

# Children and Young People Select Committee Agenda

Thursday, 24 January 2019  
**7.00 pm**, Committee Room 3  
Civic Suite  
Catford Road  
London SE6 4RU

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This meeting is an open meeting and all items on the agenda may be audio recorded and/or filmed.

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1. Minutes of the meeting held on 6 December 2018 <i>To follow.</i>	
2. Declarations of interest	5 - 8
3. Responses to Referrals to Mayor and Cabinet	
4. CAMHS waiting times	9 - 38
5. Lewisham Learning Partnership <i>Nicky Dixon and Helen Delaney of ParentENGage will address the committee. ParentENGage is an education network group for parents and the community in Lewisham.</i>	39 - 56
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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 Thursday, 24 January 2019.

Janet Senior, Acting Chief Executive  
Tuesday, 15 January 2019

Councillor Luke Sorba	Chair
Councillor Liz Johnston-Franklin	Vice-Chair
Councillor Andre Bourne	
Councillor Octavia Holland	
Councillor Coral Howard	
Councillor Caroline Kalu	
Councillor Hilary Moore	
Councillor Jacq Paschoud	
Councillor John Paschoud	
Lilian Brooks	Parent Governor Representative
Kevin Mantle	Parent Governor Representative
Kate Ward	Parent Governor Representative
Gail Exon	Church Representative
Monsignor N Rothern	Church Representative
Councillor Bill Brown	Ex-Officio
Councillor Juliet Campbell	Ex-Officio

# Agenda Item 2

<b>Committee</b>	Children and Young People Select Committee	<b>Item No.</b>	2
<b>Title</b>	Declarations of Interest		
<b>Wards</b>			
<b>Contributors</b>	Chief Executive		
<b>Class</b>	Part 1	<b>Date</b>	24 January 2019

## 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 no 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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<b>Children and Young People Select Committee</b>			
<b>Report Title</b>	Child and Adolescent Mental Health (CAMHS) Referral to Treatment Waiting Times		
<b>Ward</b>	All	Item No.	4
<b>Contributors</b>	Executive Director, Children and Young People's Services; Service Manager, CYP Joint Commissioning; Joint Commissioner for CYP Mental Health and Emotional Wellbeing		
<b>Class</b>	Part 1	Date:	24 January 2019

## 1. PURPOSE

- 1.1 This report provides the Children and Young People's CYP Select Committee with an update in the light of concerns about the number of children waiting for 52 weeks or more for a CAMHS service in Lewisham.
- 1.2 The term '52 week wait' refers to children that are eligible for a community CAMHS service but have waited 52 weeks or more for an assessment (referral to assessment).
- 1.3 The report also presents the findings of Councillor Holland's review of children's mental health provision, commissioned by the Lead Cabinet Member for CYP. This covers the area of children's mental health in a broader and more strategic way. This gives CYP Select Committee the opportunity to comment on the review ahead of consideration by the Lead Member and Mayor and Cabinet.

## 2. SUMMARY

- 2.1 This report aims to provide an overview of the current position on waiting times, alongside financial and performance benchmarking. Reasons for the current position have been highlighted, along with an outline of current and future actions to be taken to address this.
- 2.2 In the Summer 2018, Councillor Holland was asked by the Cabinet Member for School Performance and Children's services, to undertake a review of the extent to which the emotional and mental health needs of Lewisham's children and young people are being met and outline options for improvement. The full report can be found in **Appendix 3** and is presented for the Committee's comments.

### 3. RECOMMENDATIONS

- 3.1. The CYP Select Committee is asked to note and comment on this report and to use this as a basis for discussion, in particular with senior officers from SLaM.
- 3.2. The Select Committee is asked to discuss Councillor Holland's review on the mental health needs of children and young people in Lewisham (see **Appendix 3**), note that it has already informed the updated CAMHS Transformation Plan and will feed into other plans and reviews as set out in Paragraph 11 of this report as well as making comments on the report prior to its formal consideration.

### 4. NATIONAL POLICY CONTEXT

- 4.1 In March 2015, NHS England (NHSE) published 'Future In Mind' (FIM)<sup>1</sup> as part of a national drive to improve capacity and capability in the delivery of mental health services for children & young people. This report provides a broad set of recommendations across five key themes:
  - Promoting resilience, prevention and early intervention
  - Improving access to effective support – a system without tiers
  - Care for the most vulnerable (including children looked after, youth offending and SEND)
  - Accountability and transparency
  - Developing the workforce
- 4.2 Since 2015, the children's mental health agenda has continued to be a national area of focus. Additionally, the 2015 government committed to implementing the recommendations made in the 'Five Year Forward View for Mental Health'<sup>2</sup> (February 2016), which includes specific objectives to improve access to 'evidence based' treatment for children and young people by 2020/21. *Five Year Forward View* sets out an indicative trajectory to achieve the ambition that by 2020/21, 70,000 additional children and young people (CYP) will access community mental health services each year (increasing the percentage from 25% to 35%).
- 4.3 'Transforming children and young people's mental health provision: A 'Green Paper'', published in 2018, also focuses on mental health and emotional wellbeing in the context of schools. The provider should be aware of the national agenda and political emphasis on parental mental health, wellbeing and resilience, particularly in schools as that is where they will deliver<sup>3</sup>.

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<sup>1</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414024/Childrens\\_Mental\\_Health.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf)

<sup>2</sup> <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>

<sup>3</sup> <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>



- 4.4 In 2015/16 CCGs were each asked to submit a local CAMHS Transformation Plans, to indicate how local areas would work together when delivering against the national agenda. Since the initial submission, CCGs must submit CAMHS Transformation Refresh documents annually, which detail progress made against key objectives including but not limited to: crisis care; eating disorders; and access to evidence based mental health provision. The latest plan can be found here:  
<https://www.lewisham.gov.uk/mayorandcouncil/aboutthecouncil/strategies/Documents/Lewisham%20CAMHS%20Transformation%20Plan%202018.pdf>
- 4.5 Furthermore CCGs are required to submit quarterly CAMHS access data to NHSE, to demonstrate progress against national and local targets.

### **Local Policy Context**

- 4.6 Lewisham’s Children and Young People’s Mental Health & Emotional Wellbeing Strategy / Lewisham CAMHS Transformation Plan 2015-20<sup>4</sup> sets out our shared vision which has been developed in partnership with key stakeholders including children, young people and their families: -

***“Our children and young people will be emotionally resilient, knowing when and where to go for help and support when faced with challenges and adversities as they arise. Those that require mental health support are able to access this, where and when they need it.***

***Our parents/carers and young people’s workforce will be equipped to identify and respond to low levels of emotional well-being amongst our young people.”***

- 4.7. The key priorities of our strategy are: -
- Create better, clearer and more responsive care pathways to enable improved access to appropriate services
  - Invest in evidence-based training and practice to ensure earlier identification and improved support
  - Embed resilient practice in community settings, where we will create a young person population that is better able to cope when faced with adversity
  - Increase awareness of mental health and emotional wellbeing and provide guidance regarding where to go for support
- 4.8 The Children and Young People Plan, CYPP, 2015-18 and the coming plan for 2018-21 recognise the value children and young people’s safety, health and resilience<sup>5</sup>.

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<sup>4</sup><https://www.lewisham.gov.uk/mayorandcouncil/aboutthecouncil/strategies/Documents/Mental%20Health%20and%20Emotional%20Wellbeing%20Strategy%20for%20Children%20and%20Young%20People.pdf>

<sup>5</sup> <https://www.lewisham.gov.uk/myservices/socialcare/children/cypp/Pages/default.aspx>

- 4.9 The South-East London Sustainability & Transformation Plan ('Our Healthier South-East London') was developed collaboratively by local authorities, CCGs and providers<sup>6</sup>. It identifies five priorities to make the sub-regional health and care system sustainable in the short, medium and long-term:
- Developing consistent and high-quality community-based care (CBC) and prevention
  - Improving quality and reducing variation across both physical & mental health
  - Reducing cost through provider collaboration
  - Developing sustainable specialised services
  - Changing how we work together to deliver the transformation required
- 4.10 Improved children's mental health is a key priority for the STP, which has an associated work programme in place.

## 5 BACKGROUND

### CAMHS Overview

- 5.1. Lewisham CAMHS (excluding inpatient and some outpatient services) is commissioned by the CYP Joint Commissioning team on behalf of both NHS Lewisham CCG and Lewisham Council. Services are delivered by South London & Maudsley (SLAM) NHS Foundation Trust.
- 5.2. Specialist community CAMHS support is available to all children and young people up to the age of 18 (21 for care leavers) where significant mental health concerns have been identified. It is delivered through five core teams, in addition to the new crisis care team, which was formed in Spring 2016:
- **Horizon** – generic team covering the whole borough which supports young people who have significant mental health problems (providing a 'front door' for the wider CAMHS service)
  - **Adolescent Resource & Therapy Service (ARTS)** – supporting young people who have offended or are at risk of offending and have mental health problems
  - **Symbol** – supporting young people who have been in care or will remain in care for the foreseeable future
  - **Neurodevelopmental Team (NDT)** – supporting young people with a diagnosed moderate to severe learning disability and/or a complex neuro-developmental disorder e.g. autistic spectrum disorders
  - **Lewisham Young People's Service (LYPS)** – supporting young people with severe mental illness or acute problems, including psychosis, repeated self-harm, personality disorder and acute depression

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<sup>6</sup> Local authorities/CCGs (Bexley, Bromley, Greenwich, Lambeth, Lewisham, Southwark); providers (Guys & St Thomas' NHS Foundation Trust, King's College Hospital Foundation Trust, Lewisham & Greenwich NHS Trust, South London & Maudsley NHS Foundation Trust, Oxleas NHS Foundation Trust, Bromley Healthcare CIC and primary care organisations)

- **Crisis Care** – supporting children and young people experiencing crisis, including emotional, behavioral and mental health difficulties requiring urgent support.

## 6. THE CURRENT PERFORMANCE POSITION FOR WAITING TIMES

6.1. The Interim CAMHS Service Director, in a report to the SLaM Governing Body (December 2018) highlighted a large disparity between the number of reported '52 week wait' children in Lewisham CAMHS compared with the other SLaM CAMHS services in South East London (Lambeth, Southwark and Croydon)<sup>7</sup>. This data, at **Figure 1**, shows that Lewisham accounted for some 85% (n=96) of the total number of '52 week wait' children across Lambeth, Southwark, Lewisham and Croydon, in September 2018. Commissioners had not previously had access to this comparison data and we are working with SLaM to understand the current position.

**Figure 1: Quarterly data, Q2 2018, position for '52 week wait' in SLaM CAMHS service in South London.**

SLaM Boroughs	Numbers of CYP waiting more than 52 weeks for the first appointment
Croydon	5
Lambeth	11
Lewisham	96
Southwark	1

- 6.2. We believe that this is due to cumulative factors that are worsening month on month.
- 6.3. Variables do exist across the four SLaM boroughs in relation to population, funding levels, levels of prevalence and need, waiting list application, threshold management, and local service configuration. These variables make rigorous comparison of the data challenging.
- 6.4. Please see **Appendix 3** which provides NHSE prevalence data in relation to the number of children and young people with a 'potential' diagnosable mental health issue across borough in the SEL STP. Lewisham has the highest perceived prevalence across all six boroughs of the SEL STP.

## 7. THE CAUSE OF THE '52 WEEK WAIT'

7.1. Nationally, CAMHS services are experiencing challenges associated with staff recruitment and retention. Locally, CAMHS have experienced significant **workforce challenges** including a high rate of vacancy and sickness absence. The approximate number of current vacancies across Lewisham

<sup>7</sup> Interim CAMHS Service Director, Report to the SLaM Trust Board, 18 December 2018

CAMHS is 15.2 out of a total of circa 64 full time equivalent posts (including management and admin as well as clinical positions) – which equates to a 24% vacancy rate. A lot of these vacancies have been covered by temporary staff or people acting up into these positions. Vacancy rates in Oxleas NHS Foundation Trust boroughs (Bexley, Bromley and Greenwich) vary somewhat, in Greenwich this is 11% (against approximately 64 WTE posts), Bexley is 20% (against 51 WTE posts) and Bromley is 17% (against 37 WTE posts)<sup>8</sup>.

- 7.2. We anticipate that the Lewisham specific review of the Mental Health Pathway, which NHS England will conduct in January 2019, will help us understand some of the operational challenges within CAMHS. We have questions about management oversight, the lack of clean and reliable data and the processes and systems used by the service.
- 7.3. It does not appear from **Appendix 2** that a lack of investment is the cause for Lewisham's position as outliers in performance since spend through both the CCG and the council benchmarks well.
- 7.4. There are high levels of mental health need within Lewisham as well as a growing young population. 25% of Lewisham's total population comprised of children and young people aged 0-19 in June '18 compared to Lambeth (21%) and Southwark (23%). Lewisham also is one of the 20% most deprived local authorities in England. 4.7 in every 1.000 households in Lewisham, are homeless households with dependent children or pregnant women which compares to 3.6 in London and 1.7 nationally<sup>9</sup>. These factors will create a pressure on CAMHS services, though they do not explain the large disparity between the '52 week wait list' in Lewisham compared to Lambeth, Southwark, Lewisham and Croydon.

## **8. DATA CLEANSING AND SERVICE IMPROVEMENT**

- 8.1. In October 2018 a new Interim Service Manager was appointed in Lewisham CAMHS and she is working closely with colleagues to understand and address this concern.
- 8.2. On 13 December'18, Children Wellbeing Practitioners (CWPs) made contact 38 children on the '52 week wait' list for the generic team, which is a sub set of the broader list (n=139). They successfully made contact with 21 children and families on the list. Of note, 13 of these children required ADHD medication or assessment, 3 went onto the CWP caseload for early intervention and 3 were discharged as service not needed.
- 8.3. This process has highlighted that data is not necessarily accurate, therefore a data cleansing exercise is now underway.
- 8.4. CAMHS have agreed to reduce to zero the number of children on the '52 week wait' list, which is 139 (the latest position as per the Electronic Patient Record

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<sup>8</sup> Information reported by Oxleas CAMHS Service Director (Nov 18)

<sup>9</sup> Joint Strategic Needs Assessment (JSNA): Maternal Mental Health in Lewisham (2018)

System, shared with us by the Deputy Director for SLaM CAMHS, on 17.12.2018).

- 8.5. In order to meet this target, a minimum of nine additional children per week, from the '52 week wait' list, will be engaged in an appropriate form of assessment. Commissioners will receive weekly updates in order to track progress against this trajectory.
- 8.6. It should be noted that more intensive work on the referral to assessment pathway, with the current operational challenges, may mean that assessment to treatment waiting times will increase. Furthermore, an intensive focus on the '52 week wait' list will not address the needs of children and families at other points on the waiting list, whose needs may remain unmet. A separate piece of work is planned which will focus on other stages of the waiting list.
- 8.7. Evidence based group sessions will be reinstated in order to extend clinicians' reach and work across the waiting list spectrum.
- 8.8. As a response to the workforce concerns, measures are in place to recruit to vacant posts and to use locums when necessary but it is recognised that this is a costly and short term solution.
- 8.9. Staff service structures are being reviewed, in relation to demand and capacity management, as a matter of urgency. This is due to be released for staff consultation in early 2019. Alongside this a 'single point of referral' process is being developed to ensure efficiencies. Caseloads are also under review.
- 8.10. Commissioners have triggered a review of the Mental Health Pathway for children and young people, which has seen a positive response from the Clinical Lead and Service Manager. The review will be conducted by NHS England, in January 2019. NHS England will then present their recommendations to executive leaders in early February.
- 8.11. In December 2018, the SEL STP submitted a proposal to NHSE for an in year (2018/19) waiting list initiative, which will support the SEL STP when improving performance against local CAMHS waiting times and national access targets. The outcome of this proposal is yet to be announced.

## **9. NATIONAL CAMHS ACCESS TARGETS**

- 9.1 The Five Year Forward View for Mental Health sets out an indicative trajectory to achieve the ambition that by 2020/21, 70,000 additional children and young people will access community mental health services each year. This means that the number of children and young people in treatment will go from 25% of estimated prevalence to 35% by 2021, in line with national targets.
- 9.2 The CAMHS access definition relates to the number of 'new' children or young people receiving two or more contacts of 'evidence based' mental health provision within a reporting period. Figure 2 shows the Children's

mental health prevalence rates as indicated by NHSE

**Figure 2: Numbers of children and young people who are expected to have a diagnosable mental health problem broken down by South East London borough**

<b>SEL STP Boroughs</b>	<b>Prevalence (based on need and population)</b>
NHS Bexley CCG	5,183
NHS Bromley CCG	6,066
NHS Greenwich CCG	6,364
NHS Lambeth CCG	6,240
NHS Lewisham CCG	6,481
NHS Southwark CCG	6,196

- 9.3 Of the six boroughs within the South East London STP (Lambeth, Southwark, Lewisham, Bexley, Bromley and Greenwich) only one borough (Bromley) is currently meeting the national target of 32% for 18/19.
- 9.4 There are known issues with the data flowing from service providers to the Mental Health Services Data Set (MHSDS) and it is acknowledged that, for the majority of areas, locally held data shows that access to services is greater than reported via the MHSDS.
- 9.5 Joint commissioners have been working with commissioned mental health and wellbeing providers to ensure that they have all of the data management, information governance and technical requirements in place to be able to flow data by December 2018. This has included reviewing 'access' definitions with providers to ensure information is being collected accurately and securing connectivity to the Health and Social Care Network on behalf of three of the four VCS providers. The fourth provider, Kooth, have made their own arrangements regarding dataflow, directly with NHSE. The table in Figure 3 provides a list of commissioned services which are being captured as part of this process.

**Figure 3: Organisations flowing CAMHS Access Data to the Mental**

<b>Borough</b>	<b>NHS Commissioned Providers</b>	<b>Non-NHS Commissioned Providers</b>	<b>Flowing data?</b>
<b>Lewisham</b>	SLaM		Yes
		Compass	Yes
		Kooth	Yes
		PSLA	Yes
		Core Assets	Yes

**Health Services Dataset**

9.6 Following an extensive recovery plan, it is expected that all six boroughs will improve on their access rate and it is predicted that the STP as a whole will achieve an overall expected outturn by March 2019 of 30% against a national target of 32%.

## 10. FUNDING LEVELS

- 10.1. As outlined in **Appendix 1**, commissioners have increased funding to CAMHS year on year between 2015/16 and 2020/21 for clinical staff based in community settings<sup>10</sup>. The table provides a comparison of Lewisham funding contributions i.e. LA / CCG baselines and CAMHS Transformation investment. Lewisham compares well to others in terms of investment, but Southwark and Greenwich are the two areas which invest most into their children's mental health pathway, with Bexley investing least.
- 10.2. A number of new initiatives have been developed to improve access into 'evidence based' mental health services, this includes:
- Annual CAMHS Transformation investment has been directed to the local CAMHS service (SLaM) to the value of **£614K** which covers a range of mental health provision, such as crisis care, support for children with SEND and those with eating disorders and development of the children's wellbeing practitioner programme
  - Annual investment of **£196K** to SLaM through the Pupil Premium Grant to support the LAC Virtual School and the Hospital Outreach Programme to improve educational outcomes for children in the care system and for those not in school due to mental health concerns.
  - Additional funding of **£200K** to offer evidence based mental health support through the voluntary and community sector.
- 10.3. There was also additional investment into a Waiting List Initiative which was supported by the demand and capacity management programme - CAPA, in 2016/17 and 2017/18. Although some benefits were achieved in terms of improved processes and pathway management, improved waiting times were initially achieved but unfortunately were not sustained.
- 10.4. In 2016 a set of CAMHS saving proposals were developed to reconfigure the local CAMHS service. These proposals were agreed in principle by Mayor and Cabinet (and formally agreed in February 2017). However, in February 2018 following a referral from Children and Young People's Select Committee, savings proposed for 2018-19 onwards were halted by Mayor and Cabinet. It has since been decided not to pursue these recommendations, on the grounds that there is a need for a better understanding of the issues raised and clarity about improvements that could be made.

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<sup>10</sup> CAMHS Transformation Plan 2018  
<https://www.lewisham.gov.uk/mayorandcouncil/aboutthecouncil/strategies/Documents/Lewisham%20CAMHS%20Transformation%20Plan%202018.pdf>

- 10.5. Following an extensive recovery plan, it is expected that all six boroughs will improve on their access rate and it is predicted that the STP as a whole will achieve an overall expected outturn by March 2019 of 30% against a national target of 32%.

## **11. CONCLUSION**

- 11.1 Commissioners have been working closely with members of the CAMHS leadership team, in order to better understand some of the performance concerns raised within this briefing. These issues have been raised continually through the SLaM core contract meetings, which has as an outcome resulted in a change in senior management in October 2018, alongside a commitment from the Interim Director and Deputy Director of CAMHS, SLaM, to improve performance, through a review of KPIs, clarity on definitions and associated recovery plans.
- 11.2 Furthermore, concerns raised by commissioners has triggered the involvement of the NHS Improvement Team, which has resulted in the NHSE led review of the mental health pathway. This review will have a primary focus on CAMHS, SLaM but will also have a significant interface with other services supporting the mental health pathway. The review will take place in January 2019, with key recommendations fed back by NHSE in February 2019.
- 11.3 Commissioners have worked closely with local stakeholders, including providers and STP colleagues to undertake an annual update of the local CAMHS Transformation Plan, which has incorporated changing priorities and demands. Councillor Holland's review of children's mental health needs in Lewisham was running simultaneously to this process and key findings of the review were incorporated into the updated Transformation plan. The refreshed plan was submitted to NHSE on 31st October and feedback has now been received from NHSE. Any changes involving access and waiting times will be included in the revised document which will be submitted to NHSE in February 2019. Oversight of both Councillor Holland's review and the revised CAMHS Transformation Plan 2018 will be undertaken by the CYP Mental Health and Emotional Wellbeing Programme Board.
- 11.4 Commissioners and providers across the SEL STP are committed to the national agenda and are working together to understand and improve performance across children's mental health the current issues in relation to access and waiting times. Opportunities are also being sought to develop opportunities for provider alliances across the geographical footprint.
- 11.5 Commissioners and the two main mental health trusts (Oxleas and SLaM) will work together to deliver the 2018/19 waiting list initiative should submitted proposals be successful. Improvements are expected to impact on both access targets and waiting times by March 2019.
- 11.6 The Lewisham specific Early Help Review has been identified as one of five



priorities in the Children's Social Care Improvement programme. This work will include a review of thresholds, adequacy of step up and step down arrangements, and commissioned provision. Findings from Councillor Holland's review and the Mental Health Pathway review will feed into this process.

## **12. FINANCIAL IMPLICATIONS**

- 12.1 As outlined in section 10, and **Appendix 1**, commissioners have increased funding to CAMHS year on year between 2015/16 and 2020/21 for clinical staff based in community settings<sup>11</sup>.
- 12.2 **Appendix 2** provides an overview of CAMHS budgets across SEL STP boroughs. Lewisham compares well to others in terms of investment, but Southwark and Greenwich are the two areas which invest most into their children's mental health pathway, with Bexley investing least.
- 12.3 Children's mental health in its entirety has a 2018/19 expenditure budget of £1.075m and receives a contribution of £72k from the CCG. The net budget for 2018/19 is £1.003m

## **13. LEGAL IMPLICATIONS**

- 13.1 It is a CCG's statutory responsibility to provide adequate access to children's mental health services.
- 13.2 Decisions about changes in service and any impacts on delivery to service users must be made in accordance with the Council's legal duties. Those duties include those under the Equality Act 2010 (the Act) which introduced a new public sector equality duty (the equality duty or the duty). This 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.
- 13.3 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.
- 13.4 The duty is a "have regard duty", and the weight to be attached to it is a matter for the Mayor, bearing in mind the issues of relevance and

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<sup>11</sup> CAMHS Transformation Plan 2018  
<https://www.lewisham.gov.uk/mayorandcouncil/aboutthecouncil/strategies/Documents/Lewisham%20CAMHS%20Transformation%20Plan%202018.pdf>

proportionality. It is not an absolute requirement to eliminate unlawful discrimination, advance equality of opportunity or foster good relations.

- 13.5 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:  
<http://www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice-and-technical-guidance/>
- 13.6 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:
1. The essential guide to the public sector equality duty
  2. Meeting the equality duty in policy and decision-making
  3. Engagement and the equality duty
  4. Equality objectives and the equality duty
  5. Equality information and the equality duty
- 13.7 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:  
<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

## **14. ENVIRONMENTAL IMPLICATIONS**

- 14.1 There are no specific environmental implications arising from this report.

## **15. CRIME AND DISORDER IMPLICATIONS**

- 15.1 There are no specific crime and disorder implications arising from this report.

If there are any queries about this report, please contact Jessica Juon (Child and Young People’s Mental Health and Emotional Wellbeing Commissioner) contactable by mobile: 07899994948 or email at [jessica.juon@lewisham.gov.uk](mailto:jessica.juon@lewisham.gov.uk)

## Appendix 1 - CAMHS Expenditure Lewisham

The table below sets out our actual and planned expenditure on Lewisham CAMHS between 2015/16 and 2020/21, broken down by funding source.

CAMHS Funding Source	15/16	16/17	17/18	18/19	19/20	20/21
	£	£	£	£	£	£
Lewisham CCG Baseline	2,775,000	2,775,000	2,775,000	2,775,000	2,775,000	2,775,000
CAMHS outpatient	338,000	338,000	414,000	415,000	415,000	415,000
NCA out of borough LAC CAMHS	61,000	61,000	53,000	53,000	53,000	53,000
CAMHS Transformation Funding	635,000	756,000	835,000	864,000	864,000	864,000
NHSE non-recurrent waiting list initiatives	N/A	148,000	N/A	N/A	N/A	N/A
NHSE non-recurrent CYP IAPT income	31,500	52,000	5,000	7,500	N/A	N/A
NHSE / Health and Justice Liaison and Diversion	N/A	85,000	85,000	85,000	85,000	85,000
Additional CCG Investment	72,000	72,000	72,000	72,000	72,000	72,000
<b>CCG subtotal</b>	<b>3,912,500</b>	<b>4,287,000</b>	<b>4,239,000</b>	<b>4,271,500</b>	<b>4,264,000</b>	<b>4,264,000</b>
Council Baseline	934,000	934,000	840,000	840,000	840,000	840,000
Contributions from other Council departments	100,000	100,000	100,000	100,000	100,000	100,000
<b>Council subtotal</b>	<b>1,034,000</b>	<b>1,034,000</b>	<b>940,000</b>	<b>940,000</b>	<b>940,000</b>	<b>940,000</b>
Pupil Premium Grant	N/A	136,000	196,000	196,000	196,000	196,000
<b>Other subtotal</b>	<b>N/A</b>	<b>136,000</b>	<b>196,000</b>	<b>196,000</b>	<b>196,000</b>	<b>196,000</b>
<b>TOTAL</b>	<b>4,946,500</b>	<b>5,457,000</b>	<b>5,375,000</b>	<b>5,407,500</b>	<b>5,400,000</b>	<b>5,400,000</b>

## Appendix 2

### Community CAMHS financial benchmarking (SEL STP only) 2018/19

NB Funding relates to community children's mental health and emotional wellbeing services only and does not include Tier 4 outpatient/inpatient provision

Borough	CYP population (GLA 15/16)	Total CYP with diagnosable mental health condition (prevalence)	LA spend	Provider	CCG spend	Provider	CAMHS Transformation budget	Providers	Overall spend	Estimated Unit Cost per Child (total CYP pop)	Estimated Unit Cost per Child (total prevalence)	Need weighting	Estimated Unit Cost Per Child (with weighting applied)
Bromley	74,300	6,066	448,000[2]	Bromley Y	2,650,000	Oxleas	1,196,000	Various	4,294,000	£57	£708	1.07	£53.27
Southwark	67,800	6,196	1,550,000	SLaM	2,659,000	SLaM	1,010,000	Various	5,219,000	£77	£842	1.55	£49.68
Greenwich	71,900	6,364	1,083,681	Oxleas	3,375,319	Oxleas	644,707	Various	5,103,707	£71	£802	1.53	£46.41
Bexley	62,100	5,138	443,292	Oxleas	1,847,509	Oxleas	446,000	Various	2,736,801	£44	£533	0.99	£44.44
Lewisham	12 72,200	6,481	940,000[1]	SLaM	2,775,000	SLaM	864,000	Various	4,579,000	£63	£707	1.64	£38.41
Lambeth	67,400	6,240	650,000	SLaM	2,500,000	SLaM	711,600	Various	3,861,600	£57	£619	1.72	£33.14

[1] Includes £100k Dedicated Schools Grant (DSG) but does not include £196k Pupil Premium Grant or additional Public Health Contributions to CYP Mental Health

[2] LB Bromley invest significant resource in an Early Intervention Single Point of Access service delivered through a voluntary sector provider, Bromley Y

## Appendix 3

### Member led review of mental health support for children and young people in Lewisham – December 2018

#### 1. Introduction

**Purpose:** Councillor Holland was asked by the Cabinet Member for School Performance and Children's services, to undertake a review of the extent to which the emotional and mental health needs of Lewisham's children and young people are being met and outline options for improvement. This review was initiated following the proposal to reconfigure Child and Adolescent Mental Health Services (CAMHS) earlier this year. Although it was decided not to pursue these recommendations, it was also believed that we needed to gain a better understanding of the issues and clarity about improvements that could be made.

#### Background

In 2016 a set of saving proposals were agreed in principle by Mayor and Cabinet in September 2016 (and were formally agreed in February 2017). However, in February 2018 following a referral from Children and Young People's (CYP) Select Committee, savings originally proposed for 2018-19 onwards were halted by Mayor and Cabinet. As a response to this the Mayor asked for advice on:

- The impact of the saving already made on levels of service and waiting lists
- Overall changes in funding for CAMHS with particular regard to the delivery of the additional funding referred to in the report in 2017 by both LBL and the CCG
- Demand changes in child and young people's mental health
- Changes to Government Policy since February 2017
- Potential for reducing back office costs within CAMHS and any scope for making alternative savings within the CYP budget

#### Scope and methodology

The review has been undertaken between July and September and has included an assessment of existing reports, strategies and available data and pulled out key themes from national documents, for example the government's, 'Transforming Children and Young People's Mental Health Provision' (December 2017) and the Five Year Forward View for Mental Health. Findings have also been developed through a range of semi-structured interviews with service providers and managers, alongside focus groups with service users, including children, young people and local parents/ carers.

The resources attached to this review have been limited and as such the review indicates areas for further investigation, where it has not been possible to be conclusive about recommendations for the future. There are also a number of areas in which the data available is limited and therefore recommendations are focused upon future investigation. Officers have provided support and insight during this member-led review and will be able to provide further insights and comment on the analysis and recommendations in this review.

A number of issues drove the previous review of mental health provision including the need to save money, need and demand, performance and the lack of clarity about pathways and these have been explored further during this review.

### **Progress in Lewisham to date**

Much work has been undertaken to improve mental health provision for children and young people within Lewisham and it is important to note that local authority funding for CAMHS compares favourably to other boroughs. Over the last three months key stakeholders have worked together to review and refresh the Local CAMHS Transformation Plan. This work has resulted in a refocus on key priorities.

Recent developments include:

- The development of the Children's Wellbeing Practitioner programme, which enables more junior staff to deliver evidence based interventions, such as CBT approaches, to children and young people who fall below the CAMHS threshold. As part of the programme self-coping strategies are developed in partnership with the child's family.
- Increased opportunity for self-referral access into evidence -based services via the relatively new Young People's Health and Wellbeing Service, the Kooth online counselling service, the 24/7 crisis line and the online self-referral process for eating disorders. We have effectively consulted young people and involved them in the development of some services.
- Multi-disciplinary arrangements in the CAMHS Virtual School, which continues to provide an enhanced 'early intervention' mental health offer to Looked After Children (LAC) which has maintained significant success across the year, by responding quickly to issues raised and building confidence amongst teaching staff and foster carers in relation to poor mental health.
- An embedded trauma informed training and supervision approach within the Youth Service and wider partners, demonstrating that mental health, wellbeing and resilience are at centre. This work has influenced wider development of a 'trauma-informed response' across all services for children and young people in Lewisham.

### **Summary of possible areas for improvement and further investigation**

In the context of the developments set out above, this review found that there are improvements that can be made to the provision for children and young people within Lewisham and areas that require further development.

- The data available and discussions with young people suggest that waiting times and the number of rejected referrals from CAMHS pose a challenge. On some indicators, when compared with other boroughs, it appears that further improvements should be made.
- It would be useful to gain greater clarity about how young people are supported whilst they are waiting for treatment through the CAMHS service, or if their case is not accepted by CAMHS. Greater clarity is needed about alternative support available in these scenarios; some young people reported how important this was.
- GPs and schools have reported that if a referral is rejected, sometimes more clarity is needed about how to support that child or young person. It has been reported that the CCG driven Children's Mental Health Pathway Review will explore this further.

- In accordance with national trends, the threshold for referrals in to CAMHS is reportedly high and services need to continue to be developed to support children and young people who do not (or sometimes do not yet) meet the threshold.
- Data and feedback suggest that further work should be done to ensure that our services meet the needs of excluded young people. National evidence and examples (see paragraph 26 of Charlie Taylor’s review for the Ministry of Justice<sup>13</sup>) suggests that a clinic based approach rarely works for excluded young people. An approach based on co-production (where the support provided to the young person is led by their needs and meets the young person ‘where they are at’) is the most effective means of providing support for excluded young people. This co-produced, community psychology approach has been delivered with success in other parts of London and often starts out in a park, or within an estate and doesn’t rely on young people who may have chaotic home lives turning up to appointments.
- There are some gaps in the data that is available, for example it was not possible to be clear how many CAMHS cases are re-referrals, and a further piece of work is required in order to make specific recommendations about future changes to services.

## 2. Background

### National context

In March 2015, NHS England (NHSE) published ‘Future in Mind’<sup>14</sup> as part of a national drive to improve capacity and capability in the delivery of mental health services for children. This report provides a broad set of recommendations across five key themes:

- Promoting resilience, prevention and early intervention
- Improving access to effective support – a system without tiers
- Care for the most vulnerable
- Accountability and transparency
- Developing the workforce

Since 2015, the children’s mental health agenda has continued to be a national area of focus. The 2015-2017 government announced new funding for mental health, including specific investment in perinatal services and eating disorder services for teenagers. Additionally, the 2015 government committed to implementing the recommendations made in the ‘Five Year Forward View for Mental Health’<sup>15</sup> (February 2016), which includes specific objectives to improve access to evidence based treatment for children and young people by 2020/21.

In 2015/16 every Clinical Commissioning Group (CCG) in the country was asked to submit a local CAMHS Transformation Plan, to indicate how local areas would work together when delivering against the national children’s mental health agenda. Since the initial submission, CCGs are required to submit CAMHS Transformation Refresh documents annually, which

<sup>13</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/577103/youth-justice-review-final-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/577103/youth-justice-review-final-report.pdf)

<sup>14</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414024/Childrens\\_Mental\\_Health.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf)

<sup>15</sup> <https://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf>

detail progress made against key objectives including, but not limited to: crisis care; eating disorders; access to evidence based mental health provision; and early intervention to psychosis. In addition to this CCGs are required to submit monthly CAMHS access and waiting time data to NHSE, to demonstrate progress against national and local targets.

Following a January 2017 speech by the Prime Minister on transforming mental health support, a Green Paper 'Transforming Children and Young People's Mental Health Provision'<sup>16</sup> was recently published in December 2017, which proposed improving mental health support in schools and colleges and trialling a four week standard waiting time for access to mental health treatment. Opportunities have emerged as a result of the Green Paper to trial some aspects of these proposals. Officers in Lewisham have made an initial application to NHSE to trial new approaches locally, when delivering mental health support teams in schools and a four week referral to treatment waiting time pilot for CAMHS.

### **Local context**

Lewisham's Children and Young People's Mental Health and Emotional Wellbeing Strategy/ Lewisham CAMHS Transformation Plan 2015-20 sets out the vision and priorities for young people's mental health provision across the borough, aligned to the national policy context:

- Create better, clearer and more responsive care pathways to enable improved access to appropriate pathways
- Invest in evidence-based training and practice to ensure earlier identification and improved support
- Embed resilient practice in community settings, where we will create a young person population that is better able to cope when faced with adversity
- Increase awareness of mental health and emotional wellbeing and provide guidance regarding where to go for support

In addition, Lewisham Children's and Young People Plan (CYPP) 2015-18 sets out how agencies will work together – it identifies four priority areas:

- Build resilience
- Be healthy and active
- Raise achievement and attainment
- Stay safe

Finally the South-East London Sustainability and Transformation Plan ('Our Healthier South-East London) sets out a sustainability plan for our sub-regional health and care and improved children and young people's mental health is a priority within this plan.

In partnership with stakeholders, NHS Lewisham CCG and Lewisham Local Authority have responded to the national requirement to refresh the local strategy/plan for children's mental health and the 'refreshed' Local Transformation Plan for Children and Young People's Mental Health and Wellbeing (CYP MH) was submitted to NHSE on 31 October 2018. This updates last year's plan and forms part of the overall Sustainability and Transformation Programme (STP) for South East London.

The full document is available on the Local Authority and CCG websites and can be reviewed by following the link below:

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<sup>16</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664855/Transforming\\_children\\_and\\_young\\_people\\_s\\_mental\\_health\\_provision.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf)



<https://www.lewisham.gov.uk/mayorandcouncil/aboutthecouncil/strategies/Documents/Lewisham%20CAMHS%20Transformation%20Plan%202018.pdf>

### **Feedback from service providers and young people**

As set out above, semi-structured interviews were held with staff and the team of young advisors. Although the individuals and groups do not provide representative samples, they provide valuable insights which should be considered further.

#### Key feedback from meetings with CWPs, Youth Offending Service (YOS) and young advisors:

- CWPs provide an efficient service which can be valuable for young people who do not meet the CAMHS threshold, but further investigation is required to explore which parts of our community they are reaching, for example the numbers of BAME young people and more disadvantaged.
- Through our conversations it was reported that all young people referred in to the YOS have an emotional or mental health need and an estimated 20% have an undiagnosed mental health need. Most of the young people have not had any support with their mental health previously.
- There is good access to mental health services via the co-located CAMHS ARTs Team, once young people come under the YOS, but concern about the support they access prior to that. This is consistent with national trends, but there are examples in other parts of London of effective engagement with excluded young people.
- Counselling in schools can be very positive, but for some young people, who are already feeling disengaged from the school environment, it doesn't meet their needs. For young people who are excluded or at risk of exclusion evidence suggests that a different approach is needed and that school based support is rarely effective.
- Young people were positive about the online Kooth service but felt it is limited and one young person indicated that it only provides 15 minutes of support. However, the service provider has indicated that this is not the case and appointments are longer. Online support is valuable and is effective in reaching larger numbers of young people should continue to be augmented with different interventions.
- Several of the young people we spoke with were very positive about developing a robust peer-peer support model which would involve training and supervision for young people, particularly in older age groups, to support each other within secondary schools.

### **3. Current services**

#### CAMHS

Lewisham CAMHS (excluding inpatient and some outpatient services) is commissioned by the Children and Young People's (CYP) Joint Commissioning team on behalf of both NHS Lewisham CCG and Lewisham Council. Services are delivered by South London and Maudsley (SLAM) NHS Foundation Trust.

Specialist community CAMHS support is available to all children and young people up to the age of 18 (21 for care leavers) where significant mental health concerns have been

identified. It is delivered through five core teams, in addition to the new crisis care team, which was formed in the spring of 2016:

- **Horizon** – generic team covering the whole borough which supports young people who have significant mental health problems (providing a ‘front door’ for the wider CAMHS service)
- **Adolescent Resource & Therapy Service (ARTS)** – supporting young people who have offended or are at risk of offending and have mental health problems
- **Symbol** – supporting young people who have been in care or will remain in care for the foreseeable future
- **Neurodevelopmental Team (NDT)** – supporting young people with a diagnosed moderate to severe learning disability and/or a complex neuro-developmental disorder e.g. autistic spectrum disorders
- **Lewisham Young People’s Service (LYPS)** – supporting young people with severe mental illness or acute problems, including psychosis, repeated self-harm, personality disorder and acute depression
- **Crisis Care** – supporting children and young people experiencing crisis, including emotional, behavioural and mental health difficulties requiring urgent support.

