**	**832**	**930**	**839**
4	Athelney	90	45	60	50	60	48	60	55	60	46	90	63
4	Baring	30	50	30	50	30	48	30	48	30	51	30	41
4	Coopers Lane	90	77	90	60	90	91	90	92	90	83	90	78
4	Elfrida	60	54	90	52	60	39	90	29	90	37	60	34
4	Forster Park	60	47	90	34	90	29	90	24	90	36	90	40
4	Holy Cross RC	30	52	30	67	30	60	30	54	30	57	30	42
4	Rushey Green	90	88	90	87	60	96	90	97	90	89	90	81
4	Sandhurst Infants	90	102	90	119	90	102	90	113	90	98	120	105
4	St Augustines RC	30	55	30	57	30	42	30	37	30	37	30	34
4	Torridon Infants	90	96	90	84	90	72	120	81	90	84	90	85
	PPL4 Total	**660**	**666**	**690**	**660**	**630**	**627**	**720**	**630**	**690**	**618**	**720**	**603**
5	Childeric	60	61	60	64	60	58	60	40	60	54	60	59
5	Deptford Park	90	50	90	43	90	49	120	55	90	47	90	46
5	Grinling Gibbons	60	58	60	74	30	82	30	86	30	61	30	57
5	HA Hatcham College	60	94	60	91	60	104	60	92	60	66	60	94
5	HA Temple Grove Free School	0	0	0	0	60	0	60	88	60	103	60	97
5	Kender	60	31	60	35	60	42	90	43	60	29	60	50
5	Sir Francis Drake	30	45	30	29	30	30	30	38	30	21	30	30
5	St James Hatcham CE	30	24	30	30	30	33	30	36	30	24	30	16
5	St Joseph's RC	60	36	60	30	60	27	30	19	60	25	30	34
5	Tidemill	60	85	60	96	60	93	60	67	60	63	60	63
	PPL5 Total	**510**	**484**	**510**	**492**	**540**	**518**	**570**	**564**	**540**	**493**	**510**	**546**
6	Downderry	60	42	90	65	60	61	60	68	60	67	60	51
6	Good Shepherd RC	60	48	30	38	30	39	30	52	30	28	30	47
6	HA Knights Academy	45	43	60	43	60	55	60	39	60	39	60	28
6	Launcelot	60	40	60	30	60	42	90	44	60	44	60	51
6	Marvels Lane	60	32	60	37	90	49	60	42	60	32	60	35
6	Rangefield	90	40	60	38	60	38	60	67	60	69	60	69
6	St John Baptist CE	30	35	30	43	30	31	30	36	30	41	30	22
	PPL6 Total	**405**	**280**	**390**	**294**	**390**	**315**	**390**	**348**	**360**	**320**	**360**	**303**
	TOTAL	**3720**	**3629**	**3870**	**3768**	**3891**	**3667**	**3981**	**3920**	**3975**	**3606**	**3945**	**3791**
	Spare Capacity for in year admissions		91		102		224		61		369		154
	Schools highlighted grey - To be considered for additional places due to demand						Oversupply		Undersupply				

Table 4 – Earliest opportunity to recycle bulge classes

Year first available	PPL	School	Places
2017/18	1	Fairlawn Primary School	30
	1	Perrymount Primary School	30
	2	Brindishe Lee Primary School	30
	2	Brindishe Manor School	30
	3	Ashmead Primary School	30
	3	Edmund Waller Primary School	30
	4	Athelney School	30
	4	Baring Primary School	30
	4	Torridon Infant School	30
	5	Deptford Park Primary School	30
	6	Launcelot Primary School	30
		TOTAL	**330**
2018/19	1	Horniman Primary School	30
	1	Rathfern Primary School	30
	1	St William of York Catholic School	30
	3	Lucas Vale Primary School	30
	3	Myatt Garden School	30
	4	Athelney School	30
	5	Grinling Gibbons Primary School	30
	5	St Joseph's Catholic Primary School	30
	6	Good Shepherd Catholic Primary School	30
		TOTAL	**270**
2019/20	1	Eliot Bank Primary School	30
	1	Haseltine Primary School	30
	1	Rathfern Primary School	30
	3	St Stephen's CE Primary School	30
	4	Elfrida Primary School	30
	5	Grinling Gibbons Primary School	30
	5	St Joseph's Catholic Primary School	30
	6	Downderry Primary School	30
		TOTAL	**240**
2020/21	1	Fairlawn Primary School	30
	1	Haseltine Primary School	30
	1	Perrymount Primary School	30
	1	St Michael's CE Primary School	30
	2	Brindishe Lee Primary School	30
	3	Prendergast Vale School	30
	5	St Joseph's Catholic Primary School	30
	6	Marvels Lane Primary School	30
		TOTAL	**240**
2021/22	1	Haseltine Primary School	30

	1	Kelvin Grove Primary School	30
	3	Beecroft Garden Primary School	30
	3	Lucas Vale Primary School	30
	4	Elfrida Primary School	30
	4	Torridon Infant School	30
	5	Deptford Park Primary School	30
	5	Kender School	30
	6	Launcelot Primary School	30
		TOTAL	**270**
2022/23	1	Horniman Primary School	30
	2	John Ball Primary School	30
	3	Edmund Waller Primary School	30
	4	Elfrida Primary School	30
	5	St Joseph's Catholic Primary School	30
		TOTAL	**150**
2023/24	2	All Saints C E Primary School	30
	3	Brindishe Green Primary School	30
	4	Athelney School	30
	4	Sandhurst Infant and Nursery School	30
		TOTAL	**120**

Table 5 – Places versus 1st Preference Applications versus Census data

PPL	School	2011/12 Places	2011/12 1st Pref	2011/12 Census	2012/13 Places	2012/13 1st Pref	2012/13 Census	2013/14 Places	2013/14 1st Pref	2013/14 Census	2014/15 Places	2014/15 1st Pref	2014/15 Census	2015/16 Places	2015/16 1st Pref	2015/16 Census
	Census v On Time Apps		2011/12			2012/13			2013/14			2014/15			2015/16	
1	Adamsrill	90	51	88	90	55	89	90	53	82	90	61	81	90	38	87
1	Dalmain	60	60	59	60	70	61	60	91	60	60	63	60	60	107	58
1	Eliot Bank	60	117	60	120	138	119	60	115	59	60	130	60	60	77	59
1	Fairlawn	60	108	58	60	130	61	90	104	87	60	89	61	60	83	59
1	Haseltine	60	23	52	120	25	86	90	33	86	90	104	88	60	16	60
1	Holy Trinity CE	30	14	27	30	17	29	30	18	27	30	18	30	30	38	30
1	Horniman	60	35	56	30	38	29	30	48	29	30	53	28	60	40	58
1	Kelvin Grove	90	47	89	90	78	88	90	62	89	120	67	115	90	108	87
1	Kilmorie	60	41	58	90	77	90	120	46	103	90	84	87	90	35	88
1	Our Lady & St Philip Neri RC	45	61	44	45	44	45	45	46	46	45	44	43	45	20	45
1	Perrymount	30	35	22	30	31	28	60	21	47	30	26	28	30	65	30
1	Rathfern	90	36	84	90	62	90	60	71	60	60	73	60	60	34	58
1	St Bartholomew's CE	45	45	45	60	40	57	60	43	60	60	48	60	60	19	57
1	St George	30	35	31	30	39	29	30	33	28	30	42	30	60	75	49
1	St Michael's CE	30	33	30	30	28	30	60	33	49	30	20	30	30	28	28
1	St William of York	60	65	59	30	55	31	30	58	30	30	55	29	30	40	30
1	Stillness Infants	90	149	90	90	123	91	90	107	88	90	107	90	90	113	90
	PPL1 Total	**990**	**955**	**952**	**1095**	**1050**	**1053**	**1095**	**982**	**1030**	**1005**	**1084**	**980**	**1005**	**936**	**973**
2	All Saints CE	30	72	30	30	43	31	30	39	30	30	48	29	30	32	30
2	Brindishe Lee	30	96	29	30	106	30	60	73	60	30	63	30	30	71	30
2	Brindishe Manor	60	52	60	60	56	60	60	48	59	60	84	60	60	82	60
2	John Ball	90	117	89	60	93	61	60	89	59	60	99	61	120	74	121
2	St Margaret's Lee CE	30	37	30	30	46	30	30	37	29	30	39	30	30	46	30
2	St Matthew Academy	60	36	57	60	44	59	60	37	58	60	56	59	60	42	57
2	St Winifred's Infant	45	54	44	45	48	46	60	48	60	60	49	60	60	38	59
2	Trinity Lewisham CE School	0	0	0	0	0	0	60	14	59	60	22	60	60	22	58
	PPL2 Total	**345**	**464**	**339**	**315**	**436**	**317**	**420**	**385**	**414**	**390**	**460**	**389**	**450**	**407**	**445**
3	Ashmead	30	40	29	60	39	59	30	49	30	30	41	30	30	45	28
3	Beecroft	30	67	29	60	125	57	60	52	57	90	75	83	60	85	60
3	Brindishe Green	90	21	89	90	25	87	90	100	87	90	133	88	90	117	88
3	Edmund Waller	60	83	59	60	63	60	60	55	58	60	45	58	90	33	56
3	Gordonbrock	90	65	87	90	67	87	90	89	87	90	85	87	90	113	89
3	Holbeach	60	79	59	60	70	60	60	49	57	60	54	59	90	48	88
3	John Stainer	30	49	30	60	59	60	60	80	59	60	53	59	60	68	59
3	Lucas Vale	90	29	78	60	31	57	60	31	58	90	44	79	60	40	60
3	Myatt Garden	90	81	89	60	82	60	60	72	60	60	66	61	60	47	59
3	Prendergast Primary School	0	0	0	0	0	0	0	3	0	60	3	58	60	10	58
3	Prendergast Vale	30	36	26	30	57	32	60	66	49	30	54	30	30	61	29
3	St Mary Magdalen RC	30	38	30	30	31	30	30	30	30	30	20	30	30	23	29
3	St Mary's Lewisham CE	30	53	28	30	30	30	30	43	29	30	42	29	30	38	30
3	St Saviour's RC	30	40	30	30	46	33	30	28	28	30	38	30	30	31	30

3	St Stephen's CE	30	46	29	60	51	60	30	37	30	30	36	30	30	41	30
3	Turnham	90	53	86	90	60	86	66	56	65	66	45	61	90	32	76
	PPL3 Total	**810**	**780**	**778**	**870**	**836**	**858**	**816**	**840**	**784**	**906**	**834**	**872**	**930**	**832**	**869**
4	Athelney	90	45	87	60	50	60	60	48	60	60	55	60	60	46	60
4	Baring	30	50	30	30	50	30	30	48	30	30	48	30	30	51	30
4	Coopers Lane	90	77	88	90	60	90	90	91	88	90	92	90	90	83	89
4	Elfrida	60	54	57	90	52	90	60	39	55	90	29	88	90	37	90
4	Forster Park	60	47	56	90	34	83	90	29	73	90	24	79	90	36	89
4	Holy Cross RC	30	52	30	30	67	32	30	60	30	30	54	30	30	57	30
4	Rushey Green	90	88	90	90	87	93	60	96	58	90	97	90	90	89	88
4	Sandhurst Infants	90	102	89	90	119	90	90	102	89	90	113	88	90	98	90
4	St Augustines RC	30	55	30	30	57	31	30	42	30	30	37	30	30	37	31
4	Torridon Infants	90	96	89	90	84	90	90	72	93	120	81	124	90	84	91
	PPL4 Total	**660**	**666**	**646**	**690**	**660**	**689**	**630**	**627**	**606**	**720**	**630**	**709**	**690**	**618**	**688**
5	Childeric	60	61	58	60	64	60	60	58	60	60	40	59	60	54	57
5	Deptford Park	90	50	88	90	43	83	90	49	90	120	55	111	90	47	87
5	Grinling Gibbons	60	58	60	60	74	57	30	82	30	30	86	30	30	61	30
5	HA Hatcham College	60	94	60	60	91	59	60	104	58	60	92	59	60	66	60
5	HA Temple Grove Free School	0	0	0	0	0	0	60	0	60	60	88	60	60	103	59
5	Kender	60	31	62	60	35	60	60	42	58	90	43	70	60	29	59
5	Sir Francis Drake	30	45	29	30	29	30	30	30	29	30	38	30	30	21	30
5	St James Hatcham CE	30	24	30	30	30	30	30	33	30	30	36	30	30	24	30
5	St Joseph's RC	60	36	54	60	30	55	60	27	58	30	19	30	60	25	56
5	Tidemill	60	85	58	60	96	59	60	93	59	60	67	60	60	63	57
	PPL5 Total	**510**	**484**	**499**	**510**	**492**	**493**	**540**	**518**	**532**	**570**	**564**	**539**	**540**	**493**	**525**
6	Downderry	60	42	58	90	65	89	60	61	58	60	68	59	60	67	60
6	Good Shepherd RC	60	48	60	30	38	30	30	39	30	30	52	30	30	28	30
6	HAs Knights Academy	45	43	45	60	43	61	60	55	57	60	39	58	60	39	50
6	Launcelot	60	40	60	60	30	59	60	42	58	90	44	84	60	44	59
6	Marvels Lane	60	32	51	60	37	62	90	49	68	60	42	60	60	32	62
6	Rangefield	90	40	89	60	38	59	60	38	60	60	67	58	60	69	59
6	St John Baptist CE	30	35	29	30	43	31	30	31	30	30	36	30	30	41	30
	PPL6 Total	**405**	**280**	**392**	**390**	**294**	**391**	**390**	**315**	**361**	**390**	**348**	**379**	**360**	**320**	**350**
	TOTAL	**3720**	**3629**	**3606**	**3870**	**3768**	**3801**	**3891**	**3667**	**3727**	**3981**	**3920**	**3868**	**3975**	**3606**	**3850**
	Spare Capacity for in year admissions		91			102			224			61			369	
	Final Spare Capacity			114			69			164			113			125

DMT

Regener
Boar

CYP Strategic Asset Board
Chair – Sara Williams
Core Business – 0-25yr olds. Future Direction, Agree Policy, Budget, Formal Approvals, Free School Schemes, Priority School Building Programme, High Level Issues Management (by exception)
When – Beginning of every half term

S106 Board

R&R Ca
Delive
Boar

Schools Place Planning & Admissions Forum
Chair – Lynne Haines
Core Business – To help advise as to issues experienced by schools regarding either place planning or admissions, and to act as a sounding board for new schemes, ways of working and strategies
When – Termly

Place Working Group
Chair – Kate Bond
Core Business - Developing Strategy, Policy and applying for funding. Feeding recommendations to CYP Strategic Asset Board (and CYP Capital Programme Board)
When – As required but at least once per half term

Early Years Sufficiency Information & Planning Group

orate Asset Board
porating CYP Estate
erational Board)
Chair – Peter Agent
usiness – Project Handover,
sues, Statutory compliance,
endations for Minor Capital
sset condition, Schools SLAs,
H&S, Fire Safety
When – Quarterly

SEND Board

**CYP Capital Progran
Board**
Chair – Kplom Lotsu
Core Business – Managemen
scrutiny of all CYP related 0-25
projects. Annual report for CYP S
SC/Schools Forum
When – Monthly

Academy Transfer Working Group
Chair – Matt Eady
Core Business – To facilitate Academy Transfers

LCVAP Board
Chair – Matt Eady
Core Business – Voluntar

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CYP Strategic Asset Board

Terms of reference

1. The Key responsibility of the CYP Strategic Asset Board (hereafter referred to as the 'Board') is to make necessary decisions and approvals (that are either within its gift, or as a precursor to further corporate and political decision making) relating to all asset based work that effects Children and Young People within Lewisham. This includes; School Place Planning, Early Years Place Planning, SEND Planning, Post-16 Place Planning, CYP Operational Estate, Strategy Development and Policy change (and its implications). Within this the Board will be working with the delivery of the Councils relevant statutory duties in mind, not least regarding providing sufficient educational places.

2. The Board will support the Executive Director for Children & Young People, in the development of advice to the requisite Cabinet Portfolio Holder, the Mayor and the Councils Executive Management team

3. Taking into account advice received from the Mayor and the Portfolio Holder, the Board will oversee the development and delivery of a CYP Places Strategy that represents best value and best outcomes for our Children and Young People whilst taking into account the resources at our disposal.

4. The Board will actively support the development of opportunities for joint/mixed-use developments (eg housing and schools) with both internal and external partners.

5. The Board will play an integral part of the new CYP Capital Governance Structure, scrutinising information provided and making recommendations to relevant hierarchical Boards as required (to include CYP Directorate Management Team, through to Schools Forum and CYP Select Committee, and Regeneration Board through to Mayor & Cabinet and Overview & Scrutiny).

6. Following relevant approvals the Board will commission provision through the Council's Regeneration and Asset Management Division, other partners such as the diocesan boards, and the Education Funding Agency as appropriate. The Strategic Board will ensure that full consideration is given of the opportunity to maximise the benefit to Lewisham residents of any future provision through Community Use.

7. The Board will review and sign off any opportunities to apply for specific funding streams (internal and external). It will nominate an officer to lead on the preparation of bids, working with Resources & Regeneration as appropriate, and will sign off bids before submission

8. In order to monitor (and brief accordingly) any potential impact on standards and achievements as well as have an informed overview of this stream of work the Board will receive regular reports from the following groups within the new governance structure; Place Working Group, CYP Capital Programme Board, CYP Estate Operational Board, and the Schools Place Planning & Admissions Forum.

9. Membership should include
    Executive Director for Children & Young People (Chair)
    Head of Standards and Inclusion
    Head of Targeted Services and Joint Commissioning
    Head of Financial Services
    Service Manager, School Place Planning
    Service Manager, Capital Programme Delivery
    Service Manager, Operational Asset Management
    Service Manager, Access, Inclusion and Participation
    Programme Manager, Capital Programme Delivery (Schools)

10. The Board should meet at the beginning of each half term

11. Meetings should be minuted, identifying the key actions arising. The minutes should be circulated within 2 weeks of the meeting.

12. Agendas for future meetings should be circulated 2 weeks prior to the relevant meeting, with relevant papers for discussion as required/available.

Ver2.0 – 29.7.16

Appendix 5 – Free School Presumption

1.0   What are free schools?

1.1   Free schools are the government's vehicle for new schools.

1.2   When they were announced they were expected to enhance choice of schools, however over time they have become the government's method of helping to address need for places.

1.3   All new maintained schools must be opened under the free school presumption, whereby if a local authority builds a new school, they must run a competition for sponsors to run that school, the resultant schools will operated in the same way as an academy. The Secretary of State is the decision maker as to which sponsor is successful, however they will take into account local authorities recommendations.

1.4   Alternatively, sponsors can apply to the Regional Schools Commissioner to set up a free school, provided they can demonstrate the need and the ability to deliver. In this instance, the Education Funding Agency will be tasked with finding a site and building the school before it is then handed over the sponsor. Again, the Secretary of State is the decision maker as to which sponsor is successful.

2.0   How many have been established?

2.1   The first free schools opened in 2010. Since then a total of 429 have opened, and there are a further 239 that have been pre-approved (whereby the Secretary of State has approved them, but the EFA have not yet completed the site acquisition and/or capital delivery).

2.2   In Lewisham we have 1 free school, the Haberdashers' Aske's Hatcham Temple Grove Free School which opened in 2013.

2.3   We also have 2 pre-approved free schools, the Citizen School (a 4 form of entry all through school) and the Harris Lewisham Academy (a 3 form of entry primary school). To date we do not know where or when these will open as the EFA has not yet acquired any sites in the borough.

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Appendix 6 - Lewisham Place Planning Localities (PPLs)

PPL 5

PPL 3

PPL 2

PPL 1

PPL 4

PPL 6

0   0.5   1   2 Miles
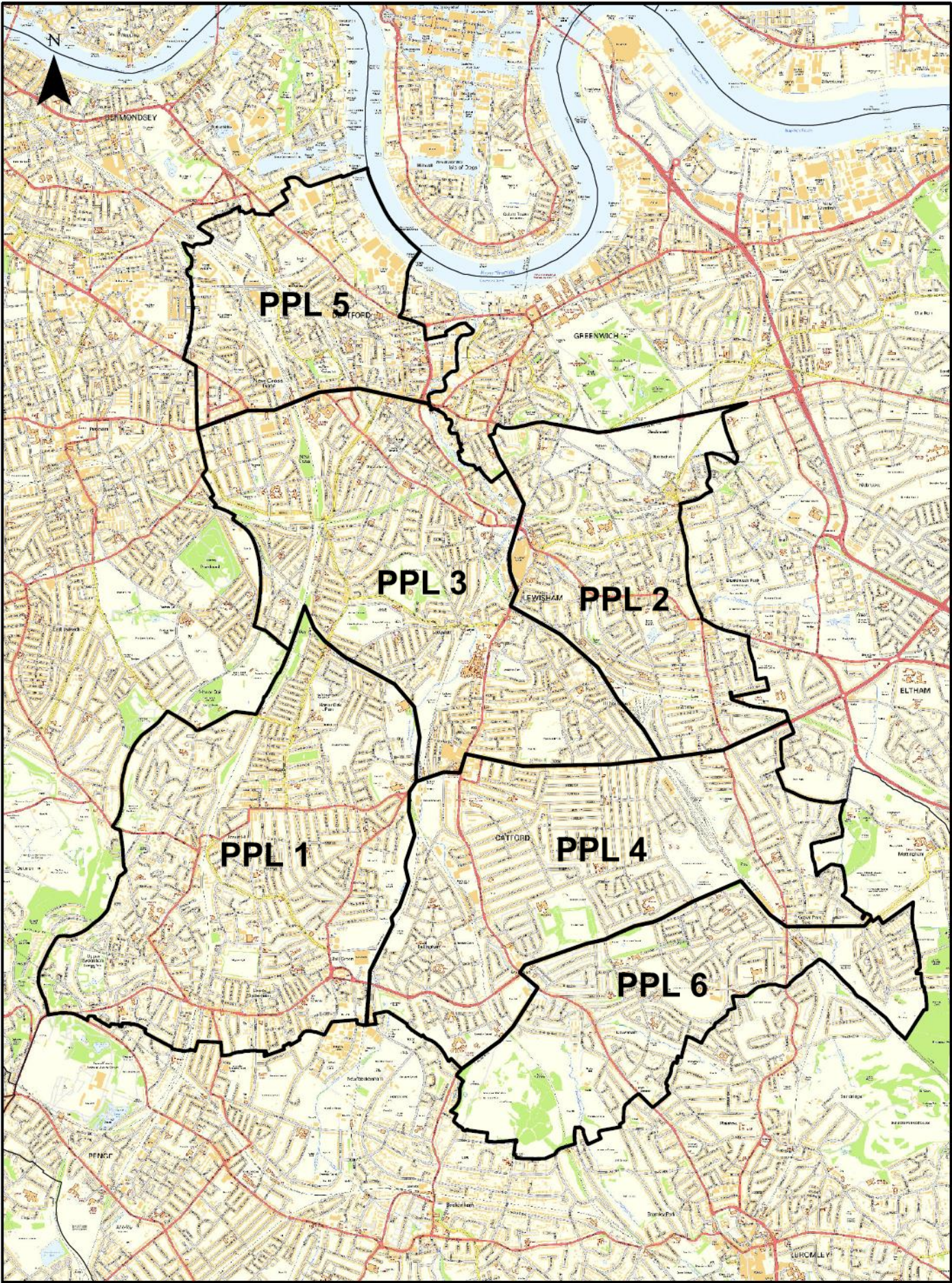
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London Borough of Lewisham

Place Planning Strategy 2017-2022 *FOR CONSULTATION*

(V4.3-12-12-16)

Contents

Appendices

1.0   Introduction

1.1   This (draft) strategy replaces the 'Lewisham Primary Strategy for Change 2008-17', providing guidance and principles by which the local authority can fulfil its statutory duty to ensure the provision of sufficient places for pupils of statutory school age and, within financial constraints, accommodation that is both suitable and in good condition.

1.2   Firstly the strategy reviews how the local authority has previously fulfilled its statutory duty, lessons learned and whether the guiding principles are relevant today. Additionally the strategy draws from the recent Education Commission Report (Appendix 3) and the recommendations it made on place planning.

1.3   The strategy then goes on to look at the forecasted demand for places and how that interacts more specifically with demand for certain schools. Subsequently the strategy looks at the opportunities that are available to help the Local Authority provide sufficient places.

1.4   Finally the strategy outlines the next steps regarding the consultation and approvals process.

1.5   In addition it should be noted that once adopted the strategy would become a working document, updated and revised on a yearly basis regarding forecasting, need and how to marry the two. However, the principles and methodology would remain the same.