CAMHS clinicians have reported that presenting need is significantly stretching the current service further. Data from Quarter 2 18/19 shows that incoming CAMHS referrals have increased over the last 12 months, with approximately 400 referrals being received each quarter. There are increasing concerns that the number of accepted referrals have been reducing over the last 12 months, with only 40% on average being accepted and therefore going onto a full CAMHS assessment. On a more positive note, Did Not Attend (DNA) rates remain relatively low at 12%.

Our CAMHS waiting times, as follows, are a key concern for us:

Based on the Q2 (18/19) CAMHS dataset, this table indicates the number of people waiting for an assessment and length of wait.	0-4wks	35
	4.1-12wks	27
	12.1-26wks	20
	26.1-39wks	6
	39.1-52wks	9
	52.1+wks	11
	Total	108

- Almost half of young people referred to CAMHS are waiting six months or more for their assessment. We need to access clearer information about the support these young people are receiving during period when they are waiting;
- We need to clarify whether referrals are being made to lower tier services initially;
- We have a high number of rejected referrals, usually because the threshold is not met, again we need to investigate further the support these young people receive during this period;
- Children’s Wellbeing Practitioners (CWPs) are providing a positive service as part of the CAMHS early intervention offer. Lewisham has been successful in the delivery of

Phase 3 of the national programme. Funding has been secured for two posts via the CCG, but there is a need to increase long term funding to make this model sustainable;

- Funding for CAMHS compares reasonably with other boroughs (although some for example Camden, are receiving considerably more from the CCG); and
- The ongoing funding commitment (national) for the Pupil Premium Grant and CAMHS transformation is uncertain going forward; and

The SLAM 'Meeting the public sector equality duty' 2017 report shows that BAME young people in Lewisham gain less access to CAHMS services than their peers (approximately 58% of the young population were BAME according to the last census in 2011 but only approximately 46% of CAHMS services were supporting BAME young people in 2017). This is more worrying because exclusions disproportionately affect BAME young people and nationally BAME young people are more likely to suffer from mental health problems.

*Objectives for recommendations:*

- Reduce need through intervening earlier and developing clearer pathways between services.
- As part of the early help review consider developing a community psychology approach, which will be more effectively accessed by BAME and harder to reach groups.

School based provision

Schools within the borough have a range of different offers available to their pupils, which they fund from within their own budgets. Some schools have a designated lead from within their own staff team and others buy-in provision from charities or other providers; Place2Be at Prendergast Vale is an example of an effective school-based provision. As set out in the annex below, young people had quite mixed views on the counselling that is available within schools and some felt that it is inaccessible to children and young people who do not have a positive relationship with the school. A lack of confidence in the confidentiality of provision that is offered is sometimes felt by young people.

Youth Offending Service

Interviews indicated that young people coming into contact with the YOS have not accessed mental health services before, demonstrating that more work should be done to enable earlier access into appropriate support. This is nationally recognised as a key part of any successful public health approach to serious youth violence.

There is a well-established co-located CAMHS service (ARTS) which is based at the Youth Offending Service and provides a responsive mental health resource to this cohort. Furthermore the dedicated Liaison and Diversion worker attends the local Police Custody Suite to screen young people coming into contact with the Criminal Justice System (CJS), for various health inequalities which include: mental health, speech and language and general GP access.

Digital Support - Kooth and Work it Out Lewisham

Kooth is an online service which offers counselling to young people during the day and at the evenings and in the weekends. Young people were involved in the co-production of this site and obviously feel that there are strengths to it. Funded by the CCG, through an integrated offer within the Young Person's Health and Wellbeing Service, it is a valued service because it enables a high volume of young people to be seen. An average of 50 young people register with Kooth each month and these figures have remained consistent over the last two years, demonstrating that there is still demand for this provision. It would be useful to gather more information about the impact of this service and if young people go on to need further support.

Work it Out Lewisham is a site which helps young people, practitioners and parents/ carers navigate the provision that is out there. This is helpful because there is a plethora of sometimes, which can be hard to navigate for practitioners and young people and parents/ carers.

#### Children's Wellbeing Practitioner (CWP) Programme

The Children's Wellbeing Practitioner Programme, funded through Health Education England (HEE) as part of a wider capacity building programme, with some additional resource from the CCG to support sustainability. Delivered by SLaM, alongside other evidence-based interventions, it uses a Cognitive Behavioural approach which can be very effective for some young people; it is mainly used to treat anxiety, depression and low mood. Referrals in to this service are made via CAMHS for those not meeting a CAMHS threshold. If children and young people (or their parents/ carers) are less engaged then this service is not suitable because the service does not have the capacity to undertake the initial engagement work. A minority of children and young people have to be discharged from the service for this reason. There is limited data about the extent to which harder to reach groups are accessing this service and this will be explored further through the Early Help Review.

#### **A range of other services are offered including:**

- The Young People's Health & Wellbeing Service (delivered by Compass and Kooth) is an integrated and accessible service for 10-19 year olds (up to 25 for young people with additional needs). The service is focused on reducing the occurrence and impact of the three main risks for ill-health in teenagers – substance misuse, risky sexual behaviour and emotional wellbeing. This service plays an important role in building young people's social and emotional capabilities through resilience, health & wellbeing, and educational attainment.
- As part of the CYP IAPT partnership, PSLA offer evidence based group and individual family interventions ( PIPT or Incredible Years) specifically where the child is experiencing behaviour and conduct problems and is between the age of 3 – 12 years
- Operating in seven Lewisham schools, P2B is a school based counselling service for children/young people from reception up to Year 11, offering 1:1 appointments, group sessions and drop ins. Support is also offered to teaching staff on a needs led

basis and to parent/carers in a number of listed schools, who can be referred to a parent counselling service.

- The Family Support Service provides intensive, practical support to families within their own home via a 12 week intervention programme (followed by a 10 week step-down period). Support is focused on three evidence-based delivery approaches (Triple P Level 4, Solution Focused Brief Therapy and Team Parenting), which enable children and families to build resilience, set achievable goals and develop positive relationships.
- Youth Mental Health First Aid Training (YMHFA) (provided by This Way Up Wellbeing) is an internationally recognised training approach in Mental Health First Aid, the programme is designed to teach people how to identify the signs and symptoms of mental ill health in children and young people and offers guidance regarding onward support. Courses are tailored for professionals who teach, work and care for school-aged children and young people. Over the coming school year, a combination of 7 training courses (1 day - Youth Mental Health First Aid Champion and 2 day - Qualified Youth Mental Health First Aider) will be delivered, targeting schools staff directly. This will equate to 112 learners over the course of the year

#### **4. Financial Information**

The table in Appendix 1 provides an overview actual and planned expenditure on CAMHS between 2015/16 and 2020/21, broken down by funding source. As indicated in the table the majority of CAMHS funding comes from the CCG with a contribution from the LA and other sources. The specialist CAMHS service (delivered by SLaM) is jointly funded by the CCG and the LA under a block contract to the overall value of £3,715,000.

Funding into CAMHS (SLaM) has risen considerably since 2014/15, as a result of the 'Five Year Forward View for Mental Health'. Additional investment has been used to deliver a range of activity including: development of crisis support and eating disorder services; enhanced provision in the neuro-development team; one off support to the CAMHS CAPA transformation programme and waiting list initiative; liaison and diversion provision in the Youth Offending Service and trauma informed training and supervision; mental health first aid training; and perinatal mental health provision.

The Lewisham Local Authority investment into the CAMHS contract compares well to neighbouring boroughs. In 2017/18 Lewisham CAMHS received an LA allocation of £940k for 17/18, which compares to a LA investment of £650k in Lambeth, £443k in Bexley, £1,084,000 in Greenwich and £1,446,000 in Southwark.

#### **5. Recommendations for improvements**

##### Themes

The themes that come through from this piece of work are that we need a greater focus on earlier intervention and improving universal provision. The offer we have in place does not appear to be going far enough in reaching harder to reach groups, particularly some BAME

young people, and those who are at risk of exclusion and are less likely to access support in a clinical environment. Support for these groups should be a key tenet of the public health approach we are developing to tackle serious youth violence and could be explored further as part of the early intervention review. We should further explore our partnership with Youth First, as they have strong engagement with BAME young people and could have a stronger focus on mental health and early intervention.

CAMHS provision has long waiting lists and it is important to alleviate pressure on the service through increasing support before cases reach CAMHS. The provision we offer, although suitable for some groups, is too focused on CBT and quick-fix mechanisms (for example mental health first aid), which although important need to be augmented with longer term and alternative approaches, particularly if we want to support the harder to reach.

#### Recommendations: Services

1. As part of the early help review consider using LA CAMHS funding to develop an approach to work specifically with young people at risk of exclusion, paying particular attention to the needs of BAME young people. Develop a community psychology approach which is genuinely co-produced with young people and delivered in partnership. Any such approach, at the point of conception, should be developed with young people, and support them to lead their own care.
2. Ensure that the development of a Public Health Approach to serious youth violence has a strong programme for supporting excluded young people with their mental health and draws on what has worked in other London Boroughs. Consider funding sources from the Home Office, GLA and other funders for this work.
3. Consider funding the development of a robust young person peer-peer support model (including training for young people, problem solving booths and supervision for the peers providing support) based within schools, and trialled in a small number first. Explore if there is the potential for diverting funding which is currently used for online support in to this approach.
4. As part of the early help review, consider ring-fencing Youth First funding (in the new funding period) to develop appropriate psychological support for BAME young people within this service. Ensure this provision is professionally led and consider a psychologist led team. Consider the development of a training programme for young people as part of this approach and a young person led (supervised) helpline.
5. Develop stronger support within schools as a response to the Mental Health Green Paper 2017. Consideration should be given to the development of the designated mental health lead in schools and the future development of mental health teams. Implications should be reviewed by the 'Mental Health in Schools' Working Group
6. Weekly service-led meetings are in place with CAMHS and VCS providers, to review referrals that have not been accepted by CAMHS, to ensure referrals are appropriately stepped down to other services. More should be done to understand effectiveness of this process, this action should be undertaken as part of the CCG-led Children's Mental Health Pathway Review.
7. Explore scope for ensuring CWP's have a greater focus on disadvantaged groups and a greater focus on workforce development.

### Pathways and referrals between services

8. Set out more clearly the pathways that young people can take through mental health provision and how they can be referred in to different services.
9. Consider the development of a single point of access (no wrong door principle) and clearer thresholds for access. Continue to limit 'referring on'.
10. Undertake a deep dive in to gaps in the data in relation to the extent to which different demographic groups are accessing mental health support, potentially through a sampling approach. This should include the following:
  - Numbers of excluded children and those from disadvantaged backgrounds (for example measured through FSM) accessing mental health support
  - Re-referrals to CAMHS
  - Pathways in to CAMHS – how many children and young people have already accessed some support
  - Breakdown by ethnicity across services
  - Comparisons with other areas in terms of amount of support provided through CAMHS

### Linked reviews

There is an appetite across the children's workforce for better understanding the challenges and identifying solutions to these issues. This review has started to explore this process, which will dovetail into the Early Help Review (which is currently underway to review services available via Early Help) and the CCG driven Children's Mental Health Pathway Review. The CCG driven review will be carried out by NHSE Mental Health Intensive Support Team (IST), in partnership with local commissioners and providers. The improvement process relies on a cross agency collaboration and has highlighted the collective will to explore performance against targets and reduce fragmentation in commissioning and service delivery. The process commenced in October 2018, when providers and commissioners came together, with the NHSE MH IST Team Manager, to discuss the scope of the review. The review itself will take place in early January 2019 with recommendations and an improvement plan to follow in the same month.

### **3. Financial implications**

There is an ongoing commitment from the CCG and the LA to provide the local CAMHS service. NHSE CAMHS transformation funding provides additional resource to enhance the wider offer, by supporting alternative means of access and extending current provision, however this funding is currently time limited to 2020/21. Ongoing funding via Pupil Premium Fund (for CLA) is also uncertain. The Green Paper for Children's Mental Health will potentially offer additional funding opportunities but details are uncertain at this stage.

### **4. Next steps**

Findings from this review will be considered by Children and Young People's scrutiny committee and Mayor and Cabinet. They will specifically:

- Inform scope and activity of the LA led review of Early Help provision, which will include consideration of a psychological approach in community settings and opportunities for peer to peer support
- Contribute to the CCG led review of Children's Mental Health Pathway which will have a specific focus on care pathways and interface between services
- Feed into subsequent discussions with the CAMHS leadership team regarding data quality and performance, which will tackle the issue of long waiting times for CAMHS
- Influence opportunities for co-production with service users regarding experience and future development of services to support mental health and wellbeing
- Raise specific challenges and opportunities for schools via the newly established Mental Health in Schools working group.

Octavia Holland – 2018



**Annex A - Papers considered:**

Terms of reference and original savings paper to Cabinet.

Response to referral from CYP committee (June 2018) (plus minutes)

CAHMS transformation plan and refresh and Lewisham strategy (quarterly CAMHS access data)

South East London Sustainability and Transformation Plan (Our Healthier South East London)

Lewisham Mental Health and Emotional Wellbeing Strategy

Kooth and Make it Work Lewisham websites.

SLAM website

Bromley information on No Wrong Door

Mental Health Green Paper

## **Annex B – details of services and summary of meetings held.**

### **Children’s Wellbeing Practitioners (CWPs)**

#### *Description of service:*

Children Wellbeing Practitioner programme, is a nationally driven programme, funded initially through Health Education England (HEE). It provides training and clinical supervision, allowing lower banded CAMHS staff (Band 4), to work with children with mild to moderate mental health issues, who would not meet the usual CAMHS thresholds. The team would work with CYP with low mood, anxiety and depression, teaching them and their families how to use evidence based self-help tools.

- The CWPs are recruited to work on a one year basis – they often have a background in psychology, but are not qualified psychologists.
- Following their recruitment they start to see young people almost straightaway and to deliver support based on a Cognitive Behavioural Therapy approach. Interventions involve supporting parents to support children and adopt a self-guided approach. Eight sessions are ordinarily provided and young people and parents/ carers
- The support is below a CAMHS threshold
- All referrals come through CAMHS; when the threshold is unmet. These then count as having received support through CAMHS, although the data does not disaggregate the type of support provided.
- For some young people it is difficult for them to engage in the service
- The service provided increases throughout the year, as the capacity of the team builds and there can be up to around 70 individual children and young people on the caseload at any time.
- The extent to which excluded young people are able to access the service is difficult to ascertain. The staff who we met with did indicate that a proportion of their caseload is drawn from children and young people who have gone to selective schools and are suffering anxiety about their achievements. It is unclear how many of the children and young people are disadvantaged and we do not have breakdown by ethnicity
- Funding from HEE has been secured for phase 3 (January-December 2019), but the service currently runs on an annual funding cycle, which is challenging for planning
- The team have developed the service steadily, as they do not want to create a situation in which there are many young people on the waiting list

### **Youth Offending Service**

- The CAMHS ARTS service is co-located with the YOS, so when young people come in to contact with the YOS they are able to access mental health support through the ARTS team (which is funded through the joint CAMHS budget between the LA and CCG)
- There is a declining number of young people referred in to the YOS, possibly because of a higher tolerance of lower level crimes.
- The YOS undertake a mental health assessment and are all trained to do this. There is a move to taking a trauma-informed approach to mental health and a recognition of what has happened to the family.

- The manager who we spoke with estimated that 20% of young people referred in to the service have an undiagnosed mental health need and almost 100% have an emotional health or wellbeing need.
- The numbers of BAME young people coming in to the YOS broadly reflect our population although the offender population serving 3 or more years is closer to 90%.
- Most of the young people who come under the YOS have not had any mental health support previously. Many of them may not access support from a GP and will have parents or carers who are unlikely to engage with psychological support delivered in the way it is.

### **Young Advisors**

- Overall there was considerable dissatisfaction from the youth advisors about the mental health provision which is available within the borough.
- Several of them had experienced their own mental health problems or had friends or peers who had and they were very articulate in expressing their feelings about their own experiences.
- The young people believed that the waiting times for CAMHS support were too long and that this led to young people feeling let down and unsure about what other support was available in the meantime
- Counselling is available in most schools but for some young people this is not the environment in which they wanted to access support and they felt unable to engage
- For some groups it was believed that support was culturally inaccessible.
- Although the Kooth service is considered to have many positives, the limitations of a 15 minute session were made clear.
- It was considered a positive step when other organisations, for example charities, became involved in delivering mental health support for children and young people
- There was much enthusiasm for developing an effective and well-resourced peer-peer support model. Some of the young people were already at University and has benefitted from a peer-peer support model which included a helpline and training for young people to work in a psychologically informed way.
- Mindfulness workshops are being delivered within some settings and these are highly thought of by the young people who access them.

## Appendix 1 (to Member Led Review Report) - CAMHS Expenditure in Lewisham

The table below sets out our actual and planned expenditure on Lewisham CAMHS between 2015/16 and 2020/21, broken down by funding source.

CAMHS Funding Source	15/16	16/17	17/18	18/19	19/20	20/21
	£	£	£	£	£	£
Lewisham CCG Baseline	2,775,000	2,775,000	2,775,000	2,775,000	2,775,000	2,775,000
CAMHS outpatient	338,000	338,000	414,000	415,000	415,000	415,000
NCA out of borough LAC CAMHS	61,000	61,000	53,000	53,000	53,000	53,000
CAMHS Transformation Funding	635,000	756,000	835,000	864,000	864,000	864,000
NHSE non-recurrent waiting list initiatives	N/A	148,000	N/A	N/A	N/A	N/A
NHSE non-recurrent CYP IAPT income	31,500	52,000	5,000	7,500	N/A	N/A
NHSE / Health and Justice Liaison and Diversion	N/A	85,000	85,000	85,000	85,000	85,000
Additional CCG Investment	72,000	72,000	72,000	72,000	72,000	72,000
<b>CCG subtotal</b>	<b>3,912,500</b>	<b>4,287,000</b>	<b>4,239,000</b>	<b>4,271,500</b>	<b>4,264,000</b>	<b>4,264,000</b>
Council Baseline	934,000	934,000	840,000	840,000	840,000	840,000
Contributions from other Council departments	100,000	100,000	100,000	100,000	100,000	100,000
<b>Council subtotal</b>	<b>1,034,000</b>	<b>1,034,000</b>	<b>940,000</b>	<b>940,000</b>	<b>940,000</b>	<b>940,000</b>
Pupil Premium Grant	N/A	136,000	196,000	196,000	196,000	196,000
<b>Other subtotal</b>	<b>N/A</b>	<b>136,000</b>	<b>196,000</b>	<b>196,000</b>	<b>196,000</b>	<b>196,000</b>
<b>TOTAL</b>	<b>4,946,500</b>	<b>5,457,000</b>	<b>5,375,000</b>	<b>5,407,500</b>	<b>5,400,000</b>	<b>5,400,000</b>

<b>Children and Young People's Select Committee</b>			
<b>Report Title</b>	Lewisham Learning - Update		
<b>Ward</b>	All	Item No.	5
<b>Contributors</b>	Interim Director of Lewisham Learning, Executive Director for Children and Young People		
<b>Class</b>	Part 1	Date:	24 January 2019

## 1. Summary

- 1.1 The report provides an update on the progress and success so far of Lewisham Learning, the school improvement partnership for Lewisham.

## 2. Purpose

- 2.1 The report provides an update for CYP Select Committee members on the work of Lewisham Learning since its inception in September 2017, and provides information on how we know we are making progress and having an impact.

## 3. Recommendations

- 3.1 The Select Committee are recommended to note and comment upon the contents of the report.

## 4 Background

4.1 In December 2015, the Mayor agreed to the establishment of an education commission to support the development of a future vision for education in Lewisham.

4.1.1 The Lewisham Education Commission considered the following key questions:

- 4.1.2 Given the national and regional context, what is the best form of organisation for Lewisham's schools going forward?
- 4.1.3 Is there a school-led model of school improvement which would put Lewisham's work on a more sustainable footing, given the council's financial constraints?
- 4.1.4 Lewisham needs additional secondary and special educational needs and disabilities (SEND) places. What are the best means to achieve this, alongside ensuring all our existing schools are schools of choice?
- 4.1.5 Given Lewisham's strong commitment to improving outcomes at KS4 and KS5, are any more radical or leading edge models or approaches that Lewisham could adopt at borough level?
- 4.1.6 Underpinning all these questions is the central theme of how Lewisham's system serves the most vulnerable.

4.2 The Commission recommended that there should be an agreement between the local authority, headteachers and governors to set up a partnership to establish a school-led system of school improvement. In September 2016, a Partnership Steering Group, with an independent chair, was established to produce and consult on a detailed set of proposals.

4.3 The School Improvement Partnership Steering Group examined school improvement partnership models across a range of London boroughs to gather information about best practice and then produced draft vision and values, roles and details of governance and funding arrangements for the partnership which were then consulted on with Headteachers, Governors and other stakeholders in June 2017.

## **5 Vision and Values**

5.1 Lewisham Learning was 'soft launched' in September 2017 with the following vision and mission as Lewisham's school-led school improvement partnership:

5.1.1 VISION: Lewisham will have an ambitious and high performing education system where children thrive. Schools will work together across the borough, to draw on each other's strengths and thus complement improvement efforts within individual schools and groups of schools.

5.1.2 MISSION: Lewisham Learning will operate as an overarching, cross-borough partnership to ensure the very best education for all children and young people.

5.1.3 It will establish a school-led system of improvement for Lewisham where all schools, regardless of status, increasingly take on the primary responsibility, collectively, for supporting improvement and raising standards.

5.1.4 Lewisham Learning will operate as a family, sharing strong roots and commitment to the local community with schools working individually, in a variety of groupings and all together to add value to the whole education system.

5.2 Lewisham Learning has adopted the following values:

5.2.1 Children first: We put children first every time.

5.2.2 Ambition: We have the highest aspiration and ambitions for children and young people, we expect continuous improvement in the quality of teaching and learning and we value and develop the best practice in our schools.

5.2.3 Equality and inclusion: we make a positive difference to the lives of children and young people and we demonstrate moral purpose in promoting equality and inclusion and we value all children.

5.2.4 Trust and support: We provide mutual support as part of a local family of schools and demonstrate strong collaborative working within Lewisham Learning.

5.2.5 Transparency: We work transparently and in a way that makes us accountable to each other and to our stakeholders.

## 6 Role of the Partnership

6.1 One of the key rationales for setting up Lewisham Learning was to ensure a mechanism for harnessing and developing learning across teachers and schools so they can learn from each other and from evidence, thus spreading so that effective practice. Many headteachers and governors were already demonstrating system leadership by taking responsibility for school improvement beyond their own organisations through school to school support. Lewisham Learning has formalised and systematised this.

6.2 The council, with its statutory responsibilities for school improvement, is key within the partnership. Schools and the council work together to provide support and challenge to schools to improve outcomes. The key roles for Lewisham Learning are set out as follows:

- 6.2.1 Ensuring strong and productive relationships across all schools and the local authority in pursuit of school improvement, benefiting children and young people in Lewisham
- 6.2.2 Using data and intelligence to identify schools that may require support and may need to be challenged as well as supporting those already identified as requiring support and challenge
- 6.2.3 Developing, supporting and monitoring the effectiveness of school to school improvement support and practice development.
- 6.2.4 Ensuring, where it is necessary to commission school improvement support from outside the borough, that it is coordinated and value for money
- 6.2.5 Developing and commissioning systems for peer review
- 6.2.6 Ensuring schools have the support they need to remain good or outstanding, in particular, taking shared cross-borough approaches to new challenges and national changes where this will be helpful
- 6.2.7 Developing and recognising system leadership at all levels in our schools.

## 7 Governance

7.1 In December 2017 a Lewisham Learning Strategic Board was established. It has the following membership and has met on a half termly basis:

Number	Role
1	Secondary school governor
1	Primary school governor
2	Nursery or primary headteachers
1	Secondary headteacher
1	Special school/alternative provision headteacher
1	Multi academy trust headteacher/ executive headteacher/ CEO
1	Federation executive headteacher
1	Executive Director Children and Young People's Service
1	Cabinet Member- lead for children and young people
1	Chair of Lewisham Teaching Schools Alliance Partnership (LTSAP)

7.2 The Strategic Board has now agreed the need to recruit an independent Chair to both increase its capacity and the level of challenge around the

governance of its work. This has proved a very successful approach for other school-led school Improvement partnerships and will cost the partnership approximately £10,000 per year.

## 8 Lewisham Learning plan and key workstreams

<p style="text-align: center;"><b>Our vision</b></p> <p>To create a school-led system of improvement for Lewisham where all schools, regardless of status, increasingly take on the primary responsibility, collectively, for supporting improvement and raising standards. Lewisham Learning will improve outcomes for children and young people by enabling schools to work together across the borough, to draw on each other's strengths and thus complement improvement efforts within individual schools and groups of schools.</p>			
<b>Values</b>	<p><b>Children first / Equality and inclusion</b></p> <p>Put children first every time Make a positive difference to the lives of children and young people Demonstrate moral purpose in promoting equality and inclusion and challenging inequality Value all children</p>	<p><b>Ambition</b></p> <p>Have the highest aspiration and ambitions for children and young people Expect continuous improvement in the quality of teaching and learning Value and develop the best practice in our schools</p>	<p><b>Trust and support / Transparency</b></p> <p>Mutual support as part of a local family of schools Strong collaborative working Work transparently and in a way that makes us accountable to each other and to our stakeholders</p>
<b>Strategic approach</b>	<p><b>Intelligent</b></p> <p>All of our work, actions and projects will be evidence-led</p>	<p><b>Outward facing</b></p> <p>We will support schools to look outside their own to support and learn from others</p>	<p><b>Focused</b></p> <p>We will target our time and resources where they can directly lead to improvement</p>
<b>Priority work streams</b>	<p><b>Learning and teaching</b></p> <p>We will work with schools to ensure that they have the capacity and information they need to focus on and improve learning and teaching that fully meets pupils' needs</p>	<p><b>All schools are good or outstanding</b></p> <p>The SIB will work with all stakeholders to ensure that schools have the right balance of support and challenge to continue to improve.</p> <p>We will continue to develop the work of Secondary Challenge with the implementation of the SSIF bid facilitated by ATLAS</p>	<p><b>Clear accountability</b></p> <p>We will establish a clearly understood governance and accountability system for the organisation</p>
	<p><b>Pupil groups</b></p> <p>We will highlight group underperformance and what works in tackling it e.g. whole-school approaches alongside targeted intervention.</p>	<p><b>Developing participation</b></p> <p>We will develop leaders to support the schools lead systems through their involvement in various groups such as the Strategic Board, SIB, Schools' Consultative, Schools Forum and various others</p>	<p><b>SI Framework</b></p> <p>We will review and establish a revised school improvement framework from Sept 2018 onwards</p>
	<p><b>BME</b></p> <p>We will work with all stakeholders to deeply understand the performance of BME pupils in our schools, including the identification and dissemination of best practice</p>	<p><b>Networking and partnerships</b></p> <p>We will create new links with other organisations, as well as nurture those already established, to ensure Lewisham is "plugged in".</p>	<p><b>Peer Review</b></p> <p>We will support and encourage peer review systems across all schools and encourage ongoing collaboration between schools</p>
	<p><b>SEND</b></p> <p>We will work with all stakeholders to improve SEND provision in schools and within the LA</p>	<p><b>Teaching Schools</b></p> <p>We will support the development of the work of LTSAP to deliver CPD and training across all sectors</p>	<p><b>School Governance</b></p> <p>We will work with Governors, GBs and the LGA to review and establish a strategy to further improve governance</p>
	<p><b>Alternative Provision</b></p> <p>We will work with schools and LA Officers to develop and improve Lewisham's AP across Primary and Secondary</p>	<p><b>Developing School leaders</b></p> <p>We will work with schools and LTSAP to establish a clear Leadership Development strategy at all levels, for Lewisham</p>	<p><b>Core Offer</b></p> <p>We will develop a clear core offer for all schools who are part of Lewisham Learning</p>
	<b>Evaluation metrics</b>	<b>System measures</b>	
	<p>How is Lewisham learning delivering against the strategy above and each of its priority work streams?</p>		



	Are our approaches, plans and actions leading to improvements in the quality of educations and outcomes for all pupils?	
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## 9. 2017/18 outcomes

- 9.1** Elsewhere on the agenda is a report which outlines the validated EYFS, KS1 and KS2 outcomes alongside the provisional and unvalidated data for KS4 and 5.
- 9.2 EYFS** – Lewisham’s overall outcome in 2018 dipped by 1% on the 2017 outcomes which is not statistically significant and the outcome remains well above the national average. The overall quality of EYFS provision both within primary schools and our 2 nursery schools remains good or better. The EYFS in any school has a separate judgement and currently in all our schools the EYFS provision is good or better including the 2 primary schools judged to be requiring improvement overall i.e. their EFYS was judged good. Both of Our stand alone nursery schools remain outstanding.
- 9.3 Y1 Phonics** – the overall % of pupils achieving the expected standard in the phonics check improved by 3% form 61% to 64% in 2018. This sees Lewisham in line with the national average.
- 9.4 KS1** – the overall percentage of pupils meeting the expected standard by the end of KS1 remains at or above the national average.
- 9.5 KS2** - Overall KS2 outcomes have improved significantly at KS2. The % of pupils reaching the expected standard by the end of KS2 in Reading, Writing and Maths (the combined) improved from 62% in 2017 to 69% in 2018. This was double the national average rate of improvement. In 7 schools where Lewisham Learning was targeting support, significant improvements were seen: improvement of between 11% and 40% in one year.

At 69% Lewisham is 5% above the 2018 National Average and in line with our key statistical neighbours.

Overall progress at KS2 was just above the average of 0 in both reading (+0.2) and maths (+0.3). Writing was just below at -0.6 and we are now working with schools to look at what more we can do in 2019/20 to ensure that writing attainment improves subsequently lifting progress in line with or above 0.

## 9.6 Secondary – Summary of unvalidated outcomes for 2018

Measure	2018	Comparison with 2017
Basic 4+ in both English & mathematics	60.8%	+2.8%
Basic 5+ in both English and mathematics	40.4%	+2.4%
English 4+	74.6%	+1.6%
Mathematics 4+	66.4%	+3.4%
English 5+	59.9%	+0.9%
Mathematics 5+	46.0%	+4%
Science (2 A*-C from 3 subjects or double award)	Ebacc (9-4) 61.3% (9-5) 43.7%	+2% N/A
Languages A*-C	Ebacc (9-4) 68% (9-5) 52.1%	= N/A
Humanities A*-C	Ebacc (9-4) 61% (9-5) 48.3%	-1% N/A

**9.7** It is pleasing to see some improvements in the majority of the measures above. The improvement in mathematics was especially positive as in 2017 there had only been a 1% improvement and maths was the top priority for Secondary Challenge from its very inception.

**9.8** Further work and analysis is now being completed to better understand the performance of Key groups. More information on this will be available to CYP Select Committee at the March 2019 meeting once full national comparative data is available to us. This data will also inform the future Improvement work to support secondary schools.

### **9.9 Post-16 outcomes**

The tables below shows the outcomes for A Levels and BTECs within Lewisham.

Measure (A Levels)	Outcome	Comparison with 2017	England average
Average grade per entry	C	C	C+
A* - B	36.3%	35.5%	52.7%
A* - C	64.1%	65.1%	76.8%
A* - E	96.7%	96.8%	97.6%

BTEC	All Distinction*(D)	All D and above	All Merit and above	All Pass and above
	5.3%	38.9%	84.6%	98.9%

These figures do not include Lewisham College. However, it should be noted that Lewisham College does not enter any student for A Level courses. A more detailed report for these will be available in March 2019.

- 9.10** The Secondary Challenge board and the LA are now working on a project to further support and challenge outcomes post 16 as part of a new Post 16 Strategy which Lewisham Learning is a key partner in.

## **10 Ofsted outcomes**

### **10.1 Overall Ofsted outcomes Sept 2017 – Jan 2019**

Since Lewisham Learning's inception in September 2017 there have been 22 Ofsted inspections. Lewisham Learning, in conjunction with Lewisham's Education Team, has supported the vast majority of these schools before, during their inspection and, where areas requiring support are identified, continues to do so. The inspections reflected the self-assessment work supported by Lewisham Learning, so that there were 'no surprises' and post Ofsted action planning has gone well in these schools. It is harder to say that Lewisham Learning support has impacted on the outcome of those inspections given that the partnership is still in the early stages.

- 10.1.1 The data shows that Lewisham continues to have no schools in special measures.

- 10.1.2 With previously graded Outstanding schools, there can be some time since the last inspection e.g. with St Augustine's Primary School, inspected in July 2018, its last inspection had been in 2007 when it was judged Outstanding. Ofsted carries out an annual risk assessment of Outstanding schools and if concerned about standards declining this will trigger a section 8, 1 day inspection which may then convert to a full inspection and may result in the judgment being changed. This has happened three times since 2017; two schools went from OS to Gd and one from OS to RI. All were primaries and all had school improvement action plans in place.

- 10.1.3 In terms of upward trajectory, 4 previously good schools have been told during their section 8 inspection that as a good school there have been significant improvements and as such the school may now be Outstanding. These schools are now awaiting their next full section 5 inspection.

- 10.1.4 One school improved from Good to Outstanding and another from Requires Improvement to Good with Outstanding features as below.

- 10.1.5 In those schools judged Requires Improvement, all apart from one had areas judged as Good.

- 10.1.6 As mentioned above, in almost every inspection the evaluation of both the school and Lewisham Learning was validated by Ofsted.

### **10.2 Table of inspection outcomes from Sept 2017 – Jan 2019**

School	Previous judgement	Recent inspection judgement
Watergate	OS	Remained OS
Bonus Pastor College	Gd	OS
Gordonbrock	Gd	Gd – may be OS
Drumbeat	Gd	Gd – may be OS
St Mary Magdalene's	Gd	Gd – may be OS
Dalmain	Gd	Gd – may be OS
Addey and Stanhope	Gd	Remained Gd
Perrymount	Gd	Remained Gd
Edmund Waller	Gd	Remained Gd
Holy Trinity	Gd	Remained Gd
Horniman	Gd	Remained Gd
St Bartholomew's	Gd	Remained Gd
St Joseph's	Gd	Remained Gd
Prendergast Vale College	RI	Good with EYFS OS
Haseltine	OS	Gd
St Augustine's	OS	Gd
Forest Hill	Gd	RI with Sixth Form Good
Deptford Green	RI	Remained RI with Behaviour moving to Gd
Conisborough College	RI	Remained RI
Rangefield	OS	RI with EYFS and behaviour Gd
Sir Francis Drake	Gd	RI with EYFS and behaviour Gd
Sedgehill	Special Measures	RI with Gd for Leadership and management

**10.3 Percentage of all schools judged across the 4 current categories (85 schools based on all full and short inspections)**

	<b>Lewisham Num / % Jan 2018</b>	<b>Lewisham Num / % Jan 2019</b>	<b>National %</b>
Outstanding	27 / 32%	25 / 29.4%	11%
Good	50 / 58.8%	51 / 60%	76%
RI	7 / 8.2%	9 / 10.6%	11%
Inadequate	1 / 1%	0 / 0%	2%

#### **Nursery schools (2)**

	<b>Jan 2018</b>	<b>Jan 2019</b>
Outstanding	2	2
Good	0	0
RI	0	0
Inadequate	0	0

#### **Primary Schools (63)**

Outstanding	20	18
Good	43	43
RI	0	2
Inadequate	0	0

#### **Secondary (14)**

Outstanding	3	3
Good	4	5
RI	6	6
Inadequate	1	0

#### **Special (inc AMC PRU) (6)**

Outstanding	2	2
Good	3	3
RI	1	1
Inadequate	0	0

### **10.4 Support for inspection**

10.4.1 As part of Lewisham Learning's offer back to schools we provide support in preparation for inspection which can include a full review of the school. We also can review the school's key paperwork as well as providing training for Governing Boards. We support schools on the day of them receiving the call, as well as during the inspection itself, which also involves speaking with the inspection team. Depending on the outcome we then offer support through our targeted approach.

10.4.2 We also engage directly with Ofsted by inviting them to brief headteachers collectively and this has happened twice since September 2017. This supports schools to stay ahead of expectations and changes to the inspection framework.

## 11 Development of the School Improvement Framework (SIF)

11.1 During 17/18 Lewisham Learning led on the consultation and development of the existing School Improvement Framework. This was agreed and evolved during 17/18 and again for the current academic year. The full Framework can be found here: <http://schoolsservices.lewisham.gov.uk/Page/12113>

11.2 As part of the SIF a School Improvement Board (SIB) was established in January 2018. The members of the board were recruited formally from serving and experienced Head and Executive Headteachers in Lewisham. The board's membership includes:

Michael Roach	Executive Headteacher, John Ball and Interim Director (Chair)
Jackie Jones	Service Manager for School Improvement and Intervention
Kathy Palmer	Now retired Executive Headteacher of Gordonbrock and Eliot Bank Primary Schools
Maria Gilmore	Executive Headteacher of Gordonbrock and Eliot Bank Primary Schools
Elisabeth Stone	Headteacher of Kilmorrie Primary school
Aine Ni Ruairc	Headteacher of Watergate school
David Lucas	Executive Headteacher of Trinity School

11.3.1 The key role of the board is to oversee the annual categorisation of all schools against the framework and monitor and broker the support in place. As well as this they are linked to all of the Yellow schools and make two visits to the school each year to provide support and challenge to leaders and governors.

11.3.2 This board along with the Strategic Board and Secondary Challenge Board has ensured that in line with our vision that we *“Create a school-led system of improvement for Lewisham where all schools, regardless of status, increasingly take on the primary responsibility, collectively, for supporting improvement and raising standards.”*

11.3.3 The SIF remains under review each year to ensure that it is rigorous and proactively supports schools to continue to improve. It is also aligned with the current Ofsted Framework.

11.3.4 Schools had input to amend and adjust the criteria for each of the 4 SIF categories. School leaders also suggested that part of the process of identifying the correct category for each school should be the school's self-evaluating this each year.

## 12 Secondary Challenge

12.1 Prior to the inception of Lewisham Learning as a result of the Education Commission, the Secondary Challenge was established.

12.2 At the start of 17/18 the governance of the Challenge was reviewed and brought into line with the overall governance of Lewisham learning. A

secondary Challenge Board has been meeting on a monthly basis to oversee and monitor the work of Secondary Challenge and includes:

Michael Roach	Executive Headteacher, John Ball and Interim Director
Angela Scattergood	Assistant Director, Education Services
Adrian Percival	CEO, Haberdasher Askes Federation (Chair)
David Sheppard	Executive Headteacher, Leathersellers Federation
Mark Phillips	Headteacher, Deptford Green
David Lucas	Executive Headteacher of Trinity School
Dr Tesca Bennett	Headteacher of Haberdasher Aske's Knights Academy
Kafilat Agboola	Director of the ATLAS Teaching School Partnership

- 12.3** During the summer term of 16/17 the Secondary Challenge, along with the ATLAS Teaching School, bid successfully to the Department for Education's Strategic School Improvement Fund (SSIF) and were successful in being awarded £750,000 for a school improvement project which is running from January 2018 to April 2019.
- 12.4** To assist the Secondary Challenge Board to decide what is working best in terms of impact on the quality of learning and teaching and pupil outcomes, ATLAS has commissioned an external review of the current SSIF programme. This will be available during the spring term 18/19. The outcomes of this review will help the Secondary Challenge Board to identify what has been most impactful and design a programme to allow the continuation of the current approach once the full funding (£750K + £250K) ceases during the 2019/20 term.
- 12.5** Currently the views of the members of the Secondary Challenge Board and the Director of the ATLAS teaching school would suggest that the most impactful strategies have been:
- The annual peer review programme between Lewisham secondaries
  - The role of Challenge Advisors in the Mid and High support schools
  - The roles of consultants / subject directors in Maths, English and Science
  - Key subject networks in particular Maths, English and Science
  - Places on the Improving Teacher and Outstanding Teacher Programmes for classroom practitioners
  - Leadership programmes to support the development of Middle Leaders
  - Access to the regular breakfast briefings for senior leaders
  - Subscription to Fisher Family Trust data website
  - Coordination of data sharing at the start of the year with fuller data profiles shared once all data is available, including analysis at LA, school and subject level
- 12.6** One of the strengths of the challenge has been the ability to offer a more bespoke and tailored programme drawn from the list above alongside other school improvement activity the school might be engaged in e.g. the Securing Good programme. As far as possible the challenge has tried to ensure that the school is having a "single conversation" with external consultants or as few as possible.