2.0 Context – Population growth and the council's role in providing school places

2.1 As of 2016 Lewisham has a total population of circa 297,000 people with an expectation that it will reach over 320,000 by 2026. This expectation of growth has risen since the Lewisham Primary Strategy for Change which in 2008 forecast Lewisham to have a population of only 290,000 by 2026.

2.2 Current Greater London Authority (GLA) forecasting - derived from Office for National Statistics (ONS) data - also suggests that there are currently 95,300 children and young people aged 0-25 in the borough at present. It is anticipated that this population will increase by an average of 1% each year through to 2030 and then grow by 0.5% annually. As a result by 2036 there will be approximately 110,300 more young people aged 0-25 in the borough (15.7% larger than now).

2.3 The council retains the statutory responsibility to ensure that there are sufficient school places available for all Lewisham children and young people who need one. The council has overarching responsibilities for school admissions, coordinating admissions at reception and at secondary transfer, aiming to meet parental preference.

2.4 In addition to securing school places for pupils aged five to 16, the local authority also has the following related statutory responsibilities;

- The council has to make suitable provision to meet the needs of Children and young people with special educational needs and disabilities (SEND)
- Early years provision: The council is responsible for childcare sufficiency which overlaps with school provision
- Post 16 education and training where the council takes overall responsibility for sufficiency and suitability of provision.

2.5 While the council has responsibility for providing sufficient school places, it is not for the council to build new community schools. Once the council identifies a need for a new school it may use one of the following two routes to establish it:

1. The free school presumption route (Appendix 5 – Free School Presumption) whereby the council would be responsible for the costs associated with acquiring a site and building the school, and would then invite academy sponsors to put forward their school proposals on a competitive basis. Whilst the council can make recommendations as to whom it would prefer as the sponsor, the decision lies with the Regional Schools Commissioner (RSC) on behalf of the Secretary of State. Alternatively;

2. The council could rely on a free school sponsor to apply to the Department for Education (DfE) to open a new school. In this instance it would be for the Education Funding Agency (EFA) to bear the costs associated with acquiring a site and building the school. The decision would be entirely at the discretion of the Regional Schools Commissioner, but experience elsewhere indicates that council-backed schemes are more likely to succeed.

2.6 The council can however permanently or temporarily expand existing maintained schools and work with existing academies to expand.

2.7 Generally it is more cost effective to provide permanent places in primary schools. There are times however where site and time constraints mean that this is not possible. There are also occasions where the increase in numbers only applies to one cohort of students. In these circumstances it is better to provide a temporary bulge class, so that we do not create too large a surplus in the system.

2.8 Expansion of secondary schools is much more complex and hence expensive. This is partly because specialist facilities (e.g. sport, science, technology) may also need to be provided. Students also need to access these facilities during the building process which makes the prospect of decanting a school far more challenging. Additionally, the scope to expand Lewisham secondary schools is limited as most have been completely rebuilt through the Building Schools for the Future Scheme, and a large proportion are also part of complex and potentially restrictive PFI contracts.

2.9 It should be noted that expanding existing schools provides the council greater confidence that provision will be good and that it will be popular. However, the challenges of expansion can also put standards at risk in good schools.

2.10 While new schools offer a chance to bring new learning environments and attract high quality providers, the council does not control the provision of free schools, and new and untested providers can be risky.

2.11 As an inner London borough there are also considerable challenges in finding sites for new schools. However, moving forwards there is the opportunity that EFA funded 'new' schools will provide the most practicable way to meet some of our place needs, particularly with regards to Secondary and SEND provision.

3.0 Lewisham Primary Strategy for Change 2008-17 *(Appendix 1)*

3.1 The previous place planning strategy set out the rationale for an unprecedented level of Primary School place demand, and an equally large programme of capital expansion. This was based upon ever increasing birth rates with the expectation that by 2017 the number of reception places needed would have risen by over 20% from 3,136 in 2008 to 3,677 in 2017.

3.2 Indeed the rate of increase has actually gone beyond these early predictions with numbers peaking in the 2014 Autumn Census at 3,868 (and only falling by 18 from this peak in 2015/16).

3.3 As a result over that period there have been a large number of new places provided. Indeed over the last 7 years, there have been 15 permanent primary school expansions (where a school has been able to take a permanent increase to its published admission number – PAN – either through the use of extra space, reconfiguration or extension of the premises), the implementation of 70 bulge classes (where a school has been able to take an additional form of entry as a 'one-off' either utilising existing space, being provided with temporary accommodation, a reconfiguration of existing space or small extension), 2 new Primary phases provided within existing secondary schools (whereby secondary schools have become 'all-through' schools, i.e. taking pupils aged from 5-16 rather than 11-16) and 1 new Free School. This equates to an increase over that 7 year period of 4,626 places.

3.4 Table 1 in Appendix 2 lists the schools with bulge classes and permanent expansions. Bulge classes are highlighted in yellow and permanent expansions in green. It should be noted that in some instances bulge classes have been followed by permanent expansions, so not all bulge classes are available to be recycled. It is important to note that in Lewisham bulge classes are mainly in high quality permanent accommodation not temporary buildings and portakabins.

3.5 Throughout this period, the delivery of additional school places has been guided by the key principles that were set out within the Primary Strategy for Change, these are;

- Provide sufficient places at the right time to meet future needs within and between planning localities in the borough;
- Improve conditions and suitability of schools in order to raise standards;
- Increase the influence of successful and popular schools;
- Maximise the efficient delivery of education in relation to size of school, removing half-form entries, and promoting continuities of education;
- Enable school extended services for pupils, parents and communities;
- Optimise the use of the council's capital resources available for investment.

3.6   Throughout this period the local authority has successfully ensured that there have been sufficient places to enable it to meet its statutory duty. However there have been occasions where places could not be provided in the right area and/or at short notice. 'Emergency bulges' (those that are put in at the last minute, have not been advertised and which have been used to help the council meet its statutory duty regardless of preference) have had a negative financial impact on the schools concerned as pupils have over time moved to schools that may be geographically closer to where they live or higher up on their original preference list.

3.7   A consequential benefit of the programme is the positive effect on the condition of Lewisham schools, improving the fabric of buildings as well as providing more suitable teaching and learning environments. The council has combined necessary asset management investment with basic need capital to optimise benefits for schools.

3.8   The programme of development has also ensured that by September 2018 there will be no more schools with half form entry (that is 1.5 or 2.5) within the borough, with St Winifred's Primary School and Our Lady and St Philip Neri Primary School both undergoing re-development in partnership with the Southwark Archdiocese.

3.9   However, alongside these successes it is important to note that at times there has been a perceived large oversupply of places (which can be seen in Table 5 in Appendix 2), whereby there has been an initial oversupply at Offer Day (and indeed at Autumn Census), but which has generally fallen to acceptable limits due to in year admissions. This has proved an additional burden on some schools' finances when classes have not filled up by the Autumn Census date. However it is important for choice and geographic availability that there is a small oversupply of places. 3% is our current target, which is below the DfE expectation of 5%, to allow us to effectively manage in year admissions.

3.10   Additionally, the cost of providing additional places has increased substantially during the period, not least as a result of any remaining opportunities being significantly more complex coupled with constrained sites and the impact of older buildings, alongside a London construction bubble that continues to be pushing costs up. The EFA currently has a benchmark of £25,000 per place, which does not take into account any of the issues highlighted, and is indeed a national benchmark.

3.11   For example in Lewisham the last 3 expansion projects cost an average of £33,500/place, the 3 prior to that averaged £23,700/place – so an increase of almost £10,000 per place. This trend has also been replicated with bulge classes whereby the last 7 bulge classes averaged £18,100/place, compared

to the 7 prior to that which averaged £10,600/place – an increase of £7,500 per place.

4.0 Building Schools for the Future

4.1 The Building Schools for the Future programme was an initiative by the Labour government to replace, rebuild or renovate every secondary school in England over a 15 – 20 year period.

4.2 Lewisham was one of the first areas in the country to benefit from the BSF programme (a Pathfinder) and as such was able to deliver one of the most ambitious programmes in the country despite the decision to cancel the programme by the coalition government in 2010.

4.3 In total 13 schools in the Borough benefitted from the funding; 9 secondary schools, 3 special schools and 1 further education establishment.

4.4 The 9 secondary schools delivered under the scheme were;

- ***Addey & Stanhope School*** - Part refurbishment (83%), part new build (17%)
  February 2011 – September 2012
- ***Bonus Pastor Catholic College*** – Full rebuild
  December 2010 – September 2012
- ***Conisborough College*** – Full rebuild
  December 2007 – April 2009
- ***Deptford Green School*** – Full rebuild
  August 2010 – September 2012
- ***Prendergast Vale*** - Part refurbishment (79%), part new build (21%)
  December 2010 – September 2012
- ***Sedgehill School*** – Full rebuild
  December 2007 – January 2009
- ***Sydenham School*** - Part refurbishment (27%), part new build (73%)
  May 2013 – December 2016
- ***Trinity School*** – Full rebuild
  April 2009 – January 2011
- ***Prendergast Hilly Fields*** - Part refurbishment (25%), part new build (75%)
  December 2010 – April 2013

4.5 The 3 special schools delivered under the scheme were;

- ***Brent Knoll*** - Full rebuild
  December 2013 – September 2015
- ***Drumbeat*** - Full rebuild
  December 2010 – April 2013
- ***Abbey Manor College*** - Part refurbishment (5%), part new build (14%)
  April 2012 – December 2012

4.6 The 1 further education establishment delivered under the scheme was;

- ***Crossways Sixth Form College (now Christ the King)*** – Part
refurbishment (3%), part new build (6%)
June 2012 – February 2013

5.0   Lewisham Education Commission Report *(Appendix 3)*

5.1   The Lewisham Education Commission published their report in April 2016 following an 11 week period of enquiry on 5 main areas;

- School organisation, given the national and regional context
- Sustainable, school-led model of improvement for Lewisham
- The best means of providing additional secondary and SEND places in Lewisham and of ensuring existing schools are schools of choice
- Leading edge practice at Key Stages 4 and 5 that could benefit Lewisham
- Improving how Lewisham's system serves the most vulnerable

5.2   With regards to this draft strategy the report made 5 key recommendations;

- Review planning, both for place numbers and the new schools needed
- Develop and consult on a clear 5-year School Place Planning Strategy
- Formalise a cross-borough agreement on secondary places
- Work closely with the EFA
- Support schools who wish to set up Multi Academy Trusts (MATs)

5.3   Bearing this in mind, we have developed 7 key recommendations relating to Lewisham's place planning duties. They are;
  1. We must finish what we have started, and learn from our experiences. Over 50 projects are currently still being worked on and must be closed out
  2. We need to maximise use of the investment that has already gone into schools therefore we should be recycling bulge classes where projections justify it – unless there is a good reason not to
  3. We need to take advantage of free school opportunities – working with potential sponsors and the EFA to secure what Lewisham needs
  4. We need to re-evaluate localities and previously considered expansion opportunities alongside demographic change and future growth projections to identify value for money projects as well as a more accurate forecasting model
  5. We need to work with the Early Years Foundation Stage (EYFS) team to consider the recent sufficiency review for EYFS and develop a plan for childcare and nursery education
  6. We need clear plans for Special Educational Needs and Disability (SEND) places and Alternative Provision (AP) – providing more of the right kind of places within the borough and reducing the number of placements out of borough
  7. We need to develop a better information sharing agreement with other local authorities to share data and information relating to school place planning and continue to work as part of London Councils

5.4   These recommendations inform this strategy

6.0   New principles

6.1   The Lewisham of 2017 and beyond is very different to Lewisham in 2008. As mentioned previously population has increased more rapidly than expected, with population growth figures reached over ten years earlier than originally forecast, and no signs of stopping with a further 25,000 people expected to be resident in Lewisham within the next 10 years. In addition the full effect of the financial crisis of 2008 is still being felt across the public sector, the housing crisis has become more acute and the impact of Brexit is still unknown.

6.3   In addition to this, the funding landscape looks increasingly uncertain, both in terms of capital funding to further develop places and also revenue so we need to consider how best to utilise our (and others) resources to best effect.