**12.7.1** The key question for the future is how much of the above intervention and support can be sustained, following the national funding ceasing, through a targeted funding model for those schools which are less than good or evaluated as red or amber and what can be universal to all and which aspects might schools have to self-fund.

### **13 Coordinated Offer**

**13.1** One of the key pieces of work since September 2017 has been the designing of an offer of support back to schools using the funding drawn from them. This coordinated offer has been drawn up alongside what the EY and SEND teams within the LA are already offering to ensure there is no repetition.

**13.2** Lewisham Learning tracks the uptake of the offer and will carry out a review of its effectiveness with schools as it designs the offer for 2019/20.

**13.3** A key success has been the offer of data packs back to all primary and secondary schools. These have already been well received and evaluated highly by school leaders and governors.

**13.4** Another key development has been the centralised offer of CPD programme back to schools. This has been value for money in that Lewisham Learning has been able to engage training for schools that is much more affordable on a larger scale. To this end we have been able to bring some of the most respected speakers in education to Lewisham to ensure that leaders are staying abreast with the latest thinking.

### **14 Strategic Review of Governance**

**14.1.1** Along with the LA, Lewisham Learning commissioned and took part in a Strategic Review of Governance during 17/18. This review has allowed all stakeholders to best understand what is working well in the leadership and development of governance in our schools and how we might now work together to improve the offer of support and challenge to Governing Boards.

**14.1.2** Lewisham Learning is already supporting the Governing bodies of all Red and Amber schools by both attending their meetings to offer further support and challenge to monitor the progress of the school, and delivering bespoke training.

**14.1.3** As well as this Lewisham Learning is funding a bespoke package of support for a group of Governing Bodies via a nationally recognised consultant in school governance.

**14.1.4** Lewisham Learning will also broker and fund a Review of Governance for all Green and Yellow schools.

### **15 Lewisham Teaching School Alliance Partnership (LTSAP)**

**15.1.1** Throughout 17/18 and on into 18/19 Lewisham Learning has worked to support the ongoing development of LTSAP, the overarching organisation of



the four teaching schools in Lewisham. Part of this has been to better understand how LTSAP can contribute to the overall delivery of school improvement in the borough.

**15.1.2** One of the key successes has been the improved communication about themes and trends emerging from Lewisham Learning's direct work with schools and central data analysis. This has seen key projects being developed and delivered by the teaching schools.

**15.1.3** Projects include the Secondary Challenge SSIF project, led by ATLAS, a Reading project for Primary Schools called Destination Reader, being led by the ETAL and Endeavour teaching schools, in conjunction with the Hackney Learning Trust and a project to develop BAME leaders being led by all four.

**15.1.4** During 2017/18 Rathfern Primary school was designated as a Research Hub and as such we have begun to look at how the school can support and compliment the work of the teaching schools as well as contribute its expertise in a research led approach to school improvement.

## **16 Development of Learning Hubs**

**16.1** As part of the schools led system we want to encourage schools to work collaboratively to find solutions to some of the key priorities in Lewisham. Lewisham Learning has set aside an annual budget of £30K to encourage schools to take a lead together on developing expertise in key curriculum areas or to research solutions to some of our areas of challenge. Each hub will receive £10K to support their work each year.

**16.2** In 2018/19 we are establishing learning hubs for the humanities, the Arts and mental health and well-being.

**16.3** The specification for the Learning Hub includes the requirement to:

- Be the strategic leaders for the Lewisham in the area of focus.
- Be a centre of excellence in relation to curriculum, pedagogy and assessment in the area of focus
- Be research informed about the most effective practice in the area of focus (linked to key lines of enquiry)
- Liaise and network with the Rathfern Research hub to ensure that the research approaches are rigorous and robust (effective and impactful)
- Present and publish the research findings to schools in Lewisham
- Lead and manage subject leader networks in the area of focus for the LA including regular meetings i.e. termly subject leader networks
- Host leadership development days at the schools in the hub to share best practice - at least one a year per school.
- Appoint a hub manager to ensure that the hub is functioning and meeting the terms of designation.
- Hub manager to attend a termly hub manager meeting with the Director of LL to present the work of the hub, share the practice of the hub with other managers and ensure that all hubs are functioning well and delivering

outcomes

- Work with schools to ensure that sharing of practice across KS2 and 3, including transition work, is part of the hub's focus
- Provide 1 day of support to schools rated Amber or Red as needed
- Provide regular contributions to the schools mailing to ensure that all schools are signposted to developments in the area(s) of specialism

## **17 Future work to support the Education communication strategy**

**17.1** Lewisham Learning will also be working with the LA to develop a clear communication strategy for education.

**17.2** During 17/18 the Education Team has benefited from a the part time post of a communications lead to support key secondary schools to improve their marketing and communication strategy and thus improve applications for 19/20. As a result of this and schools' own efforts, overall Lewisham has seen a 9% increase in the number of first and second preferences for its schools.

**17.3** The key work stream and priority areas for the strategy will include:

- Continuation of the PR and marketing of our secondary schools
- Ongoing PR and marketing of good news stories about all Lewisham Schools
- Supporting the recruitment and retention agenda around "Come and Teach in Lewisham"
- Supporting the promotion of becoming a governor in a Lewisham school

## **18 External links to the Association of Education Partnerships**

**18.1** During 17/18 Lewisham Learning became one of the founding members of the Association of Education Partnerships: <https://www.aepa.org.uk/>

**18.2** This new organisation is allowing the leaders of partnership like Lewisham Learning to come together and learn from one another, share knowledge about their work and benchmark their approaches.

**18.3** One area being explored is a possible Peer Review model between partnerships.

## **19 Feedback from Senior Leaders**

*"Lewisham Learning has enabled me to work with colleagues across different organisations and phases to share good practice and to offer different perspectives and critical questions to enable all to reflect and improve practice. This has supported the development of strategic leadership across Lewisham. It has built up trust between colleagues and is opening further opportunities to share best practice across the local authority.*

*Working with the Secondary Challenge as well has given me a wider perspective in school improvement across the whole educational landscape of Lewisham.*

*Educational improvement has to be linked across all phases to ensure improved life chances of all children within Lewisham.”*

David Lucas, EHT Trinity COE

*“Since September we have received considered, informed and robust support from Lewisham Learning; validating, whilst challenging, our self-evaluation. Over the last year Lewisham Learning offered praise when praise was due, validated when judgements were made and challenged with purpose, rigour and care.”*

Keith Barr, HT Kender Primary School

*“Working with my colleagues at Lewisham Learning has enabled myself, and my leaders, time, space and the support to reflect on successes and next steps. As an executive headteacher, Lewisham Learning has worked with me to ensure I’m not alone, especially when making difficult decisions. Working alongside the Local Authority, Lewisham Learning has supported ETAL, and the other teaching schools in the borough, to make sure we are delivering bespoke CPD packages for our schools.”*

Jeanette Brumby, EHT of Haseltine, Fairlawn, Grinling Gibbons and Lucas Vale Primary Schools

*“I have found Lewisham learning to be supportive, responsive and very proactive at providing guidance when necessary. Thank you!”*

Rebecca Dove, Headteacher, Sandhurst Primary School

*“Lewisham Learning has supported the closing of the theory practice divide by including Rathfern CCT Research Hub as part of Lewisham's Strategic Offer. As a result of Lewisham Learning's support we look forward to developing a strong teacher research movement in Lewisham.”*

Naheeda Maharasingham, Headteacher, Rathfern Primary School / Rathfern Research Hub

*“Being a new headteacher and new to the borough, I am extremely grateful for the support, guidance and advice that has been given to me since I started in September 2018. From my first experience with Lewisham Learning, I have felt extremely welcomed and supported through the regular communication, email updates and information provided. The documentation I have received has detailed the different aspects of what is on offer, fully explaining the rationale and priorities for school improvement and providing a clear framework for development. The support received during my first term has been invaluable and I have found that, combined with the right amount of challenge, this has been instrumental in being able to grow into my new role and to have further confidence to drive school improvement.”*

Erika Eisele, Headteacher, Dalmain Primary

## **19. Financial Implications**

**19.1.1** The future of Lewisham Learning depends on the annual vote of the Schools Forum to continue to agree delegation of funds from maintained school budgets (£300,000). In addition the partnership currently benefits from £100,000 de-delegated for 'red and amber' school support and also £200,000 of LA school improvement funding.

## **20 Legal Implications**

**20.1** Local authorities should have regard to sections 13, 13A and 14 of the Education Act 1996 which require local authorities to: ensure that efficient primary, secondary and further education is available to meet the needs of their population; ensure that their education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that sufficient schools for providing primary and secondary education are available for their area.

**20.2.1** Additional to those set out elsewhere in the report local authorities are required to provide primary, secondary and further education for 16 to 18 year olds and for people aged 19 or over who have an Education Health and Care Plan.(EHC Plan)

**20.2.2** Section 14 of the Education Act 1996 requires local authorities to secure the provision of 'sufficient' schools (as amplified in sub-ss (2), (3) and (4)) for their areas. This function must be exercised with a view to securing diversity and increasing opportunities for parental choice. Local authorities must have regard to the need to secure primary and secondary education in separate schools, provision for children with special educational needs and boarding provision for those for whom it is desirable. The local authority is not itself obliged to provide all the schools required, but to secure that they are available. Section 18 enables an LEA to make arrangements for the provision of education at non-maintained schools.

**20.2.3** The Lewisham Learning Partnership is a collaboration of various educational establishments within the borough and is an advisory body whose key roles and responsibilities are set out above. The Lewisham Learning Partnership has no separate legal identity and any formal decisions will have to be taken in accordance with the requirements of the various constituent bodies formal decision making powers. In relation to the Council's participation any decisions made on its behalf will require compliance with the Council's Constitution and Scheme of Delegation and Financial Regulations.

**20.2.4** Any proposed change to the status and structure of the Lewisham Learning Partnership will be subject to a further report to Mayor and Cabinet. Until the formulation, consideration and establishment of a formal legal structure, all decisions of the Partnership are properly for the constituent bodies and in relation to the Council will ordinarily be a matter for the Executive Director subject to her having delegated authority under the Council's constitution to make such decisions.

## **21 Equalities Legislation**

- 21.1** 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.
- 21.2** 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.
- 21.3** 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 10.8 above.
- 21.4** 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.
- 21.5** 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:  
[www.equalityhumanrights.com/en/advice-and-guidance/equality-actcodes-practice](http://www.equalityhumanrights.com/en/advice-and-guidance/equality-actcodes-practice)  
[www.equalityhumanrights.com/en/advice-and-guidance/equality-acttechnical-guidance](http://www.equalityhumanrights.com/en/advice-and-guidance/equality-acttechnical-guidance)
- 21.6** 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

**21.7** 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: [www.equalityhumanrights.com/en/advice-and-guidance/public-sectorequality-duty-guidance#h1](http://www.equalityhumanrights.com/en/advice-and-guidance/public-sectorequality-duty-guidance#h1)

## **21 Equalities Implications**

**21.1.1** Education is the principal driver of equalities in an area of high deprivation such as Lewisham. Our schools have a large majority of pupils of BME origin and high proportions with special educational needs and disabilities. We also have disadvantaged pupils and those with different vulnerabilities. It is very important therefore that inclusiveness and equalities are at the core of the schools partnership for Lewisham and that the moral purpose of such a partnership is very clearly articulated and constantly re-emphasised. Equality and inclusion are key values which have been incorporated into the agreed vision and values for Lewisham Learning (see paragraphs 5 and 8 above).

**21.1.2** Improving educational outcomes is fundamental to promoting equality in Lewisham and equalities considerations are a key part of Lewisham Learning's work plans, including commissioning unconscious bias training for headteachers and governors.

## **13. Environmental Implications**

None

For further information on this report please contact Michael Roach, Interim Director of Lewisham Learning: [Michael.Roach@lewosham.gov.uk](mailto:Michael.Roach@lewosham.gov.uk)

<b>CYP SELECT COMMITTEE</b>		
<b>Report Title</b>	Annual Report of the Lewisham Safeguarding Children Board	
<b>Ward</b>	All	Item No. 6
<b>Contributors</b>	Nicky Pace Independent Chair, Lewisham Safeguarding Children Board Lucie Heyes Assistant Director, Children’s Social Care	
<b>Class</b>	Open	Date: 24 January 2019

**1. Summary and Summary of the Report**

1.1 The Lewisham Children Safeguarding Board (LCSB) is required to publish an annual report to outline the work of the Board in the previous year and identify areas where further work will be required in the forthcoming year.

**2. Recommendations**

2.1 The Select Committee is asked to comment on and note the contents of the report.

**3. Policy Context**

3.1 Statutory Guidance within ‘Working Together to Safeguard Children,’ requires each LSCB to publish an annual report on the effectiveness of child safeguarding and the promotion of the welfare of children in the local area. The report should provide an assessment of the performance of local safeguarding services and show how areas of development will be addressed. Working Together requires that the report is submitted to the Chief Executive of the Council and the Chair of the Health and Wellbeing Board. This will be done following consideration by this Committee.

**4. Details**

4.1 The Lewisham Safeguarding Children Board comprises all partner agencies with a key contribution to child protection and safeguarding in the Borough. In developing the Annual Report partners contributed to the evidence detailed and summaries of relevant safeguarding activity for the period 2017/18.

4.2 This is the last report of the LSCB in its current form as the legislative framework has changed and local areas (specifically the statutory partners namely the council, police and CCG) are required to agree new arrangements by June 2019. There will be a report to CYP Select Committee in March 2019 setting out proposals for new safeguarding partnership arrangements, including joint working with the London Boroughs of Greenwich and Bexley who are part of the same police command unit.

## **5. Financial implications**

- 5.1 The operation of the LSCB is funded partly by the council and partners. There are no specific financial implications to this report.

## **6. Legal implications**

6.1 Section 13 of the Children Act 2004 requires each Local Authority to establish a local safeguarding children's board for their area and specifies the organisations and individuals (other than the local authority) that should be represented on the board.

6.2 The LSCB has a range of roles and statutory functions including developing local safeguarding policies and procedures and scrutinising local arrangements. The strategy, objectives and functions of the LSCB are described as follows:

- Coordinate what is done by each personal body whoever sits on the board for the purpose of safeguarding and promoting the welfare of children in the area.
- To ensure the effectiveness of what is done by each personal body for those purposes.

6.3 The revised Working Together guidance 2015 places responsibilities on the LSCB to deliver a stronger leadership role around local safeguarding practice and directly influence multi-agency and single agency requirements as well as requiring the establishment of a single assessment approach and supporting framework. The revised regulatory framework also includes a judgement on the effectiveness of local safeguarding boards with a focus on assessing the impact of the board's activity on frontline practice and the positive difference made to children and local communities.

6.4 The partnership structure will need to change in the light of the Children and Social Work Act 2017. A further report will come to CYP Select Committee on this, with arrangements to be signed off by Mayor and Cabinet and Full Council.

## **7. Crime and disorder implications**

7.1 There are no specific crime and disorder implications arising from this report.

## **8. Equalities implications**

8.1 The work of the LSCB is particularly focused on the protection of vulnerable groups in the child population, such as those with disabilities and girls at risk of violence and sexual exploitation. The majority of data considered by the LSCB is analysed using equalities data where that is available.

## **9. Environmental implications**

9.1 There are no environmental implications arising from this report.



**10. Background documents and originator**

10.1 If there are any queries on this report please contact Lucie Heyes on 020 8314 8140.

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**Lewisham  
Safeguarding  
Children Board**



# Annual Report 2017/18

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## Foreword from the Independent Chair, Nicky Pace

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As the Independent Chair of the Lewisham Safeguarding Children Board (LSCB) I am pleased to present the Annual Report for the period April 2017 to March 2018. Local Safeguarding Children Boards (LSCBs) were established with the purpose of ensuring that agencies keep local children and young people safe and that where they have intervened they have made a positive difference in children's lives. The LSCB has a really important role in coordinating and ensuring the effectiveness of what is done by each and every person involved in protecting children and it carries statutory responsibilities for safeguarding children in Lewisham. It is made up of senior managers within organisations in Lewisham who hold responsibility for safeguarding children in their agencies, such as children's social care, police, health, schools and other services including voluntary bodies. The LSCB monitors how they all work together to provide services for children and ensure children are protected.

The last year has seen the draft Working Together to Safeguard Children guidance published and consulted upon. We await the final publication of this document, which is anticipated in July 2018, which will influence and govern what new Multi-agency Safeguarding Arrangements will replace LSCBs by the Autumn 2019. With reduced capacity in many of the agencies due to reorganisation, we are looking at how we can reduce duplication and join up with other partnership groups and across boundaries as much as possible, with a real focus on making a difference to front line practice to safeguard children. Our challenge over the next year will be to ensure that

replacing the LSCB with the new arrangements, is done carefully and builds on what we know works well. The next year will be challenging for all agencies and we will need to ensure the focus and delivery of services to vulnerable children, young people and families is not adversely affected.

Lastly, I would like to thank the Board staff, for their continued support in the smooth functioning and promotion of the LSCB. I would also like to thank members of the Board, from across the partnership of our voluntary, community and statutory services and all the frontline practitioners and managers for their commitment, hard work and effort in keeping children and young people



**Nicky Pace**

**LSCB Independent Chair**

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## Overview of the Board

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### What is a Local Safeguarding Children Board?

Local Safeguarding Children Boards (LSCBs) were established by the Children Act 2004.

The LSCB is a statutory body and was established in 2006 in accordance with the statutory duties set out in the '*Children Act 2004*'. The activities undertaken by the LSCB reflect the requirements of the Act, and are based upon the objectives set out in Chapter 3 of '*Working Together to Safeguard Children 2015*'.

- (a) To coordinate 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, and
- (b) To ensure the effectiveness of what is done by each such person or body for those purposes.

### About the Lewisham Safeguarding Children Board

The LSCB is the statutory mechanism for agreeing how the relevant agencies in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do. Governed by the statutory guidance in Working Together to

Safeguard Children 2015 and the Local Safeguarding Children Board (LSCB) Regulations 2016, Members of the Lewisham Safeguarding Children board (LSCB) are senior managers from a range of different organisations who hold strategic roles in relation to safeguarding / child protection. They are expected to be able to speak for their organisations with authority, commit their organisations on policy and practice issues, and hold their organisations to account on their safeguarding/child protection practice.

The LSCB has a responsibility to ensure that organisations are fully meeting their safeguarding obligations effectively, and can hold them to account if they are not.

The LSCB works to achieve this by:

- Leading collaboration across all agencies in the community
- Developing and setting policies and procedures

- Monitoring and auditing the implementation of these policies and procedures
- Conducting audits to ensure the effectiveness of what is done by agencies individually and collectively to safeguard and promote the welfare of children
- Conducting Serious Case Reviews when a child dies or is seriously harmed and abuse or neglect is suspected to improve practice across agencies
- Conducting Child Death Reviews to better understand how and why children in the locality die and use these findings to take action to prevent other deaths
- Ensuring appropriate multi-agency training is available and effective
- Promoting awareness and action in the wider community

## The LSCB Main Board

This is made up of representatives of the member's agencies. Board members must be sufficiently senior so as to ensure they are able to speak confidently and sign up to agreements on behalf of their agency, and make sure that their agency abides by the policies, procedures and recommendations of the LSCB. Please see the Appendices to see our attendance in 2017/2018.

## The Executive Board

The Executive Committee manages the business and operations of the LSCB, ensuring there are clear governance arrangements in place and drives forward the strategic priorities as outlined in the Business Plan.

## Independent Chair

The LSCB has an Independent Chair who is subject to an annual appraisal to ensure the role is undertaken competently and that the post holder retains the confidence of the LSCB members. The Chief Executive of Lewisham Borough Council and Executive Director for CYP appoints the Chair.

## Lewisham Borough Council

Whilst the Chair and the Board itself is independent, Lewisham Council is responsible for establishing and maintaining the Safeguarding Children Board (LSCB) on behalf of all agencies.

The Executive Director of Children Services and the Director of Children's Social Care are required to sit on the Main Board of the LSCB as this is a pivotal role in the provision of children's social care within the local authority.

## Lead Member for Children's Services

The role of Lead member holds responsibility for making sure that the local authority fulfils its legal responsibilities to safeguard children and young people. The Lead Member contributes to the LSCB as a participating observer and is not part of the decision-making process.

## Partner Agencies

All partner agencies in Lewisham are committed to ensuring the effective operation of the LSCB. This is supported by the LSCB governance document and partnership protocol, which sets out the governance and accountability arrangements.

## Designated Professionals

Health commissioners should have a designated doctor and nurse to take a strategic, professional lead on all aspects of the health service contribution to safeguarding children across the local area. Designated professionals are a vital source of professional advice on safeguarding children matters to partner agencies and the LSCB. There are Designated Doctors and Nurse Role's in post for Lewisham who play an active role in the LSCB and its task groups.

## Lay Members

Lewisham LSCB has two local residents acting as Lay Members who support stronger public engagement in local child protection and safeguarding issues and contribute to an improved understanding of the LSCB's work in the community. Both Lay Members play an active role in the work of the LSCB and its task groups.



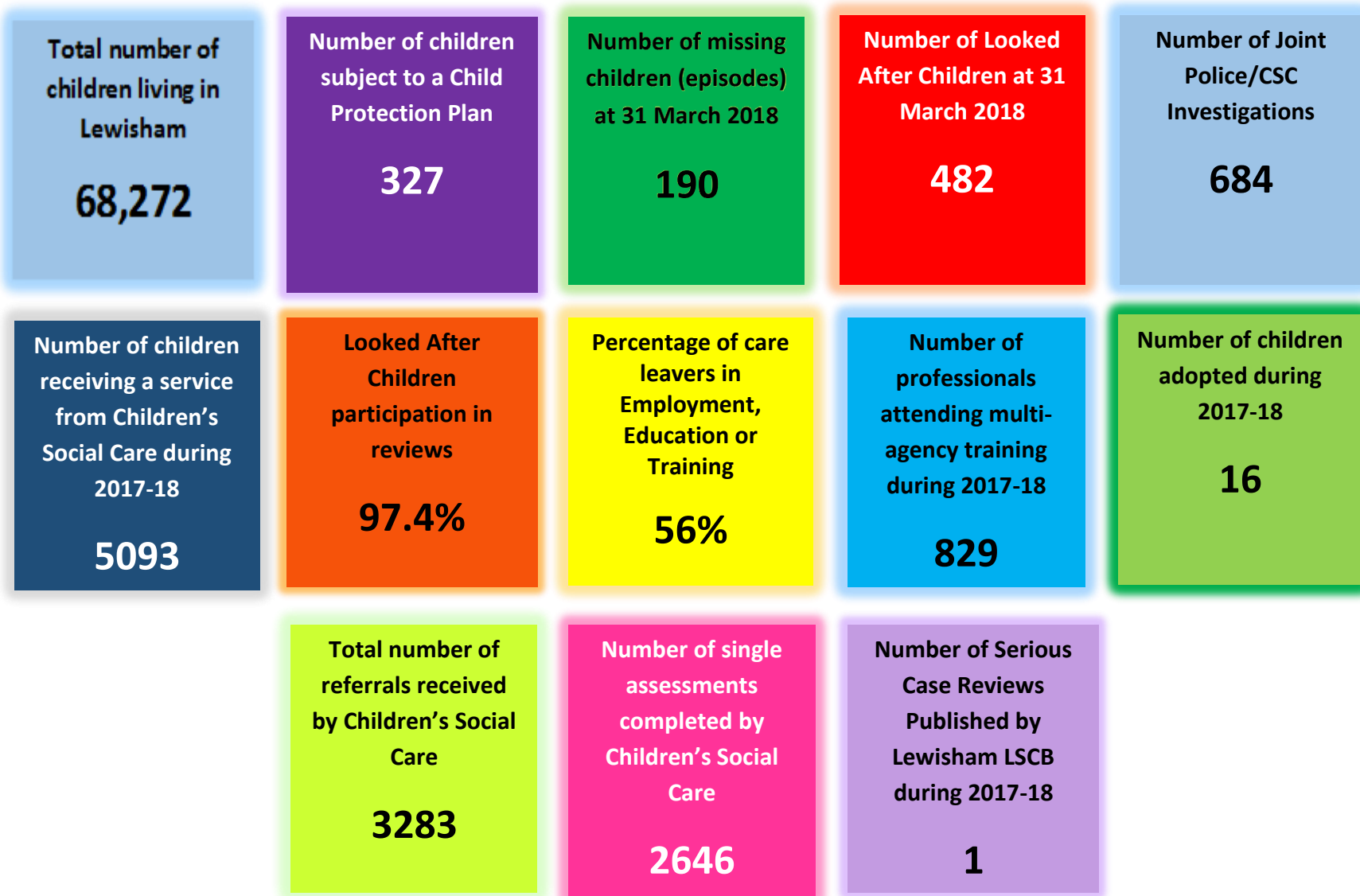
# Effectiveness of the Board

The Board is required to report on progress against the priorities set for the previous year, look forward and plan any changes to the safeguarding priorities for the local area for the next year. We also take into account national priorities and local needs, and any issues arising from SCRs and multi-agency audits. When deciding our priorities, we acknowledge that our core business of safeguarding children is on-going, including identifying, assessing and providing services and help to those children who need protection. In deciding the Board's improvement priorities, we consider how well we have delivered our priorities from the previous year and if further work is needed.

A summary of our key Priorities for 2017-2018	A summary of our key achievements for 2017-2018
<p><b>Priority 1:</b> <b>Neglect</b> Improve the effectiveness of agencies and the community in identifying and addressing neglect.</p>	<ul style="list-style-type: none"> <li>• The LSCB continued to provide a comprehensive rolling programme of safeguarding training to inform practitioner's knowledge and skills in order to appropriately identify and address matters of neglect</li> <li>• A Neglect Task Group met regularly and updated the multi-agency risk assessment, monitor partnership focus groups, and assisted with the outcomes of the neglect audit action plan.</li> <li>• Neglect audit commissioned and completed in 2017/2018</li> </ul>

<p><b>Priority 2:</b> <b>Governance and Performance</b> Increasing the effectiveness of the LSCB as a truly effective agent in securing positive outcomes for children, in protecting them from abuse and exploitation.</p>	<ul style="list-style-type: none"> <li>• Revised LSCB Performance Framework ensured key indicators from across the partnership were captured.</li> <li>• Consistent audit schedule ensured the monitoring of single and multi-agency audits.</li> <li>• New Audit Sub Group ensured all multi-agency audits were completed on time.</li> <li>• Section 11 audit proposal accepted by the LSCB, and was implemented during 2017-18.</li> <li>• Regular scrutiny and challenge of partnership agency data.</li> <li>• Regular meeting of Chairs of Partnership Boards, ensuring consistent safeguarding messages</li> </ul>
<p><b>Priority 3:</b> <b>Self-harm and suicide prevention</b> To ensure that parents and professionals are aware of the risks associated with self-harm behaviour and suicide ideation so children and young people can be better supported from harming themselves</p>	<ul style="list-style-type: none"> <li>• Increased the number, and variety, of training packages on self-harm, on the LSCB training programme.</li> </ul>
<p style="text-align: center;">A summary of our key Priorities for 2017 -2018 <span style="float: right;">A summary of our key achievements for 2017-2018</span></p>	
<p><b>Priority 4:</b> <b>Voice of the child and community</b> Ensuring that the voices of children and young people influence learning, best practice and the work of the LSCB.</p>	<ul style="list-style-type: none"> <li>• Regular interface with Young Mayor’s Forum</li> <li>• Development of the LSCB website to use as an interactive tool with children and young people.</li> <li>• New Introduction to LSCB Presentation for professionals, young people and community.</li> <li>• New LSCB website commissioned to improve communication with professionals, parents and carers, schools and the community and to ensure it raises the profile of safeguarding matters and the work of the LSCB</li> <li>• Monthly themed briefings to ensure key safeguarding messages reaches professionals across the partnership.</li> </ul>
<p><b>Priority 5:</b> <b>Missing, Exploited &amp; Trafficked</b> Increasing the effectiveness of agencies and the community in identifying and addressing Child Sexual Exploitation, children going missing and trafficked.</p>	<ul style="list-style-type: none"> <li>• Week-long activity to raise awareness of sexual exploitation – coinciding with national CSE awareness day, including drop-in sessions, targeted visits.</li> <li>• Audit of CSE cases known to the police and CSC.</li> <li>• Agreement of a MET Information Sharing Protocol</li> <li>• Weekly MET operational meetings to discuss individual cases, monthly MET tactical meetings to look at trends / hotspots etc.</li> </ul>

# LSCB PERFORMANCE DATA 2017- 2018



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# LSCB Task Groups

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## Monitoring, Evaluation and Service Improvement Task Group (MESI)

Chaired by: Tom Stevenson, Service Manager Quality Assurance, Lewisham Children Social Care (until October 2017); Nicky Pace, LSCB Independent Chair (from November 2017)

### What did we do?

Following a development session, proposals for a new meeting structure were introduced to provide greater capacity for challenge and scrutiny of safeguarding issues across the partnership by refocusing the Monitoring, Evaluation & Service Improvement (MESI) group. The Independent Chair now chairs this group, which reports directly to the Main Board. An operational Audit group was set up, separate from and report to MESI to provide greater focus on multi-agency audit function.

The aim of this newly focussed work group is to support multi-agency engagement and monitor partners' contribution to safeguarding children and young people. It will do this by effectively monitoring, scrutinising and evaluating safeguarding practice undertaken by agencies within Lewisham. It will focus on the quality assurance of multi-agency arrangements, practice

and service delivery and identify areas of development and barriers to learning, improvement and change. It will also monitor the LSCB Business Plan and dataset.

### What was the impact?

The new arrangements were put in place in January 2018 and therefore it is too early to identify any impact at this point. It is anticipated that the scrutiny and focus on wider safeguarding issues will enabled the board to have wider discussion and focus on practice issues where there would not be the opportunity in Main Board meetings.

Development of a multiagency dataset – considerable work has been undertaken this year to finalise the multiagency data set, those proxy indicators required to monitor performance of safeguarding across the partnership. The Children's Social care data has slowly evolved so that areas can now be reported upon around Early Help, but there is more still to be done. Analysis of the data and understanding the impact continues to be a challenge.

### S11 Process

Section 11 (4) of the Children Act 2004 requires each person or body to which the duties apply to have regard to any guidance given to them by the Secretary of State and places a statutory requirement on a range of organisations and individuals to ensure their functions, and any services that

they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Working Together to Safeguard Children 2015 states that one of the key functions of a Local Safeguarding Children Board is:

*“Monitoring and evaluating the effectiveness of what is done by the authority and their board partners individually and collectively to safeguard and promote the welfare of children and advising them on ways to improve”*

One of the ways in which Lewisham Safeguarding Children Board (LSCB) ensure that this function is fulfilled is by undertaking an annual section 11 audit to provide partner agencies with an opportunity to focus on their arrangements for safeguarding children and to identify any need for improvement. LSCB began using a new process for the section 11 audit. Formerly this was completed via a written report which would be compiled by each agency and presented to the board for scrutiny. For the 2017/18 audit it was decided that a more robust approach would be to directly ask all members of the workforce, including frontline workers, about their safeguarding knowledge and confidence.

The proposed new process has four phases which provides both qualitative and quantitative information and supports a comprehensive analysis of compliance with Section 11 responsibilities across a wide and diverse range of agencies. As a result of the self-assessment, where the agency identifies areas for learning and improvement, they then complete an action plan and return it with their audit analysis to the LSCB. The LSCB will then interview a sample of agencies to identify gaps, strengths and weaknesses in

safeguarding practice across agencies as well as identifying areas for improvement through learning and development. The agencies action plans would be scrutinised and monitored 6 months into the year with requests for updates. The Board would then produce an overarching report following analysis of the results including an action plan for the Board of learning from the audit process. If the process is then repeated on a regular basis, it forms a baseline and template to measure agencies progress. It was agreed to undertake this in phases across the partnership. The outcomes of this will be reported to the board.

## Multiagency Audits

The board set the annual themes for multi-agency audit from April 2017 to March 2018. These were: Neglect, MET and Children with Complex needs (CWCN). The new operational audit group for MESI met from September 2017 bi-monthly, chaired by the Quality Assurance Manager in Children’s Social Care. The three audits were completed by May 2018; two audit reports (Neglect and Children with Complex Needs) were signed off by the board. All audits were endorsed by the main MESI.

## Neglect Audit

This audit considered a random sample of seven children’s cases agreed by partners. Records were then audited by involved partner agencies using 12 key questions developed by the partners. The children ranged in ages from new-born to aged 15 years, while four of the children were under the age of 4.

Main audit findings and recommendations identified that the MARAC pathway needed more embedding in agencies, there was a lack of sharing of information between agencies about 'toxic trio' risks, GPs were not always receiving key information about children from social care. Children's plans from social care needed to be more routinely shared with partner agencies at key stages of the work. It was recommended that Children's Social care should consider analysing repeat referrals on known neglect cases. This audit highlighted that audit activity and methodology needed to develop further. Partner engagement at an operational level needed to improve, particularly with the police CAIT and GPs.

### Children with Complex Needs Audit

Following recommendations of one unpublished serious case review (SCR) in January 2017 in relation to a child with complex needs (CWCN), it was agreed that an audit to look at how the multi-agency partnership worked together in relation to CWCNs was required.

A small cohort of 7 children or young people with complex needs was identified from social care records; before selection all partners were asked to consider a multi-agency casefile audit tool recently developed in consultation with a neighbouring Local Authority. Recommendations for education saw that supervision processes for complex cases may need to be further strengthened and that audit work needed to be more embedded with capacity improved in use of audit tools in schools. Actions agreed were for the Designated Safeguarding Lead Education to develop an improvement

plan and mechanism and report on this to LSCB by December 2018 and to discuss in operational and strategic MESI from July 2018 onwards. Recommendations for health were that improvements were needed around working with fathers and in supporting staff to engage and communicate with children and recording better these examples. Actions agreed were for Health Safeguarding Leads to develop a plan and report to LSCB December 2018 and to the operational and strategic MESI from July onwards.

### Missing, Exploited and Trafficked Audit

This was an audit theme the board set previously when the MET operational and strategic work was being developed in Lewisham. Originally the police and Children's Social Care were to carry out an audit. Due to time constraints in completing the audits for the year a similar case file 'deep dive' approach was taken on a seven cases known to both partners. CSC and the police audited a small sample of MET cases using an audit tool and a worker made contact with parents of the cohort and tried to speak to the young people.

The LSCB sought to ensure that the MET operational group were meeting the needs of Lewisham children who are known and identified at possible risk for being missing, exploited and trafficked and that they had: multi-agency plans in place commensurate to their needs and status being reviewed regularly and well recorded regarding impact on this group of children, the role of the MET was understood and implemented, decisions about resources had a safeguarding emphasis.

The sample of young people were mainly living in residential care, with the exception of one young person.

For Children's Social Care and partners recommendations were: the development at a strategic level of specialist local services for this cohort to support them and their families, work to strengthen worker curiosity regarding diversity issues, the application of CSE toolkits, understanding of parental neglect on teenagers development, engagement of hard to reach parents should take place within CSC service areas and across the partnership. Greater sharing of early social care history with police should occur at operational weekly MET from partners and CSC.

Feedback was limited to two parents who provided useful feedback- mainly about worsening family relationships for young people in care, and the need for them to receive good co-ordinated information about their children.

One young person's case had been well worked and provided good examples of a social worker and partners working assertively with him. There was evidence of an interested and tenacious approach taken by the social work team, and the development of a trusting relationship for a young person who had had adverse earlier life experiences and experienced parental neglect. This was feedback to the worker and celebrated by senior managers.

The findings from this audit were presented and discussed at the MET LSCB task group. It was proposed to identify a small group of children on the edge of entering care, so that more intensive community based interventions could

be offered, with risk shared by the multi-agency group. This would include commissioning in services and working with the third sector. In summary the last two audit themes have progressed the methodology used in audit work, through introducing an audit tool and briefings, and introduced some feedback from service users. Future audits plan to extend audit methodology and introduce the voices of practitioners and service users, and there will need to be work to engage the Police and the GP group in this work.

### What do we plan to do next?

The MESI will continue to monitor all the statutory areas of practice of the Board including the dataset, ensuring plans are delivered including the actions arising from the SCRs currently being undertaken. It will hold partners to account for their safeguarding practice during the transition to the new safeguarding arrangements and any changes to partnerships structures. It will also hold the Board partners to account for the delivery against the identified priorities for the next year.

## Policies Procedures & Training Task Group (PPT)

Chaired by: Maureen Gabriel, Designated Nurse,  
Lewisham CCG (until July 2017); Adé Solarin, VAWG  
Programme Manager, Lewisham Council.

### What did we do?

The PPT oversees safeguarding training to a wide range of professionals, volunteers, and community groups who work with children and families in Lewisham. Every year, the PPT reviews and approves a comprehensive training programme. Training is diversified through face to face sessions, lunchtime briefings, half-day seminars, and e-learning, and is informed through serious case review recommendations, practitioner surveys, and multi-agency audits. For example, Level 2 Safeguarding, which is face to face, was reviewed and deemed to be more appropriate to be offered as e-learning. This was not only found to be more useful by practitioners, but also led to a saving of £800 per year for the LSCB.

We have ensured an improved training programme by adding useful courses such as '*Children Missing from Education*', '*Introduction to LADO*' and '*Parental Mental Health & Effect on Young People*'. This year, 829 delegates utilised our training programme, a slight increase of 15% on the previous year. The PPT have set an ambitious target to increase training attendance by 20% next year.

The PPT also works to review policies and procedures. This year, the Task Group reviewed and approved;

- Multi-agency FGM guidance.
- Anti-bullying guidance
- E-safety guidance
- Escalation / Resolving Professional Differences Policy
- Protocol for the management of actual or suspected bruising in infants.

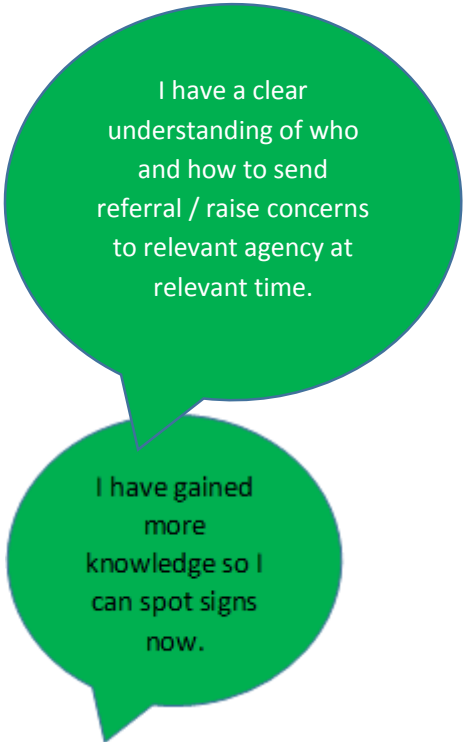
The PPT also receives requests from community and voluntary groups, to aid in updating their safeguarding policies. The VCS groups benefit from the expertise of PPT members.

### What was the impact?

The PPT evaluates training in a 3-stage format. Stage 1 evaluation is taken at the point of application so the trainer has an understanding of the delegates' level of need. Stage 2 is taken immediately after the course in exchange for a certificate, and tests the delegates' level of knowledge and understanding. Stage 3 is taken at the 3 month stage by a telephone survey for training on our comprehensive topics such as Domestic Violence, Neglect, and Working with Challenging & Hard to Help Families.

Some of the feedback and comments about our training;





Our most popular courses continue to be the Safeguarding Level 2 and 3 courses, with evaluations commonly positive. 95% of delegates reported that the Safeguarding Level 3 course was extremely helpful to their role, and 34% increase in confidence on previous year, in obtaining the wishes and feelings of the child.

### What we plan to do next?

The PPT have recently produced an Introduction to LSCB lunchtime briefing suitable to all professionals as well as children and young people. We hope to create an interactive online version, which can be shared widely and

easily, across multiple social media platforms. We have also been working with all our trainers, to ensure contracts are updated, in line with tax regulations. We will continue to work with our trainers regarding this area.

## Communications and Publicity Task Group (C&P)

Chaired by Pat Barber (from January 2018), Governors Association

### What did we do?

The Task Group works to provide a communication channel to the wider Lewisham community, by sharing resources, toolkits, updates, and also raising awareness on key safeguarding events.

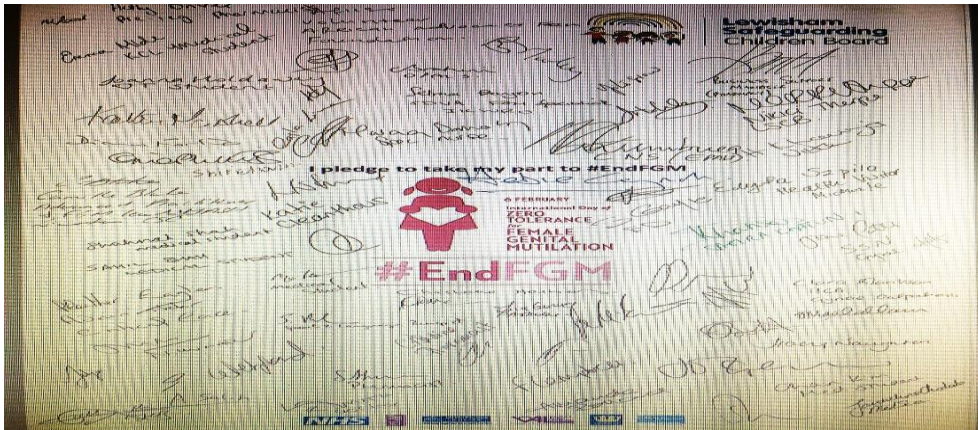
Building on the successes of the launch of the website last year, which had over 8,000 visits to our training page, professionals now access our website for training, tools and resources. The website is reviewed on a regular basis, to ensure content is kept updated.

### LSCB Awareness Raising Campaigns

On 6<sup>th</sup> February, 2018, to coincide with International Day of Zero Tolerance to FGM, we hosted a Drop-In at two sites across Lewisham. The aim of the day was to speak to raise awareness on FGM practice in Lewisham, including clarifying the difference between a concern, and a disclosure.



Over 200 professionals including doctors, social workers and police officers, signed our pledge and commitment to end FGM.



In March 2018, a range of activities took place to raise awareness on Child Sexual Exploitation week, a key priority for the LSCB. There were drop-in sites at Lewisham Hospital and the Lewisham Shopping Centre, as well as

presentation to parents and carers. Our police colleagues also worked with local hotels, taxi firms, and pharmacies, equipping them to look out for signs of vulnerable young children.

The Task Group has also resurrected the monthly safeguarding briefings, with key topics such as domestic violence, neglect, CSE, and FGM, all featuring in this reporting period, and published on the website.

### What was the impact?

The Drop-In sessions proved hugely successful with practitioners, who found the approach useful for their work. Those surveyed reported feeling more confident in discussing safeguarding topics like neglect and CSE, with their colleagues. The return of the monthly safeguarding briefings have helped raise awareness with professionals, as well as the public.

### What we plan to do next?

We need to work more closely – and directly – with young people, and empower them to have a voice on decisions which affect them.

We need to communicate with young people through mediums they frequently use, such as social media platforms like Instagram, WhatsApp and Twitter.

We will be working closely with Lewisham Children Social Care, with the commitment to have an apprentice working with the Board and the Leaving Care team, to champion young people's voices.

## Case Review Panel (CRP)

Chaired by: Nicky Pace, until November 2017; Karen Neill, Interim Service Manager, Quality Assurance, Lewisham Council Children Social Care until March 2018

### What did we do?

In 2017/2018 the Terms of Reference of the group were reviewed to ensure appropriate membership. The group met on four occasions during the year and undertook the function of:

- Determining whether cases met the Working Together 2015 criteria for a Serious Case Review (SCR).
- Making a recommendation to the Chair of the LSCB in relation to type of reviews to undertake.
- Commissioning Learning Reviews and/or SCRs
- Managing the process of completing of completing the SCR report
- Ensuring actions and recommendations are implemented fully, and learning is embedded within agencies.

This work enables the LSCB to undertake its statutory functions in relation to SCRs. The process is to review what is known about a case, gather initial information from agencies, such as chronology and then make a recommendation on whether the criteria for an SCR is met. If a SCR is commissioned the group manages the production of the SCR report, and considers any potential media interest.

When the criteria for a serious case review is not met but there are possible learning / key issues arising from the case, the Panel might recommend a multi-agency case review to ensure actions are taken and lessons are learnt from the case to ensure children are safeguarded.

### What was the impact?

As a result of more structured meetings, in 2017/2018 the group met four times to consider five serious incidents and make recommendations to the LSCB Independent Chair. Three of the five cases met the criteria for a SCR. All three were commissioned to have independent reviewers, who have plenty of experience. Although not yet public, the final reports will be placed on the LSCB website.

In addition to the LSCB website, all SCRs are published on the NSPCC website. The repository provides a single place for published case reviews to make it easier to access and share learning at a local, regional and national level. Two Lewisham SCRs were published anonymously on the NSPCC website in 2017/2018.

### What we plan to do next?

The Learning from SCRs is currently overseen by this task group, to ensure that recommendations are implemented, however, we will be working on establishing a Learning Hub, as a central place to promote a culture of learning and improvement across the partnership.

Also, 2018/2019 should see the publication of all 3 current SCRs. In addition to the 2 published anonymously, we will be working to create

combined key messages, and whether any themes cut across multiple SCRs.

## Child Death Overview Panel (CDOP)

Chaired: by Pauline Cross, Consultant Midwife, Public Health Lewisham

Chapter 5 of Working Together to Safeguard Children 2015<sup>1</sup> places duties on Local Safeguarding Children Boards to review deaths of all children who normally reside in the area. This has been a statutory duty since April 2008. The new statutory guidance published in July 2018 will see changes to this process in the coming year.

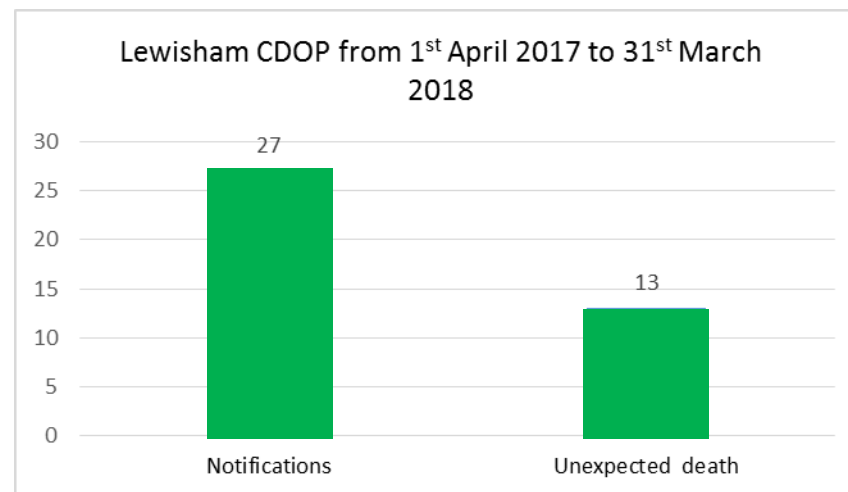
Currently, Child Death Overview Panels (CDOPs) are the means by which local LSCBs discharge this responsibility. Babies who are stillborn and planned terminations carried out within the law are excluded from the review.

LSCBs must collect and analyse information about each death with a view to identify:

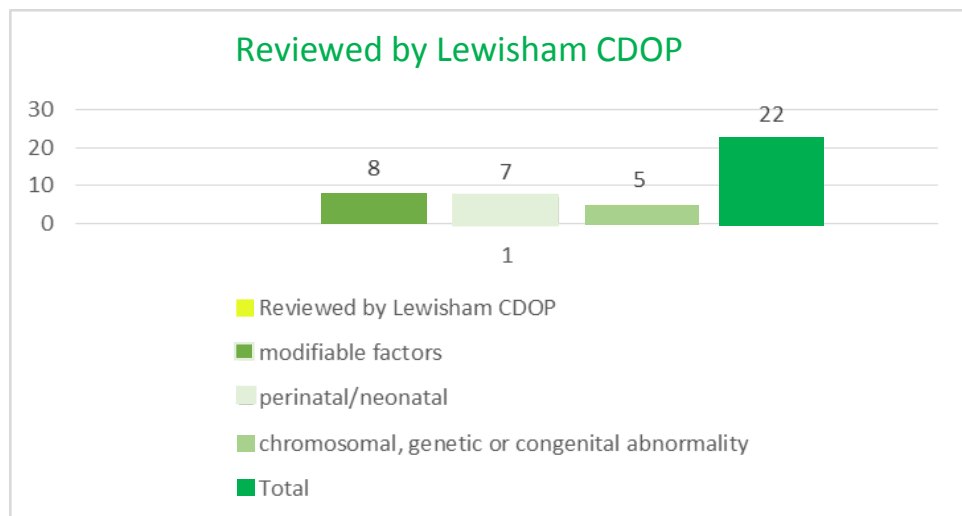
- Any case giving rise to the need for a Serious Case Review (SCR)
- Any matters of concern affecting the safety and welfare of children in the area of the authority
- Any wider public health or safety concerns arising from a particular death or from a pattern of deaths in that area; and

- Put in place procedures for ensuring that there is a coordinated response by the authority, their Board partners and other relevant persons to an unexpected death.

Notifications to Lewisham CDOP are received from a number of sources including A&E departments, police, hospice and paediatricians. Information is collected and collated on each child prior to the child death review where panel members will discuss whether the death was preventable, that is, whether there were modifiable factors that may have contributed to the death. Panel members decide what, if any, actions could be taken to prevent such future deaths and make recommendations to the LSCB or other relevant bodies so that action can be taken. CDOP referred 4 deaths to the SCR panel during 2017-18, two of which were taken forward by the SCR panel and 2 were not.



Lewisham CDOP received 27 child death notifications from 1<sup>st</sup> April 2017 to 31<sup>st</sup> March 2018 of which 13 were unexpected deaths. This was an increase on the previous two years. The complexity of the deaths reviewed has continued to be of concern this year and included deaths in which there were significant concerns about the wider family and in particular the siblings of the child that died.



In line with one of the main purposes of CDOP, i.e. to learn from the tragic deaths of children in order to prevent future deaths, Lewisham CDOP has initiated a number of work programmes to ensure learning is disseminated among partner agencies. These include:

- Continuation of a Safer Sleep/Prevention of SIDS training programme to health professionals, foster carers and children's centre staff in Lewisham

- Prevention of Prematurity research trial ( POPPIE trial) at LGT supported by academic partners, which commenced in May 2017 and is due to report in February 2019
- CDOP Newsletter sent out 3 times a year to Lewisham and Greenwich Hospital(LGT) staff, GPs and other partners to share learning from our reviews
- Audit of support given to children, young people and parents when children present to A&E with self-harm or a suicide attempt. This audit aims to identify any gaps and provide a consistent offer of support to promote good mental health and enable young people and their parents to be informed about support available when they are discharged.
- Following the tragic death of a young person on a school trip abroad, CDOP contacted a number of agencies with a particular focus on recognition of the signs of drowning and careful, context-framed risk assessment of swim trips on school holidays. In response PHE sent out a national alert. CDOP recommendations were also shared with the Lewisham schools lead and the LSCB for the out of borough school attended by the young person
- In response to meetings with some bereaved parents, CDOP initiated a survey of bereaved parents to ascertain the effectiveness of bereavement support, timeliness and gaps. This is due to report in September 2018.

## Plans for next year

The new Working Together statutory guidance was issued in July 2018 and CDOPs are required to have their plans agreed by October 2018 with view to being up and running by October 2019. Lewisham CDOP have led on arranging partnership meetings. Currently, the favoured option is to have a tri-borough CDOP between Lewisham, Greenwich and Bexley CDOP which will review approximately 75 child deaths per year in line with the new guidance which stipulates panels to review a minimum of 60 deaths. However, arrangements for the immediate response to the death of a child are those which will have a significant impact on acute health care providers and these processes are also still in discussion.

## Missing, Exploited and Trafficked (MET) sub group of LSCB

Chaired by/Agency Representative: Stephen Kitchman  
Director of Children's Social Care and Geeta  
Subramaniam Head of Public Protection and Supporting  
People

## What did we do?

The sub group has struggled to get traction and complete partnership action on a number of areas in the strategy action plan.

There was a review of the sub group in July 2017 which identified the following:

- Lack of consistent and meaningful data from all agencies
- Lack of analysis of the information
- Clarity of transition and cases post 18
- Lack of detailed information from provider services to inform the work
- Not enough detail about education , exclusion and other issues of note

There have been positive feedback and review of the model and approach to MET and linking to the Serious Violence work and groups. The weekly case monitoring was valued and enabled good partnership solutions.

The sharing of the work undertaken by Bedfordshire university on contextual safeguarding and embedding this into assessments has begun, with all agencies agreeing to ensure this is done by practitioners.

The development of an electronic referral form was completed to assist with consistency and support analysis. The form has received really positive feedback, but more work needs to be done with our colleagues to enable data extraction and analysis as anticipated. This is still being progressed.

There has been a comprehensive training programme in place for all agencies on CSE, Missing, exploited and trafficked, serious violence. The

CSE toolkit has been promoted across all agencies and agreement at LSCB for its use by all.

### What was the impact?

- A storyboard has been completed to capture the Lewisham picture and interventions and support resources to assist professionals
- The work undertaken by Christine Christie in relation to interviews and qualitative feedback from young people completed and this is to be shared to inform practice. (2 of the cases were Lewisham children).
- There are currently no red actions on the action plan – however impact on outcomes for children need to be assessed through improved data capture, analysis and input from children and families.

### What we plan to do next?

- Improve the feedback from children and parents into the sub group through children's social care and providers to be developed
- Reinforce the CSE toolkit alongside the contextual safeguarding checklist to be used by all agencies.
- Continue the training offer for all LSCB agencies
- Working with the police with their organisational changes to ensure the focus on MET and its interconnection to serious violence is maintained.
- Delivering a harmful sexual behaviour programme of learning and restorative skills for practitioners

# LSCB Statutory Functions

## Local Authority Designated Officer (LADO)

This LADO Annual Report shows the following activity for the time period of 1<sup>st</sup> April 2017 to 31<sup>st</sup> March 2018:

- Contacts In to LADO
- Advice & Guidance
- Referrals
- Allegations against Staff and Volunteers meetings (ASV)
- Outcome of Allegations (ASV) Meetings

2017/18	Contacts received N	Contacts received %
Q1	65	19.6
Q2	58	17.5
Q3	101	30.4
Q4	108	32.5
<b>Total contacts</b>	<b>332</b>	<b>-</b>
OUTCOME of CONTACTS		
	N	%
No. for advice and consultation only	60	18.1
No. Taken Forward to Referral	160	48.2
Other (those not taken forward)	112	33.7
<b>Total</b>	<b>332</b>	<b>-</b>

Table 1 Source: LADO Database 2017/18



2017/18	Advice and consultation
Q1	8
Q2	7
Q3	10
Q4	35
<b>TOTAL</b>	<b>60</b>

Table 2 Source: LADO Database 2017/18

### Contacts In & Advice and Guidance

Tables 1 and 2 above show contacts into LADO and those in receipt of advice and guidance in 2017/18. This is the second year the LADO has made use of the contacts tab on the Allegations Spreadsheet in an attempt to show the range of work. As shown, the high level of contacts in to LADO do not always result in a referral.

In total there were 332 contacts in to the LADO through the year. This resulted in 160 (48.2%) being taken forward for referral and 60 (18.1%) for advice and guidance from the LADO only. This compares to 215 contacts received in 2016/17 when 130 (60.4%) were taken forward to referral. In essence, there were fewer referrals in 2016/17, but a higher proportion were taken forward to referral.

The remainder of the contacts in (n=112, 33.7%) were largely no

further action or directed to another more relevant service.

### Referrals to Allegations (ASV) Meetings

2017/2018	REFERRALS RECEIVED (n)	STRATEGY or ASV MEETINGS HELD (n)	ALLEGATIONS
			SUBSTANTIATED (n)
Q1	36	17	1
Q2	25	16	3
Q3	48	25	7
Q4	51	25	3
<b>TOTAL</b>	<b>160</b>	<b>83</b>	<b>14</b>

Table 3 Source: LADO Database 2017/18

Table 3 above shows the total number of referrals, ASV meetings and allegations substantiated in the year by quarter. As can be seen, the total number of referrals received is 160 and through quarters 3 to 4, these referrals increased by n=38 (62%) from the previous two quarters.

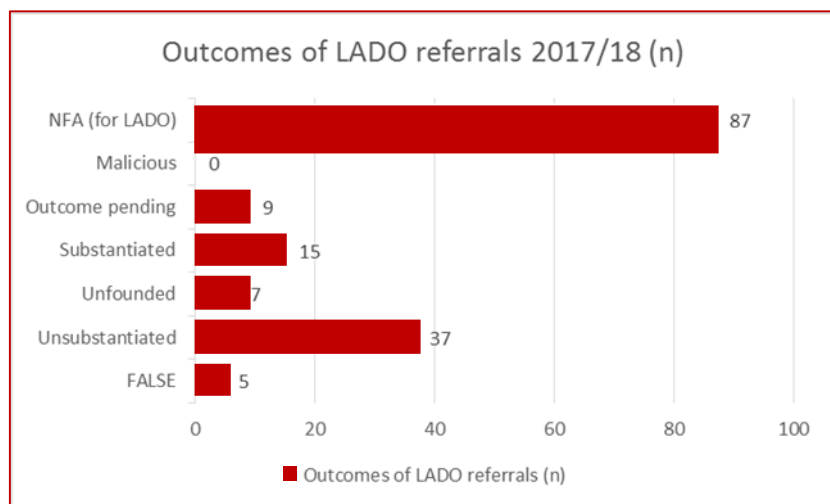
In 2016/17, the total number of referrals received was 130 (vs 160 in 2017/18) and the number of ASV meetings was 87, whilst substantiated allegations was 27.

There has been a drop in substantiated allegations from 27 to 14 despite the increase in referrals. As each case has to be addressed in terms of its own merits, it would be difficult to draw any inference from this decrease. The role of the LADO continues to be embedded amongst the

Safeguarding Partnership (LSCB agencies) in Lewisham.

Quarter 2 covers the school holiday period, and so figures habitually drop for this period. Roughly half of the referrals result in Allegations (ASV) meetings, the others involve discussion and consultation, usually ending in no further action by LADO but internal investigative or disciplinary processes are followed by the organisation concerned.

### Outcome of Allegations



**Graph 1** Source: LADO Database 2017/18

The graph above shows the outcome of LADO referrals received in 2017/18. Most referrals (n=87, 54%), resulted in no further action to the LADO, but may have required further action by another agency. The outcome of

'unsubstantiated' (n=37, 23%) is the second highest proportion in the graph above.

Whenever a referral to the LADO is received, it must be processed no matter if it appears to be lacking evidence to progress to a substantive outcome. The LADO must review the referral, and if it is deemed to be necessary, progress to an ASV meeting.

These are cases where a referral is completed and on receipt of all the information, it becomes clear that the matter can be dealt with internally by the referring organisation. In these instances, the information gathered by the organisation provides the evidence to counter the allegation or it is a practice related concern. There were 5 false allegations this year, both from children and adults whereas there was only one in 2016 -2017.

2017/18	REFERRALS RECEIVED	CONCLUDED REFERRALS	LIVE REFERRALS
N	160	151	9

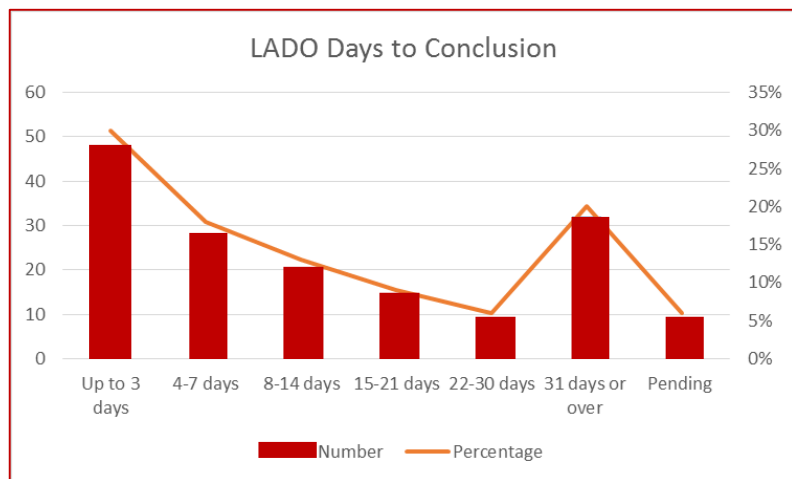
**Table 4 Source:** LADO Database 2017/18

Table 4 above shows those referrals concluded in 2017/18 and still live in 2018/19. The vast majority were obviously concluded (n=151, 94%), with a small number (9) still live in 2018/19.

### Timeliness of LADO Process

The majority of allegations (94%) were concluded in 2017/18 with only 6% pending. Four of these are currently with police teams and pending criminal

proceedings, 2 involve faith groups, 3 involve disciplinary procedures in schools.



Graph 2 Source: LADO Database 2017/18

Number of days until referral concluded 2017/18	n	%
Up to 3 days	48	30
4-7 days	28	18
8-14 days	20	13
15-21 days	14	9
22-30 days	9	6
31 days or over	32	20
Pending	9	6
<b>TOTAL</b>	<b>160</b>	<b>-</b>

Table 5 Source: LADO Database 2017/18

The vast majority of referrals (76%) were concluded within 31 days. Guidance recommends that 80% of referrals conclude within one month. Reducing the time to conclude the majority of referrals is a development goal for 2018/19.

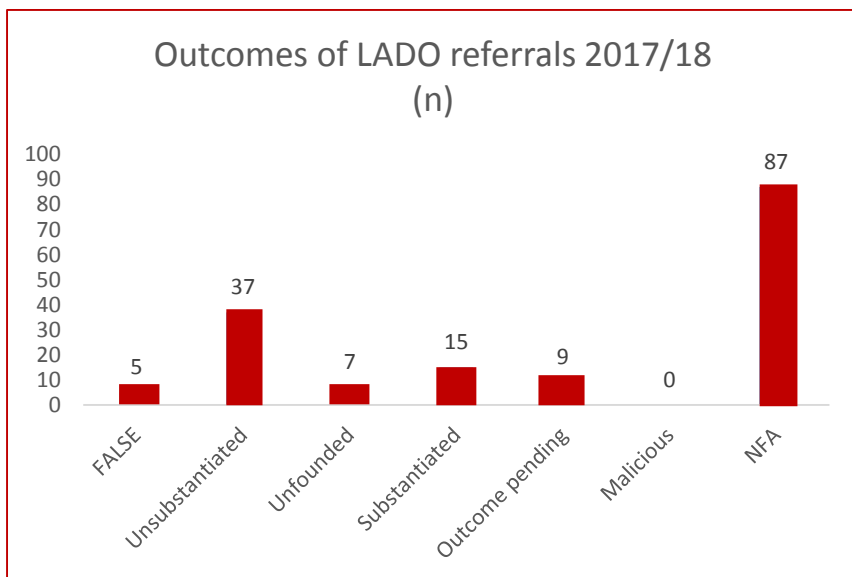
The majority of referrals took under 14 days to conclude (61%).

### Outcomes of LADO Referrals

The graph below shows LADO referrals by outcome in 2017/18. As stated previously, over half of all referrals resulted in NFA to the LADO (n=87, 54%).

The next highest proportion of outcome from referrals is 'unsubstantiated', (n=37, 23%). Fifteen referrals were found to be 'substantiated', in that there was sufficient evidence for the LADO to reach this outcome, whilst a total of 13 were unfounded or found to be false. No referrals resulted in outcome of 'malicious'.

Of those cases substantiated they involved such matters as, criminal proceedings or police involvement in the personal lives of professionals working with children, harmful practice with children in the work environment and Ofsted notification to suspend operation (early years setting).



Graph 3 Source: LADO Database 2017/18

The tables below show NFA to LADO breakdown. As stated, whilst over half of referrals received in 2017/18 resulted in NFA to LADO, there was outcome in respect of action taken by either the agency or organisation employing the individual and those organisations working alongside LADO, such as other Local Authority LADOs and Children’s Social Care Services, and Ofsted.

Therefore, a good deal of the referrals to LADO result in some other action being taken (even if action is not taken by the LADO). As can be seen from the table below, No Further Action at referral stage are cases that do still involve LADO reviewing the material and making a decision that the referral can be dealt with through internal disciplinary processes, requires no further action by any agency or passed to Ofsted, if a nursery or childminder or passed to another Local Authority LADO.

12 cases were passed to Ofsted for the matter to be dealt with by that organisation. LADO is pleased to report a positive, collaborative relationship with Ofsted for early years settings and with the Early Years department in Lewisham. These partners work effectively to identify safeguarding concerns within the early years setting, consult, meet and resolve the safeguarding practice concerns and reach a final outcome. One such example was the rapid identification of a setting where practice was harmful through early years and Ofsted. Through the LADO processes the practices were identified and outcome reached within 2 months, ensuring that children were safeguarded throughout the process.

### Areas for development:

- Improvement in timescales for conclusion of LADO cases – 80% upwards
- Publicity of allegations processes in relation to faith groups and religious organisations
- Training of Chair of Governors in relation to managing allegations against Headteachers
- Further promotional work with Faith and Community Groups regarding awareness
- LADO Module on LCS
- Internal promotion of LADO processes

## Lewisham Early Help & Multi-Agency Safeguarding Hub (MASH)

The overall aim of Early Help in Lewisham is to *Provide children, young people and families with the right help, at the right time, in the right place and much* work has been carried out in 2017-2018 to consolidate and build on the progress made last year.

The Early Help Strategy sets out the strategic approach to Early Help in Lewisham. This includes how our Early Help approach aligns with our aims and priorities set out in the Children and Young People Plan 2015-18. It also outlines the way that professionals will work to understand, assess and describe need and how professionals will work together with families to meet that need. It contains an overview of the current service offer, as well as the practical steps that will be taken to translate the vision into practice. A copy of the [Early Help Strategy](#) is available via the LSCB website.

Levels of need in Lewisham are described in the Lewisham Continuum of Need (CON). The CON also acts as the Lewisham Threshold document, determining which cases meet the criteria for Children's Social Care at level four. It has been designed to be used as an intuitive working document for all professionals to consult and work to and as such has been designed to be practicable, easy to understand and interpret. The CON is the product of a very high level of partnership collaboration and is reviewed annually by the

partnership. This last happened in April 2018 and a revised CON is being written.

Lewisham has taken a clear position that commissioned Family Support Services will be centred on Targeted Early Help at level three of the CON. In Lewisham we define Targeted Early Help as:

*'Those children and young people at risk of harm (but who have not yet reached the 'significant harm' threshold and for whom a preventative service would reduce the likelihood of that risk or harm escalating) identified by local authorities and partners.'*

The Early Help Team, based in Lewisham Children's Social Care, is responsible for promoting Lewisham's Early Help strategy in relation to children and families which require targeted support at level three of Lewisham's Continuum of Need (CON). It receives partnership referrals for targeted support through the Lewisham MASH. Its job is to determine if the referral meets the criteria for level three of the continuum of need, ensure that a coordinated support package is put in place for these cases and track the outcomes of this work.

The Early Help team are responsible for promoting Lewisham Early Help processes and tools across the partnership through consultation, support and training. This includes support to effectively use the CON, manage the TAF process, act as a lead professional and utilise the Early Help Assessment, Plan Review and Closure documents. The team has a

consultation line for practitioners who have questions about these processes and have been promoting the Early Help agenda through LSCB led training and bespoke training to those agencies who request it directly. The team is currently engaging in a programme of identifying and training champions within the partnership to promote and lead on Early Help activity in their respective agencies. A total of 108 practitioners have attended the Early Help training sessions so far.

The team evaluates the impact and effectiveness of Targeted Early Help activity through tracking and identifying gaps in service delivery to meet need and obtaining user feedback.

From 1<sup>st</sup> April 2017 to 31<sup>st</sup> March 2018 414 cases have been presented to the Early Help panel. The Agencies that have completed the largest number of referrals for Targeted Support have been the Police and Lewisham Primary schools. The Early Help Team has records of 196 Early Help Assessments completed by the partnership and 189 initial Team around the Family Meetings having taken place.

## Multi-Agency Safeguarding Hub (MASH)

The revised Lewisham Multi Agency Safeguarding Hub (MASH) has been operating in Lewisham since January 2017. A 'single front door' approach has been implemented as part of the development of the MASH for access to a statutory service, however the Children with Disability Team, also have their own front door. The MASH receives referrals from professionals and

members of the public. Its job is to determine need, harm and risk in relation to all contacts received and to make sure that an appropriate and timely response is made. Referrals are sent into the MASH by professionals when they have determined that the level of need is at either level three or four according to the CON. For those professionals who have an ongoing relationship with the child and family there is an expectation that activity will have taken place, using early help tools, to assess and evidence the level of need and that work has taken place with the child and family to meet this need appropriately. It is acknowledged that children's circumstances are unique and the factors raising concerns about them are often complex. For this reason the MASH operates a telephone consultation service where professionals can talk through their concerns and advice will be given about the next steps to be taken. Any immediate concerns about a child's safety or welfare is dealt with in the usual way through an urgent telephone call to the MASH and in some circumstances directly to the police.

The MASH determines if a referral received meets the threshold for Children's Social Care. This was previously determined by team managers in the Referral and Assessment service. In the year 17-18 approximately 900 more cases crossed the threshold into Children's Social Care compared to the previous year.

The MASH now contains a greater number of partner agencies with clear processes and information sharing protocols in place. The ability to share

information and increased communication between partner agencies within an information secure environment helps to ensure that the MASH is making more informed decisions about how need is determined and met. The MASH now has full time partnership representation from Health, Housing, Education and the Police, and part time representation from the Independent Domestic Violence Advocate (IDVA), Community Drug /Alcohol services and Probation. MASH also has virtual representation from the Youth Offending Service. The MASH Team also consist of a Team Manager, six Advanced Practitioners and six Social Workers.

The MASH operates a screening system so that any referrals received are seen by a qualified Advanced Practitioner, Social Worker within two hours and any cases which clearly meet the level four criteria for a Statutory Assessment are transferred to the Referral and Assessment Service straight away. In all other cases the Lewisham Mash is working to make decisions on all contacts received within 24 hours. This is an ambitious target but the timeliness of decision making is continually improving.

The number of contacts received by the MASH during the period April 2017 to March 2018 is set out below. These figures also show the percentage of contacts which are subsequently allocated to a social worker. The figures include however contacts submitted to the MASH for statutory Information Sharing and Early Help. We will be able to report in future on conversion rates for Early Help and Children’s Social Care against the referrers RAG rating of the concern or issue. This will give a better indication of how

partners are interpreting the CON and making appropriate referrals for both Targeted Early Help and Children’s Social Care interventions.

Months	April 2017	May 2017	June 2017	June 2017	Aug 2017	Sept 2017
<b>Total number of contacts (children) received in the month</b>	1268	1265	1364	1412	1116	1246
<b>% No. of contacts converted to a referral to CSC</b>	22.8	14.9	19.1	18.1	20.0	18.1

Months	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018
<b>Total number of contacts (children) received in the month</b>	1079	1024	1081	1756	1506	1437
<b>% No. of contacts converted to a referral to CSC</b>	12.9	14.3	21.0	23.9	19.7	23.0

There are clear service standards in place for the timeliness of information being provided.

All activity within MASH and Early Help is recorded and processed through the Early Help Module (EHM). The system is currently being upgraded to enable better reporting on MASH and Early Help activity and to assist the workflow in the MASH and Early Help operating systems.

## Looked After Children (LAC)

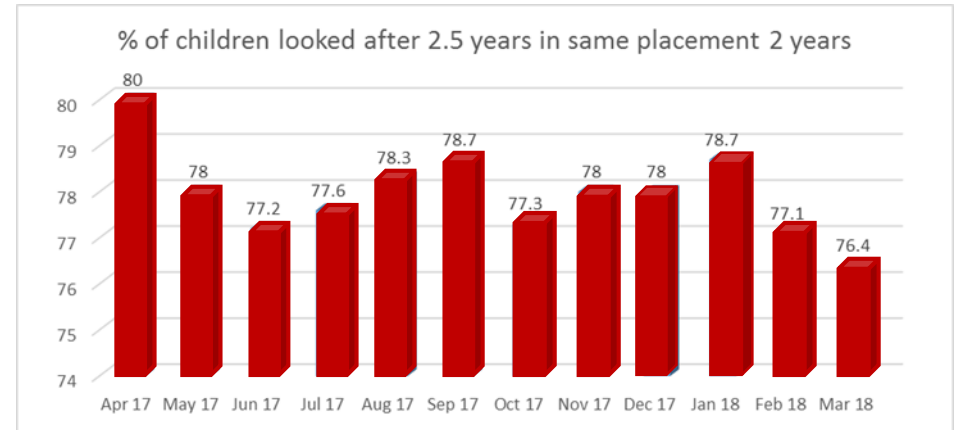
### Number of Looked After Children

The number of Looked After Children remained stable throughout 2017-18, at a figure of 482, which brings Lewisham closer in line to its statistical neighbours. At March 2018 Lewisham had 70.3 (per 10,000) of the child population who were Looked After Children compared to our statistical neighbours at 63.8; nationally the comparable figure is 62.0 (March 2018).

### Placement Stability

The stability of Looked After Children is a priority for Lewisham Council and continues to be among the highest priorities for the service. Achieving placement stability for children in long-term care is key to improving their outcomes in other areas. Where this can be achieved in foster-care, Lewisham is also encouraging Staying Put arrangements, which allows a

more supported transition for Care Leavers whereby young people remain with their foster cares post the age of 18. As at March 2018 we had 72 young people who were in Staying Put arrangements, representing an increase from 44 in the previous year.



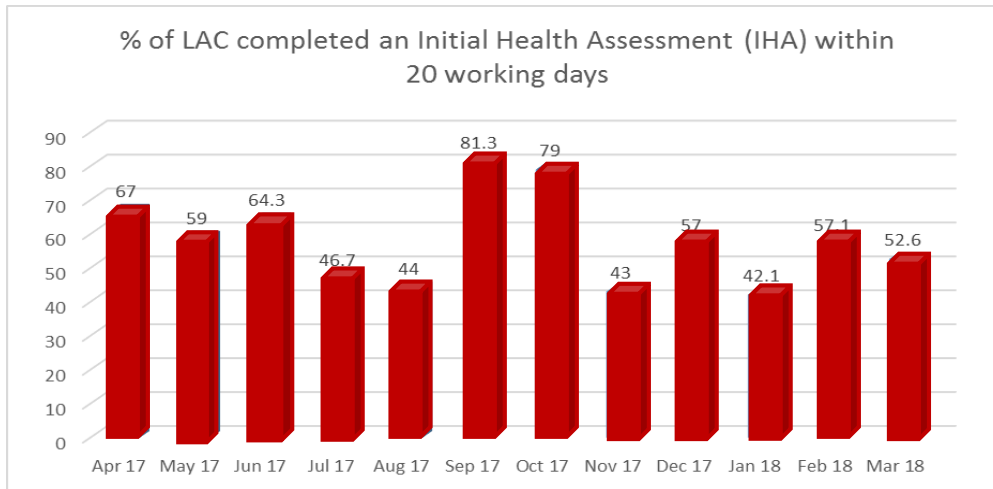
### Health Outcomes

The health of Lewisham Looked After Children remains a priority for all professionals involved in their care. A number of our children and young people experienced neglectful parenting prior to becoming looked after. Consequently they may not have accessed appropriate primary health care including services such as immunisations and dental care. In order to mitigate these difficulties all looked after children should receive an initial health assessment within 28 working days of becoming looked after. Depending on their age, these are followed up at 6 and 12 month intervals. We are striving to ensure we meet our target of 97% timeliness, it is important



to note that due to small numbers of entrants to the care system one young person can have a dramatic effect on monthly percentages for timeliness.

This area is a performance priority for Children's Social Care to ensure that the Initial Health Assessment for children and young people improves in a timely manner.



The emotional well-being of Looked After Children is a key component of their Care Plan. In order to measure this, one of the tools used by Lewisham is a Strengths and Difficulties Questionnaire (SDQ). This is a standardised test based on key areas of behaviour and development in age related bands. These are completed by carers on an ongoing basis and used as part of the care planning for children. In March 2018, the average SDQ score for Lewisham LAC was 12.8 this is in line with statistical neighbours and the England average.

Lewisham currently has a team, known as Symbol within our Child and Adolescent mental Health Service CAMHS, which is dedicated to supporting looked after children and promoting placement stability. Additionally, there is a family therapist and clinical psychologist based within our Virtual School, whose focus is to promote education achievement. They work with the professional network around the child rather than directly with the child or young person in a clinic-based setting. This has worked well for some young people and it is positive to be able to offer a range of interventions to meet some of the challenges and complexities these young people face.

## Safeguarding Looked After Children

Children who go missing and the possible link to CSE are a key concern for the Adoption, Looked After and Leaving Care service. Unfortunately, for a number of this cohort, going missing has been an established pattern of behaviour prior to them coming into care. All of the young people have individual plans to manage this risk but for some it can be a difficult pattern to break particularly during the early stages of their care history.

For some young people missing activity is linked to gang affiliation and offending, including county lines, which is the practice of young people from urban areas working with established drug dealers to transport drugs to more rural and coastal areas. Lewisham commissioned a new independent service, the St Christopher's Runaways project, to provide independent return interviews to young people who go missing. The total number of Return Home Interviews conducted by St Christopher's in January, February and March 2018 is 31.

In March 2018, 21.7 % of Lewisham LAC were placed in residential provision.

Of those placed, a further 20.2 % live more than 20 miles from Lewisham, this is below statistical neighbours at 19% and the national average of 14%.

This in part reflects the lack of specialist provision in the Greater London area. In relation to Offending, 1.25 % of the LAC population have been convicted or are the subject of a youth caution. The Looked After service is working closely with the Youth Offending Service.

2017-2018	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
% CLA, who have had an initial health assessment within 20 working days of BLA	75 %	59 %	64 %	40 %	47 %	81 %	79 %	43 %	57 %	19 %	67 %	53 %
No .CLA who have had an initial health assessment within 20 working days of BLA	18	10	9	6	7	13	15	6	4	3	12	10
No of IHA due in the month	24	17	14	15	15	16	19	14	7	16	18	19

## Private Fostering

A privately fostered child is defined as ‘a child who is under the age of 16 (18 if disabled) and who is cared for, and provided with accommodation, by someone other than:

- the parent a person who is not the parent but who has parental responsibility, or
- A close relative defined in this context as a brother, sister, aunt, uncle, grandparent or step-parent.

A child who is looked after in their own home by an adult is not considered to be privately fostered. Children who are privately fostered are amongst the most vulnerable and the Local Authority must be notified of these arrangements.

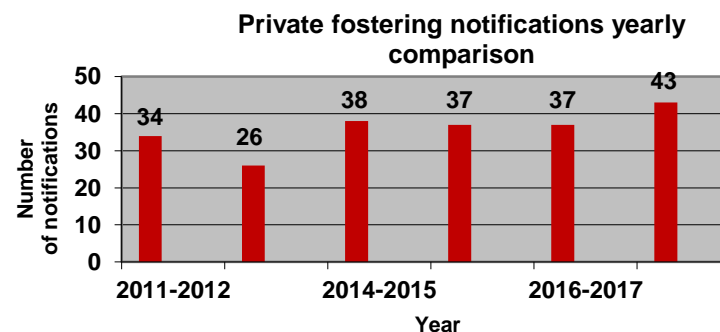
From the period 01/04/2017 to 31/03/2018 Children’s social care received 43 notifications of new private fostering arrangements in Lewisham. This is an increase from last year where we received 37 notifications.