6.4   This strategy suggests a set of revised principles upon which future place planning will be based. These are;

1. We aim to provide primary school places according to the level of need within different localities and we will continue to use 'planning areas'. Our aspiration is for children to go to primary school within one mile, but within two miles is reasonable

2. As far as possible our school expansion proposals will be for schools that are already achieving high standards and if not, have robust school improvement plans in place

3. We will work with external partners to overcome the financial challenges related to providing additional school places (i.e. Department for Education, Education Funding Agency, Dioceses, Multi Academy Trusts)

4. We will aim for efficient delivery of education, with consideration of the economies of scale and the viable size for schools and impact on revenue budgets

5. We will ensure that any proposal for the provision of extra places is scrutinised both in terms of suitability and value for money as well as making best use of existing assets and resources

7.0   Forecasting

7.1   Current forecasting is informed by two sources. Firstly Lewisham utilises the GLA School Roll Projections service (as do 30 other London boroughs), however due to historic issues regarding accuracy, and the subsequent need for emergency bulge class provision to meet demand, Lewisham has used a more refined 'Lewisham' model to improve accuracy.

7.2   Since 2009 the GLA School Roll Projections have become more accurate (indeed in 2015 only two boroughs were underestimated in terms of places needed) and Lewisham should continue to work with both sets of data and undertake sensitivity analysis, given the high cost of getting it wrong.

7.3   Both sets of projections are informed both by centrally held demographic data, including the Office of National Statistics (ONS) census data, fertility rates and birth rates together with locally held information such as migration patterns and planned housing growth.

7.4   The methodology also takes account of "survival ratios" which are the percentage of children who historically move into the following academic year in an area. This is particularly important in Lewisham where we are a net importer of students at primary school but a net exporter of students at secondary.

7.5   Both sets of forecasts are now a very good indicator of place need, but they remain statistical models which should be seen as a valuable tool rather than a definitive position. There are a number of factors which can lead to the forecasts being revised up or down.

7.6   Birth rates, migration patterns and the impact of local regeneration projects can change significantly in a short period of time. Projections for Reception numbers in Lewisham had been revised significantly downwards from 2013 (after nearly a decade of sustained growth), however birth rates subsequently started to rise again so were revised up again from 2014. However another dip in birth rates has resulted in figures being revised down again in the 2016 forecasting.

7.7   Secondary projections are more secure as they largely take account of children already in the system. However, the "survival ratios" are a particularly important factor in Lewisham as we are currently a net exporter of secondary pupils. This may change as pressures on secondary places grow in neighbouring boroughs and Lewisham schools improve, therefore leading to an increase in demand beyond that in the current projections. We also aim to make all our secondary schools more popular and schools of choice.

7.8   An analysis of the past 5 years of forecasting data shows that the mean average of multiple years of forecasting data can be broadly relied upon to

ensure sufficient places. Indeed, taking this one step further it would be prudent to utilise this average figure provided that it is made up of at least three years of forecasting and at least three years out (prior) from the time of need so as to ensure the ability to commission suitable places.

7.9 An interrogation exercise on this can be seen in Table 2 in Appendix 2, which shows the number of primary reception places broken down by primary place planning locality (PPL) alongside the actual reception role taken at the summer census, set against the mean average of the forecasting data sets, the maximal and minimal forecasting figures and the forecasting 3 years out (prior) to the actual. (Appendix 6 features a map of the PPL areas)

7.10 What this shows is that the forecasting mean average is indeed a suitably accurate measure, showing that over the past 5 years the forecasting mean average has always been within 2.5% of the summer census figures. Given that we would make an allowance for a 3% average oversupply of places, then this margin of error should be deemed tolerable.

7.11 Specifically the table shows both places and forecasting measured against summer census figures, so where it is highlighted green there are spare places, and where highlighted red there would be insufficient places. In all instances however you can see that the variance under places (compared to census) in the first column of figures is always green thanks to that spare capacity.

8.0 Primary Demand

8.1 The primary places forecasts suggest that over the next 4 years we should expect an overall fall in demand due to the recent dip in birth rate.

Year	Number of data sets	Mean Average Forecast	Forecast + 3% spare capacity	Current Expected PAN (with no bulges used)	Expected gap to be filled by bulge classes	Bulge classes required
2017/18	4	3895	4012	3855 [1]	157	5-6
2018/19	3	3884	4001	3900 [2]	101	3-4
2019/20	2	3897	4013	3900 [3]	Up to 113	Up to 4
2020/21	1	3776	3889	3900 [3]	0	0

[1] Expansion of Sir Francis Drake by 30 places and St Winifred's by 15 places
[2] Expansion of Ashmead by 30 places and Our Lady and St Philip Neri by 15 places
[3] There are an additional 210 places to come from approved free schools but we do not currently know when these will occur

8.2 However, GLA population projections suggest that birth rate is starting to creep up again across the capital and that the wider population will increase by approximately 1.25% per year in coming years. Based on that information we can make rough forecasts for growth over the following 5 year period, as seen in the table below (again not taking into account of additional 210 places from approved free schools).

Year	GLA Population Projection Forecast	Forecast + 3% spare capacity	Current expected PAN (with no bulges used)	Expected gap in places
2021/22	3823	3,938	3900	38
2022/23	3871	3,987	3900	87
2023/24	3919	4,037	3900	137
2024/25	3968	4,087	3900	187
2025/26	4018	4,139	3900	239

8.3 Given that there is currently a 'Published Admissions Number' for reception year totalling 3810 plus the expansions of Sir Francis Drake (30 places), St Winifred's (15 places) and Our Lady and St Philip Neri (15 places) plus the proposed expansion of Ashmead (30 places) and the pre-approved Harris Lewisham Free School (90 places tabled for 2019) and Citizen Free School (120 places) it would appear that for the foreseeable future we should be able to meet the anticipated need through effective recycling of bulge classes where required alongside the provision of two new free schools. However, it should be noted that the decision making on free schools is not with the council but with the DfE (devolved from the Secretary of State), so that relying on that provision has an element of risk.

8.4 At Place Planning Locality (PPL) level the forecasts continue to vary dramatically, mainly as a result of the lack of correlation between where people live and where they apply for schools. Indeed it is acknowledged by the GLA that to have a greater chance of accuracy forecasting at PPL level

then boroughs need to consider fewer PPL areas. Lewisham currently has 6 PPLs, of varying sizes both in terms of geography and number of schools, which have been in place since before the inception of the Lewisham Primary Strategy for Change in 2008.

8.5   Moving forwards it is suggested that we revise down from 6 PPLs to 3 or 4 areas. This would result in better forecasting accuracy on a local level as well as providing more flexibility to be able to provide supply within PPL areas. This would ensure an acknowledgement of distinct areas of the borough while enabling a better acceptance of pupil flow.

8.6   In the interim we will consider the impact of school popularity upon place demand and the impact that it has on forecasting (which is derived from post code data).

8.7   Table 3 in Appendix 2 shows the number of places available in each school and PPL alongside the number of 'on-time' first preference applications. Those figures highlighted red are where first preference applications outstrip the number of places available in a school. Those emboldened figures that are highlighted red show where first preference demand outstrips supply in a PPL (and in green shows where there is sufficient supply). Furthermore, those schools that are highlighted in grey are those that over the past 6 years have had first preference applications that outstrip supply on at least 5 occasions (the suggestion here is that they are long-standing popular schools that should be considered as opportunities for extra places where possible and as required)

8.8   Interpreting Table 3 we can see that there are areas of particularly high demand in PPL 1, 2 and 5, namely Forest Hill & Sydenham (PPL1), Blackheath & Lee Green (PPL2) and New Cross & Evelyn (PPL5). Clearly in PPL1 and PPL5 there is a growing demand for places and in PPL2 there appears to be a high demand for a certain set of schools.

8.9   One of the options for ensuring sufficient places is recycling bulge classes to meet more localised demand, given the expected levelling off of forecast growth in the short term. It is sensible to consider how this can be done in a fair and transparent manner. The council has therefore already reached out to schools that currently have bulge classes that are available for recycling in either 2017 or 2018, describing a process by which we would look to rank them in an order of preference in relation to need and other factors (Table 4 in Appendix 2 shows in what years bulges are first available to be recycled, and in which PPL they reside)

8.10   The council is aware that schools are able to decide to recycle bulges themselves (this is a governing body decision) so long as they inform the council in sufficient time so that it is able to fulfil its admissions responsibility.

Given that schools are struggling financially, it is likely that a number of schools that are confident of filling the places will want to do this to maximise income and economies of scale. Others that have found it more difficult to fill the places may not wish to take a bulge again in the future.

8.11 Once the council is aware of who already intends to recycle their bulge, and if there is still a need for additional places then criteria (outlined below) will be used to rank the other bulges available. This list will be shared with schools so that they can consider it in their decision making process as well.

8.12 The agreed criteria used to rank available bulge classes is as follows (in order of priority) –

1. Need - The forecast demand in that area suggests that additional places are required

2. Willingness - Whether the school wish to have their bulge recycled or not

3. Oversubscribed - Whether the school is currently oversubscribed on 1st preference applications

4. School is 1 form of entry - Whether a smaller school's financial viability is greatly impaired by the economies of scale associated within an additional class

5. Suitability of accommodation - How suitable is the environment - Is it a temporary building? Is it of adequate size?

6. Ofsted - Schools that have a current inspection outcome of outstanding would be preferred

7. Local Authority School Classification - Schools that are classified as green by the LA would be preferred

8.13 Moving forwards the council will consult with the School Place Planning and Admissions Forum (see Governance Structure - Appendix 4) in relation to the ranking of bulge classes and how we work with schools to manage supply.

8.14 It is worth noting that each year there have been a number of spare places across the Borough that are able to be used for in year admissions (a margin of spare capacity). In year admissions and the general churn of pupil turnover/mobility can be quite high. In autumn 2016 to date the number of in year applications has gone up by 25% compared to the same period in 2015.

8.15 Overall as can be seen by the tables above, whilst recycling bulge classes is an appropriate solution over the next few years given the fluctuating demand, longer term we need to consider additional permanent places.

8.16   Current forecasting suggests that we need to consider plans for an additional 4FE by 2022, and plans should also be considered for a further 4FE by 2025, in addition to the current expansions of Sir Francis Drake, St Winifred's and Our Lady and St Philip Neri, along with the planned expansion of Ashmead. Beyond these four expansions, given the difficulty in expanding existing schools further due to complex sites and lack of space, we need to consider the use of free schools to provide these additional places.

8.17   There is currently one all-through free school approved by the DfE but without an identified site – the Citizen School which would contribute 4FE. There is also one 3FE primary school that has been approved by the DfE, again no site is identified. The provision of either school would contribute to meeting the shortfall of places and both would (over the life of this strategy) create a small surplus. However to meet the demand beyond 2022 an additional school would still be required.

8.18   It should be noted that there is risk associated with relying on the provision of free schools as these are out of the council's control; however they are realistically the only option to meet such anticipated high demand. The council will need to work effectively with the EFA and DfE along with associated sponsors to help ensure the provision is achieved.

9.0 Secondary Demand

9.1 Lewisham is currently a net exporter of secondary age pupils. As a result accurately projecting demand for secondary school pupil places is not as straightforward as it should be given that we know what numbers are coming through from primary schools. Indeed cross-borough flows at the age of transfer complicate the picture considerably. Over a quarter of pupils currently go out of the borough for their secondary education. The corresponding figure for the primary sector is 10 per cent. There are only three other London boroughs – Croydon, Greenwich and Ealing – that have a net export of more pupils than Lewisham.

Table – Import and export of pupils at Year 7 in 2015

Total imports from all LAs to Lewisham	Total pupil imports from all LAs as % of all pupils going to schools in Lewisham	Total exports to all LAs from Lewisham	Total pupil exports from Lewisham to al LAs as % of all pupils living in Lewisham	Net export
1890	14.6%	3923	26.2%	2033

9.2 Additionally, London Councils data also shows to which borough our secondary pupils are going. This highlights the need to work closely with other London boroughs to ensure that we can make the best predictions about the future level of export and therefore demand for Lewisham secondary places. Indeed the picture could change dramatically if schools in other boroughs become harder to access coupled with Lewisham schools improving.

Table - Imports and Exports of pupils to Lewisham neighbours

	Exports to Lewisham	Imports from Lewisham	Net export from Lewisham
Southwark	799	986	187
Greenwich	470	781	311
Bromley	359	1125	766
Lambeth	78	130	52
Croydon	70	278	208
TOTAL	1776	3300	1524

9.3 Currently Lewisham has a PAN of 2667 for Year 7. This means that we are currently running a surplus of spaces, mainly within Deptford Green, Prendergast Ladywell Fields and Sedgehill.

9.4 However, it is anticipated that even without a change on net export ratios that the Lewisham secondary system will begin to come under pressure over the

coming years. Current forecasting suggests that from 2018 onwards we will require additional secondary places beyond what is being planned (Addey and Stanhope 2FE expansion).