From 2016 the DFE no longer published statistics on notifications of private fostering arrangements and they have closed the private fostering data collection for local authorities. This means that we are unable to report on the official published private fostering activity of our statistical neighbours, however we do note that in the last published figures by the DFE on private fostering, Lewisham had the

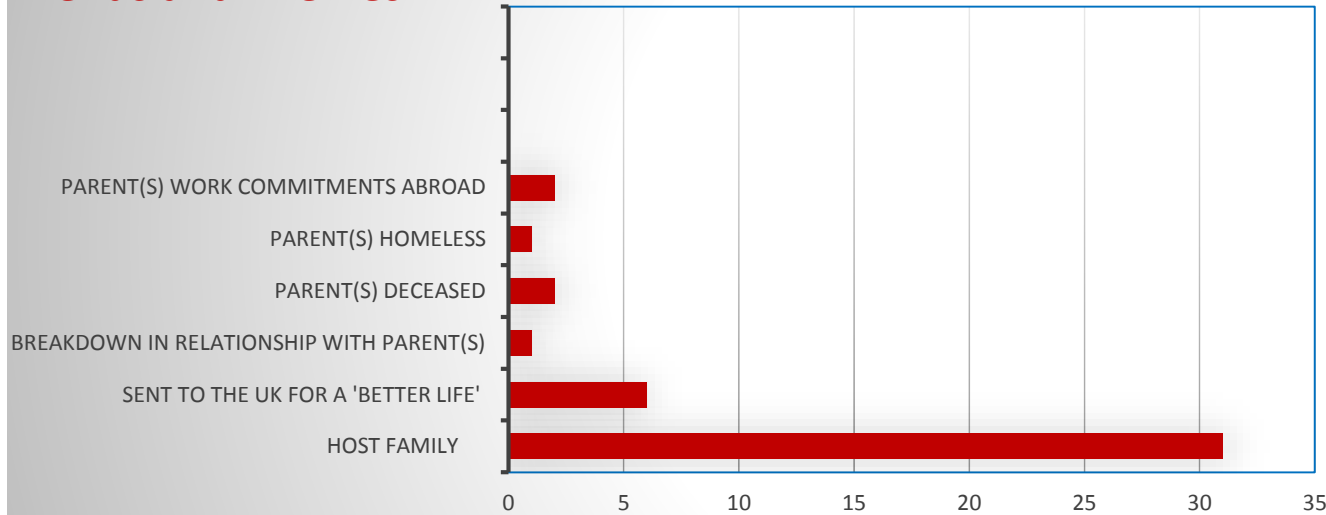
2nd largest number of private fostering arrangements in London, with only Croydon having a higher number.

As detailed in the pie chart, a majority of the notifications during the period 01/04/2017-31/03/2018 were from Host agencies. We also received referrals from education admissions. We received lower numbers of notifications from health and no referrals from housing this year.

From these 43 private fostering notifications, 33 went on to be private fostering arrangements. These arrangements have been carefully assessed to ensure they meet the criteria of private fostering and that they are suitable arrangements where the children’s needs will be met. In addition, as part of the assessment we also identify if there are any ‘child protection’ or child in need’ concerns which would mean that the case would need to be escalated to the referral and assessment team.



## Trends and Themes



- Host family
- Sent to the UK for a 'better life'
- Breakdown in relationship with parent(s)
- Parent(s) deceased
- Parent(s) homeless
- Parent(s) work commitments abroad
- 
- 
- 

The chart above illustrates the reasons why children were in private fostering arrangements. As seen in the chart, within Lewisham we have a large number of international students staying with Host families, this totalled 72%. This number is more than double of the total 'mainstream' private fostering arrangements.

We continue to have a significant number (12%) of children who have been sent to the UK to stay with distant family members for a 'better life'.

It is anticipated that the numbers of international students staying with host families in private fostering arrangements in Lewisham will increase as it appears to be a growing business in Lewisham.

Growing awareness of private fostering may be a contributory reason for the large number of private fostering notifications during this period.

The promotion of private fostering has been an area of significant development for the private fostering team and this will continue to be a priority for 2018-19 in order to increase awareness and notifications of private fostering arrangements across partner agencies.

### What Did We Do In Relation to Missing Children?

This summary focuses on the work in relation to children missing from care and home.

The LSCB Annual Report 2016/17 served to identify that the volume of children missing from home was three times that of those going missing from care. It further revealed some deficits in the way in which missing activity for these same children was being dealt with and a need to ensure that the response was consistent and timely across CSC for all children in line with the London Child Protection Procedures.

It was identified that the lack of consistency was linked to a number of factors including;

- the need to clarify the current guidance and embed it across the service
- the need to review the way in which MASH/Referral and Assessment were dealing with children missing from home
- the need to ensure that compliance with the required actions was being monitored across CSC in partnership with the multi-agency, particularly with Police

In January 2018 a Missing Children Trial took place in the Referral and Assessment service to streamline the relevant processes.

The trial served to demonstrate the frequency of children missing from home in the borough and the need to ensure that timely risk assessments and liaison was taking place with Police in live time to promote their safe return. The Missing children trial had a beneficial effect across the whole service as it also served to reintroduce a more consistent approach to missing children particularly in relation to how missing episodes were defined and acted upon to ensure children's safety. The trial has now been adopted as standard practice.

### What was the impact?

Missing data for the year 2016/17 revealed that there were 360 children reported missing and a total of 1625 missing episodes during the same period. There was triple the volume of Lewisham's children missing from home than from care which reflects the national picture as the reasons for the missing behaviour is often linked to the pressures of family life and/or external influences.

LAC children (69 children in total) accounted for 16% of all missing activity, with children missing from home (291 children) accounting for the remaining 84%.

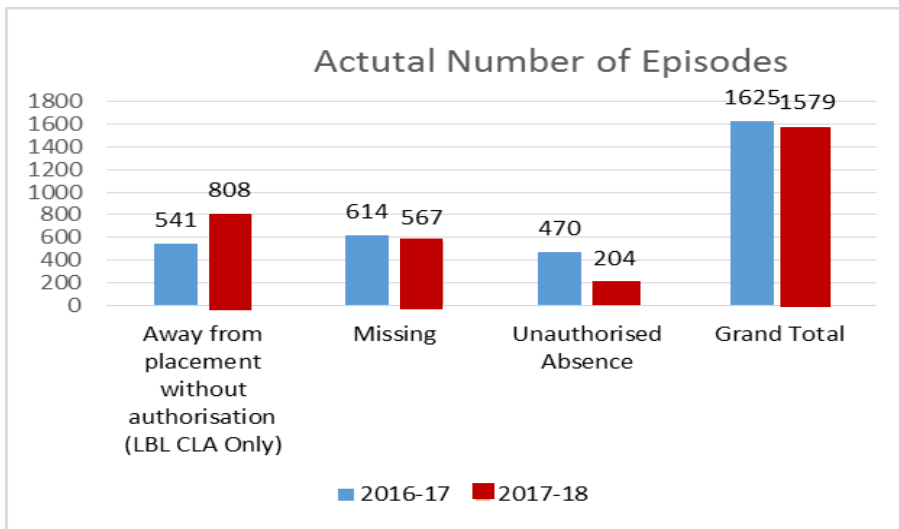
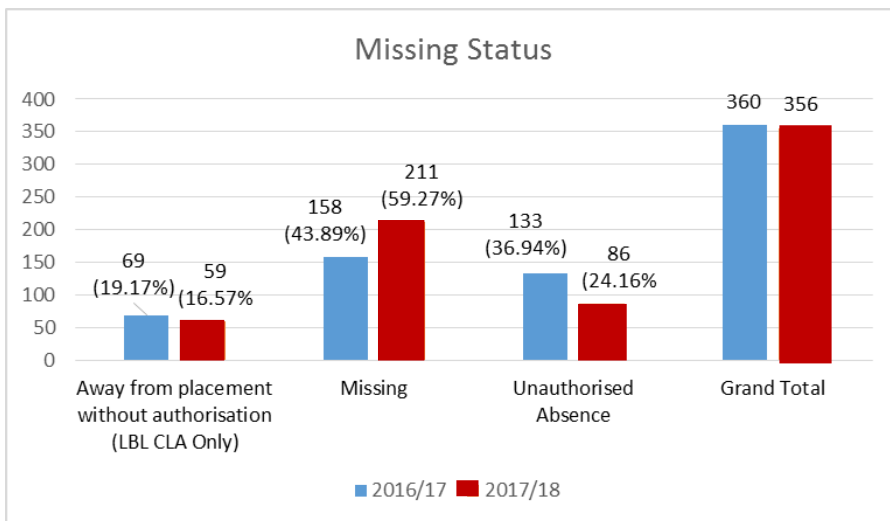
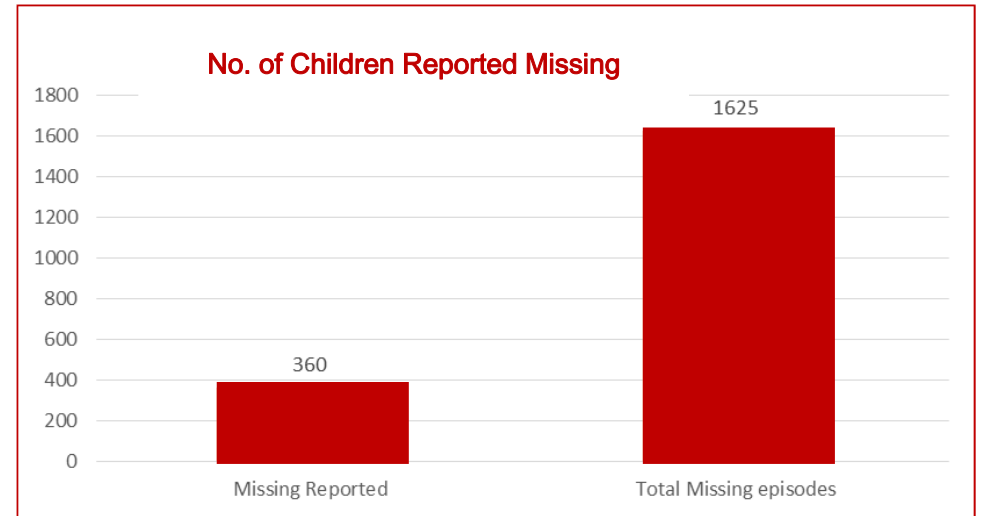


Table 1 - LCS data



(59.27%), and 86 (24.16%) children reported as having an unauthorised absence; a total of 1579 episodes.



The numbers of children being reported as “missing” has increased by 25% over the last reporting year from 158 to 211. There has also been a corresponding 50% decrease in the number of episodes of children being reported as “unauthorised absent” and an overall drop in the actual number of episodes generally from 1625 in 2016/17 to 1579 in 2017/18.

For children missing from home and care during the period of 01.04.17 – 31.03.18 there were 59 children reported away from placement without authorisation (16.57%), 211 children reported missing from their placement

The increase in children being reported as missing is likely to be due in part to greater awareness across CSC, foster carers and parents within the community of the need to report missing children immediately to the police as the lead agency for missing classifications. This awareness has been heightened by the briefings and practical day to day advice from the First Response manager, CSE Coordinator, CSE Social Worker, and the Missing Child Liaison officer. The use of the Missing Tracker has also played an integral role in providing key management performance data to improve practice across the service.

During this reporting year 2017/18 we have seen an increase in the numbers of children missing from home and care being reported for younger children in both areas.

For children missing from home, there has been reports for children as young as 7 or 8. It is acknowledged however that some of these reports reflect some cases where there were some simple parental misunderstandings with children that were reported to Police rather than a serious risk.

It is also acknowledged however that the borough has some serious gang and county lines issues and that the process of grooming often coincides with the transition of children from primary school to secondary school which is where the numbers of children being reported missing from home begins to significantly escalate.

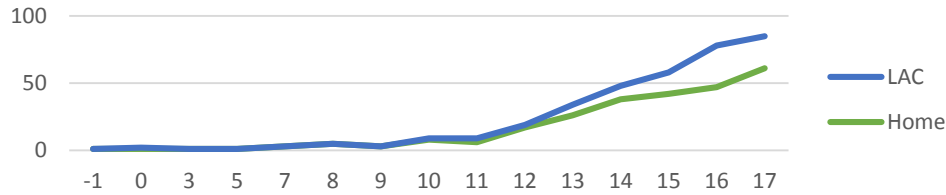
The age that children start to be reported missing from care also appears to have gotten younger, from age 12 last year to 10 this reporting year. We also know that children are three times more likely to go missing from care than home and this is borne out in national research. For these children, the risks of them being drawn into county lines activity also cannot be discounted as this represents a national problem today.

**See Tables 7& 8.**

Count of Case Number			
Age at Missing date	Home	LAC	Grand Total
-1 (unborn)	1		1
0	1	1	2
3	1		1
5	1		1
7	3		3
8	5		5
9	3		3
10	8	1	9
11	6	3	9
12	17	2	19
13	26	8	34
14	38	10	48
15	42	16	58
16	47	31	78
17	61	24	85
<b>Grand Total</b>	<b>260</b>	<b>96</b>	<b>356</b>

**Table 7- LCS Data**

### Age (at missing date 2017/18)



**Table 8- LCS Data**

Slightly more boys than girls have been reported missing during this reporting period although the national trend reflects that this is usually quite an even number. This may also be linked to the tendency of boys being more likely to be involved in county lines activity than girls, which is a feature in Lewisham. The data shows that the number of boys going missing from home forms the largest group overall which lends additional weight to county lines concerns but this is unlikely to be the sole reason. **See Tables 9 & 10**

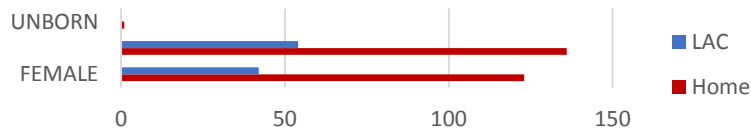
The overrepresentation of Black and mixed parentage children who go missing from care and home remains a serious concern. It is thought that this is likely to be gang related and it is evident that young Black African/Caribbean and mixed parentage males are more likely to be targeted specifically by local gangs in this borough.

Our ability to gain a fuller understanding of these vulnerable children is however made more difficult by continued difficulties in obtaining reliable data about the ethnicity of the entire cohort primarily in relation to children missing from home. This will need to be addressed going forward to ensure that the provision of intervention and support services are effectively targeted. **See Table 11.**

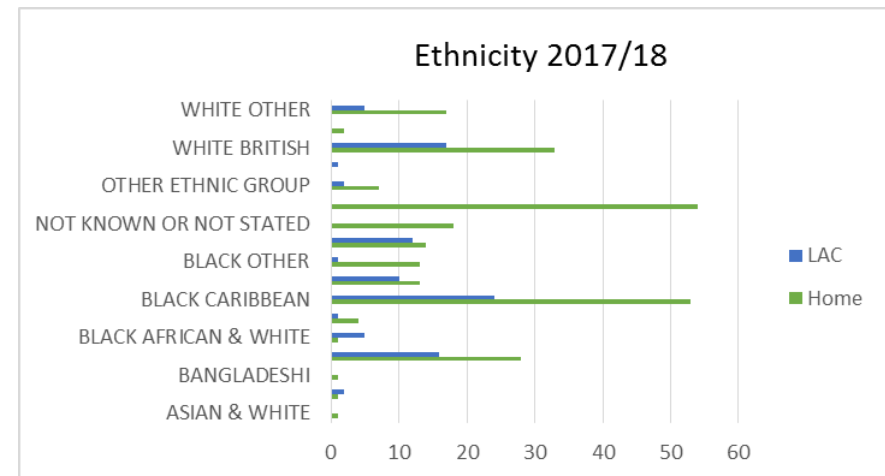
Count of Case Number	
Gender	Total
FEMALE	165
MALE	190
UNBORN	1
<b>Grand Total</b>	<b>356</b>

**Table 9 - LCS**

### Gender 2017/18



**Table 10 - LCS**



**Table 11- LCS Data**



Return Home interviews continue to be a key part of the overall Missing from Care/Home Protocol to ensure that every child is given an opportunity to speak to someone independent of their care arrangements about the reasons for going missing. The aim is to promote greater understanding of their needs to reduce the likelihood of them going missing again.

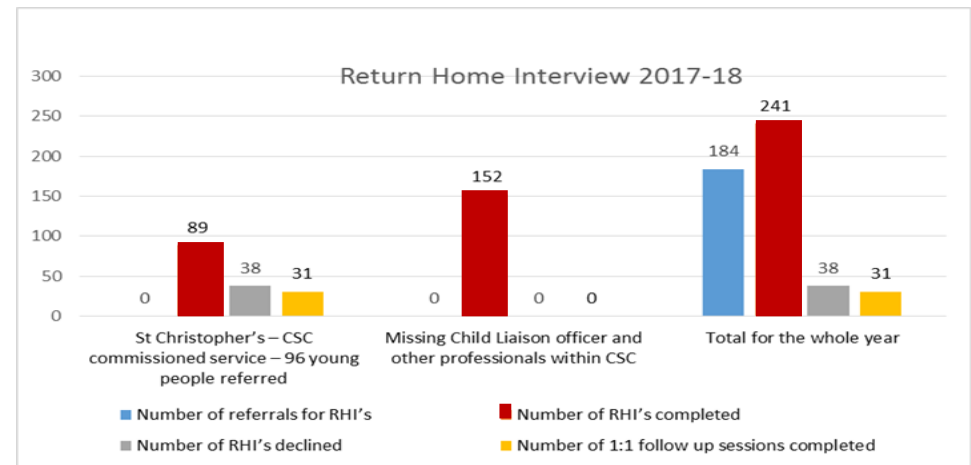
At the time of the last annual report, 2016/2017, the total number of RHI's was 247; 20 were conducted by St Christopher's and a further 19 were declined by young people.

A further 227 were completed by CSC professionals, primarily the Missing Child Liaison Officer.

During this current reporting period 2017/2018, the total number of RHI's has been 241; 89 completed by St Christopher's and a further 38 declined by children/young people through the same service.

It is however important to note that the number of completed RHI's does not always directly correspond to the exact number of missing episodes especially for young people who are frequently missing where this makes it impossible for the interview to be completed in a timely way. In some instances, a single RHI could be used to cover more than one missing episode where they occur in close succession.

A further 152 return home interviews were completed by CSC professionals, primarily the Missing Child Liaison Officer. **See Table 12**



**Table 12 - LCS**

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# Partnership Activity to Safeguard Children

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## Lewisham and Greenwich NHS Trust (LGT)

### How have we made a difference for children?

In terms of children and young people, Lewisham and Greenwich NHS Trust provides acute, community and maternity health care services at:

**Queen Elizabeth Hospital (QEH) - Woolwich,**  
**Queen Marys Hospital - Bexley (community maternity services only),**  
**University Hospital Lewisham (UHL) and community health services within the London Borough of Lewisham.** These child community health services include:

- Child Looked After services
- Health Visiting
- School Health Service
- Sexual and reproductive health services (acute services at QEH)
- Physiotherapy
- Occupational therapy
- Speech and language therapy provision
- Community Children's Nursing Team
- Special needs nursing team

- Paediatric oncology inpatient unit at QEH
- Safeguarding advisors from the team represent Health in the Lewisham MASH
- The community paediatricians also carry out child protection medicals for children resident in Lewisham
- Family Nurse Partnership - in the London boroughs of Lewisham and Greenwich

The main objective of both hospitals is to respond to acute health needs, prevent long periods of hospital admissions and improve overall health and emotional wellbeing outcomes for children and young people. The community services main objective is health promotion and provision of community-based care which limits hospital attendance.

In April 2017, a significant change took place in regard to School Nursing in Lewisham. The service is now referred to as the School Health Service and operates a targeted model of working which means that they will only see:

- Looked after child
- home educated only until 12 years of age,
- subject to a child protection plan
- subject to a \*child in need plan with a health condition

Lewisham Summary Report: 89%	Non-Compliant	Compliant	Eligible	Overall Compliance 31/03/18
Safeguarding Children & Young People Level 1	0	612	612	100%
Safeguarding Children & Young People Level 2	147	1394	1541	90%
Safeguarding Children & Young People Level 3 -	25	152	177	86%
Safeguarding Children & Young People Level 3 -	101	384	485	79%
Safeguarding Children & Young People Level 4	0	6	6	100%

This has had an impact on the discharge process in that – the safeguarding children team no longer have a community-based health professional to liaise with and follow up on individual young people who present at UHL or other hospitals but attended a Lewisham school. These changes have also had an impact on LGT's ability to actively participate in multi-agency meetings in which children of school age are discussed. In addition, these changes also mean that there is a gap in the continuum of need or early help response for school age children living in Lewisham.

In the last year the main workflows concentrated on were Child Sexual Exploitation (CSE), Domestic Violence and Abuse (DVA) and Self Harm. These workflows along with female genital mutilation (FGM), neglect and harmful practices will be the main focus for the next year.

### Evidence for and evaluation of effectiveness

Safeguarding training guidance is in place to ensure that staff including volunteers, are trained and competent to be alert to the potential indicators of abuse and neglect in children as well as knowing how to act on concerns.

Training compliance for the last year:

Due to active involvement with three safeguarding children boards the Safeguarding team undertook a range of audits this past year. Two were undertaken independent of the safeguarding children boards – these are supervision and training. They both indicated a need to review the overall

training strategy for the Trust. This is because the learning has been similar – mainly a need for training and supervision to focus on specialist safeguarding children topics, contextual safeguarding and the role of fathers or men in children’s lives. This will be reflected in the 2018/19 training strategy – which is currently being drawn up as the training programme is also under review.

Key performance indicators are monitored and reported on a quarterly basis to the Lewisham Safeguarding Children Board and monthly to the Lewisham Clinical Commissioning Group. Following discussions in 2017/18 the Trust lead Named Nurse extended the range of data being collected for the Emergency Department. It will now be broken down to enable further analysis of trends and themes. The first stage commenced on 1<sup>st</sup> April. In the summer of 2017 a maternity safeguarding database was established to capture the live cohort of safeguarding women and their unborn babies referred to the Maternity Safeguarding team at any one time. Each notification is uploaded onto iCare. The database is RAG rated weekly according to the severity of risk and cases are discussed at a weekly multidisciplinary meeting.

The safeguarding children and adult team hosted the first Safeguarding Conference in February 2018 – with key note speakers covering various areas of specialties. The conference had over 150 delegates and was very well evaluated.

The three local boroughs of Lewisham, Greenwich and Bexley have now implemented Child Protection Information Sharing (CP-IS).

The priority for the next year is to participate in partnership initiatives aimed at supporting children and young people at risk of child sexual exploitation, gang/youth violence activity, missing and trafficking. In addition, priority will be given to encouraging a safeguarding culture, which promotes the engagement of children and young people i.e. an understanding of the importance of the voice of all children, including children with complex health and social needs.

## Safer Lewisham Partnership

Lewisham is home to over 306,000 people. In terms of population size, it is the fifth largest Inner London borough and the 13<sup>th</sup> largest in London. In terms of the demographic profile, children and young people make up about 25 per cent of Lewisham’s population. Over the years Lewisham’s population has become increasingly diverse; currently some 54 per cent of residents describe themselves as White, compared to 46 per cent who are of Black & Minority Ethnic heritage. Residents from more than 70 nationalities, covering five continents, make their home in the borough

## Joint Actions That Made a Difference in 2017- 2018

There are strong partnerships established over many years in the Borough which provide a strong foundation for effective working as well as constructive challenge of services and response. The following is a list of achievements for Joint Action that made a difference in 2017-2017:

- Significant partnership operations taking many individuals off the streets who were grooming and trafficking children for drug dealing
- Stop the violence campaign was launched
- Launch of the Universal schools safety programme
- Trauma-informed practice - Lewisham YOS is recognised by the DfE as 'a trauma informed service' meaning it is a relationship and trauma based model delivered as a direct intervention and as a workforce development program.
- The development of parent Hubs working with community based services like the youth services to build trust and confidence
- Community based trauma informed model. Developing a geographical model to help distress an environment that has been impacted by trauma. Building a trusted adult peer support model helping each other in the community with issues and concerns.

## Violence

Violence was the single focus for the Partnership in 2017/2018. Areas of peer on peer abuse, gender based violence, and other violence were prioritised recognising the significant harm.

However violence remains a significant concerns with its rise in Gun and Knife crime. Knife crime for under 25 has however seen a 2% reduction which suggests the approach adopted to tackle serious youth violence (including under 25 year olds) is having an impact.

Sources: Metropolitan Crime and Stats Dashboard Financial Year 015/2016—2016/2017 | ON



## Gender Based Violence

A detailed analysis has been undertaken on all 8 strands of the Violence against Women and Girls agenda alongside a detailed deep dive into Domestic Abuse in 17/18.

The focus on Domestic abuse and Sexual violence due its volume remains a focus, however through greater understanding of the other strands increased actions is required across all the strands.

Through the deep dive it highlighted that 4 out of 10 incidents related to male victims with psychological and violent incidents were predominantly within family relationships not intimate relationships.

In the period analysed 368 children witnessed Domestic abuse with almost half witnessing violence with girls and under 5s being significantly represented.

The impact of witnessing violence causes significant trauma.

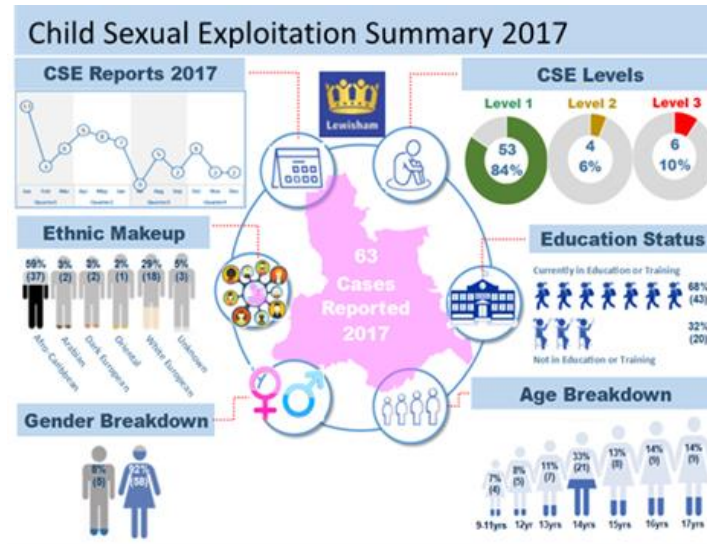
Sources: Athena |Lewisham Police Incident Reports

## Peer on Peer Abuse

This was a specific focus in 2017/2018 with greater understanding of the drivers including Trafficking of Children to deal drugs of exploitation both sexual and emotional.

Considering these aspects together linking Missing, Exploitation, Trafficking & serious violence including Drug Dealing has enabled an approach focusing on safeguarding, Risk, Harm and Vulnerability.

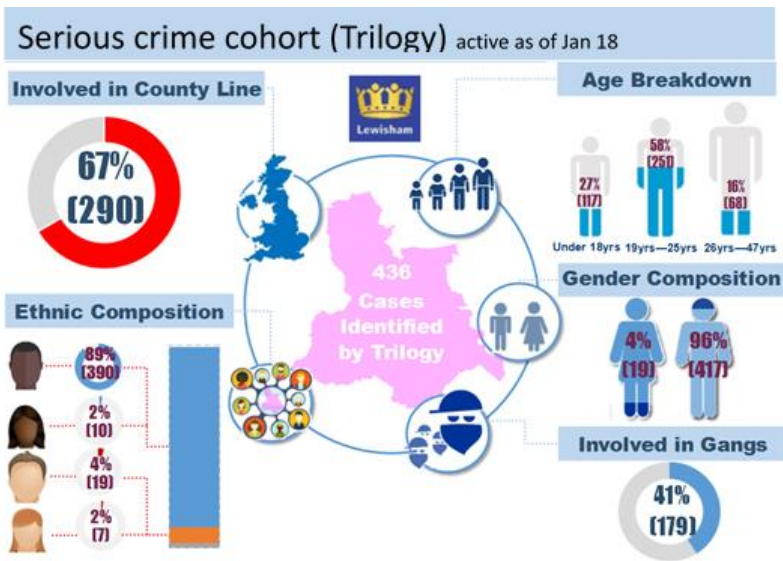
The issues of drug dealing in London and out of London has been a significant driver of violence and harm to young people. With clear multi-agency grip, support and proactive approaches there is some evidence of shift in these issues



In setting the 18 – 19 direction of travel a number of aspects have been taken into consideration. The Partnership is adopting an approach that challenges and ensures that issues are not normalised asking difficult questions to tackle the hardest issues.

There are a number of drivers for the approach which include:

- The London Mayors Police and Crime Police 2017-2021 which has been adopted by Lewisham as the 4 year statutory Strategy. (Strands include A better police service, A Criminal Justice System for London, Keeping children and young people safe, VAWG. Hate crime and counter terrorism).



- Regional work being undertaken in respect of the London Landscape, devolution options and future projections in respect of harm and vulnerability and any regional and sub-regional commissioning across agencies
- Reviews in respect of disproportionality and cohesion including Baroness Young, MP David Lammy, and Dame Louise Casey
- Findings from reviews being undertaken by central and regional government and partners including MET police drugs strategy, London VAWG refresh, DIP review, IOM review, Youth Custody prison reform etc.
- Inspection outcomes and identified learning from Domestic Homicide Reviews and Serious Case reviews that relate to the Partnership
- Information from our local strategic needs assessment and local residents survey Lewisham's local assessment profiles (LAP)

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 approaches
- Reducing fear, harm and Revictimisation is critical.
- Considering contextual and geographical risks.

- Improving trust, confidence and satisfaction in this agenda
- Considering systemic approaches that link to agency changes whilst improving outcomes and impact
- Using data and analysis which is single, collective and cumulative whilst also considering future foresight modelling

For 18-19 the Partnership seeks to answer further the following:

- How do we have less violence in our society?
- How do we shape a safer place and space?
- How do we understand and ensure negative bias is reflected upon and protected against?

## Children and Adolescent Mental Health Service (CAMHS)

Lewisham CAMHS is Tier 3 Service offering therapeutic interventions to children and young people up to the age of 18 who experience enduring moderate to serious/complex mental health concerns that impact on daily living.

## Services are located across three sites within Lewisham Borough:

- **Kaleidoscope:** CAMHS Generic Team (Horizons), Neuro-Developmental Team (NDT), CAMHS Paediatric Liaison Service Team (PLS) and Crisis Team

- **Lewisham Park:** Lewisham Young People’s Service (LYPS), Symbol (Looked After Children), Virtual Schools Team (VS), Hospital Outreach Service (HOP) & Children’s Wellbeing Project (CWP)
- **Holbeach:** Adolescent Resource Team – forensic (ARTS)

Lewisham CAMHS continues to evolve and enhance its systems and processes to meet pressures and prioritise cases as appropriate. However, clinical capacity is currently unable to match demand resulting in a waiting list for all but the most pressing cases in the generic and neurodevelopmental teams.

Investment in Crisis provision has resulted in CAMHS providing a swift and consistent service for acute and high risk presentations.

CAMHS is in the process of re-structuring senior clinical positions and team managers within the service to provide more equitable and balanced support to teams. There is also consideration being given to more closely aligning duty, intake and crisis functions to provide enhanced efficiency and effectiveness at ‘the front door’ of the service.

Work has gone into creating weekly ‘referral’ meetings with the generic team (who receive about 60% of all CAMHS referrals), the CWP provision and third sector agencies, to enable smoother, more coherent distribution of referrals that do not meet CAMHS thresholds.

### Lewisham CAMHS Activity:

- Number of referrals received: 1,563
- Number of referrals accepted: 1,048
- Number of Children and young people seen: 1488

- **Appointments:**
- Offered: 10,958
- Attended: 8,397
- DNA: 1,449
- Cancelled: 683
- Other: 631

### Safeguarding Children Supervision arrangements:

CAMHS staff have regular clinical and management supervision, which includes discussions of safeguarding children. CAPA clinical discussions groups include safeguarding issues which are recorded onto Trust Electronic Clinical Records (ePJS).

Advice is also given to duty senior clinicians or by booking into a weekly 2 hour forum facilitated by the safeguarding lead for consultation, advice and escalation if necessary – as per the LSCB Resolving Professional Difference policy. When necessary the safeguarding lead seeks consultation from, and has monthly supervision with the trust Named Nurse.

This year the SLAM Level 3 safeguarding children training was delivered to all Lewisham CAMHS staff by the Lewisham CAMHS safeguarding lead and safeguarding Doctor.

### Identified areas of concern / challenges and priorities for the coming year:

- Identified Concern: Lewisham CAMHS Waiting List



The total number of children waiting to be seen for treatment once they have been assessed has increased during the end of 2017-2018. In particular the generic service where waiting times are high due to demand, staffing and complexity of cases.

Action: Lewisham CAMHS is currently enhancing its intake screening to identify safeguarding risk at referral stage. The CAPA model enables timely 'priority' assessment and treatment allocation. The wait between assessment and treatment is planned to reduce to reasonable levels.

- **Increasing level of risk to mental health connected to gang related activity and CSE.**

Clinicians are reporting an increase in complexity of cases and increased levels of risk due to exploitation using social media.

Action: Regular attendance at the weekly Missing, Exploited and Trafficked meeting, the Serious Youth Violence meeting and the hospital Emergency Department meeting have been, or are being, put in place to ensure good multi agency working.

## London Ambulance Service (LAS)

### London Ambulance Service (LAS) NHS Trust Safeguarding Statement

2017-18 has been another busy year for the London Ambulance Service NHS Trust. We have seen an increase in incidents and an increase in safeguarding Concerns raised by our staff. Safeguarding continues to be a priority for the Trust and we have this year recruited a full time administrator to assist with the increased workload.

During the year we have introduced two new policies Safeguarding supervision and Chaperone policy. We continue to provide annual safeguarding training to clinical staff which this year was delivered via e learning and reflected learning from Safeguarding Adult Reviews, Serious Case Reviews or audits undertaken.

The Trust has undertaken a number of quality audits throughout the year these include

- Auditing knowledge and retention of staff learning
- Quality of concerns/referrals raised
- Quality of training delivery
- Modern slavery referrals
- Child sexual abuse and child sexual exploitation
- Adult sexual abuse
- Child female genital mutilation

## Lay Members

The attendance of our Lay Members at Board meetings and Task Groups has been instrumental in offering a unique perspective. Both Lay Members are residents of Lewisham, and this provides an insight into local issues and concerns in our borough. Although it is not a requirement of the role, both of our lay member's contribution to the LSCB are assisted by their backgrounds in children services

### What did we do?

In 2017/2018, in addition to attending our Main Board meeting, both Lay Members were actively involved in 3 of our Task Groups, including being a Panel Member on all of our SCRs. Sonia Chambers is a member of our Communications and Publications Task Group, including being a panel member on 2 SCRs, while Derek Churchman is a member on our MESI Task Group, and a panel member on 1 SCR.

### What was the impact?

Having our Lay Members involved in some of Task Groups contributed to the LSCB priorities. Lay members are asked to provide feedback on how the Board's business is done and how children and their views can be better incorporated. This is especially useful in our SCRs, so as to ensure we get it right for children.

Sonia Chambers said;

*I joined the LSCB as a lay member in 2016 having experience in Youth and Community Development and supporting families within the faith community. I feel privileged to have the opportunity to see how the partners from the different agencies work together and to be party to the work which the Board does in improving and the lives of children and young people and keeping them safe.*

*In 2017/2018, I sat on the Panel for 2 Serious Case Reviews this has helped me to recognise and acknowledge the need for looking at and improving the programmes working with Black families who become known to children services, finding ways to engage and work with their wider social networks and community organisations. More collaborative initiatives could be developed to draw upon the expertise owned by these social networks and communities. I am expecting that in the coming year I be given the opportunity to support the work in bringing stronger ties between the local community and children services encouraging them to become more involved in child safety issues.*

## National Probation Service

The National Probation Service (NPS) is responsible for the following areas of work:

- Advice to the Judiciary with regard to sentencing and Parole decisions
- The management of High risk sexual and violent offenders
- Approved Premises
- Victim Contact Service
- Foreign National Offenders

The National Probation Service is divided into six regions and Wales. NPS London is divided into 12 Local Delivery Units, each covering 2-3 London Boroughs. NPS Lewisham and Southwark is one of those clusters. In Lewisham the NPS currently manages approximately 800 cases, two thirds of whom are in custody and a third in the community.

NPS is committed to Safeguarding Children and it contributes to protecting vulnerable children and young people by undertaking the following:

- Advice to Courts: In appropriate cases NPS will contact Children's Social Care pre-sentence to find out if a defendant is known and if there are any safeguarding issues that need to be taken into consideration prior to making a sentencing proposal.
- All service users have a thorough assessment after they have been sentenced, whether in custody or in the community. This

assessment (OASys) provides a holistic picture of risks and needs presented by each individual, there are specific questions in relation to safeguarding Children. There are also specialist assessments in relation to Sex offending and Domestic Abuse. Once the risk and needs are assessed, risk management and sentence plans are developed to address the issues identified in the assessments.

- Multi-agency partnership working. NPS contributes to a range of Multi-agency structures including MAPPA, MARAC, Care Plan Approach and other case conferences. The aim to share information and ensure holistic management of an offender and that risk to children is minimised.
- Senior Management participation in strategic boards including the Lewisham Safeguarding Children's Board.
- All NPS Staff, including administrative staff, are required to undertake basic Child Safeguarding and Domestic Abuse training in the form of an e-learning module. All practitioners are required to undertake more advanced Child Safeguarding/Domestic Abuse training in the form of face to face training. A new system is currently under development and in future it will be possible to provide assurances that all staff have completed the required training.

- A Lead Practitioner who participates in Lewisham MASH. Also provides advice and support to Probation colleagues in the form of workshops and case discussions.
- Case Audits. Practice is audited using Her Majesty's Inspectorate of Probation (HMIP) criteria, this is due to be reviewed by the end of 2018. Learning is shared with practitioners across the borough.
- Work with the Youth Offending Team to improve transition from youth to adult services.

## Youth First

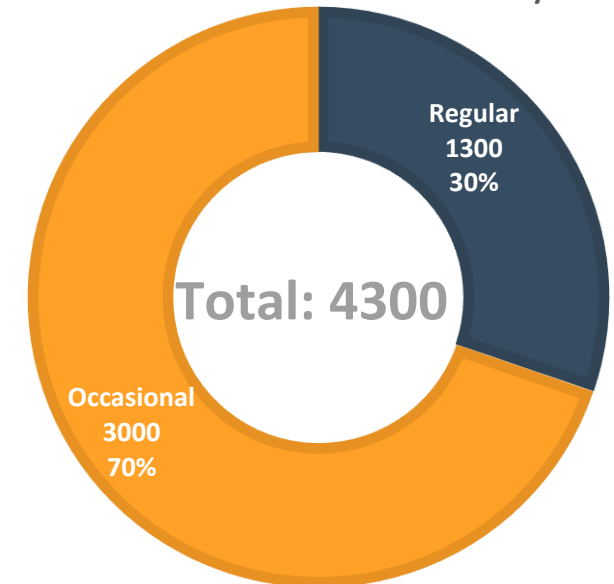
### Youth First – a vital element to Lewisham safeguarding

Youth First has been delivering youth provision under contract with LBL for two years. Our core activity is the delivery to all young people in Lewisham aged 8 to 19 (up to 25 for those with special educational needs) of '*free at the point of access*' youth clubs and adventure playgrounds, both during school terms and holidays. These are run across five directly run youth clubs, three commissioned youth clubs and five directly run adventure playgrounds. Sessions are sometimes broken into specific age and/or gender.

In 2017/18 we have undoubtedly seen real growth in attendance by young people year on year. With c.65,000 visits in 2017/18 compared to an

approximate 62,000 in 2016/18. This year's attendance includes c.4,300 individual young people of which around 1,300 attended regularly (defined as eight times in any school term or 24 times per year as opposed to the government definition of five times a year). As we reach more young people we have a better chance to safeguard them.

YOUTH FIRST PARTICIPANTS 2017/18



## Safeguarding due to our location

The location of our sites whilst inherited and often unchanged for many years is not simply accidental nor has it been without relatively regular review by LBL, including within the past five years. All our sites are by design in areas of high deprivation and as such more accessible and attended by children and young people with a higher prevalence of associated vulnerabilities including a high proportion of attendance from areas of deprivation as defined by both Indices of multiple deprivation (IMD) and the income deprivation affecting children index (IDACI). Whilst this does not of course demonstrate that those who attend have vulnerabilities it does demonstrate that there is a higher probability that our sites safeguard those who need it the most.