Table – Secondary Forecasts

Year	Avg Forecast	PAN	Surplus/Deficit	FE equivalent	Action
2016/17	2520	2667	147	4.9	
2017/18	2641	2692	51	1.7	Bonus Pastor Expansion (1FE)
2018/19	2808	2752	-56	-1.9	Proposed Addey and Stanhope Expansion (2FE)
2019/20	2895	2752	-143	-4.8	
2020/21	2949	2752	-197	-6.6	
2021/22	3012	2752	-260	-8.7	
2022/23	3074	2752	-322	-10.7	

9.5 This shows a total shortfall of more than 10FE by 2022. There is currently one all-through free school approved by the DfE but without an identified site – the Citizen School which would contribute 4FE. There is also a bid for a free school being considered by the DfE for a Church of England 8FE school, again no site is identified. The provision of either school would contribute to meeting the shortfall of places and both would create a small surplus.

9.6 It should be noted that there is risk associated with relying on the provision of free schools as these are out of the council's control; however they are realistically the only option to meet such anticipated high demand. The council will need to work effectively with the EFA and DfE along with associated sponsors to help ensure the provision is achieved.

10.0 Early Years Foundation Stage (EYFS) Demand

10.1 In the spring of 2016 Lewisham commissioned a Childcare Sufficiency Statement to look at demand for childcare and early years provision given the rising population and the changing landscape of EYFS policy and funding. The council has a statutory duty to ensure sufficient provision and will be reporting a new Early Years and Childcare Strategy to CYP Select Committee in early 2017.

10.2 An executive summary and key actions of which can be found below.

Executive Summary

10.3 The Childcare Sufficiency Statement identifies a changing population where key growth wards for children aged 0-4 years in Lewisham are concentrated in Children's Centre Service Area (CCSA) 1 (Evelyn and New Cross wards particularly) and the wards of Lewisham Central and Blackheath in CCSA 2. By contrast, all wards in CCSAs 3 and 4 are predicted to see reducing numbers of children aged 0-4 years across 2015- 2019 (except Rushey Green in CCSA 3 which will remain broadly the same). Evelyn, New Cross and Lewisham Central wards need to have more provision for eligible 2 year olds reflecting their relative deprivation. These wards are where the affordability of childcare is most significant and where there is least ability to pay.

10.4 With government plans for an extended early education entitlement for eligible children aged 3 and 4 years from September 2017, Rushey Green, Lewisham Central, Forest Hill, Evelyn, New Cross and Perry Vale wards will have greater total numbers of children eligible for these places. This points to greater requirements in these wards for more flexible early education and childcare to meet the needs of working families. In the surveys undertaken parents were very positive about the introduction of the extended entitlement, although few parents with young children had heard of this entitlement. Primary objectives for parents in relation to the extended entitlement were found to be to:

a. Limit the amount of settings that children attend.
b. Access the extended entitlement during school holiday periods and after 3pm.
c. Have any setting make available additional hours if required for purchase; and ideally existing settings their children attend will offer the extended entitlement.
d. For parents with children that are attending school, they want any younger children to have access to the extended entitlement at the school nursery.

10.5 This will impact the existing market. Most parents report that they will move children so that they benefit as much as possible from access to their early

education entitlement in a single setting. This is likely to affect school nurseries and pre-schools/play groups the most; and will benefit those early years settings which make available more flexible provision.

10.6   There are likely to be enough places to meet the anticipated demand for the extended early education entitlement in Lewisham. This is because there are already plans for expanded supply and many existing early years settings have low to medium levels of occupancy (57% occupancy for childminders and 73% occupancy for PVI settings). More places will be available for funded entitlements, if necessary, in settings that rate at least 'satisfactory'/'requires improvement' or better from September 2017. However, key to ensuring maximum take-up are (1) more flexibility in provision to better meet the needs of working families and (2) where families can access the extended entitlement in a single setting.

10.7   Overall, 86% of children aged 3 and 4 years take up funded early education, with 85% doing so in good or outstanding quality settings as at January 2016. It is less so for children aged 2 years where 62% accessed their funded early education entitlement and a little over 13 in every 20 do so in good or outstanding quality settings. Improving quality of settings and take-up by children of their early education entitlements are key priorities for Lewisham. Early years settings are especially keen for additional support to improve quality, and particularly so from: (a) the Early Years Quality and Sufficiency Team; (b) more relevant and affordable professional development and; (c) networking and collaborative learning opportunities.

10.8   A key gap relates to childcare and early education for children with additional needs/disabilities. Parents of children with additional needs/ disabilities are less likely satisfied with their childcare. Settings already receive some form support in meeting the needs of children with additional needs but they want more. Priorities include building the skills and confidence of staff to work with children with additional needs/ disabilities and ensuring access to targeted early intervention support for children prior to any agreed Education, Health and Care Plan.

10.9   Parents have choice about types of childcare and early education although this varies between wards and CCSAs. More than half of children attend private, voluntary and independent (PVI) settings, about 3 in 10 attend school/independent schools and 13% attend childminders. The faster growing Evelyn, New Cross, Lewisham Central and Blackheath wards have the least childminder provision in Lewisham. Most childcare and early education provision is available Monday to Friday between 8am and 6pm, with more than half of PVI settings not open during holiday periods. Families and early years settings identify that a key gap is having a single comprehensive

directory of childcare provision which provides information about all childcare and early education options in Lewisham. The existing FIS Directory needs to be updated and also needs to set out the new minimum standards.

10.10 Three out of four early years settings do not plan to change their hours of operation in the coming 18 months. However, 1 in 4 settings intend to offer more early education places and more flexibility. This will help those 1 in 3 parents that are not satisfied with the availability of childcare when and where they need it.

10.11 Four out of five parents rate their childcare arrangements as meeting their needs, with the affordability of childcare being their main concern, with 1 in 3 parents reporting they are dissatisfied/very dissatisfied with affordability. The cost of delivering early education is the main concern of early years settings. Lewisham families pay a little less than the London average for children aged 2, 3 and 4 years, but are likely to pay more for children aged under 2 years. Lewisham Council hourly rates for funded early education are consistent with the average hourly rate charged to fee paying parents with children aged 2 years and between 8- 14% less than the average hourly rate charged to fee paying parents with children aged 3 and 4 years. Approximately 5% of PVI settings and 15% of all childminders report that they plan to increase fees by more than £10 per week for local families in the next 12-18 months.

10.12 Early years settings are concerned about the likely funding rate for 3 and 4 year places when the extended entitlement is introduced; and while 35% of settings (mainly day nurseries and pre-schools/playgroups) indicate they definitely plan to make available extended provision, 1 in 5 definitely plan not to. For those undecided settings (close to 2 in 5), they indicate requirements for more information including most particularly the level of funding.

10.13 **Key priorities for childcare market development in Lewisham**

1. In helping families and the local early years childcare market prepare for the introduction for the extended entitlement and address parent priorities for childcare that meets their needs, we need to:

   a. Encourage more flexible provision and opportunities for children to access early education and childcare in a single setting.

      • Especially longer opening hours and childcare availability during school holidays (this includes for parents stretching early education entitlements across more than 38 weeks). This includes targeting PVI settings and school nurseries and especially those in faster growing wards in Children's Centre Service Areas (CCSA) 1 and 2 i.e. Evelyn, New Cross, Lewisham Central, Blackheath and Brockley

wards (as well as Sydenham ward in CCSA 4) where more than 9 in 10 early education places are available from PVI settings and school nurseries.

- Through supporting innovative collaborations between early years settings such as schools and childminders to offer longer opening hours and childcare availability during school holidays.

- Efforts to improve the low occupancy rates for many childminders as well as encouraging greater supply of childminders in the fast growing wards of Evelyn, New Cross, Lewisham Central, Blackheath and Brockley.

b. In order to deliver on the Childcare Act 2006 section 12 duty, the Family Information Service (FIS) must build a more comprehensive, up to date directory of childcare and early education services for families across Lewisham. This includes setting out the minimum standards that parents can expect of childcare provision. This will also assist future sufficiency planning, better inform parents about their childcare options and help early years settings with their business planning and marketing.

c. The council should work with early years settings to agree a refreshed provider agreement. This offers scope to set out the roles and responsibilities of early years settings that offer funded early education and the council (particularly the Early Years Quality and Sufficiency Team and the Family Information Service).

- In clarifying partner roles and responsibilities, the newly formed Early Years Quality and Sufficiency Team has the opportunity to establish a clear plan for taking childcare forward. This includes setting out the Team's focus and scope of their support for early years settings quality improvement, sufficiency and networking/ collaboration. This includes in supporting the roll out of the extended entitlement in September 2017.

2. We need to work with early years settings and families with children with additional needs/disabilities to improve the accessibility of childcare and early education. This includes clarifying the available targeted early interventions for children that do not have an EHC Plan and the available advice, guidance and resources for early years staff to confidently manage children's behaviour and other needs, as well as making early years information and advice for parents of children with additional needs/disabilities more integrated.

3. Multiagency practitioners who work with families with children aged 0-4 must be encouraged to continue raising awareness of early education entitlements and the benefits of these entitlements for families they interact with; together with providing practical help to families to take up these entitlements.

   a. This includes especially families eligible to the funded entitlement for children aged 2 years. A continuing focus on building the quality of funded early education for children aged 2 years is also a priority. This is especially so for settings in CCSA 1 (Evelyn and New Cross wards most particularly).

   b. The Early Years Quality and Sufficiency Team and FIS should partner with Employment, Skills and Adult Education leads to ensure families they are supporting to return to work know about the early education entitlements and can help parents with taking these up.

11.0   Special Education Needs and Disability (SEND) Demand

11.1   In the summer of 2016 Lewisham commissioned a SEND placement planning review to look at the rising population and the likely impact that would have on SEND provision needed within the borough. The key findings of which are outlined below.

11.2   Key findings

1. The number of children with Education, Health and Care Plans (EHCPs) in Lewisham is currently 1,847. The net growth in children with EHCPs in the years to 2020/21 is likely to be 100-110 per year before levelling off to grow in line with growth rates for the population of children and young people aged 3-25 years.

2. The growth in incidence of SEND, together with improved data on the open cases for Children with Complex Needs Service (CWCN) shows that the use of out of borough provision is driven by limited local capacity, particularly severe cases of Attention Deficit Hyperactivity Disorder (ADHD) and Behavioural, Emotional and Social Disorders (BESD). For pupils with complex needs, local schools, Watergate and Greenvale particularly so, are equipped to meet the needs of children and young people with the most severe learning difficulties and complex behavioural, emotional and social difficulties. But this special school capacity is full and not sufficient to meet demand.

3. The shortfall in special school places in Lewisham is greater than had been forecast in 2014 and will widen further. There are currently 495 children and young people accessing LBL maintained special school provision from September 2016-March 2017; while 194 are placed in out of borough independent, maintained or non-maintained specialist provision (on basis of 75% full time equivalent, this is 146 full time places) i.e. there are approximately 641 children and young people (FTE) with a special school place.

4. The likely levels of special school full time places required in 2017 is in the range 641 to 652, with increases of 9-11 per year expected to 2021/2022 and thereafter the increase is less than 10 per year. From 2025/26 the growth is only 5-6 per year. This equates to an additional 70 additional children and young people requiring a place at a special school by 2024. This would increase the demand for out of borough placements from 146 to 216, if there was no additional capacity within Lewisham special schools.

5. This highlights the need for a new special school for secondary school age young people. The only route to providing a new special school is

the free school route. This could be achieved by an existing special school in Lewisham establishing the free school and/or the council partnering with a free school provider that possibly in partnership with an existing mainstream secondary school to help contribute to the inclusion of the children and young people and deliver economies of scale. Such schools have been delivered elsewhere in London.

12.0   Alternative Provision (AP)

12.1   Between October 2015 and April 2016, the London Borough of Lewisham Children and Young People Directorate collaborated with key stakeholders to undertake a review of the existing strategy, structures and systems for Alternative Provision at all Key Stages. The aim of the review was to evaluate and analyse current practice, highlight best practice and develop a new Lewisham alternative provision strategy with a three year action plan. The review included arrangement for key stakeholders from Lewisham schools, special schools and Pupil Referral Units, local authority services and key agencies to contribute to the review by sharing information and best practice, with feedback to also include parents, carers and young people.