## Universal School Safety Programme

In its first year the Universal school's safety program (USSP), funded by MOPAC, LBL and Youth First directly, was delivered by Youth First and Compass to 743 pupils in 32 year seven forms across four Lewisham secondary schools (Forest Hill boys, Addey and Stanhope, Bonus Pastor and Prendergast Hillyfields).

The scheme uses informal education techniques/youth work to teach young people about issues relating to the borough's five key safety themes. These are: how to stay safe (including the danger of knives), the dangers of substance misuse, importance of healthy sex and relationships, online safety and bullying. Sessions are delivered to a full year seven cohort in a single day of revolving sessions.

To date the feedback from both pupils and schools has been very good with a vast majority saying they learnt valuable information and that it was preferable to receive the subject matter from youth workers rather than their teachers. Many young people also reported that they now knew where to get additional support and Youth First reports an uptake of universal youth provision (youth clubs and adventure playgrounds) off the back of sessions.

The scheme will continue as currently funded for another year with three schools already booked in to receive the program in the Autumn/winter term and six others who have shown interest for 2019. Youth First and LBL are currently looking for funding to expand the program to more schools and, at schools request, to adapt the scheme for older young people.

# Appendices

## LSCB Main Board Attendance 2017/2018

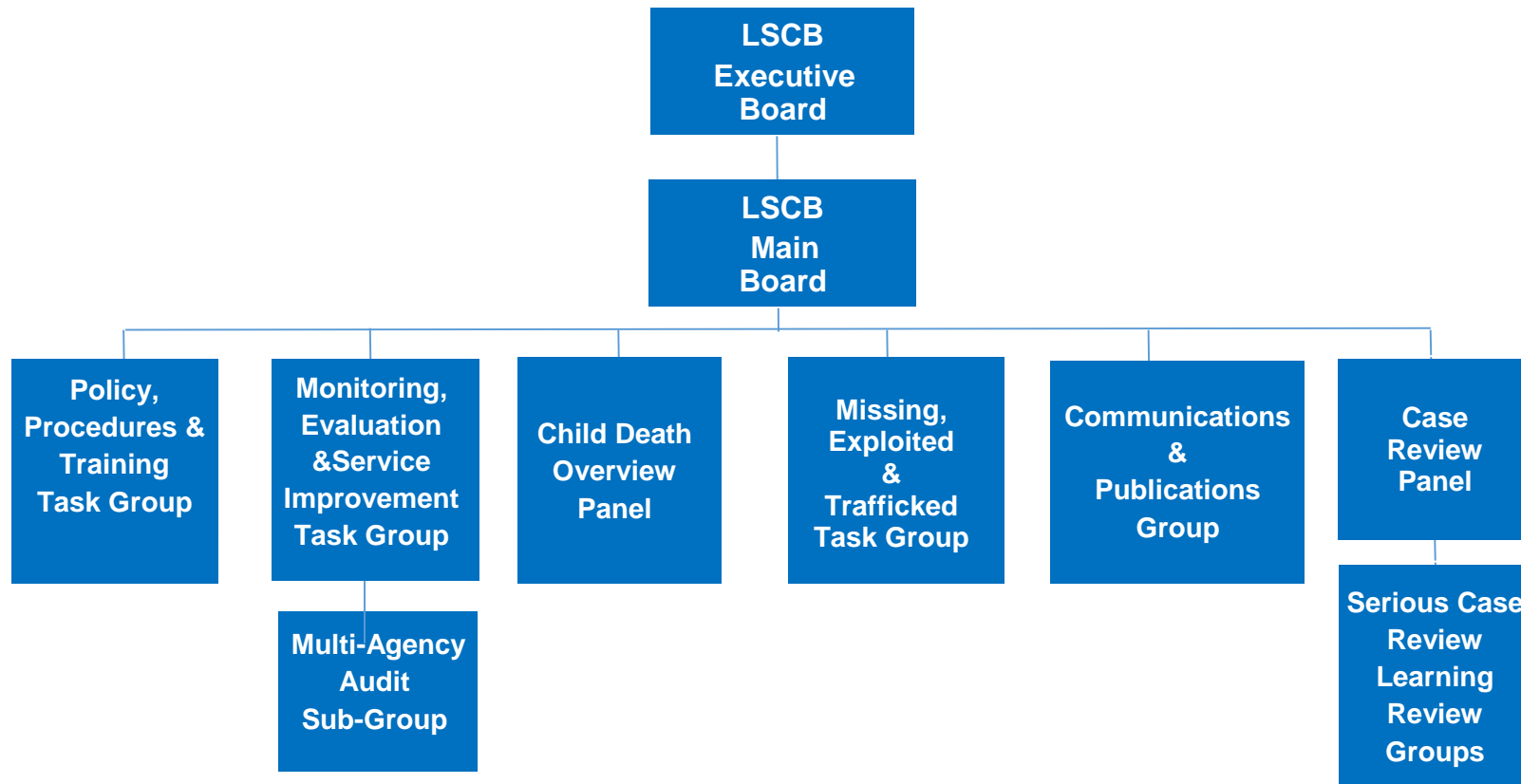
Agency	No. of Reps	Attendance
Independent Chair of LSCB	1	100%
Lay Members	2	100%
Cabinet Member for Children	1	75%
London Borough of Lewisham, Executive Director, Children of Young People	1	100%
London Borough of Lewisham, Assistant Director of Children Social Care	1	100%
London Borough of Lewisham, Head of Housing Management	1	0%
London Borough of Lewisham, Head of Crime Reduction and Supporting People	1	75%
London Borough of Lewisham, Access, Inclusion and Participation	1	100%
London Borough of Lewisham, Service Manager, Quality & Assurance	3	75%
London Borough of Lewisham, Head of Targeted Services & Joint Commissioning	1	75%
Metropolitan Police Service	2	100%
National Probation Service	2	50%
NHS England	1	0%

Agency	No. of Reps	Attendance
Public Health	1	100%
Clinical Commissioning Group	3	100%
Lewisham & Greenwich NHS Trust	2	100%
Schools	1	50%
South London & Maudsley	1	100%
Children & Adolescence Mental Health Service	1	80%
Community Rehabilitation Community	2	25%
London Ambulance Service	2	0%
Children and Family Court Advisory and Support Service	1	25%
Lewisham Safeguarding Adults Board	1	50%
Lewisham & Southwark College	1	25%
Voluntary Action Lewisham	1	75%
School Governors	1	50%
Social Housing (Phoenix)	1	80%

# Lewisham Safeguarding Children Board Business Structure Chart



## Lewisham Safeguarding Children Board Business Structure Chart



*There is also a quarterly Chairs of Task Groups meeting, which meets approximately 4 weeks prior to each Main Board*

## LSCB Financial Arrangements for 2017-18

### LSCB Budget

#### Income:

Organisation	LSCB contribution 2015/2016	LSCB contribution 2016/2017	LSCB contribution 2017/2018	Contributed £500 towards SCR costs for 2017/2018
Lewisham CCG	45,110	45,110	50,110	Yes
LBL Children's & Young People's service	83,280	83,280	88,280	Yes
Cafcass	550	550	550	No
Community Rehabilitation Company	1,000	1,000	1,000	No
London Fire Brigade	N/A	N/A	500	No
London Probation	2,000	2,000	1,850	No
Metropolitan Police Service	5,000	5,000	5,000	No
Lewisham & Greenwich NHS Trust	22,555	22,555	27,555	Yes
South London and Maudsley NHS Foundation Trust	22,555	22,555	22,555	No
<b>Total:</b>	<b>182,350</b>	<b>182,350</b>	<b>197,400</b>	<b>N/A</b>



Aims to safeguard children and young people from harm as a result of going missing; child sexual exploitation; or trafficking for exploitation arising as a consequence of being the victim of trafficking including County Line drug dealing.

Responsible for considering cases in light of the Serious Case Review criteria as set out in Working Together to Safeguard Children 2015 and making recommendations to the Independent Chair

Reviews the deaths of all children in Lewisham: this became a statutory duty in April 2008



Responsible for monitoring and evaluating the effectiveness of what is done by agencies both individually and collectively to safeguard and promote the welfare of children

Responsible for communicating and raising awareness of the need to safeguard and promote the welfare of children and how this can best be done by agencies, children and young people, families and the community.

Responsible for developing policies and procedures to safeguard children and ensuring that multi-agency training on safeguarding is provided in order to meet local needs

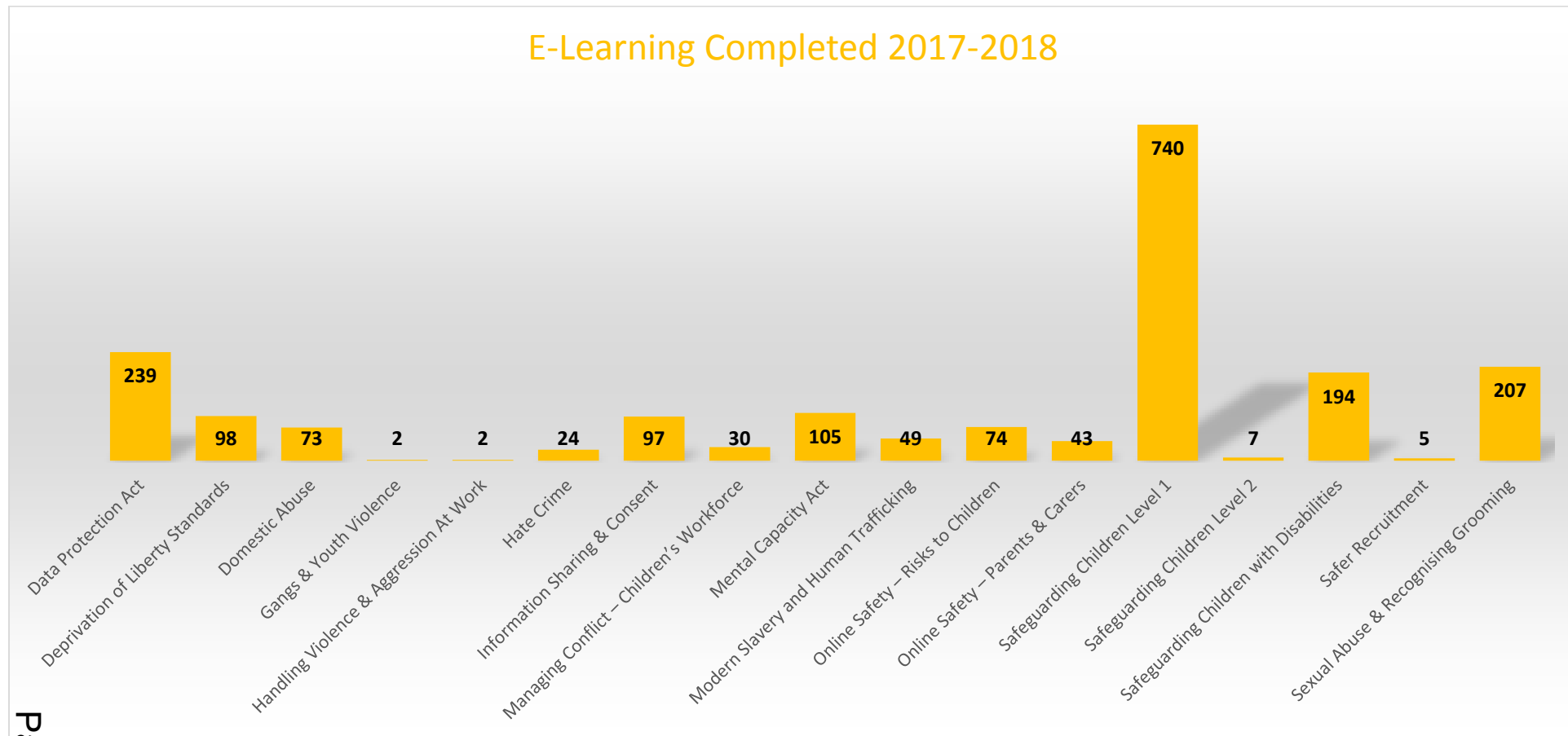
The Business Unit also co-ordinates a meeting of the Task Group Chairs, who meet before each LSCB Main Board Meeting.

## Training Summary

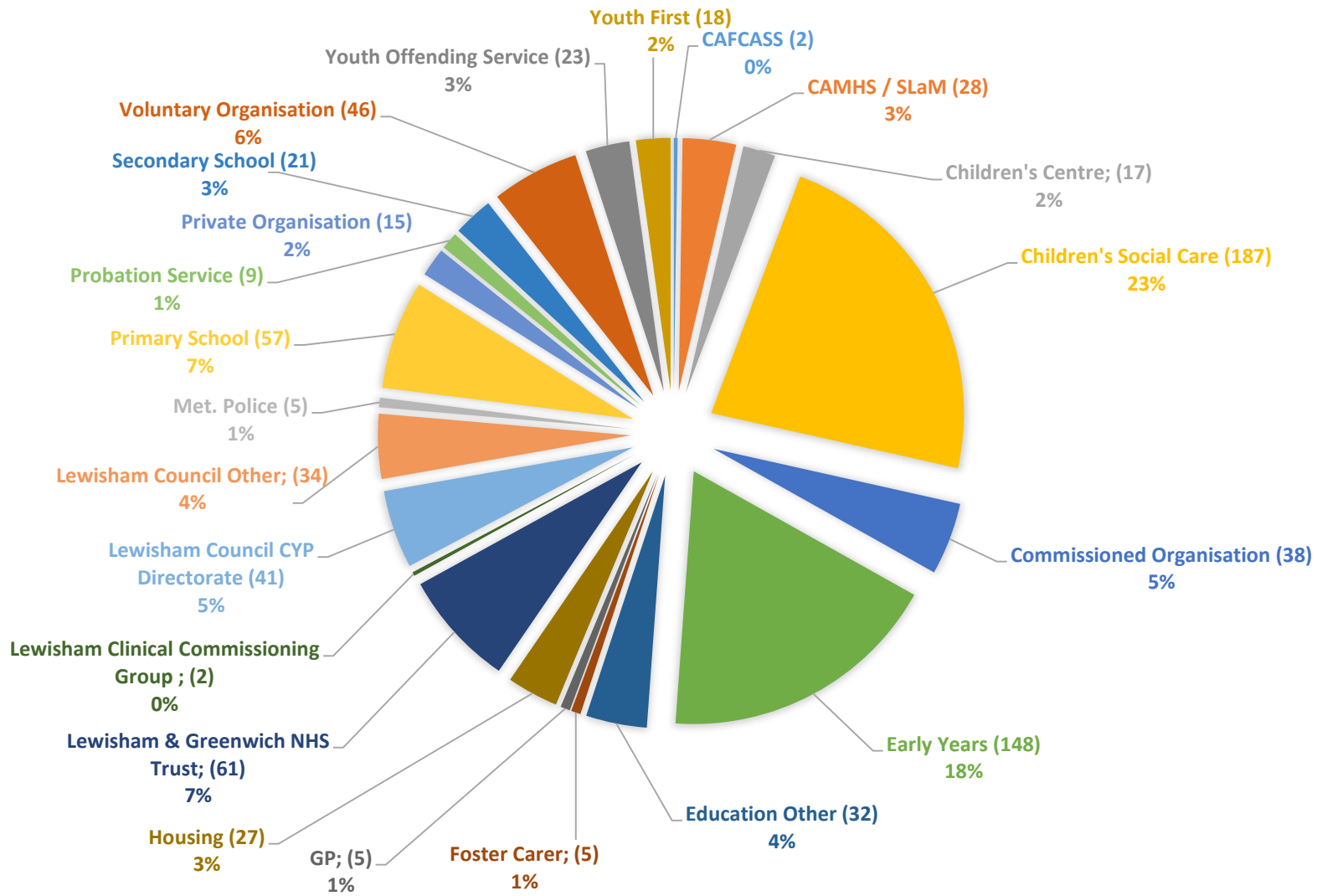
### 2017-2018

The LSCB commissions, monitors and quality assures the multi-agency safeguarding training for Lewisham. A two point evaluation process monitored the quality and impact of safeguarding training on practice though scaling measurements recorded pre course and post course completion. Evidence demonstrates an overall increase in confidence and knowledge across all safeguarding and child protection subjects covered in the programme. A detailed report is available separately.

#### E-Learning Completed



## 2017/2018 AGENCY ATTENDANCE



### Joint Local Area SEND Inspection in Lewisham

Between 2 October 2017 and 6 October 2017, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Lewisham to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors including an Ofsted Inspector and a children's services inspector from the Care Quality Commission (CQC).

Inspectors spoke with children and young people who have special educational needs (SEN) and/or disabilities, parents and carers, local authority and National Health Service (NHS) officers.

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

The co-location of services at Kaleidoscope is valued by professionals and by many parents. This is because it enables professionals from different services to liaise effectively and this supports appropriate onward referrals. Parents feel that the ability to make one visit for a range of services is especially valuable. It cuts down travelling time and reduces the number of absences from school to attend appointments.

### Areas for Development

- Parents' views about access to services in the local area are inconsistent. While many are confident about the way their child's needs are recognised, others feel that service is poor.
- Where services have been recently recommissioned, local area partners are not always clear about what is included. For example, the current lack of clarity about the school health service means that there is a gap in the way some children's needs are identified in primary schools. This is because schools, school nurses and other partners do not have a common understanding of the recommissioned arrangements

## The effectiveness of the local area in meeting the needs of children and young people who have SEN and/or disabilities

- CAMHS participation with young people is strong and influences service design and delivery. Young people attend and contribute to the monthly CAMHS Advisory Board meetings as well as meeting with commissioners to share the views of young people. They work with professionals in the recruitment of staff, forming part of interview panels. As a result, the service meets the needs of Lewisham children and young people more effectively.

## Areas for development

- Children and young people identified with ASD wait too long for their assessment to be completed. Although this waiting time has been reduced significantly, it is currently nine months. Leaders recognise that more needs to be done to improve these waiting times.

## The effectiveness of the local area in improving outcomes of children and young people who have SEN and/or disabilities

## Strengths

Young people value travel training, which helps them to travel to school or college independently. They feel that the training has been successful. For example, a Year 13 student was proud that he could walk to school 'by myself'. Similarly, a Year 12 student currently going through the training was keen to finish so she could travel to college independently.

Children and young people who receive SEN support are more likely to be excluded from school than their peers. For example, 36% of all fixed-term exclusions were of those pupils identified as SEN support. This group makes up around 17% of the total school population and they are thus over-represented in the overall figures of fixed-term exclusions. While this is similar to the national picture, it nevertheless presents a challenge to the local area.

[The full report is available on here](#)



<b>CYP SELECT COMMITTEE</b>		
<b>Report Title</b>	Safeguarding Services 6 Monthly Report	
<b>Ward</b>	All	Item No. 7
<b>Contributors</b>	Assistant Director Children's Social Care	
<b>Class</b>	Open	Date: 24 <sup>th</sup> January 2019

## 1. Purpose and Summary of the Report

- 1.1 This report provides a summary of safeguarding activity in Children's Social Care Service (CSC) between July 2018 and December 2018. The report does not report on Early Help, Child Sexual Exploitation or Children Looked After as these are subject of a separate standalone reports to CYP Select Committee.

## 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 Acts of 1989 and 2014](#), and subsequent guidance and regulations, impose a statutory duty on local authorities to safeguard children in their area.
- [The London Child Protection Procedures 2017](#) have been adopted by all London Local Authorities and LSCBs.
- [Working Together to Safeguard Children 2018](#), 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.

## 4 How do we know about the quality and impact of our services?

### 4.1 Performance information & Quality Assurance Activity-Audit & Feedback

- 4.1.1 In previous Ofsted inspections Lewisham's performance information management and quality assurance processes were identified as needing strengthening. Improvements have been made during 2018 and whilst there is still work to do, managers now receive regular performance information to enable them to better monitor and manage practice. The quality assurance framework was updated in Q3 2018/19 introducing a performance and quality assurance cycle of auditing, reviewing and an annual Listening & Learning week, the first of which was undertaken in December 2018.

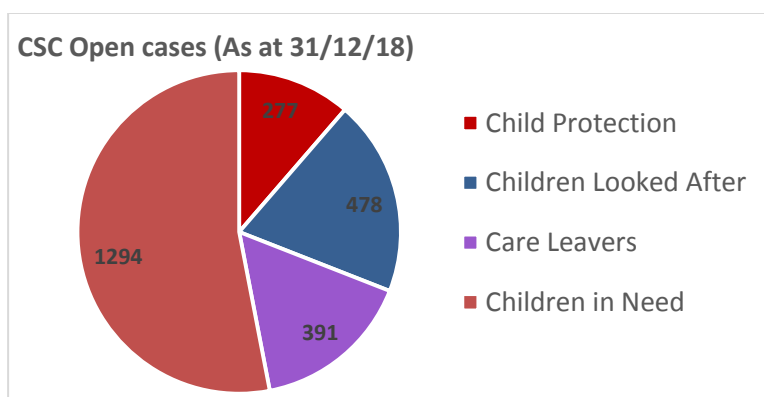
4.1.2 The findings from a broad range of performance information and quality assurance activity (see table below) is now collated into a quarterly report and discussed at senior management meetings. The learning is disseminated across the service and used to inform and progress the improvement plan. Key highlights are fed up to the Directorate Management Team, Executive Management Team, the Improvement Board, council meetings, committees and the LSCB as required.

<ul style="list-style-type: none"> <li>• Performance management information</li> <li>• Audits – core and thematic</li> <li>• Structured observations of practice</li> <li>• Supervision, probation, appraisal</li> <li>• National and local inspections</li> <li>• External and peer reviews</li> <li>• Legal feedback from proceedings</li> <li>• CAFCASS guardian feedback</li> <li>• Serious Case Reviews</li> <li>• Managements reviews</li> </ul>	<ul style="list-style-type: none"> <li>• LSCB annual report</li> <li>• IRO/CP chair/LADO annual reports</li> <li>• Panel reports e.g. fostering and adoption</li> <li>• Private Fostering annual report</li> <li>• Service user feedback</li> <li>• Children in Care Council</li> <li>• Complaints and Compliments</li> <li>• Child and YP partnerships</li> <li>• Employer Health Checks</li> <li>• Staff feedback</li> </ul>
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4.1.3 The information in this report is drawn from a combination of performance information and quality assurance activity that has taken place over the last 6 months, from a selection of the sources in the table above. In addition, during September 2018 Ofsted undertook a focused visit of the Lewisham’s front door safeguarding practice. A number of recommendations were made, the Ofsted letter can be seen in the appendices and the learning from this inspection is embedded throughout this report.

4.2 How well are we helping and protecting children in Lewisham?

4.2.1 As at the end of December 2018, CSC were working with a total of 2,440 children and young people. 1,571 are either being assessed for, or are receiving safeguarding services as children in need or children subject to child protection plans.



4.2.2 During Listening & Learning week (December 2018) of all the audits and observations undertaken, approximately **40% of practice was judged to be ‘good’, the remainder requires improvement to be good.** The activity in Listening & Learning week reached across the whole of CSC services, the table below sets out what we found to be our generic practice strengths and areas requiring improvement.



What is going well?	What are our areas for improvement?
<p>Social Workers know their children &amp; families well, they are committed, passionate, persistent and tenacious in getting families the right services.</p> <p>Practice is in the main culturally competent</p> <p>Some evidence of good work with fathers</p> <p>Some practice is respectful and empathetic, child focused, purposeful, thoughtful and creative.</p>	<p>We need to use less professional jargon when talking to families.</p> <p>Greater use of interpreters needs to occur to ensure the families' understanding.</p> <p>The culture of practice needs to shift to manage risk more proportionately. The audit identified threshold decisions to commence high level intervention where change could be achieved in lower intervention processes. i.e. Children in Need rather than Child Protection.</p> <p>All practitioners need to maintain focus on the child, maintain clear purpose and avoid the pitfall of pre-occupation with processes.</p>
<p>A survey of 34 parents and children receiving services gave a satisfaction rate average of 6.8 (score of 0-10 with 10 = high satisfaction)</p> <p>80% said they knew why CSC were involved. Communications with other partners, family relationships &amp; access to services improved. CSC helped families feel safer and parent better</p>	<p>Lower satisfaction comments related to</p> <ul style="list-style-type: none"> <li>• Families feeling ignored, unnoticed and not responded to urgently.</li> <li>• Service users were frustrated when social workers were away or difficult to contact,</li> <li>• Slow decisions.</li> <li>• Perception of resources being withheld</li> </ul>
<p>Good direct work is happening with children and young people.</p>	<p>Visits need to consistently take place in time.</p> <p>Recording of visits require more detail.</p>
<p>Some examples of good partnership working</p>	<p>Multi-agency work needs stronger co-ordination, some practice is occurring in silos</p>
<p>Practice is decisive when children are at risk of harm. Decision making is timely when risk is clear, rationale is provided for decisions.</p>	<p>Analysis and decision making needs to show clear rationale for thinking and decisions. Better use of history is required in risk assessing. Decision making is too often pushed upwards, potentially de-skilling frontline practitioners and creating blocks in the system.</p>
	<p>Knowledge and skills in understanding and working with domestic violence and parental mental ill health needs increasing.</p>

## 5 MASH and Out of Hours Emergency Duty Service

5.1 The Lewisham MASH has representation from the following agencies: CSC, Police, Health, Education, Probation, Drugs Misuse services, housing and Youth Offending Service (virtual). The MASH receives all incoming contacts from members of the public and professionals where there may be concerns about the wellbeing or safety of a child. Advanced Practitioners in the MASH review all contacts to decide the most appropriate service for the child & family (Within 24 hours). Where additional information is required to make this decision, enhanced information sharing will be undertaken with the MASH partners. The Emergency Duty Service is available between 5pm & 9am weekdays and over weekends.

Indicator	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Target
No. of Contacts received in MASH	1786	1376	1628	1716	1674	No Target
No. of Children <i>(Some events lead to more than one contact being received for the same child)</i>	1332	1109	1278	1373	1331	No Target
% Contacts progressing to a CSC referral	26%	22%	30%	22%	20%	30%
No. of Contacts progressing to a CSC referral	267	192	287	220	283	No Target
Rate of CSC referrals (10k pop) rolling 12 months	476.2	471.6	480.6	467.4	466.4	Under review
% Re-referrals (In the last 12 months)	15%	16%	17%	15%	16%	Under review
Timeliness of decisions in MASH (24 hours)	Data under review					

BENCHMARKING	2018	2017		
	Lewisham	Statutory Neighbourhoods	Inner London	England
Rate of CSC referrals (10k pop)	482	602	601	552
% Re-referrals (In the last 12 months)	15%	16%	16%	22%

What is going well?	What are our areas for improvement?
<p>Children recognised as being at significant risk are identified quickly.</p> <p>Social work analysis in MASH is thorough and generally child centred. In the majority of cases the right threshold decisions are being made</p>	<p>There are some delays in MASH decision making. The MASH process needs simplification to reduce delay and more accurately represent the work taking place.</p> <p>Consent is not routinely recorded and the current practice is not underpinned by clear enough procedures. There are also issues about partners not informing parents of referrals.</p> <p>Threshold continuum needs clarification.</p> <p>The quality of referrals to MASH from partners needs improving as they can lack clarity and detail.</p>

Working relationships within the MASH are good	More use of history is needed to inform decisions and more information checks are required.
Consent is routinely sought	Some contacts/ referrals for services for children with complex needs come through the MASH and some direct to the team.
Re-referral rates are in line with statistical neighbours and lower than the national average.	The % of contacts that convert to a CSC referral is on average 23% and the rate of referrals per 10,000 is low compared to statistical neighbours. These figures may suggest thresholds in MASH are too high. However, the poor design of the ICT in MASH is generating unreliable data. When the new system goes live in Jan 18, the rate will need to be closely monitored.

## 6 Assessments, Strategy Meetings and Section 47 Enquiries

- 6.1 Lewisham Assessment Service includes five teams of social workers who undertake Child and Family Assessments of children & families to establish whether they are 'in need' of services (s17 Children Act 1989) and/or are suffering 'significant harm' (s47 Children Act 1989). The length of the assessment should be proportionate to the presenting need but should not take longer than 45 working days (*Statutory Guidance: Working Together to Safeguard Children 2018*).
- 6.2 Whenever there is reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm, a strategy meeting/discussion is held. The Local authority has a statutory duty to lead s47 enquiries, police, health professionals, teachers and other relevant professionals support the enquiries. (*LSCB London Child Protection Procedures 2017*).

Indicator	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Target
No. of Assessments started in Month ( <i>NB. Whole service</i> )	341	234	262	313	363	No Target
Child seen within 5 days of referral to CSC	Data under development					
% completed within 45 working days in month	85%	81%	86%	85%	83%	85%
Rate of assessments completed per 10,000						
% of assessment where outcome is ongoing CSC involvement/services	61%	65%	60%	59%	68%	Under review
No. of Child Protection Strategy Meetings held	Data under development					
No. of S47's Investigations Started (in month)	92	78	90	81	81	No Target
No. of S47's Investigations Started (rolling 12 months)	1195	1214	1233	1186	1157	No Target
Rate of S47's per 10,000 (rolling 12 months)	175	178	181	174	170	Under review

% of S47's resulting in an Initial Child Protection Conference (ICPC)	45%	51%	46%	34%	42%	Under review
% of S47 investigations to ICPC in 15 days from Strategy Meeting (in month)	79%	74%	88%	70%	71%	Under review

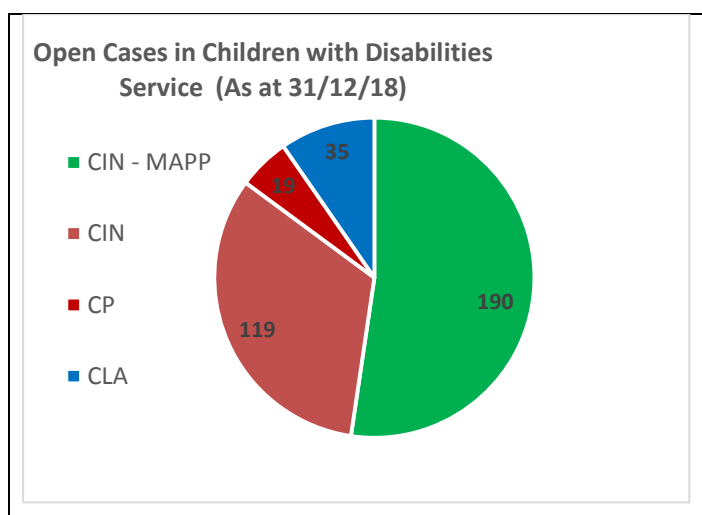
BENCHMARKING	2018	2017		
	Lewisham	Statutory Neighbourhoods	Inner London	England
% assessments completed within 45 days	74%	84%	78%	83%
Rate of S47's per 10,000 (rolling 12 months)	182	181	175	167
% of S47 investigations to ICPC in 15 days from Strategy Meeting	68%	70%	67%	77%

What is going well?	What are our areas for improvement?
<p>Assessments are being completed in a timely way the length of time taken is proportionate.</p> <p>There are timely interventions for children most at risk, CP enquiries are managed well. The rate of s47 enquiries has been falling to become more comparable to statistical neighbours.</p> <p>Some good examples of multi-agency working with key agencies such as school, CAIT, health colleagues.</p>	<p>Quality and consistency of assessment needs improving, especially in analysis.</p> <p>Timeliness of S47 enquiries going to ICPC within 15 days is just below statistical neighbours.</p> <p>S47s are not always well recorded.</p> <p>Mobilising friends and family support networks right from the outset and through assessments needs to become standard practice.</p>

## 7 Children in Need (including Children with Disabilities)

- 7.1 Where a child has been assessed as being a child 'in need' of services the child and family is transferred to one of the eight teams in the Family Social Work Service. Every child will have a CIN plan which outlines the services and support. The plan should be reviewed every 3 months, until the child's needs are met.

Indicator	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Target
No. of open CiN cases ( <i>Excludes CPP</i> )	2201	2127	2034	2111	2141	No Target
Rate of CiN per 10K population ( <i>Includes CPP as per DfE definition</i> )	322.4	311.5	297.9	309.2	313.6	Under review
% CiN with an up-to-date plan: ALL CIN	52%	45%	39%	42%	31%	90%
% of CIN review meetings held in last 3 months.	Data under development					



What is going well?	What are our areas for improvement?
<p>Evidence of good direct work with children on CiN plans.</p> <p>There is some effective reviewing of plans</p>	<p>Plans can be service led rather than needs led and done 'to' families rather than 'with' them. The LCS design of plans is a significant barrier to writing helpful plans for the family.</p> <p>Performance on visits to CIN needs to improve.</p> <p>CIN plans are not being reviewed and updated frequently enough.</p> <p>The limited capacity of Early Help services to work with children being 'stepped down' from CSC creates blocks in system.</p>

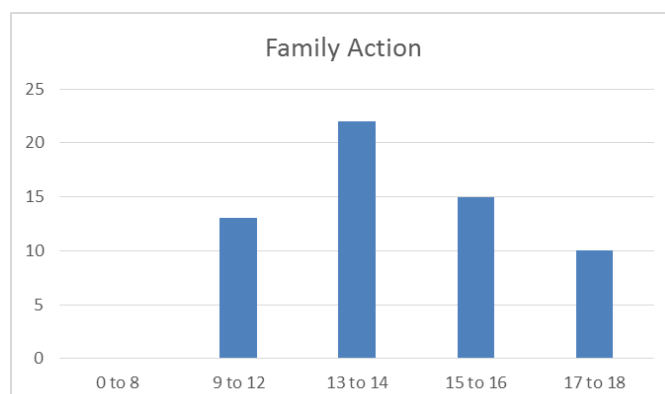
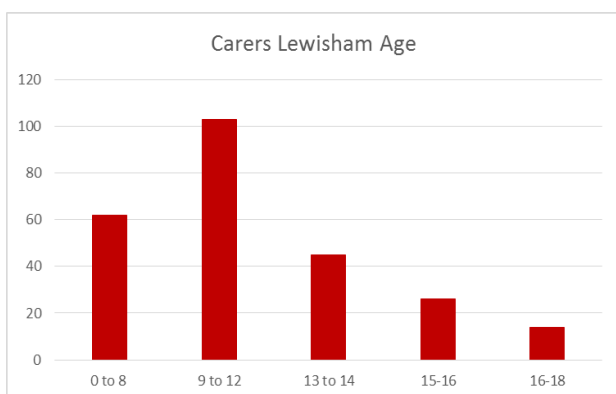
## 8 Young Carers

8.1 Young Carers are children under 18 who provide regular practical, personal care and, or emotional support to a family member who has a physical, learning or mental disability, or who misuses substances, or where there is domestic violence. The term young carer does not apply to the everyday and occasional help around

the home, a young carer becomes vulnerable when the level of care-giving becomes excessive or inappropriate. Local authorities have a duty to carry out a Child & Family Assessment of young carer's and provide services where the child is in need. Lewisham has a specialist worker based in the Assessment Service.

8.2 We do not have reliable performance information on the number of Young Carers being assessed and supported in Lewisham in 2018. Our estimates rely on the number registered with Carers Lewisham and Family Action, including those known to the specialist social worker. The annual 2017 Young Carers Report noted: Carers Lewisham have 250 (2016-2017) and Family Action have 60 (2016-2017), Young Carers registered. The specialist social worker for Young Carers has identified 236 notifications received (2016-2017). At this point in time it is not possible to say whether the same children feature across these services and double counted. However assuming these are all different children, the best we can estimate is that 546 young carers have been identified in Lewisham (2016-2017).

8.3 The age profile of young carers is as follows from the two key agencies. Data from all three agencies working with young carers suggests the male : female ratio is approximately 45 : 55.



What is going well?	What are our areas for improvement?
There is a dedicated social work post for young carers with specialist knowledge	There is insufficient performance and quality assurance information on this area of practice to understand how well services are being delivered.

## 9 Private Fostering

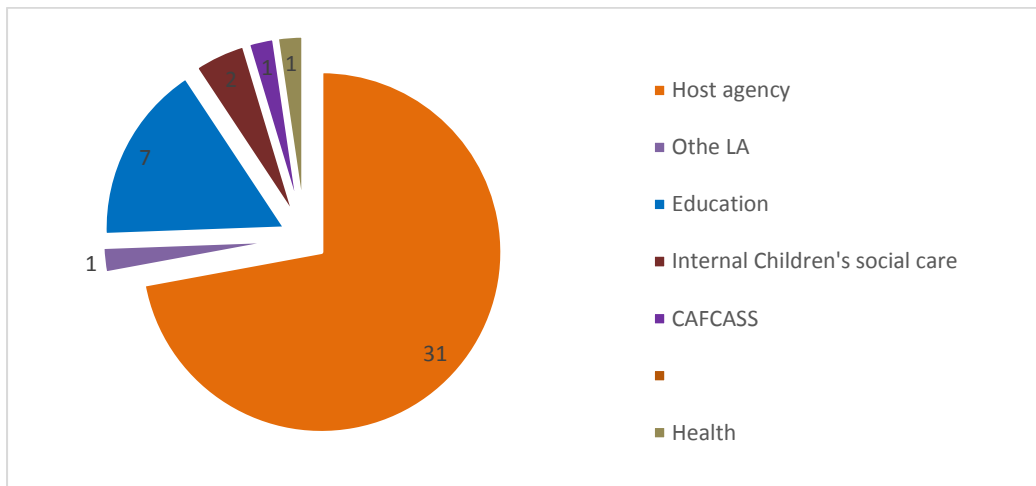
9.1 A privately fostered (PF) child is 'a child who is under the age of 16 years old (18 if disabled) and who is cared for, and provided with accommodation, by someone other than: the parent, a person who is not the parent but who has parental responsibility, or a close relative defined in this context as a brother, sister, aunt, uncle, grandparent or step-parent. The Local Authority has a duty to assess and monitor the PF arrangements when a PF notification is received or the local authority becomes aware that a PF arrangement already exists.

9.2 Lewisham currently has one specialist PF social worker in the Assessment Service, who conducts the assessment and monitors PF arrangements (where children are

not also CIN for the first year). Longer term PF arrangements are monitored in the CLA Service.

9.3 The 2017/18 Annual Private Fostering Report gives the following PF profile for Lewisham. As at December 2018 there are 20 existing PF arrangements that Lewisham is either assessing or monitoring. From April 2017 to March 2018 CSC received 43 notifications of new PF arrangements, an increase from 37 in 2016/17. The majority were from agencies who provide educational opportunities for children with host families (72%). The majority of the PF arrangements are located in the Catford area, this is mainly due to the host family's homes being closely located to St Dunstan's private school.

9.4 33 PF arrangements were started in the year, 3 were CIN, none were child protection. The majority of PF notifications have been for children of Latin American ethnicity (No.23), in contrast to last year where a majority were for Chinese students. The majority of the children in longer term PF arrangements were of Black African ethnicity.



Source of notification

What is going well?

What are our areas for improvement?

<p>In a majority of PF cases held in the Assessment service the children were found to be in safe placements where they were thriving and all of their needs were being met.</p> <p>Feedback forms from PF children: 100% liked where they were living. 100% were happy with the amount of contact they were having with their parents and/or family. All felt that the amount of visits by their Social Worker was 'about right'.</p> <p>PF awareness raising activity and training has been taking place.</p>	<p>There is inconsistency in the recording of PF visits in the Regulation 8 reports on LCS</p> <p>A number of the PF arrangements are made by parents because of economic hardship.</p> <p>There is a challenge in cases where children in PF arrangements are "on the edge" of care and where the young person has "voted with their feet" in going to stay with an adult carer which the parent is not in agreement with but is not exercising their legal authority to remove the child.</p> <p>The offer to PF children needs to be clearer including consideration around 'Child In Need' funds and advice and assistance around housing, immigration and securing permanence through court orders.</p>
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## 10 Child Protection Conferences, Child Protection Plans & Core Groups

10.1 Where a child is judged to be suffering harm an initial child protection conference (ICPC) is convened and should take place within 15 working days of the strategy discussion at which s47 enquiries were initiated. The ICPC brings together the family, supporters, advocates and professionals involved with the family, to plan for the child's future safety. If it is decided at ICPC the child remains at risk of significant harm a Child Protection Plan is put in place to support the family to safeguard the child. Where a child has been made subject of a Child Protection Plan the child and family is transferred to the Family Social Work Service.