12.2   The Review Action Plan includes 10 key recommendations as a result of the findings and these are monitored at the Lewisham Inclusion Board:

- Implement a programme to reduce the number of fixed term and permanent exclusions from Lewisham secondary schools.
- Implement a programme to increase the number of children and young people who are re-integrated back in to Lewisham schools.
- Implement a programme to improve levels of attendance of children and young people attending Lewisham Alternative Provision.
- Establish Inclusion Programme Board that reports within the Children and Young People Directorate structure and to Schools Forum.
- Review the Fair Access Panel's processes and procedures, as well as the restructuring of the composition of the panel, with the formation of separate primary and secondary panels.
- Improve the managed moves process by so that it is operating in the best interests of the children and young people and review and update the Managed Moves Protocol.
- Implement the recommendations of the High Needs Sub-group Alternative Provision Review work stream which were agreed by Schools Forum on 17 March 2016.
- Review the Alternative Provision Quality Assurance Framework to ensure all Key Stages and ensure that all provision accessed for Lewisham children and young people is Department for Education Registered.
- Ensure that the cohort of learners at New Woodlands School is in line with the legal designation of a 'special school'.
- Develop and implement provision that fills the gaps identified in the Review. This includes a need for
  1. Primary nurture provision
  2. Provision for primary girls (PRU and SEMH)
  3. Sixth day placements and short term intervention for two, six and twelve weeks (KS4)

4. A Key Stage 4 GCSE Alternative Provision Pathway
5. Special Educational Needs Provision for SEMH and other issues to be provided in Lewisham– linked with the SEND Strategy
6. Improved and enhanced Mental Health Specialist provision at Key Stage 3 and 4
7. Behaviour support at Key Stage 4
8. Transition support for those at risk of exclusion
9. Provision that meets the needs of Youth Offenders
10. Provision that meets the needs of Children Looked After

12.3 Moving forwards the Lewisham alternative provision review action plan is addressing the gap analysis and is reporting to, and monitored by, the Lewisham Inclusion Board.

13.0   Post 16 education

13.1   The impact on Further Education colleges in London - In July 2015, the government announced a rolling programme of around 40 local area reviews, to be completed by March 2017, covering all general further education and sixth-form colleges in England. The reviews are designed to ensure that colleges are financially stable into the longer-term, that they are run efficiently, and are well-positioned to meet the present and future needs of individual students and the demands of employers. Students in colleges have high expectations about standards of teaching and learning and the extent to which their learning prepares them to progress further, to higher education or directly into employment.

13.2   The Department for Business, Innovation and Skills (BIS) and the Department for Education (DfE) are responsible for the area reviews and worked closely with the Greater London Authority (GLA) and London Councils to plan the London review. The London review covers 46 colleges, including twelve Sixth Form Colleges, three special designated institutes and 1 land-based provider. Due to the large number of colleges in London, the London Area Review was divided into four sub-regional reviews. Each sub-region had its own steering group and completed its own review.

13.3   The local steering group was chaired by Borough Leader, Cllr Peter John from London Borough of Southwark. The steering group met on 6 occasions between 17 March 2016 and 4 November 2016, and additional informal meetings also took place to consider and develop options in greater detail. Membership of the steering group comprised each college's chair of governors and principal, representatives from the Greater London Authority, Central London Forward (sub-regional partnership) and local authorities; 2 business representatives; the FE Commissioner; the Deputy FE Commissioner; the Sixth Form Commissioner, the Regional Schools Commissioner, and representatives from the Skills Funding Agency, the Education Funding Agency, and the Department for Education.

13.4   Visits to colleges and support throughout the process were provided by staff from the FE and Sixth Form College Commissioners' teams. The Joint Area Review Delivery Unit (JARDU) provided the project management, administrative support and developed supporting materials and papers used by the steering group. JARDU also led on consultations with local stakeholders.

13.5   The Central London Sub-Regional area review covers the 12 local authority areas, which are:
   • Camden Council
   • City of London Council

- City of Westminster Council
- Hackney Council
- Haringey Council
- Islington Council
- Kensington and Chelsea Council
- Lambeth Council
- Lewisham Council
- Southwark Council
- Tower Hamlets Council
- Wandsworth Council

13.6   Area reviews of post-16 education and training institutions are predominantly focused on general further education and sixth-form colleges in order to ensure there is a high quality and financially resilient set of colleges in each area of England. Schools with sixth-forms have the opportunity to seek to opt in to a review if the local steering group agrees. Within Lewisham school sixth-forms are currently outside the scope.

13.7   The underpinning analysis for the review included current post-16 provision in the area made by schools with sixth-forms. Regional Schools Commissioners and local authorities have had the opportunity to identify any issues with school sixth-form provision, and feed these into the review. We expect Regional Schools Commissioners to take account of the analysis from area reviews in any decisions they make about future provision.

13.8   There are currently 140 funded schools with sixth-forms in the review area, including 78 local authority maintained and 55 academies. This includes 6 free schools and 1 university technical college. Most school pupils in the age range of 16-18 are enrolled on A-level courses.

13.9   At the start of the area review, seventeen colleges (four sixth-form colleges, ten general further education colleges and three specialist designated Institutions) participated in this review.
- City and Islington College
- City of Westminster College
- College of Haringey, Enfield and North-East London
- Hackney Community College
- Kensington and Chelsea College
- Lambeth College
- Lewisham Southwark College
- South Thames College
- Tower Hamlets College
- Westminster Kingsway College
- Brooke House Sixth Form College
- Christ the King Sixth Form College

- St Charles Catholic Sixth Form College
- St Francis Xavier Sixth Form College
- Morley College Limited (a special designated institute)
- The City Literary Institute (a special designated institute)
- Working Men's College Corporation (a special designated institute)

13.10 Sixteen recommendations were agreed by the steering group at their meeting in November 2016. Included for Lewisham were that Christ the King Sixth Form College is to remain a standalone sixth form college or become an academy, with the decision and any preference for a single/multi-academy trust depending on the position taken by the Diocese. Lewisham and Southwark College will also be addressed in due course but recommendations have yet to be made, however they are considering options for potential mergers with other institutions.

13.11 The agreed recommendations will now be taken forward though recognised structural change processes, including due diligence and consultation. Proposals for merger, conversion to academies, change of name etc. will require work by all parties involved to realise the identified benefits.

13.12 A national evaluation of the area review process will be undertaken to assess the benefits brought about through implementation of the options. It will include quantitative measures relating to the economy, to educational performance, to progression, to other measures of quality, and to financial sustainability. This analysis will also take account of the views of colleges, local authorities, LEPs, students and employers about how well colleges are responding to the challenges of helping address local skills gaps and shortages, and the education and training needs of individuals.

13.13 Outside of the scope of the review, it should be noted that Lewisham currently has nine school based sixth-forms, they are;
- Haberdashers' Aske's Hatcham College
- Haberdashers' Aske's Knights Academy
- Prendergast Sixth Form
- Sedgehill Sixth Form
- Addey and Stanhope School
- SFH6 Sydenham and Forest Hill Sixth Form
- Abbey Manor College (Pupil Referral Unit)
- Greenvale School (Special School)
- Drumbeat School (Special School)

13.14 Addey and Stanhope have currently suspended their sixth-form intake and are considering closing the provision (following statutory consultation), beyond that however there is no anticipated change.

14.0 Strategy in Summary

14.1 In review, this strategy looks at how the council delivered the Primary Strategy for Change 2008-2017 along with the recommendations made by the Lewisham Education Commission and as such makes seven key recommendations;

1. We must finish what we have started, and learn from our experiences. Over 50 projects are currently still being worked on and must be closed out

2. We need to maximise use of the investment that has already gone into schools therefore we should be recycling of bulge classes where projections justify it – unless there is a good reason not to

3. We need to take advantage of free school opportunities – working with potential sponsors and the EFA to secure what Lewisham needs

4. We need to re-evaluate localities and previously considered expansion opportunities alongside demographic change and future growth projections to identify value for money projects as well as a more accurate forecasting model

5. We need to work with the Early Years Foundation Stage (EYFS) team to consider the recent sufficiency review for EYFS and develop a plan for childcare and nursery education

6. We need clear plans for Special Educational Needs and Disability (SEND) places and Alternative Provision (AP) – providing more of the right kind of places within the borough and reducing the number of placements out of borough

7. We need to develop a better information sharing agreement with other local authorities to share data and information relating to school place planning and continue to work as part of London Councils

14.2 Building on those recommendations we have formed a revised set of five principles to guide our work, these are;

1. We aim to provide primary school places according to the level of need within different localities and we will continue to use 'planning areas'. Our aspiration is for children to go to primary school within one mile, but within two miles is reasonable

2. As far as possible our school expansion proposals will be for schools that are already achieving high standards and if not, have robust school improvement plans in place

3. We will work with external partners to overcome the financial challenges related to providing additional school places (i.e. Department for Education, Education Funding Agency, Dioceses, Multi Academy Trusts)

4. We will aim for efficient delivery of education, with consideration of the economies of scale and the viable size for schools and impact on revenue budgets

5. We will ensure that any proposal for the provision of extra places is scrutinised both in terms of suitability and value for money as well as making best use of existing assets and resources

14.3 Taking the recommendations and principles into account, alongside our current forecasting we therefore believe that we will need to deliver the following to ensure sufficient places;

14.4 **Primary** – To ensure sufficient primary places the council will work with schools to recycle bulges where required. We will also work with the Education Funding Agency, Department for Education, Regional Schools Commissioner and potential free school sponsors to provide an additional four forms of entry (120 places) of new provision by 2022 (with plans for a further four forms of entry by 2025) via free schools.

14.5 **Secondary** - The council's first priority will be to make existing Lewisham secondary schools the schools of choice. We will work to provide a two form of entry (60 places) expansion of Addey and Stanhope School. We will also work proactively with the Education Funding Agency, Department for Education, Regional Schools Commissioner and potential sponsors to provide up to a further eleven forms of entry (330 places) of new provision by 2022 via free schools.

14.6 **Early Years Foundation Stage** – While sufficient capacity is already within the system, the council will work with providers to ensure that the system is flexible enough to help meet the needs of parents and the challenge of the 30 hour offer, and to place nursery classes and schools on a sustainable footing.

14.7 **Special Education Needs and Disability** – The council will work up business cases for capital investment to expand both Watergate and Greenvale School based upon an invest-to-save model. Additionally the council will pursue the Department for Education's 'commissioned' Special Education Needs and Disability free school opportunity to redevelop the old Brent Knoll site as a new 120 place school for 11-19 year olds that have been identified as having either Autism Spectrum Disorder and/or Social, Emotional and Mental Health needs.

15.0 Overseeing the Strategy - Governance

15.1 To ensure that the strategy can be delivered a new governance structure has been set up to ensure that officers are accountable, that projects progress to plan and to ensure that this work is overseen corporately as well as including schools and other stakeholder and partners.

15.2 The new governance structure can be seen in Appendix 4i along with the Terms of Reference for the main internal board, the Children and Young People Strategic Asset Board (Appendix 4ii).

15.3 As can be seen from the structure, this piece of work reports into officer and political structures as well as utilising the new School Place Planning and Admissions Forum as a sounding board and for challenge and consultation.

16.0 Risks to delivery

16.1 The delivery of places across Primary, Secondary and SEND relies upon the provision of new schools within the borough. Legislation demands that this is provided through new free schools run by Multi Academy Trusts.

16.2 Both the delivery of the infrastructure and the running of the resultant schools fall outside of the councils remit and control.

16.3 As such the working relationship between the council, the DfE, EFA and potential sponsors is key to ensuring that the approved free schools help meet demand, and also in terms of ensuring that projects are delivered when needed.

16.4 Additionally, the council has a role in working with these groups with regards to the identification of sites and the resultant design of the provision, from an educational perspective, regeneration and asset perspective, and also a planning perspective.

16.5 As a result the following provision that is previously alluded to are all 'at risk' of timely delivery;

- The Citizen School (4FE 4-19 year olds) – approved by the RSC but no site acquired
- Harris Academy Lewisham (3FE 4-11 year olds) – approved by the RSC but no site acquired
- 8FE Secondary School (11-16 year olds) – application submitted by Southwark Diocese but not yet approved by the RSC and no site acquired
- 120 place SEND SEMH/ASD School (11-19 year olds) – expression of interest submitted by council to RSC but not currently approved and Brent Knoll site would be required to facilitate

17.0 Finance

17.1 The main source of finance for the school places programme is the Basic Need grant awarded by the Department for Education. The council has been allocated Basic Need grant of £10.6m for 2017/18 and £14.1m for 2018/19.

17.2 The council is currently awaiting an announcement from central government with regards future Basic Need grant from 2019 onwards, and also the recently announced SEND Capital grant. This is expected in January 2017.

17.3 The council has also been able to apply significant sums secured through section 106 agreements towards school expansion schemes. There are currently section 106 contributions in excess of £4m that are allocated to finance school expansion schemes. The council's Community Infrastructure Levy (CIL), for which charging commenced from 1st April 2015, may also provide a future source of finance.

17.4 Unless other sources of funding such as contributions from schools are available, any expenditure which exceeds the available amounts of Basic Need grant and section 106/CIL contributions would have to be financed from the councils capital reserves, usable capital receipts or from prudential borrowing.

17.5 As previously mentioned, free schools are funded directly by central government (provided they have been applied for by eligible sponsors direct to the Regional Schools Commissioner), however their can often be additional costs incurred by the council to discharge planning conditions – such as highway works – that fall out of the Education Funding Agency's scope.

17.5 All on-going revenue costs of running enlarged schools will be met from the resources of the Dedicated Schools Grant. On-going revenue costs of running free schools will be met by central government directly.

18.0   Next steps

~~17 Oct 16 -   1st Draft – CYP Strategic Asset Board~~

~~18 Oct 16 -   1st Draft – School Place Planning and Admissions Forum~~

~~10 Nov 16 -   2nd Draft – School Place Planning and Admissions Forum~~

~~28 Nov 16 -   2nd Draft – CYP Strategic Asset Board~~

~~2 Dec 16 -   2nd Draft – Regeneration Board~~

~~5 Dec 16 -   Consultation Draft - School Place Planning & Admissions Forum~~

~~7 Dec 16 -   Consultation Paper Sign Off – CYP DMT~~

12 Dec 16 -   8 week Public Consultation Period commences (12 noon)

9 Jan 17 -   Consultation Event – Lewisham Chair of Governors meeting

11 Jan 17 -   Consultation Draft & interim responses – CYP Select Committee

18 Jan 17 -   Consultation Event – Lewisham Special School Heads Meeting

19 Jan 17 -   Consultation Event – Lewisham Secondary Heads Meeting

2 Feb 17 -   Consultation Event – Lewisham Schools Leadership Forum

6 Feb 17 -   Public Consultation closes (12 noon)

20 Feb 17 -   Final Draft – CYP Strategic Asset Board

24 Feb 17 -   Final Draft – Regeneration Board

Final Draft to M&C Agenda Planning

1 Mar 17 -   (Draft) Strategy Sign off – CYP DMT

(Draft) Strategy Sign off – Cllr Liaison

(Draft) Strategy Sign off – Mayors Briefing

3 Mar 17 -   Strategy M&C Paper to dispatch

22 Mar 17 -   Strategy approval – Mayor and Cabinet

w/c 3 Apr 17 -   Strategy Launch

Consultation questions – DRAFT Place Planning Strategy 2017-2022

Please note that no personal data will be shared. Views expressed within this consultation will be anonymised and made publicly available.

1. How would you best describe yourself?
Multiple choice (tick as many that apply)

> I am representing an organisation (please specify the name of the organisation)
> I am a parent/carer
> I am a school governor
> I am a school staff member
> I am a pupil/student
> I am a local resident
> I am an interested party
> Other (please specify)

If you selected 'other' or if you are representing an organisation, please give details:

2. What is your postcode?

Free text

3. Do you agree with the new principles set out below?
Strongly agree - Agree - Don't know - Disagree - Strongly disagree
Why? (for each principle)

1. We aim to provide primary school places according to the level of need within different localities and we will continue to use 'planning areas'. Our aspiration is for children to go to primary school within one mile, but within two miles is reasonable

2. As far as possible our school expansion proposals will be for schools that are already achieving high standards and if not, have robust school improvement plans in place

3. We will work with external partners to overcome the financial challenges related to providing additional school places (i.e. Department for Education, Education Funding Agency, Dioceses, Multi Academy Trusts)

4. We will aim for efficient delivery of education, with consideration of the economies of scale and the viable size for schools and impact on revenue budgets

5. We will ensure that any proposal for the provision of extra places is scrutinised both in terms of suitability and value for money as well as making best use of existing assets and resources

4. Do you agree with the rationale to reduce the number of Place Planning Localities as set out below?
Strongly agree - Agree - Don't know - Disagree - Strongly disagree
Why?

'It is acknowledged by the Greater London Authority that to have a greater chance of accuracy forecasting at Place Planning Locality level then Boroughs need to consider fewer Place Planning Locality areas. Lewisham currently has 6 Place Planning Localities, of varying sizes both in terms of geography and number of schools, which have been in place since before the inception of the Lewisham Primary Strategy for Change in 2008. Moving forwards it is suggested that we revise down from 6 Place Planning Localities to 3 or 4 areas. This would result in better forecasting accuracy on a local level as well as providing more flexibility to be able to provide supply within Place Planning Locality areas. This would ensure an acknowledgement of distinct areas of the borough while enabling a better acceptance of pupil flow.'

5. Do you agree with the way in which the council broadly aims to meet demand as set out below?
Strongly agree - Agree - Don't know - Disagree - Strongly disagree
Why? (for each phase)

Primary – To ensure sufficient primary places the council will work with schools to recycle bulges where required. We will also work with the Education Funding Agency, Department for Education, Regional Schools Commissioner and potential free school sponsors to provide an additional four forms of entry (120 places) of new provision by 2022 (with plans for a further four forms of entry by 2025).

Secondary - The council's first priority will be to make existing Lewisham secondary schools the schools of choice. We will work to provide a two form of entry (60 places) expansion of Addey and Stanhope School. We will also work proactively with the Education Funding Agency, Department for Education, Regional Schools Commissioner and potential sponsors to provide up to a further eleven forms of entry (330 places) of new provision by 2022.

Early Years Foundation Stage – While sufficient capacity is already within the system, the council will work with providers to ensure that the system is flexible enough to help meet the needs of parents and the

challenge of the 30 hour offer, and to place nursery classes and schools on a sustainable footing.

Special Education Needs and Disability – The council will work up business cases for capital investment to expand both Watergate and Greenvale School based upon an invest-to-save model. Additionally the council will pursue the Department for Education's 'commissioned' Special Education Needs and Disability opportunity to redevelop the old Brent Knoll site as a new 120 place school for 11-19 year olds that have been identified as having either Autism Spectrum Disorder and/or Social, Emotional and Mental Health needs.

6. Do you have any other comments?
Free text

7. Demographic questions
Multiple choice

8. If you wish to be kept up to date with this process and the consultation results, please provide your email address:
Free text

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Children and Young People Select Committee			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	10
Class	Part 1 (Open)	11 January 2017	

1.   Purpose

To advise Committee members of the work programme for the 2016/17 municipal year, and to decide on the agenda items for the next meeting.

2.   Summary

2.1   At the beginning of the new administration, each select committee drew up a draft work programme for submission to the Business Panel for consideration.

2.2   The Business Panel considered the proposed work programmes of each of the select committees on 24 May 2016 and agreed a co-ordinated overview and scrutiny work programme. However, the work programme can be reviewed at each Select Committee meeting so that Members are able to include urgent, high priority items and remove items that are no longer a priority.

3.   Recommendations

3.1   The Committee is asked to:

- note the work plan attached at **Appendix B** and discuss any issues arising from the programme;
- specify the information and analysis required in the report for each item on the agenda for the next meeting, based on desired outcomes, so that officers are clear on what they need to provide;
- review all forthcoming key decisions, attached at **Appendix C**, and consider any items for further scrutiny.

4.   The work programme

4.1   The work programme for 2016/17 was agreed at the Committee's meeting on 13 April 2016.

4.2   The Committee is asked to consider if any urgent issues have arisen that require scrutiny and if any existing items are no longer a priority and can be removed from the work programme. Before adding additional items, each item should be considered against agreed criteria. The flow chart attached at **Appendix A** may help Members decide if proposed additional items should be added to the work programme. The Committee's work programme needs to be achievable in terms of the amount of meeting time available. If the committee agrees to add additional item(s) because they are urgent and high priority, Members will need to consider

which medium/low priority item(s) should be removed in order to create sufficient capacity for the new item(s).

5. The next meeting

5.1 The following reports are scheduled for the meeting on 28 February 2017:

Agenda item	Review type	Link to Corporate Priority	Priority
Final Report – Indepth review on Transition from Primary to Secondary	In-depth review	Young people's achievement and involvement and Protection of Children	High
Human Trafficking Organisation – External speaker	Information Item	Protection of Children	Medium
Annual Schools Standards Report (primary and secondary)	Standard Item/ Performance Monitoring	Young people's achievement and involvement	High
Childcare Strategy Update – including increase provision for 3 year olds	Policy Development	Young people's achievement and involvement	Medium
Corporate Parenting and LAC Annual Report	Standard Item/ Performance Monitoring	Young people's achievement and involvement and Protection of Children	High

5.2 The Committee is asked to specify the information and analysis it would like to see in the reports for these item, based on the outcomes the committee would like to achieve, so that officers are clear on what they need to provide for the next meeting.

6. Financial Implications

There are no financial implications arising from this report.

7. Legal Implications

In accordance with the Council's Constitution, all scrutiny select committees must devise and submit a work programme to the Business Panel at the start of each municipal year.

8. Equalities Implications

8.1 The Equality Act 2010 brought together all previous equality legislation in England, Scotland and Wales. The Act included a new public sector equality duty, replacing the separate duties relating to race, disability and gender equality. The duty came

into force on 6 April 2011. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

8.2   The Council must, in the exercise of its functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

8.3   There may be equalities implications arising from items on the work programme and all activities undertaken by the Select Committee will need to give due consideration to this.
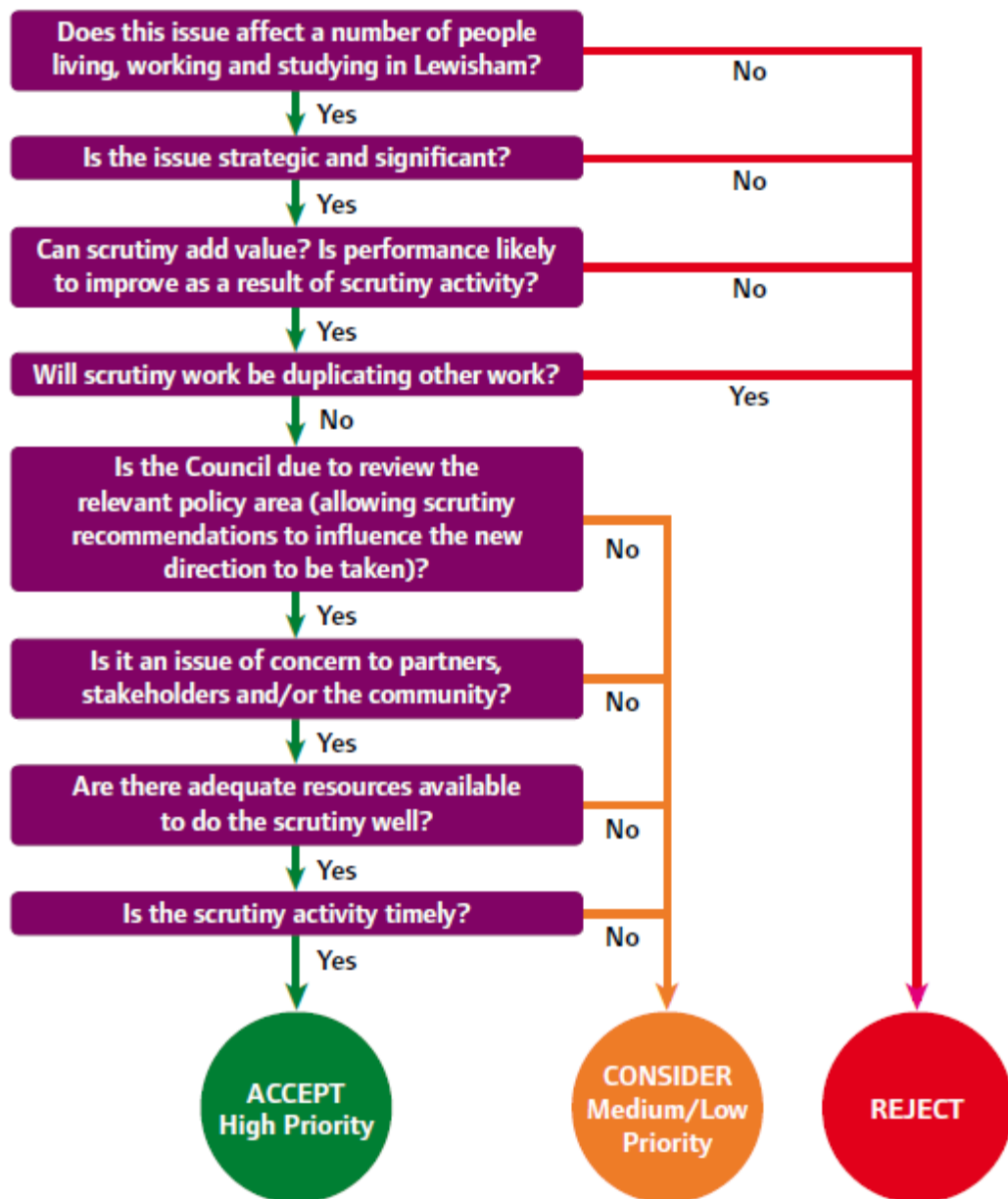
9.   Date of next meeting