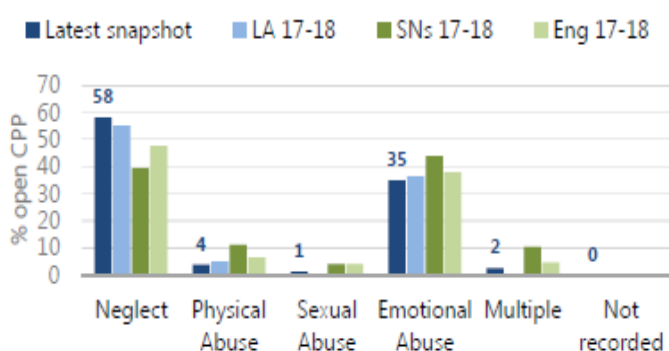
Indicator	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Target
No. of children subject to CP plan (end of month)	331	347	349	346	301	No Target
No. of open CPP cases (at end of month) per 10,000	48.5	50.8	51.1	50.7	44.1	Under review
Rate of children with ICPC rate per 10K population (rolling 12 months)	72.9	72.9	74.3	76.8	72.4	No Target
No. of children made subject to an ICPC (in month)	43	31	43	47	24	No Target
% of ICPC that resulted in child subject to CP Plan	100.0 %	61.4 %	92.7 %	62.1 %	48.1 %	No Target
% of children becoming subject to a CP plan for a 2nd or subsequent time ever (rolling 12 months)	9.7%	8.6%	8.0%	7.1%	7.3%	No Target
No. of CP plans lasting 2 years or more	7	7	2			Under review
% of CP plans lasting 2 years or more ceased (rolling year)	4.6%	4.0%	5.1%	3.5%	2.6%	Under review



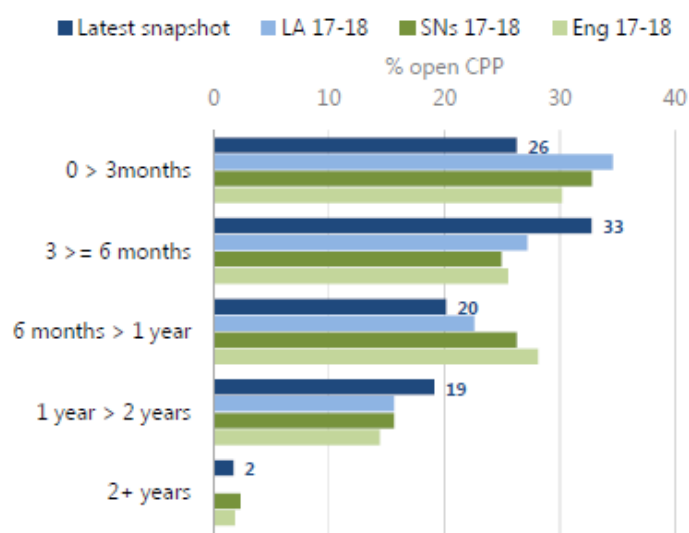
% of children visited within 10 working days	87.0 %	82.4 %	88.0 %	68.5 %	83.7 %	90.0%
% of RCPC in timescale (3/6 months)	100.0 %	97.4 %	93.0 %	96.1 %	97.2 %	95.0%
Core group meetings held within 6 weeks	Data under development					

BENCHMARKING	2018	2017		
	Lewisham	Statutory Neighbourhoods	Inner Lon	England
Rate of children with ICPC per 10,000 (rolling 12 mths)	76.3	66.5	63.4	67
% of children becoming subject to a CP plan for a 2nd or subsequent time ever (rolling 12 months)	10.0%	15.6%	13.5%	20.2%
% of CP plans lasting 2 years or more ceased (rolling year)	6.4%	3.6%	4.3%	3.4%

### Latest category of abuse for current CP plans



### Comparing duration of open CP plans



Source: CHAt – Sept – Nov 2018

What is going well?

What are our areas for improvement?

<p>There is improving performance on visiting children.</p> <p>Robust CP plans are formed at the ICPC &amp; effective core group recordings and multi-agency involvement in CP plans.</p> <p>The rate of children subject to a CP plan has been higher than statistical neighbours, but the % of ICPC's resulting in a CP plans and the overall rate of children subject to CP plans has fallen in recent months to be more comparable.</p> <p>The number of children subject to CP plans for over two years has been falling over the last 6 months, to be more comparable.</p> <p>CP plan re-registrations are low.</p> <p>97% of RCPC's are being held on time. RCPCs are appropriately identifying the circumstances in which CP Plans can be stepped down.</p>	<p>CP plans need strengthening, Core Groups need to better evidence that they are reviewing and updating CP Plans.</p> <p>Thresholds: There are a significant proportion cases that might have been effectively managed through CIN plans rather than CP. The issue of the "non-engagement" of parents and its relationship to decision-making in CP requires examination.</p> <p>There have been too many children subject to CP plans for up to 3 months.</p> <p>CPC facilities are poor and will be improved in the building refurbishments (Q4 2017/18)</p> <p>Developing a contextual safeguarding approach is likely to be more effective in working with the risks faced by some adolescents than the use of CPCs.</p>
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## 11 Local Authority Designated Officer (LADO): Allegations Against People Working with Children

- 11.1 Local authorities should have a designated officer/s (LADO) who is the point of contact and has oversight of allegations against people who work with children. Lewisham's designated LADO is in the Quality Assurance Service. The 2017/18 LADO Annual Report shows there were 332 LADO contacts in the year. 160 (48%) were taken forward for enquiries and 60 (18%) for advice and guidance only.
- 11.2 This compares to 215 contacts received in 2016/17 when 130 (60%) were taken forward. There were fewer contacts in 2016/17, but a higher proportion were taken forward. The contacts not taken forward (n=112) were directed to another more relevant service. For the 160 referrals that resulted in LADO enquiries 83 strategy meetings were held and on 14 occasions the allegations were substantiated.
- 11.3 LADO Referral Outcomes by Agency: There has been a drop in substantiated allegations from 27 to 14 despite the increase in referrals. As each case has to be addressed in terms of its own merits, it would be difficult to draw any inference from this decrease.

Outcomes	Primary Schools	Secondary Schools	Foster Carers	Foster Carers (Non LBL)	Child minders	Sports and Leisure	Residential	Other Agencies	Totals
NFA	27	13	2	2	3	2	6	36	91
Outcome pending	0	0	0	0	0	0	0	2	2
Substantiated	2	1	0	0	0	0	2	11	16
Unfounded	1	1	0	2	0	0	0	3	7
Unsubstantiated	8	3	2	3	2	0	3	17	38
FALSE	1	1	0	0	0	0	0	3	5
<b>Grand Total</b>	<b>39</b>	<b>19</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>11</b>	<b>72</b>	<b>159</b>

What is going well?	What are our areas for improvement?
The vast majority of referrals (76%) were concluded within 31 days.	<p>Reducing the time to conclude the majority of referrals is a development goal for 2018/19.</p> <p>Internal promotion of LADO processes. Publicity of allegations processes in relation to faith groups and religious organisations</p> <p>Training of Chair of Governors in relation to managing allegations against Headteachers.</p> <p>Need to ensure that there is more quality assurance information about how well these services are being delivered.</p>

## 12 Public Law Outline: Pre Proceedings & Care Proceedings in Court

12.1 The Local Authority can initiate care proceedings (s31 Children Act 1989) where a child is suffering or is likely to suffer significant harm attributable to the care being given to the child, or because the child is beyond parental control. The Public Law Outline initially came into force in 2010 and aimed to streamline court procedures by introducing a pre-proceedings period to divert the need for proceedings in some instances and to ensure preparatory work facilitated the smooth running of court cases, within a 26 week timescale. Before a decision can be made to initiate Care or Supervision Proceedings, a Legal Planning Meeting is held where a decision is made about whether the threshold criteria have been met and whether a legal order is necessary to protect the child. Children subject to pre and care proceedings are allocated in the Family Social Work Service.

	2017/18	2018/19 Q1 & Q2 = YTD
<b>No of applications</b>	164	75
<b>Average duration</b>	27 weeks	28 weeks

Source: CAF/CASS

What is going well?	What are our areas for improvement?
<p>The proportion of pre-proceeding cases that do not escalate to court proceedings has been falling. Timescale has become shorter, average of 40 weeks for those cases that de-escalate. 16 weeks for those that escalate to court.</p> <p>Up to 12 months after de-escalating from pre-proceedings, no cases re-entered.</p> <p>Whilst the average length of time in court is 28 weeks, slightly slower than 2017/18, it remains slightly over the performance target of 26 weeks. This is better than the London average of 31 weeks and the national average is 32 weeks.</p>	<p>There is an over reliance on Legal Planning Meetings for care planning &amp; case management. This is expensive and indicative of insufficient supervision.</p> <p>Drift identified on pre-proceedings cases, monitoring requires strengthening. There is no automated performance data for pre or court proceedings making monitoring challenging.</p> <p>Cases of physical abuse are twice as likely to de-escalate from pre-proceedings and where children are in proceedings they are twice as likely to end with the child returning home.</p> <p>Out of 32 London Boroughs, during Q1 &amp; Q2 of 2018/19 Lewisham made the 2<sup>nd</sup> most amount of Care Order applications (NB Croydon = highest)</p>

### 13 Legal Implications

13.1 There are no specific legal implication arising from this report other than the legislative framework outlined in the body of the report. Lewisham CSC provides children’s safeguarding and support serves in accordance with the statutory framework provided by the Children Act 1989 and successive statutory requirements.

### 14 Financial Implications

14.1 There are no specific financial implications arising from this report

### 15. Crime and Disorder Implications

15.1 The police are key partners in safeguarding children.

### 16. Equalities Implications

16.1 Equalities factors are addressed in the body of the report. Further scrutiny of ethnicity in local populations versus those children’s ethnicity when entering safeguarding and child protection processes is required to ensure that any over representation is understood in comparison to local demographics.

## **17. Environmental Implications**

17.1 None.

## **18. Background documents and originator**

18.1 If there are any queries on this report, please contact Lucie Heyes, Assistant Director, Children's Social Care on

Tel: 0208 314 8140

Email: [Lucie.Heyes@Lewisham.gov.uk](mailto:Lucie.Heyes@Lewisham.gov.uk)

Appendix 1- Extract from the Children's Service Improvement Plan, highlighting the specific areas relating to safeguarding.

## Appendix 1

### What are we doing to improve our services?

The following information has been extracted from the Children's Service Improvement Plan, highlighting the specific areas relating to safeguarding.

Area	Objectives	Activities	Timescale
<b>LEADERSHIP &amp; GOVERNANCE</b>	Quality Assurance Framework ensures a broad range of checks and balances are in the system, at key decision making points and to understand practice, learn from best practice and monitor case progression.	Monthly auditing programme re-established Quality Assurance Framework revised Quality Assurance Audit forms re-designed to support practice framework Listening &	Aug 2018 Dec 2018
	LCS & EHM case recording systems support good practice and underpin the practice framework	Comprehensive recording form re-design programme in place MASH go live – Jan 7 <sup>th</sup> .	Starts Jan 2019
	Performance information is available and routinely used by manager to manage services to ensure discipline in meeting practice standards e.g. visits	Performance clinics (monthly) introduced Senior Management performance scrutiny cycle introduced Performance Information strategy developed Performance data requirements across the service specified	July 2018 Nov 2018 Dec 2018 Dec 2018
<b>GENERIC PRACTICE</b>	Practice with families is respectful, purposeful, child focused and the family are fully engaged.  Risk is managed proportionately.	Introduce Signs of Safety Practice framework – emphasising: <ul style="list-style-type: none"> <li>Working 'with' families</li> <li>Strengthening analysis : distinguishing risk of harm from professional anxiety &amp; parental engagement</li> <li>Use of plain English</li> <li>Reduction of processes to enable focus on child</li> </ul>	Starts Jan 2019
	Threshold decision making is consistent, proportionate and provides clear rationale.	Access to Resource & Care - threshold decision making panel for issuing proceedings and for children becoming looked after.  Delegated decision making matrix to be introduced	Jan 2019 Feb 2019

	Interpreting services are easily available and provide a sufficiently skilled service.	Review of interpreting services	Q2 2019
	All staff are clear about expected standards of practice, which aim to provide service consistency to families.	Practice standards and guidance to be developed for all core areas of practice  Training to be delivered on practice standards  Tri-X procedures for practice to be updated	Start Feb 2019  Start Mar 2019
		Joint training & learning sessions to be established with key partners to build multi-agency collaborative practice.	Start Q1 2019/20
	There is sufficient specialist knowledge in CSC to work effectively with families where the Toxic Trio is a feature.	Proposal to be made for specialist social work posts for domestic violence and parental mental health  Specialist training to be provided & practice guidance issued.	Q1 2019/10
<b>MASH</b>	MASH maximises use of partners for information sharing and makes consistent threshold decisions within 24 hours, directing families to the right services.	A comprehensive MASH business process re-design project is underway. <ul style="list-style-type: none"> <li>• ICT system re-design</li> <li>• Staffing re-alignment</li> <li>• Operational procedures refreshed</li> <li>• Threshold continuum reviewed (LSC)</li> <li>• Referral form refreshed</li> </ul>	Jan 7 <sup>th</sup> go live  Q4 2018/19
<b>ASSESSMENT &amp; S47</b>	Assessments are timely, balanced, clearly identifying risk of harm and needs, directing families to the right services for support and intervening proportionately where needed to keep children safe.	See the activities already listed in 'generic practice' section  Re-design of LCS recording for all Assessment & s47 CP activity	April 2019
<b>CHILDREN IN NEED</b>	CIN have SMART plans of support, which draw on the family network to create safety, is clear and purposeful with timescales for services and professional support. CIN are visited frequently and plans are regularly reviewed.	See the activities already listed in 'generic practice' section  Thematic CIN review to be undertaken to identify plan for improvements  CIN 3 monthly reviewing mechanism to be strengthened Early Help peer review to be undertaken (for step down cases)	Jan 2019  Q4 2018/19

<b>PRIVATE FOSTERING</b>	The LA is notified of children in PF arrangements, who are assessed promptly and their care is regularly monitored	PF worker is re-located in the fostering service Allocation of PF cases to be reviewed The criteria for and offer to PF arrangements to be clearly laid out in policies and advertised on the council website.	Q2 Q3 2019/20
<b>YOUNG CARERS</b>	Young carers are identified, assessed in a timely way & supported with appropriate services.	Thematic Young Carers review to be undertaken to identify plan for improvements	Jan 2019
<b>CHILD PROTECTION</b>	Children are only made subject to CP plans when efforts to engage the family in CIN work has not created sufficient change and/or children are at significant risk of harm.	See the activities already listed in 'generic practice' section  New CPC facilities to be in place (through building refurbishment)  Contextual Safeguarding Service to be developed  Re-design of LCS recording for all Assessment & s47 CP activity	Mar 2019  Start Q1 2019/20  Apr 2019
<b>LADO</b>	Allegations about professionals are managed promptly, to a good standard and employers are provided with specialist guidance.	Audit of LADO service to be undertaken to identify plan for improvements	Jan 2018
<b>PRE &amp; COURT PROCEEDINGS</b>	Proceedings are only considered as a final measure when all other alternatives have been explored. Families are clear about the process are the reasons why the LA is considering proceedings. Proceedings work is not subject to drift.	Access to Resource & Care - threshold decision making panel for issuing proceedings and for children becoming looked after.  Legal Tracking Panel – provides proceedings monitoring, the terms of reference are refreshed and remit to be extended.	Jan 2018  Jan 2018



<b>Children and Young People Select Committee</b>		
<b>Report Title</b>	Standards Report Primary and Secondary Schools including update on Secondary Challenge	
<b>Ward</b>	All	Item No. 8
<b>Contributors</b>	Assistant Director Education Service Manager for School Improvement and Intervention	
<b>Class</b>	Open	Date: 24 January 2019

## 1. Summary

1.1 This report sets out provisional results for Lewisham schools in 2018.

## 2. Recommendations

2.1 The Committee is recommended to comment on and note the report, in particular the actions underway and planned.

## 3. Policy Context

3.1 Across the London Borough of Lewisham there is a widespread working commitment to the vision, set out in Lewisham Council's Sustainable Community Strategy 2008-2020, to "*make Lewisham the best place in London to live, work and learn*". Education's distinct contribution to the achievement of this vision is to improve the lives and life chances of children and young people in Lewisham.

3.2 The vision is underpinned by three shared values:

- a) we will put children and young people first every time
- b) we will have the highest aspirations and ambitions for all our children and young people
- c) we will make a positive difference to the lives of children and young people

3.3 In December 2015, the Mayor approved the establishment of an education commission to support the development of a future vision for education in Lewisham.

3.4 The Lewisham Education Commission considered how the Council should best fulfil its role in ensuring high quality education for all children and young people in Lewisham, including the most vulnerable, and made recommendations on the future structures and systems based on national research and good practice.

- 3.5 The Commission made a number of recommendations, including that there should be an agreement between the local authority, headteachers and school governors to set up a partnership to establish a school-led system of school improvement. This partnership would enable schools to work together across the borough, to draw on each other's strengths and thus complement existing improvement partnerships between smaller groups of schools. In September 2016, a Partnership Steering Group, with an independent chair, was established to produce and consult on a detailed set of proposals. Schools took forward the work of the Partnership, the Schools Forum agreed funding to support it from the Dedicated Schools Grant and in February 2018 the Mayor agreed that the Council would formally join Lewisham Learning.
- 3.6 The focus of Lewisham Learning in 2017-18 was its establishment as a school improvement entity and setting up arrangements for supporting primary and special schools to sit alongside Lewisham Secondary Challenge.
- 3.7 In 2018 primary attainment data showed an improvement in the following areas: Phonics, Key Stage 1 and Key Stage 2 Reading, Writing and Mathematics combined scores at the expected level. Early Years Foundation Stage Good Level of Development was marginally down on 2017, but Lewisham continues to be ranked in the top three in England.
- 3.8 The 2018 GCSE results follow the second year of the Lewisham Secondary Challenge and the first year of the ATLAS Strategic School Improvement Fund (SSIF) project. The focus of this project is to:
- a) reduce the number of underperforming schools, especially in relation to English, Maths and Science at KS4 and KS5;
  - b) increase the number of Good and Outstanding schools;
  - c) improve educational outcomes for disadvantaged children.
  - d) The programme works by deploying a challenge adviser to each of the 14 borough schools who challenges and supports the headteacher and senior leaders on the school self-evaluation and resulting action plan and also works with governors. The adviser then brokers support which may include bespoke subject support to the core subjects, programme support through the range of development programmes on offer from teaching schools such as ATLAS, support from a National Leader of Governance (NLG) or the local authority Governor services. The school self-evaluation is supported and triangulated through an annual peer review, led by a challenge adviser with the team drawn from other schools both in the challenge and in linked teach school alliances.
  - e) Improvement themes emerging from the Challenge Advisers and the peer reviews are covered through network meetings that the Challenge is running for heads of core subjects, deputy heads and headteachers. Where necessary governance reviews and new programmes of support will be commissioned and delivered by the teaching schools and delivery partners.
- 3.9 These results show further improvement following a small one in 2017. However, there is still more to do to achieve the results we would wish to see as a borough. All our secondary school leaders are committed to

improvement and will continue to prioritise change, leading to better provision in all our schools.

#### 4. Background

##### 4.1 Primary school outcomes

4.1.1 The table below provides a summary of the primary results for 2018 as well as a comparison with 2017.

Measure	GLD	Comp 2017	Phonics	Comp 2017	KS1 RWM	Comp 2017	KS2 RWM	Comp 2017
Outcome	78%	-1%	84%	+4%	69%	+5%	68%	+6%

##### 4.1.2 Changes to GCSE examinations

The 2018 examinations taken in English and Mathematics were the second set to be taken that had no coursework and were assessed on a 9-1 scale. Grade 5 being judged as a strong pass and Grade 4 a standard pass. In addition almost all other subjects, including science, geography, history and modern languages were assessed for the first time in 2018 without coursework and using the 1-9 grading.

Ofsted as well as Ofqual have made it clear that comparisons with the 2017 for subject other than English and mathematics are not feasible due to the significant changes in the way they were assessed.

As usual at this time of the year the results are pending appeals and remarks so they may change before publication of the validated results in January.

The information in the table below is from the DfE Performance tables published on 16<sup>th</sup> October 2017. This is still the **unvalidated** data.

##### 4.2 Summary for 2018

Measure	2018	Comparison with 2017
Basic 4+ in both English & mathematics	60.8%	+2.8%
Basic 5+ in both English and mathematics	40.4%	+2.4%
English 4+	74.6%	+1.6%
Mathematics 4+	66.4%	+3.4%
English 5+	59.9%	+0.9%
Mathematics 5+	46.0%	+4%
Science (2 A*-C from 3 subjects or double award)	Ebacc (9-4) 61.3% (9-5) 43.7%	+2% N/A
Languages A*-C	Ebacc (9-4) 68% (9-5) 52.1%	= N/A
Humanities A*-C	Ebacc (9-4) 61% (9-5) 48.3%	-1% N/A

4.2.1 There are positive improvements in the majority of the measures above. The improvement in Mathematics is especially positive as in 2017 there had been a 1% improvement. It is disappointing that languages remained static and humanities dropped by 1%. Schools and the local authority will be doing a more detailed analysis to identify how this can be addressed in 2019.

#### 4.3 Targets set for Lewisham Secondary Challenge against Outcomes for Lewisham

Measure	2016-17 targets (where set)	2016-17 outcomes	2017-2018 outcomes
Progress 8	0.1	-0.27	-0.22
Attainment 8	50.0	44.2	44.7
5+ English and mathematics	62.0	37.4	40.4%
Basics 4+	62.0	57.9	60.8%
EBACC 4+	26	21.7	25.2%
EBACC 5+		19.1	16.1%
English 4+	75	73.9	74.6%
English 5+		59.3	59.9%
Mathematics 4+	70	63.0	66.4%
Mathematics 5+		42.7	46%
Science 4+		58.8	61.3%

4.3.1 Lewisham Secondary Challenge set themselves challenging targets especially in the light of the new GCSE specifications for English and Mathematics in 2017. Given performance in 2017, the targets were rolled over to 2018. English results were close to the 2016-2017 target as was EBACC at 4=. However, there is still work to do to achieve these ambitious targets especially for Progress 8, Attainment 8 and 5+ in both English and Mathematics.

#### 4.4 School by school performance data

School	Year 11 cohort	P8	A 8	4+ English and maths %	5+ English and maths %	4+ EBAC C %	5+ EBAC C %
Addey and Stanhope School	104	-0.14	46.9	63	43	13.5	11.5
Bonus Pastor Catholic College	151	-0.15	47.3	67	43	25.2	15.9
Conisborough College	164	-0.71	35.0	37	17	3.0	0.6
Deptford Green School	152	-0.23	42.6	55	38	19.1	15.8
Forest Hill School	198	-0.34	45.7	62	40	23.7	15.7
Haberdashers' Aske's Hatcham College	204	-0.12	49.6	65	52	26	17.6
Haberdasher's Askes' Knights Academy	168	-0.24	46.0	65	39	26.2	14.9
Prendergast School	111	0.28	55.1	77	54	49.5	36

School	Year 11 cohort	P8	A 8	4+ English and maths %	5+ English and maths %	4+ EBAC C %	5+ EBAC C %
Prendergast Ladywell School	126	-0.39	41.4	55	34	23.8	17.5
Prendergast Vale School	109	-0.04	48.2	76	46	43.1	25.7
St Matthew Academy	130	0.32	47.9	71	52	23.1	9.2
Sedgehill School	150	-0.85	36.7	45	23	16	8
Sydenham School	186	0.22	51.4	70	56	43.5	30.6
Trinity Church of England School	109	-0.13	46.4	71	41	28.9	11.9

School	5 passes at GCSE including 4+ in both English and mathematics % (strong pass)	Comparison with 2017 %
Addey and Stanhope	63	+10
Bonus Pastor Catholic College	67	-6
Conisborough College	37	-9
Deptford Green School	55	+5
Forest Hill School	62	+7
Haberdashers' Aske's Hatcham College	65	-7
Haberdashers' Aske's Knights Academy	65	+7
Prendergast School	77	+2
Prendergast Ladywell School	55	+8
Prendergast Vale School	76	+16
St Matthew Academy	71	+2
Sedgehill School	45	+4
Sydenham School	70	=
Trinity Church of England School	71	+2

School	5 passes at GCSE including 5+ in both English and mathematics % (strong pass)	Comparison with 2017 %
Addey and Stanhope	43	+11
Bonus Pastor Catholic College	43	-8
Conisborough College	17	-15
Deptford Green School	38	+9
Forest Hill School	40	+7
Haberdashers' Aske's Hatcham College	52	+2
Haberdashers' Aske's Knights Academy	39	+15
Prendergast School	54	-2
Prendergast Ladywell School	34	+8
Prendergast Vale School	46	-1
St Matthew Academy	52	-2
Sedgehill School	23	-1
Sydenham School	56	8%
Trinity Church of England School	41	+2%

4.4.1 It is possible this year to compare outcomes at both 4+ and 5+ in English and mathematics as this was the second year of the new GCSE examinations. The measures in the table show the percentage of pupils

getting at least a Grade 4 in both English and mathematics as well as for those getting at least a Grade 5. It is the latter that is used in all performance tables, but the 4+ information has been provided as this was the one measure that was directly comparable in the 2017 results with previous years. In future reports the Grade 5 and better will be the only comparison provided as this is the national measure.

4.4.2 The overall improvement in the percentage of pupils gaining Grade 4 or better in both English and mathematics is positive. However, there were drops in some of our schools, which school leaders will be addressing with their subject leaders. While there has mostly been improvement in the separate subjects the matching of pupils to get both subjects, accounts for some of the drop in results.

4.4.3 The picture at 5+ is a little more mixed. While in some schools there was a very pleasing improvement the figures do suggest that the high prior attaining pupils are not being challenged as effectively as needed.

#### 4.5 Lewisham in the National and London context

	<b>English and mathematics 9-4% pass</b>	<b>English and mathematics 9-5% pass</b>	<b>P8 average</b>	<b>A8 average score per pupil</b>
Lewisham	61	40.4	-0.22	44.7
Inner London	65.8	45.1	0.18	49.2
London	67.7	48.5	0.23	48.1
England (state funded schools)	64	43	-0.02	46.4

4.5.1 Lewisham improved its rankings in the London tables. In 2018 we came off the bottom in all measures except for Progress 8. We were placed above 2 other boroughs for English and mathematics at both Grade 4 and above and Grade 5 and above as well as Attainment 8. Clearly there is more to do to improve the progress our young people make between Key stage 2 and Key Stage 4. However, it should be noted that the cohort who took these examinations had sat the 'old style Key Stage 2 SATS'.

#### 4.6 Post 16 outcomes

4.6.1 The tables below show the outcomes for A Levels and BTECs within Lewisham.

<b>Measure (A Levels)</b>	<b>Outcome</b>	<b>Comparison with 2017</b>	<b>England average</b>
Average grade per entry	C	C	C+
A* - B	36.3%	35.5%	52.7%
A* - C	64.1%	65.1%	76.8%
A* - E	96.7%	96.8%	97.6%

BTEC	All Distinction*(D)	All D and above	All Merit and above	All Pass and above
	5.3%	38.9%	84.6%	98.9%

These figures do not include Lewisham College. However, it should be noted that Lewisham College does not enter any student for A Level courses.

A more detailed report for these will be available for the final report in March 2019.

#### 4.7 Lewisham Secondary Challenge

4.7.1 This was the second year of the Lewisham Secondary Challenge's work to raise standards across the secondary schools. 2017-2018 saw the successful bid for Strategic School Improvement Funding by the ATLAS teaching school on behalf of all the secondary schools and the LA. This enabled additional support for all secondary schools through the deployment of Challenge Advisers to support school leadership as well as subject consultants. The amount of support was tailored to the needs of each school through consultation with the school and the Challenge Board. The results are encouraging, indicating that this has continued to raise standards overall in the borough.

4.7.2 However, there are still areas for further development which have been identified as:

- a) Provide further support and development for middle leaders in order to increase their level of accountability and ownership, as well as building leadership capacity.
- b) Provide additional support and training for senior leaders to develop their evaluative skills and deepen their understanding of the big picture.
- c) Organise more frequent collaborative Heads of Department meetings in all subject areas in order to share effective practice and engage in peer mentoring.
- d) Further improve outcomes for all students but particularly those who are disadvantaged and/or have special educational needs.
- e) Increase the proportion of students achieving higher grades – 7, 8, 9 in the new reformed specifications.
- f) Continue improvement in Basics grades – English and mathematics.

4.7.3 The SSIF funding runs out at the end of the current financial year but Secondary Challenge is continuing into the next financial year and work is being undertaken on a longer term sustainability strategy.

## 5. **Financial Implications**

5.1 There are no financial implications arising from the agreement of the recommendations to this report.

## **6. Legal Implications**

- 6.1 Section 13A of the Education Act 1996 requires that local authorities must ensure that their relevant education and training are exercised by the authority with a view to promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential by persons under the age of 20 and in relation to persons aged 20 or over for whom an Education Care and Health Plan is maintained.

## **7. Equalities Implications**

- 7.1 The performance of pupils at all assessment points in their schooling is analysed by schools both by the whole cohort as well as by different groupings such as:
- Gender
  - Disadvantaged
  - Special Needs and Disabilities
  - English as an Additional Language

These group's progress and attainment will be analysed in the report that will be written when the validated results are available after January 2018.

## **8. Environmental Implications**

- 8.1 There are no environmental implications arising from this report.

## **9. Crime and Disorder Implications**

- 9.1 There are no crime and disorder implications arising from this report

### **Report Author**

Jackie Jones, Service Manager for School Improvement and Intervention.



<b>Children and Young People Select Committee</b>			
<b>Title</b>	Annual Report Elective Home Education (2017/18)	<b>Item No</b>	9
<b>Contributors</b>	Ruth Griffiths, Service Manager – Access Inclusion and Participation		
<b>Class</b>	Part 1	<b>Date</b>	24 January 2019

## 1. Purpose of report

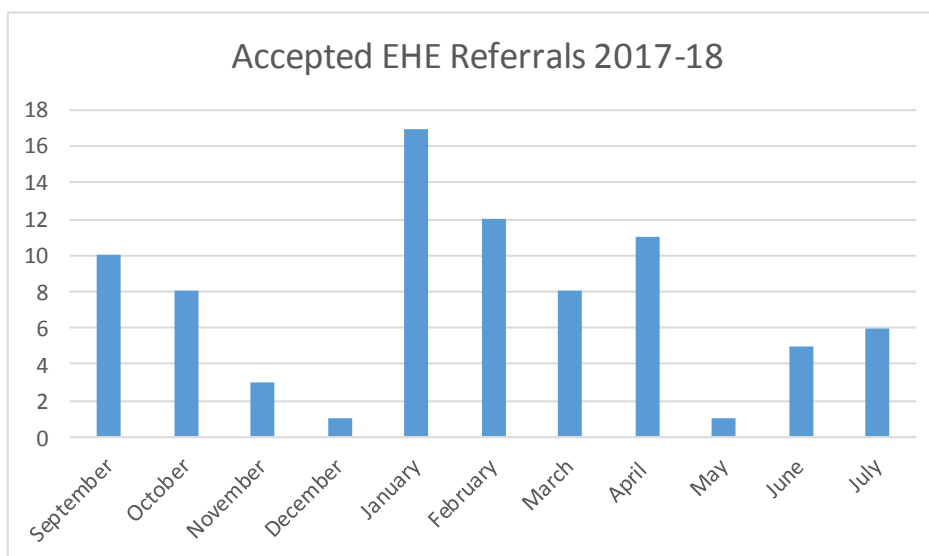
- 1.1 This report sets provides member with:
- A report on the local authority statutory work in relation to Elective Home Education (EHE).
  - Data analysis EHE 2017/18 and the evaluation of processes to ensure that the Service delivers its statutory duties in relation to EHE in Lewisham.

## 2. Recommendations

- 2.1 The Select Committee is asked to note the contents of this report.

## 3. Lewisham Elective Home Education (EHE) numbers

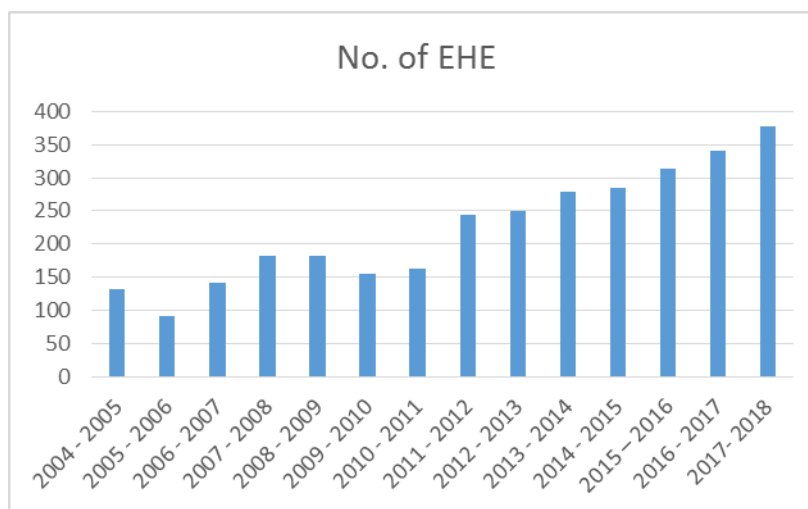
- 3.1 The number of children being educated at home is increasing, both locally and nationally. The number of children registered in Lewisham as being provided with EHE can change from day to day as children are withdrawn from or return to schools, move in or out of the borough, and so on. At the end of the academic year 2018, there were 278 children on the list, which is 38 more than at the end of last year. During the year, 319 children were registered EHE at some point. There were a further 112 children whose parents and/or schools contacted the EHE Team with a view to declaring them EHE. Altogether, the EHE Team managed cases for a total of 416 children in 2017-18.



- 3.2 The spike in January and February includes Key Stage 4 children who are taken off roll before census day. Whilst there has been significant improvement in this regard as far as Lewisham schools are concerned, this is a phenomenon in schools in other local authorities, particularly academies.

3.3 The charts below show the increase in numbers over time. Other local authorities have reported to the London Home Education Officers' forum (LHEO) that their numbers are increasing significantly. The EHE Team believe that, in Lewisham, the service has achieved some success in resolving potential cases before the children are withdrawn (see also **Potentials** and **Complex Cases and Children's Social Care** below).

Academic Year	No. of Children EHE
2004 - 2005	132
2005 - 2006	92
2006 - 2007	141
2007 - 2008	182
2008 - 2009	183
2009 - 2010	156
2010 - 2011	163
2011 - 2012	244
2012 - 2013	249
2013 - 2014	279
2014 - 2015	285
2015 - 2016	314
2016 - 2017	340
2017 - 2018	378



#### 4. Reasons for EHE

4.1 The government document *Elective Home Education: Guidelines for Local Authorities* (2007) provides the following list of reasons why parents' home educate:

- Distance or access to a local school
- Religious or cultural beliefs
- Philosophical or ideological views
- Dissatisfaction with the system
- Bullying
- As a short term intervention for a particular reason
- A child's unwillingness or inability to go to school
- Special educational needs
- Parents' desire for a closer relationship with their children

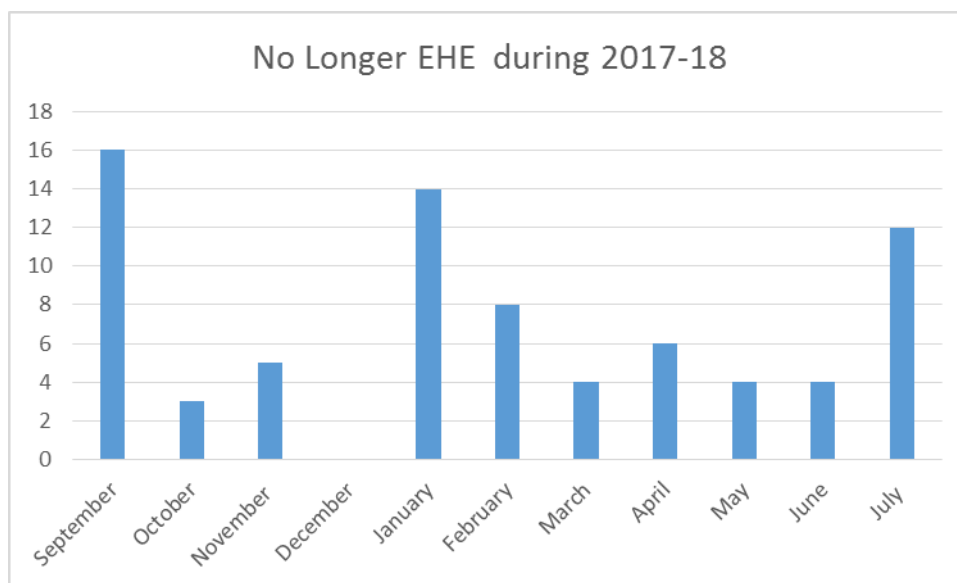
4.2 In Lewisham, the EHE Team record these reasons and have the option of 'Other'.

4.3 Most parents make the decision to home educate based on a range of factors. Increasingly, a child's anxiety and/or mental health is given as a reason. Lewisham's protocols actively discourage parents from using EHE as a short term intervention since experience suggests that very little education takes place in such circumstances. The EHE Team will work with the families, schools and other agencies to find a more appropriate solution.

#### 5. No Longer EHE

5.1 The Lewisham policy of visiting families soon after withdrawal has paid dividends in returning children to school as soon as possible where the decision to withdraw for EHE was not a parent's genuine wish but was used as a last resort. The EHE Team works closely with Admissions and other local authority teams to support the children back into appropriate provision. The numbers at the start of the academic year includes children who did not get a space in a preferred school at the start of primary school or secondary

transfer. The numbers in June/July includes Y11 children who cease to be of statutory school age on the last Friday in June. The EHE Team write to the parents to enquire about destinations and refer the young people to the post-16 Participation Team.

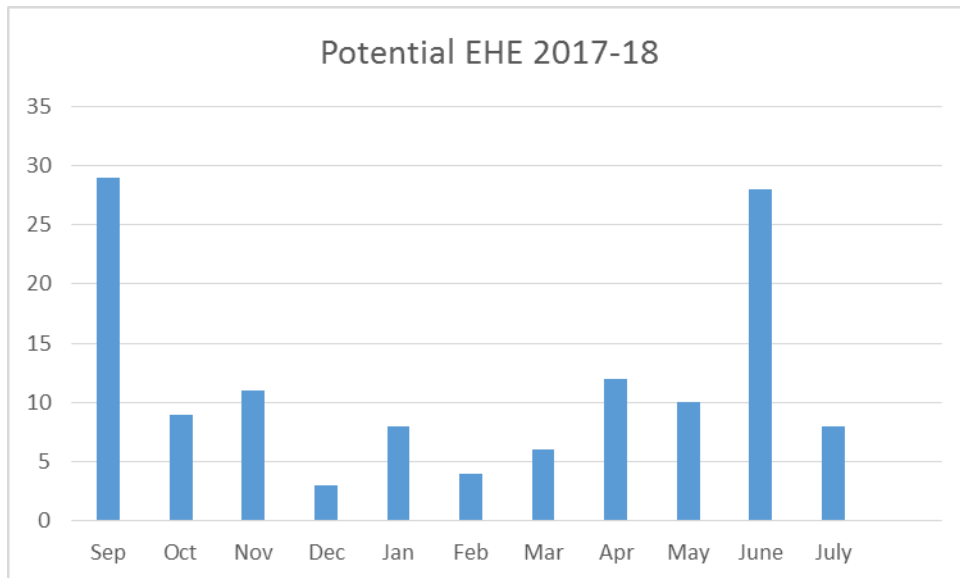


EHE Ceased	Count of Occurrence
Ceased to be Statutory School Age in June	21
Moved abroad	9
Moved out of borough	15
Returned to school from which they were withdrawn	10
Started Alternative Provision	12
Started Independent School	5
Started school in another LA	10
Started/Awaiting places in Lewisham Schools	23
<b>Grand Total</b>	<b>105</b>

5.2 Many children are referred back to their original school, in line with Lewisham protocols, and then transfer to a different school via a Managed Move or a decision by the Fair Access Panel. The effectiveness of this protocol is reflected by the drop in the number of inappropriate referrals by Lewisham schools. Potential cases are now often resolved by partnership working between schools, the EHE Team, Admissions, the Attendance and Service, SEN, CSC, Health and other agencies, depending on the circumstances.