9.1   The date of the next meeting is Tuesday 28 February 2016.

Background Documents

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

Scrutiny work programme – prioritisation process

```
Does this issue affect a number of people
living, working and studying in Lewisham?        No
              │ Yes
Is the issue strategic and significant?           No
              │ Yes
Can scrutiny add value? Is performance likely     No
to improve as a result of scrutiny activity?
              │ Yes
Will scrutiny work be duplicating other work?     Yes
              │ No
Is the Council due to review the
relevant policy area (allowing scrutiny           No
recommendations to influence the new
direction to be taken)?
              │ Yes
Is it an issue of concern to partners,            No
stakeholders and/or the community?
              │ Yes
Are there adequate resources available            No
to do the scrutiny well?
              │ Yes
Is the scrutiny activity timely?                  No
              │ Yes
```

ACCEPT High Priority

CONSIDER Medium/Low Priority

REJECT

Lewisham

Children and Young People Select Committee 2016/17   **Programme of Work**

Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	13-Apr	08-Jun	13-Jul	14-Sep	12-Oct	10-Nov	11-Jan	28-Feb
Lewisham Future Programme	Standard item	High	CP2 & CP7	Ongoing				Savings				
Election of the Chair and Vice-Chair	Constitutional requirement	High	CP10	Apr								
Select Committee work programme 2015/16	Constitutional requirement	High	CP10	Apr								
Independent Advice & Guidance in School	in depth review	High	CP2&CP7	Apr		report			Response to recs			
Report of Education Commission	Performance monitoring	High	CP2	Apr	UPDATE				Action Plan & referral response			
Employee Led mutual for the Youth Service	Information Item	Medium	CP2 & CP7	Apr	UPDATE	UPDATE						
Introduction to Young Mayor and Advisors	Information Item	Medium	CP2	Apr								
Annual Report on attendance and exclusions	Performance monitoring	Medium	CP2&CP7	Jun								
Response to referral on Ofsted Action Plan	Performance monitoring	Medium	CP2&CP7	Jun		RESPONSE						
Alternative Education Provision	policy development	Medium	CP2	Jun								
Childrens Social Care Ofsted Action Plan	Performance monitoring	High	CP2&CP7	Jul								
Upate on implementation of SEND Strategy	Performance monitoring	High	CP2&CP7	Jul								
Early Help Strategy	Performance monitoring	High	CP2&CP7	Jul								
Health Savings -school nursing and health visiting	Performance monitoring	high	CP2&CP7	Sep								
Lewisham Safeguarding Children's Board Annual Report	Standard item	High	CP7	Oct								
Childrens Social Care Workforce Strategy	Performance monitoring	High	CP2&CP7	Nov								
Further Education - update on area reviews	Information Item	Medium	CP2	Nov								
Update on Q11 Savings proposal - Melliot Road	Performance monitoring	High	CP7	Nov								
Update on secondary school improvement strategy inc provisional results	Performance monitoring	High	CP2	Oct								
Music Services Proposals	Policy development	Medium	CP2	Oct								
In-depth review Transition from Primary to Secondary School	Indepth review	High	CP2&7	Ongoing				Informa discussion	Scope	Evidence 1	Evidence 2	Report
Safeguarding Services 6-monthly Report	Standard item	High	CP2&CP7	Jan								
Child sexual exploitation Update	Standard item	High	CP2&CP7	Ongoing								
School's Places Strategy Update	Performance monitoring	Medium	CP2	Jan								
Recommissioning school nursing and health visiting	Performance monitoring	High	CP2	Jan								
Update on Q11 Savings proposal - Melliot Road	Performance monitoring	High	CP7	Nov								
Annual Schools Standards Report (primary and secondary)	Standard item/performance monitoring	High	CP2	Feb								
Childcare Strategy Update -including increase provision for 3 yr olds	Policy development	Medium	CP2	Feb								
Corporate Parenting and LAC Annual Report	Standard item/performance monitoring	High	CP2&CP7	Feb								
Human Trafficking Organisation -External speaker	Information Item	High	CP7	Nov								

	Item completed		
	Item on-going		
	Item outstanding		
	Proposed timeframe		
	Item added		

Meetings			
1)	13 April	5)	12 october
2)	8 June	6)	10 November
3)	13 July	7)	11 January
4)	14 September	8)	28 February

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Forward Plan January 2017 - April 2017

This Forward Plan sets out the key decisions the Council expects to take during the next four months.

Anyone wishing to make representations on a decision should submit them in writing as soon as possible to the relevant contact officer (shown as number (7) in the key overleaf). Any representations made less than 3 days before the meeting should be sent to Kevin, the Local Democracy Officer, at the Council Offices or kevin.flaherty@lewisham.gov.uk. However the deadline will be 4pm on the working day prior to the meeting.

A "key decision"* means an executive decision which is likely to:

(a)   result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council's budget for the service or function to which the decision relates;

(b)   be significant in terms of its effects on communities living or working in an area comprising two or more wards.

| August 2016 | **Consultant Appointment 2016 Schools Minor Works Contract** | 13/12/16 Overview and Scrutiny Education Business Panel | Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People | | |
| November 2016 | **Procurement for 'Staying Healthy' Public Health Services** | 13/12/16 Overview and Scrutiny Business | Aileen Buckton, Executive Director for Community Services and | | |

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	**Description of matter under consideration**	**Date of Decision Decision maker**	**Responsible Officers / Portfolios**	**Consultation Details**	**Background papers / materials**
		Panel	Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
November 2016	**Support Service for Syrian refugees**	13/12/16 Overview and Scrutiny Business Panel	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
November 2016	**Budget Update**	11/01/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
September 2016	**Ashmead Primary School expansion and Addey & Stanhope School expansion results of consultations**	11/01/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
December 2016	**Council Tax Base Second Homes Discount and Income Review**	11/01/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
August 2016	**Discretionary Rate Relief Review**	11/01/17 Mayor and Cabinet	Aileen Buckton, Executive Director for		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Community Services and Councillor Kevin Bonavia, Cabinet Member Resources		
December 2016	**Governing Bodies Reconstitution Rathfern Primary School**	11/01/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
August 2016	**The Wharves Deptford - Compulsory Purchase Order Resolution**	11/01/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
December 2016	**Results of Handypersons consultation**	11/01/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
September 2016	**Lewisham Music Business Plan and Transfer Terms**	11/01/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
December 2016	**Library Savings Programme update - Manor House**	11/01/17 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	**Description of matter under consideration**	**Date of Decision Decision maker**	**Responsible Officers / Portfolios**	**Consultation Details**	**Background papers / materials**
			Councillor Chris Best, Cabinet Member for Health, Wellbeing and Older People		
January 2016	**New Bermondsey Housing Zone Bid Update**	11/01/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
April 2016	**New Homes Programme Parts 1 & 2**	11/01/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
December 2016	**Caretaker properties Disposal and Lease Award**	11/01/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Damien Egan, Cabinet Member Housing		
August 2016	**Regionalising Adoption**	11/01/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2016	**Waste & Recycling Services Update**	11/01/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	**Description of matter under consideration**	**Date of Decision Decision maker**	**Responsible Officers / Portfolios**	**Consultation Details**	**Background papers / materials**
			Public Realm		
November 2016	**Community Equipment Contract Award under London Consortium Framework Agreement**	11/01/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		
November 2016	**School Health Service - Award Report**	11/01/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
May 2016	**Council Tax Reduction Scheme 2017-18**	18/01/17 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
December 2016	**Council Tax Base Second Homes Discount and Income Review**	18/01/17 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
November 2016	**Opting in to the Public Sector Audit Appointments Limited (PSAA) framework**	18/01/17 Council	Janet Senior, Executive Director for Resources & Regeneration and Councillor Jonathan Slater		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	**Description of matter under consideration**	**Date of Decision Decision maker**	**Responsible Officers / Portfolios**	**Consultation Details**	**Background papers / materials**
November 2016	**Transforming Construction Skills - Lewisham Construction Hub, Training, Apprenticeship and Employment Service**	31/01/17 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
November 2016	**Transforming Construction Skills - Lewisham Construction Hub, Local Supply Chain Development Services**	31/01/17 Overview and Scrutiny Business Panel	Janet Senior, Executive Director for Resources & Regeneration and Councillor Alan Smith, Deputy Mayor		
December 2016	**Contract Award Provision of School Kitchen Condition Surveys**	31/01/17 Overview and Scrutiny Education Business Panel	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2016	**Animal Welfare Charter**	08/02/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
November 2016	**Pay Statement**	08/02/17 Mayor and Cabinet	Phil Badley and Councillor Kevin Bonavia, Cabinet Member Resources		
December 2016	**2017/18 Budget**	08/02/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and		

Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials
			Councillor Kevin Bonavia, Cabinet Member Resources		
December 2016	**Agreement to consult on changes to Targeted Short Breaks Offer for children and young people with complex needs**	08/02/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2016	**Health Visiting and Children's Centres - Award Report**	08/02/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2016	**Award of contract for Specialist Short Breaks**	08/02/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
December 2016	**Stage 1 of 2-stage procurement for the proposed expansions of Ashmead Primary School and Addey & Stanhope Secondary School (Mornington Centre) and to enter into a Pre-Construction Services Agreement.**	08/02/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	**Description of matter under consideration**	**Date of Decision Decision maker**	**Responsible Officers / Portfolios**	**Consultation Details**	**Background papers / materials**
November 2016	**Young Person's Health and Wellbeing Service Award Report**	08/02/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		
November 2016	**Budget Update**	15/02/17 Mayor and Cabinet	Janet Senior, Executive Director for Resources & Regeneration and Councillor Kevin Bonavia, Cabinet Member Resources		
May 2016	**Council Budget 2017-18**	22/02/17 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member Resources		
November 2016	**Pay Statement**	22/02/17 Council	Phil Badley and Councillor Kevin Bonavia, Cabinet Member Resources		
December 2016	**Brasted Close development**	01/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
December 2016	**New Homes Programme**	01/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	**Description of matter under consideration**	**Date of Decision Decision maker**	**Responsible Officers / Portfolios**	**Consultation Details**	**Background papers / materials**
			Councillor Damien Egan, Cabinet Member Housing		
December 2016	**Lewisham Homes Management Agreement and Articles of Association**	01/03/17 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
December 2016	**Proposed Heathside and Lethbridge Estate, Lewisham - Phase 6 Compulsory Purchase Order 2017**	01/03/17 Mayor and Cabinet (Contracts)	Kevin Sheehan, Executive Director for Customer Services and Councillor Damien Egan, Cabinet Member Housing		
December 2016	**Lewisham Construction Hub Contracts**	01/03/17 Mayor and Cabinet (Contracts)	Sara Williams, Executive Director, Children and Young People and Councillor Alan Smith, Deputy Mayor		
December 2016	**Statutory Funerals Contract**	14/03/17 Overview and Scrutiny Business Panel	Aileen Buckton, Executive Director for Community Services and Councillor Rachel Onikosi, Cabinet Member Public Realm		
December 2016	**Lewisham Place Planning Strategy 2017-2022**	22/03/17 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Paul Maslin, Cabinet Member for Children and Young People		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	**Description of matter under consideration**	**Date of Decision Decision maker**	**Responsible Officers / Portfolios**	**Consultation Details**	**Background papers / materials**
August 2016	**Community Premises Management Contract Award**	19/04/17 Mayor and Cabinet (Contracts)	Aileen Buckton, Executive Director for Community Services and Councillor Joan Millbank, Cabinet Member Third Sector & Community		

FORWARD PLAN – KEY DECISIONS					
Date included in forward plan	Description of matter under consideration	Date of Decision Decision maker	Responsible Officers / Portfolios	Consultation Details	Background papers / materials

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