## 6. Potential EHE

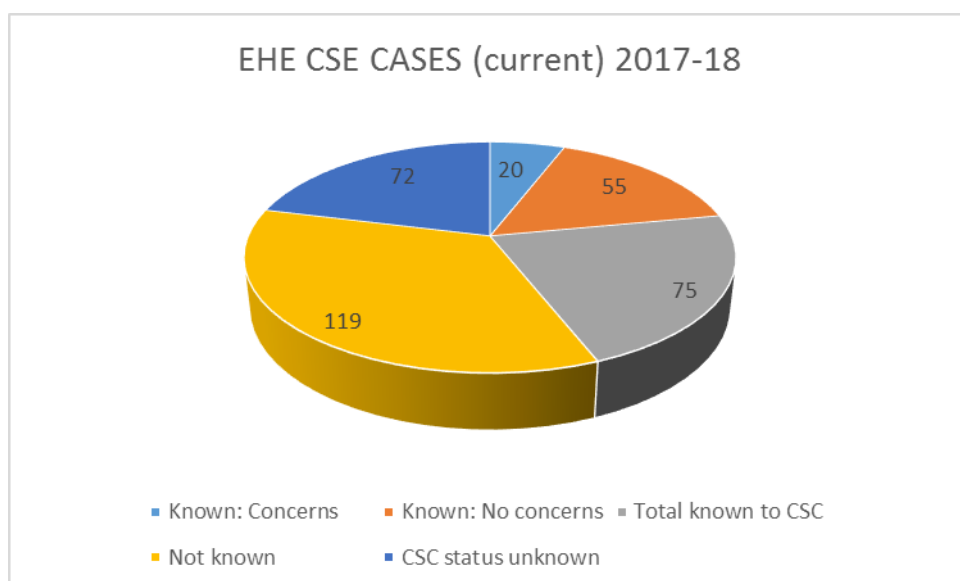
6.1 The EHE Team records as 'Potential' children whose parents and/or schools contact the service to discuss home education as an alternative to school. The spike in September again includes children whose parents are not happy with the primary or secondary transfer school they have been given. In January and February there are also KS4 children at risk of withdrawal because they are unlikely to achieve good grades or progress 8 scores at school as well as an increasing number of children who become anxious about the pressure to achieve good grades across the board. Enquiries at the end of the year include children not happy with the school places they have for September.



**7. Complex Cases and Children’s Social Care**

7.1 Although some ‘Potential’ cases are relatively easily resolved by discussions and the sharing of service leaflets and signposting other agencies, others are some of the most complex cases the EHE Team deal with. These include, for example, children who have a Child Protection Plan and/or children whose families are in crisis. The law and government guidelines around EHE are particularly unhelpful in such cases as parents argue that they do not have to engage with us once their children have been withdrawn and these children are thus at risk of becoming invisible, especially to the authorities who might otherwise step in to protect them. The EHE Team works hard to ensure that, in cases where a number of professionals believe a child is at risk of harm or neglect if withdrawn for EHE, all agencies work in partnership to secure the best outcome for the child. Many schools are to be applauded for their efforts in this regard, particularly where it has adversely affected their statistics yet they have steadfastly put the individual child’s interests first. [See also **Development of Protocols** below].

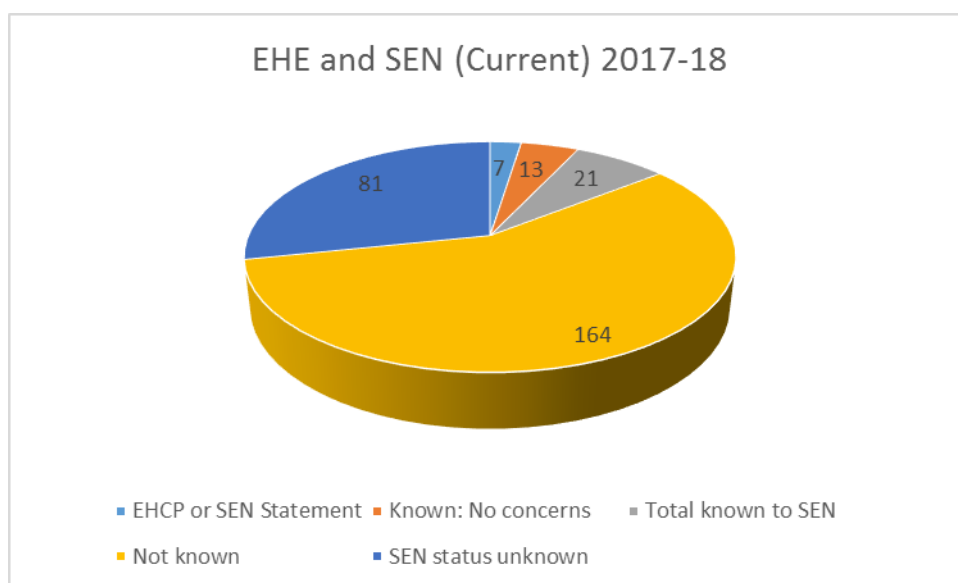
7.2 There are also children who are listed EHE and are known to Children’s Social Care.



7.3 As with complex potential EHE cases, the EHE Team works with Social Workers and Managers from Children’s Social Care, as well as other appropriate agencies, to ensure that children are safeguarded, as far as the law and government guidelines allow, particularly when there are known concerns. Some children are known because the family has received support in the past, there is an historic allegation or other history which has been investigated and the case closed. The EHE Team continue to develop partnerships with Children’s Social Care, both to share information and develop common practice so that children are kept safe and remain in education even when not on roll of schools. [See also **Development of Protocols** below]

**8. Special Educational Needs and disabilities (SEND)**

8.1 The EHE Team has also forged a strong partnership with the Lewisham SEND Team which has improved both services as far as children and families are concerned, as well as making protocols easier for schools to work with. When a parent of a child with a Statement of SEND or Education, Health and Care Plan (EHCP) notifies a school of their intention to provide EHE, schools are expected to convene an emergency annual review. This provides an opportunity for discussion of any problems or issues which may have arisen and consideration of alternative solutions, as well as a chance to review the parent’s plans for education. This has generally worked effectively this year with positive outcomes for most children. SEN have also delivered a presentation at one of our Lewisham EHE network meetings which was well received.



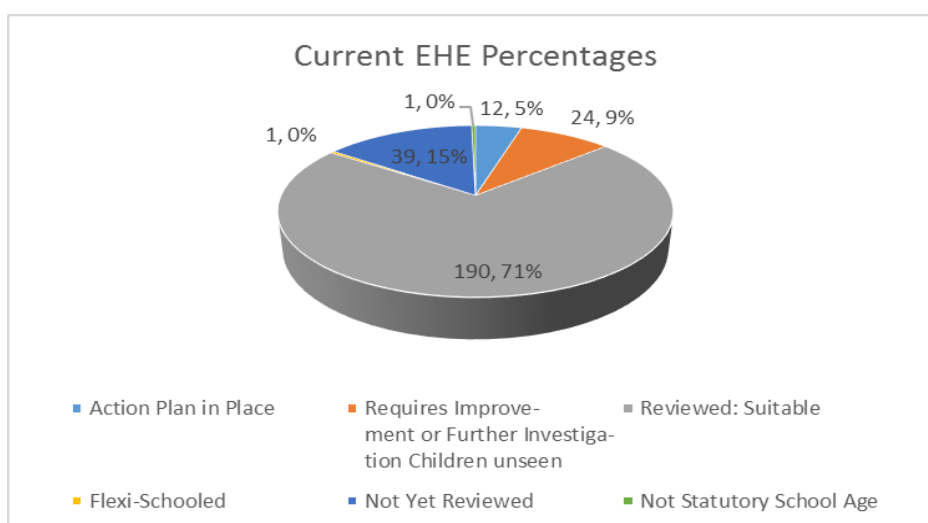
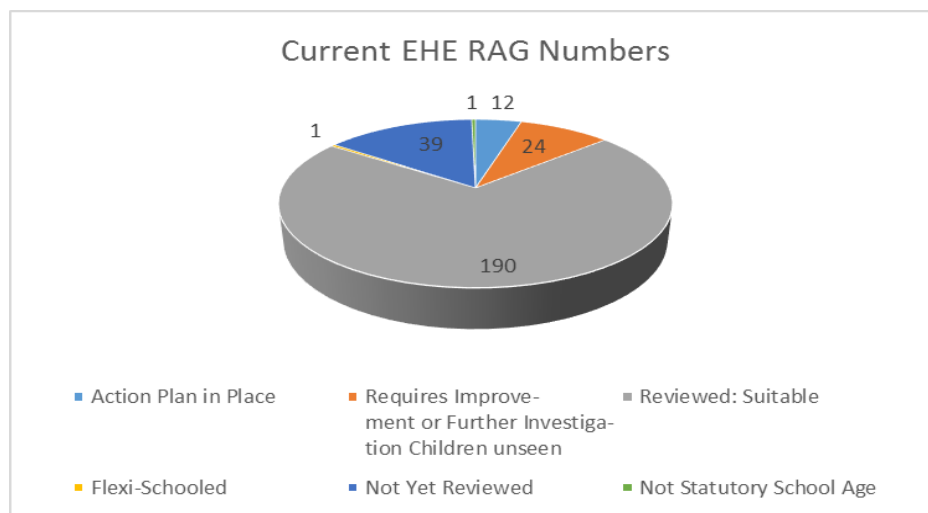
8.2 Work is currently being undertaken to establish the SEN status of new referrals and historic EHE cases where there are no previous records regarding SEN.

8.3 In line with the recommendations of the LSCB following a Serious Case Review, it has been agreed that the cases of children with an SEN Statements / EHCP will be reviewed at least annually with partners from across the multi-agency network.

**9. RAG Ratings**

9.1 Once a referral has been accepted, a letter is sent to the family advising them that the child is registered EHE in Lewisham and giving a summary of the service; offering access to school nurse services; and requesting a response to a questionnaire about planned provision. At that point the case is given a RAG rating of Blue – provision not yet reviewed.

- 9.2 Once provision has been reviewed, cases are given a rating of green if provision is suitable. The policy of meeting the family early has been very successful. The vast majority of families now agree to a meeting and generally provision is suitable.
- 9.3 If the provision requires improvement, the reviewing officer will discuss this with the family and arrange a further review in three or six months, depending on the circumstances, so the family has an opportunity to enhance their provision. These cases are rated amber. Often in such cases, the family will make appropriate adjustments so that provision becomes suitable or they decide to return the child to school with the help of the EHE Team. If a parent provides compelling evidence of suitable provision but the child has not been seen, the case is also rated amber.
- 9.4 If the provision is unsuitable and considered unlikely to improve, it is rated red and an action plan is drawn up to resolve the situation. In many of the cases where a family is advised that provision is unsuitable, the parent agrees and immediately requests a school place so the case is resolved straight away. However, there are some cases which are complex and these can take some considerable time to resolve, requiring action from a number of agencies in partnership.



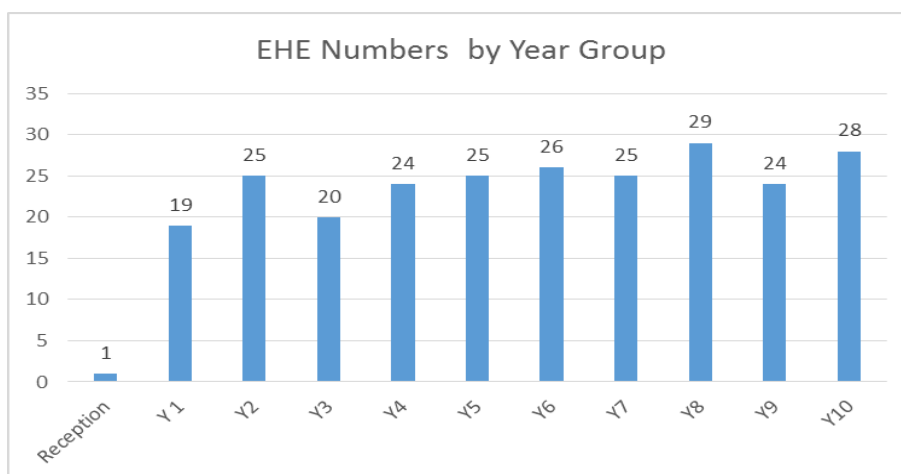
## 10. Flexi-schooling

- 10.1 There are currently two children in Lewisham known to the local authority as being flexi-schooled. This is an arrangement between a family and a Headteacher where a child

attends school for part of the time and is home educated otherwise. Although much sought after by home educating families, the government has made it very hard for schools to agree to such arrangements by ruling that the child must be marked absent in the register for the EHE sessions. This obviously has a significant impact on attendance statistics. Locally, the EHE Team has one child who attends a primary school for three days a week and is home educated for two; the other child is home educated one day each week and attends a Southwark school for four days a week. Both are RAG rated green.

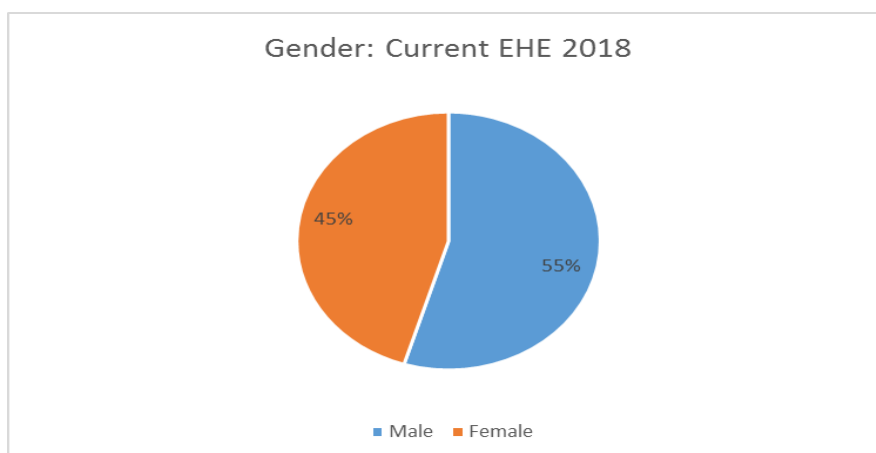
## 11. Numbers by year group

11.1 Parents have no obligation to advise their local authority if they are home educating their child. They must notify their child’s Headteacher if the child is withdrawn from a school and schools have a legal duty to notify the local authority in which the child resides. Nevertheless, some parents are keen to engage with the EHE Team and register their child as soon as they begin providing home education and so the EHE Team do record children who are not yet statutory school age. Once children are no longer statutory school age, on the last Friday in June of Y11, they are removed from the EHE list and referred to the post-16 Participation Team. The EHE Team write to the parents to enquire about destinations and refer the young people to the post-16 Participation Team.



## 12. Gender

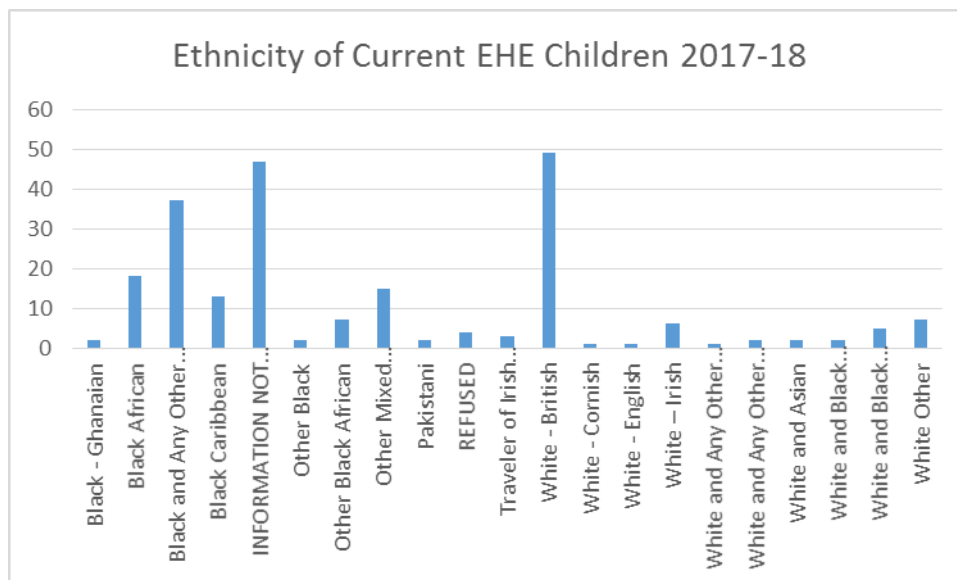
12.1 The EHE Team does gather some data to detect and investigate any emerging patterns. However, there is nothing of significance to report this year in most categories.



There is a fairly even spread of cases according to gender, both currently and throughout the year.

### 13. Ethnicity

13.1 With regard to ethnicity, the EHE Team been recording what schools relay from parents have informed them but there are many overlapping categories. Since for a significant number of children, the information has not yet been obtained, it is difficult to complete a detailed or meaningful analysis. The information would also need to be mapped against the Lewisham school aged population in order to be useful.



### 14. Development of Protocols

14.1 A significant piece of work last year was the development of EHE protocols, formalising policy and practice developed over the past three years and encompassing guidelines previously shared with schools, across relevant local authority teams and with other agencies such as Health. The EHE Team worked closely with colleagues throughout the drafting process and the approved draft was approved by the legal team and is now available on the Lewisham Website. **(Also see Appendix one)**

### 15. Achieved 2017-18

- The EHE Protocols that were introduced last year are now on the Lewisham Website and are adhered to by all schools and other services.
- Information about EHE (as well as other areas in the Access, Inclusion and Participation Service) has been shared with schools and other agencies.
- Lewisham College are now running GCSE courses in Maths, English and Science aimed specifically at the EHE community. Last year was the first year they ran the courses and this year they have extended the numbers from 30 to 60. The EHE Team invited the Head of ESOL from the college to come to the EHE Network Meeting and there have been a number of EHE children who have signed up for their GCSE's. The Schools Health Service has provided information regarding the immunisation programmes and services has been sent to the EHE community and EHE and ESOL students at Lewisham College.

### 16. DfE Government Consultation on EHE

16.1 In April the DfE have drafted a proposal for the reform of EHE following Lord Soley's paper in June 2017, and the Wood Report of 2016. The reforms suggested is for the registration of Elective Home Educated children and for the monitoring of educational provision by the local authority.



16.2 The Home Education (Duty of local authority) Private Member's Bill (House of Lords number 11) introduced by Lord Soley is currently awaiting its second reading in the House of Commons on 1<sup>st</sup> February 2019. The bill requests an insertion into the Education Act 1996 after section 436A:

**“436B Duty of local authorities to assess children receiving elective home education**

- (1) Local authorities have a duty to assess the educational development of children receiving elective home education in their area.
- (2) Local authorities have a duty to provide advice and information to a parent of a child receiving elective home education if that parent requests such advice or information in relation to their obligations under this section.
- (3) A parent of a child receiving elective home education must register the child as such with their local authority.
- (4) Local authorities must assess annually each child receiving elective home education in their area (hereafter referred to as “the assessment”).
- (5) The assessment must assess the educational development of each child.
- (6) The assessment may include a visit to the child's home; an interview with the child; seeing the child's work; and an interview with the child's parent

16.3 A parent of a child receiving elective home education must provide information relevant to the assessment to their local authority when requested.”

**17. Actions for 2018-19**

- a) To continue working closely with other teams and agencies within as well as outside the local authority, to promote a clearer understanding of EHE and the work of the local authority in enabling us to engage with the families. Although there has been a marked improvement with sharing information between EHE and CSC following the recommendations of the LSCB after the serious case review of Child Z, there is still a need for improvement and I intend to work closely with CSC to enable this to happen.
- b) To update and improve the Lewisham Website.
- c) Figures in December 2018 show that 332 children registered as electively home educated.

**18. Financial implications**

18.1 There are no direct financial implications arising from this report.

**19. Legal implications**

19.1 There are no specific legal implications arising as a result of this report.

**20. Crime and Disorder Implications**

20.1 There are no crime and disorder implications.

**21. Environmental Implication**

21.1 There are no environmental implications.

**22. Equalities Implication**

22.1 There are no direct equality implications arising from this report. The proposals and initiatives set out in this report are intended to eliminate unlawful discrimination and

harassment, promote equality of opportunity and good relations between different groups in the community and to recognise and to take account of people's differences.

**For further information please contact Ruth Griffiths, Service Manager – Access, Inclusion and Participation on 020 8314 3499**

## Appendix One: Lewisham Elective Home Education Protocol, October 2017

All schools in Lewisham will participate in the implementation of this protocol and will adhere to its requirements. It should be read in conjunction with the Fair Access and Managed Move protocols.

1. Definitions
2. The Law
3. Lewisham's Position
4. Purpose of the Elective Home Education Protocol
5. Exceptional Cases
6. The role of the EHE Team
7. School responsibilities
8. Children with SEN
9. The role of other professionals
10. EHE Contact Details
11. Appendices – suite of documents: information leaflets, template letters, etc.

### 1. DEFINITIONS

- 1.1 Elective home education is the term used by the Department for Education (DfE) to describe parents' decisions to provide education for their children at home or otherwise than by sending them to school. This is different to home tuition provided by a local authority or education provided by a local authority other than at a school.
- 1.2 Children whose parents elect to educate them at home or otherwise are not registered at mainstream schools, special schools, independent schools, academies, Pupil Referral Units (PRUs), colleges, children's homes with education facilities or education facilities provided by independent fostering agencies. Some parents may choose to engage private tutors or other adults to assist them in providing a suitable education, but there is no requirement for them to do so. Learning may take place in a variety of locations, not just in the family home.
- 1.3 Elective Home Education (EHE) is sometimes referred to as 'Education Otherwise' and is known as "Home schooling" in the USA.
- 1.4 For the purposes of this document, 'Parent' refers to the person with parental responsibility or the person who has the care of the child.
- 1.5 Children who are resident in other boroughs should be treated in the same way as Lewisham children with respect to these protocols.

### 2. THE LAW

- 2.1 Article 2 of Protocol 1 of the European Convention on Human Rights states that:  
*"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions."*
- 2.2 Parents have a right to educate their children at home. Section 7 of the Education Act 1996 provides that: October 2017

*"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable -*

- *to his age, ability and aptitude, and*
- *to any special educational needs he may have, either by regular attendance at school or otherwise."*

- 2.3** The responsibility for a child's education rests with their parents. An "efficient" and "suitable" education is not defined in the Education Act 1996 but "efficient" has been broadly described in case law as an education that "achieves that which it sets out to achieve", and a "suitable" education is one that "primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so".
- 2.4** Section 436A of the Education Act 1996 states:  
*"A local education authority must make arrangements to enable them to establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school age but — are not registered pupils at a school, and are not receiving suitable education otherwise than at a school."*
- 2.5** Section 437 (1) of the same Act makes clear that local authorities must intervene if it appears that parents are not providing a suitable education. This section states that:  
*"If it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education."*
- 2.6** Guidelines [*Elective Home Education: Guidelines for Local Authorities (2007)*], state:  
*"Prior to serving a notice under section 437(1), local authorities are encouraged to address the situation informally. The most obvious course of action if the local authority has information that makes it appear that parents are not providing a suitable education, would be to ask parents for further information about the education they are providing."*
- 2.7** Additionally, the guidelines state:  
*"If it appears to a local authority that a child is not receiving a suitable education it may wish to contact the parents to discuss their ongoing home education provision. Contact should normally be made in writing to the parents to request further information."*
- 2.8** Case law [*Philips vs. Brown* 20 June (unreported transcript 424/78 QB (DC) 1980)] established that an LA may make enquiries of parents who are educating their children at home to establish that a suitable education is being provided. The judge said in his ruling:  
*"Of course such a request is not the same as a notice under section 37(1) of the Education Act 1944 and the parents will be under no duty to comply. However it would be sensible for them to do so."*
- 2.9** Section 437(3) Education Act 1996 provides that if a parent fails to satisfy the local authority within the specified period that their child is receiving a suitable education, the local authority has the power to issue a "school attendance order" requiring that the child become a registered pupil at the school named in the order.
- 2.10** Section 13A of the Education Act 1996 sets out duties for LA's in relation to high standards and the fulfilment of potential:  
*"(1). A local authority in England must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—*  
*(a) promoting high standards,*  
*(b) ensuring fair access for education and training, and*  
*(c) promoting the fulfilment of learning potential by every person to whom this subsection applies.*

(2) Subsection 1 applies to the following:

(a) Persons under the age of 20;—

(b) Persons aged 20 or over and for whom an EHC Plan is maintained.”

**2.11** Local authorities also have general duties to make arrangements to safeguard and promote the welfare of children (see section 175 of the Education Act 2002 and sections 10 and 11 of the Children Act 2004). EHE officers, along with all local authority employees, have a responsibility to ensure all children are safeguarded and their welfare promoted throughout their work. Section 175 (1) provides:

*“A local authority shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children”.*

**2.12** EHE Officers have no powers to visit children in their homes nor to insist upon seeing a child with regard to reviewing the provision being made for their education. Sections 17 and 47 of the Children Act 1989 provide local authorities with the power to insist on seeing children in order to inquire about their welfare where there are grounds for concern, although such powers cannot be used in order to establish whether the child in question is receiving suitable education at home.

### **3. LEWISHAM’S POSITION**

**3.1** Lewisham is committed to the fundamental right of every child to an effective education irrespective of where this is provided. Lewisham recognises that parents can elect to educate their children at home or otherwise than at school.

**3.2** If there are concerns about whether the child is likely to receive an education and/or is possibly at risk of harm or neglect, the need to safeguard the child supersedes the parent’s right to educate otherwise than at school. We expect all professionals to work in partnership to ensure that all children and young people are protected and safeguarded and are able to maximise their life opportunities.

### **4. PURPOSE OF THE ELECTIVE HOME EDUCATION PROTOCOL**

**4.1** The Elective Home Education Protocol is designed, as far as is possible within the limitations of the law, to ensure that:

- No child is left without education provision as a result of being withdrawn from school following an EHE notification;
- No child is left at risk of harm or neglect as a result of being withdrawn from school following an EHE notification;
- EHE notifications are not used as a way to move a child from school to school (known as ‘school hopping’);
- EHE notifications are not used by parents as a means to avoid prosecution for a child’s non-attendance at their registered school;
- EHE notifications are not used by parents or school staff to avoid due process and compliance with other protocols;
- EHE is not a ‘knee jerk’ response to a problem, crisis or dispute between the child, family and school;
- EHE is not used in place of resolving ongoing issues or problems perceived by the child, family and/or school;
- EHE is not used as a means to deregister a child presenting significant challenges or as an attempt to pass them on to another school or LA;
- EHE is not used as an alternative to permanent exclusion;
- School staff and other professionals are clear about their roles and responsibilities when receiving an EHE notification and working with home educating families.

### **5. EXCEPTIONAL CASES**

**5.1** The law provides that parents have a right to educate their children otherwise than at school. However, there are some circumstances in which it is clear that the child is possibly at risk of harm or neglect if they are withdrawn for EHE. In such a case, Lewisham’s position is that the need to

safeguard the child supersedes the parent's right to educate at home. The overriding consideration will be what is in the child's best interests.

**5.2** These circumstances include where:

- the child is the subject of a section 47 investigation at the time of the EHE notification;
- the child is the subject of a child protection plan;
- the family is known to social care and the child is a Child in Need or otherwise potentially at risk;
- the child has a history of fixed-term exclusions and/or is about to be permanently excluded;
- the child has been referred to alternative provision;
- there are concerns about the parent's capacity to provide education due to evidence of poor literacy, mental health concerns, etc.;
- there have been expressions of concern about the welfare of the child/family from other services and/or members of the public supported by cogent evidence;
- the child is in Y11;
- it is clear that the decision to withdraw the child from school has been suggested as a way of solving a crisis, e.g. the parent faces prosecution for the child's non-attendance; as an alternative to a permanent exclusion; there is an unresolved dispute between the family and the school; the child is out of parental control;
- it is clear that the family want a different school and do not genuinely wish to provide education for the child at home or otherwise.

**5.3** In these cases, the expectation is that the child should remain on school roll and an action plan agreed between the school, EHE team and/or other LA Officers as appropriate (CSC, SEN, Inclusion and Reintegration, Attendance, Fair Access, etc.) in order to resolve the situation in the best interests of the child.

**5.4** In all cases where a professional believes a child may be at risk of harm or neglect, a referral should be made to the Multi-Agency Safeguarding Hub (MASH): [mashagency@lewisham.gov.uk](mailto:mashagency@lewisham.gov.uk); [mashgcsx@lewisham.gcsx.gov.uk](mailto:mashgcsx@lewisham.gcsx.gov.uk) The MASH provides a single point of access for all professionals to report safeguarding concerns to children's social care. Professionals can also request commissioned targeted family support through the multi-agency early help panel.

**5.5** In the majority of such cases, professionals from all agencies involved will work with the family to secure a solution in the best interests of the child and with which the parent will agree. In cases where agreement with the parent cannot be reached and there are significant safeguarding concerns, such that professionals from different agencies are agreed that the child would be at risk of harm or neglect if withdrawn for home education, the local authority may consider school attendance order proceedings (see also **5.7** below).

**5.6** In these cases it is important to be clear that the challenge is on safeguarding grounds: the ongoing welfare of the child, which may or may not include concerns about education. The focus must be on establishing evidence that the child is safe from the risk of harm and/or neglect if withdrawn from school. For these reasons a visit from the EHE Officer may not be appropriate at the point of withdrawal from school. If it is ultimately decided that the child can be withdrawn for EHE, EHE Officers will make a priority visit to establish the suitability of the education. This also gives the parent time to establish and sustain provision so that any review of education would provide a more accurate picture of the ongoing provision.

**5.7** All professionals should be aware that parents may refuse to engage with EHE Officers or to provide evidence of the child's education. Although Lewisham LA takes the view that it is legal to make informal enquiries to establish that provision for a child is suitable, EHE Officers cannot insist upon a home visit nor on seeing the child.

**5.8** If a solution cannot be found and a parent is determined to withdraw their child despite significant safeguarding concerns shared by a number of professionals, an action plan to address the issues should be agreed at a professionals meeting which considers the available evidence and risk. As a minimum, this meeting should include managers from the EHE, Children's Social Care (CSC) and Attendance teams. Addressing the safeguarding of the child is paramount.

## **6. THE ROLE OF THE EHE TEAM**

**6.1** EHE Officers will:

- assess each EHE referral from a school to consider whether it is appropriate and protocols have been followed;
- contact the parents of EHE children annually, with view to reviewing the education provision to establish that it is suitable;
- write reports of these reviews to record evidence and judgements;
- take action when children appear not to be in receipt of suitable education provision, which may include initiating proceedings towards issuing School Attendance Orders (SAO's) and will include working with other LA professionals;
- monitor and track children who are electively home educated, working across services and ensuring appropriate and timely interventions where there are concerns;
- advise and signpost resources and other sources of support to home educators;
- organise termly Lewisham EHE Network Meetings where home educating families can meet each other as well as the Lewisham EHE team and which include a presentation on a topic of interest to home educators, e.g. Maths, Music, SEN, Outdoor Learning, GCSE's, Post-16 Pathways, Health, etc.
- advise and work closely with other local authority agencies and departments, including schools, to ensure EHE policies and procedures are understood and carried out, ensuring regular communication of data and information;
- inform a child's GP, where the name of that GP is known, if a child is withdrawn from school to be home educated;
- track, monitor and analyse data about children who are electively home educated, identifying patterns, areas of strength or concern, and sharing these with managers and other agencies, including schools and the Lewisham Safeguarding Children Board, as appropriate;
- monitor any changes to EHE legislation and guidance and recommend amendments to EHE policies and procedures where necessary, in consultation with other stakeholders;
- develop effective relationships with and between home educating families.

## 6.2 EHE Officers cannot:

- insist upon home visits;
- insist upon seeing a child;
- monitor provision on a routine basis;
- require parents to teach the National Curriculum or any other defined programme;
- require parents to follow a set number of hours or follow a timetable;
- demand any health or safety specifications;
- expect any parental academic qualifications;
- expect home educated children to match school age-specific standards;
- require parents to mark or formally assess their child's work;
- require parents to keep formal records of the child's learning or progress.

**6.3** Lewisham EHE Officers look for evidence that would convince a reasonable person that the child is being provided with an education that is suitable. This means the education must be full time and achieve what it sets out to achieve; and must be suitable to the child's age, ability and any special educational needs they may have.

**6.4** Many home educators argue that they do not have to engage with the local authority unless there is evidence that their provision is unsuitable. They argue that if they do not engage or provide any evidence of provision at all, there can be no evidence that provision is unsuitable. They therefore refuse to engage with the local authority. This position was tested in a court case, Philips vs Brown, 1980 when the judge ruled in favour of the local authority, establishing that an LA may make enquiries of parents who are educating their children at home to establish that a suitable education is being provided. Lewisham LA EHE Officers will contact the families of every child who is known to be home educated in Lewisham with a view to reviewing the education being provided to establish that the provision is suitable and efficient. Nevertheless, some families are difficult to engage and it may take some considerable effort and significant time before it can be established that a suitable education is being provided.

**6.5** Whilst some families who refuse to engage do so for philosophical reasons (objecting to perceived state interference, etc.) but yet provide suitable education, there is clear evidence, both locally and nationally, that some parents apply the law around home education in order to 'hide' their child(ren)

from the authorities and/or to avoid prosecution for their child(ren)'s non-attendance and who do not provide suitable (or any) education. This has been a feature of a number of serious case reviews nationally. EHE Officers and all professionals working with children who are home educated must be alert to the possibility of such abuse.

- 6.6 If it appears that a child's education provision may not be suitable, in most cases the parent will be given the opportunity to make improvements and signposted to sources of support to help them to do so. A follow-up review will be arranged to ensure that the child's provision has become suitable.
- 6.7 If it appears that a child's education provision may not be suitable, despite efforts to improve; or if it is clear that provision is not likely to improve given additional time, consideration will be given to initiating proceedings towards a School Attendance Order.
- 6.8 If the parent agrees that the provision is unsuitable and would like to apply for a school place, EHE Officers will advise and support the process of application in liaison with other LA Officers.
- 6.9 In line with the recommendations of the Lewisham Local Safeguarding Children Board (LSCB) in a Serious Case Review (2017), the protocols for EHE and the annual report on EHE should be presented to the LSCB main board.
- 6.10 EHE Officers will liaise with the school nursing team to ensure that children who are home educated have the same access to nursing services as their peers who are educated in schools.

## 7. SCHOOL RESPONSIBILITIES

- 7.1 School staff and other professionals should never suggest, recommend or encourage EHE as the solution to any problems with the child, their parent(s) and/or their education.
- 7.2 If a parent suggests they are considering withdrawing a child for EHE, or if an EHE notification is received by a school, the expectation is that the school will engage and discuss with the parent this decision, establishing the reasons behind it and the likelihood of the child being educated and safe from the risk of harm or neglect should such a withdrawal go ahead. The school should also inform the local authority's EHE team at the outset.
- 7.3 Where possible, efforts should be made to ascertain for the record the wishes and views of the child(ren).
- 7.4 If the decision to withdraw the child is based on an issue or dispute, efforts should be made to resolve the matter. The school should consider whether to enlist the support of other professionals, such as Attendance Officers and/or EHE Officers, as part of this process.
- 7.5 If ultimately the parent wishes to send the child to a different school, either an in-year application can be made to a different school or, should the circumstances demand it, a Managed Move should be considered.
- 7.6 If the parent is determined to go ahead with the decision to withdraw their child, the school must inform them, **in writing**, of the following:
- If elective home education ceases for any reason, because of a change of mind or circumstances, or because the provision is found to be unsuitable, when a parent/carer later applies for a school place, the child will ordinarily be returned to the original school as part of Lewisham's Fair Access protocols. EHE is not an effective way to transfer school.
  - EHE is self-financing and there will be no funding made available from the LA or any other agency to support them. There is no central tuition service or a bank of tutors or resources that parents can access. Full responsibility for all aspects of educational provision, including any additional requirements for a child with SEN, now falls to the parent.
  - There is no automatic provision for young people to take public examinations – these would have to be researched, funded, organised and resourced by parents.
  - EHE is considered as provision, just as if the child is in school. It will not increase the child's priority on a school waiting list in this or any other borough.
  - Parents can contact the LA's EHE team for advice and support.
- 7.7 If the child falls into the category of 'Exceptional Cases' (as **Section 5** above), the school should immediately contact the EHE team for advice. Children's Social Care should also be informed if they already have active or previous involvement with the family. The EHE team can provide a template letter advising the parent that the child will remain on roll until it can be established that the child is likely to be educated and safe from the risk of harm or neglect.
- 7.8 In order to take a child off roll, it is a legal requirement that the notification is received in writing. An



acceptable EHE notification should be addressed to the headteacher in the form of a scanned or paper letter and should have:

- the child's full name
- the child's date of birth
- the family address
- an explicit statement of the intention to provide EHE and request to be removed from the school roll

(acceptable - *I wish to provide my child with home education; I wish to home educate my child; I'm going to educate her myself; I intend to provide education otherwise;*  
unacceptable - *My child is not coming back to your school* )

- a date from which EHE is to commence (cannot be backdated)
- the signature of the person with parental responsibility
- the current date

Lewisham Local Authority will not accept an email as written evidence but will accept a scanned copy of a letter signed and dated by the person with parental responsibility.

- 7.9** The school must inform the LA in which the child is resident immediately. An EHE Referral and Notice of Deregistration (available on the Lewisham Council website and from the EHE team) should be completed and sent – along with a copy of the parent's written notification – to the LA's EHE team within 10 days. The child should be removed from the school roll after 10 days.
- 7.10** Children withdrawn by their parents to be educated otherwise whose parents later seek a school place will be referred to their previous school in the first instance. The school can either readmit or, if not appropriate, can arrange a Managed Move or make a referral to the FAP for an alternative school place. [See also Fair Access and Managed Move protocols]. The EHE team can provide advice and support.
- 7.11 FLEXI-SCHOOLING** - Flexi-schooling is a combination of attendance at school and home education. Schools may enter into flexi-schooling arrangements provided they correctly mark children as absent in attendance registers when they are being educated at home. The local authority is not part of such arrangements but the EHE team should be kept informed about them.

## **8. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)**

- 8.1** Lewisham Local Authority would not normally expect a child with a Statement of SEN or Education, Health and Care Plan (EHCP) to be home educated. Careful consideration must be given as to whether the child's educational needs will be met if s/he is withdrawn for home education.
- 8.2** If a school receives an EHE notification from a parent of a child with a Statement of SEN or EHCP, in addition to the EHE team, the child's SEN caseworker must immediately be informed. The school must convene an emergency annual review so that the EHCP can be amended to reflect the change in provision and consider whether the plans for EHE are appropriate before the child leaves the school and is deregistered.
- 8.3** If the child attends a special school, Lewisham SEN must consent to the child's withdrawal for EHE before deregistration. The school should follow the steps above (paragraph **8.2**) and then secure the consent of Lewisham SEN Panel before taking the child off roll. Government guidelines stipulate that "this should not be a lengthy or complex process".
- 8.4** Schools must consider whether a child with SEN falls into the category of an Exceptional Case (see **Section 5** above) in addition to the above.
- 8.5** In line with the recommendations of the Lewisham Local Safeguarding Children Board in a Serious Case Review (2017), each child who has an SEN Statement or EHCP should be reviewed at least annually with colleagues from across the multi-agency network.

## **9. RESPONSIBILITIES OF OTHER PROFESSIONALS**

- 9.1** It is expected that all professionals working for the local authority will work in partnership with the EHE team and other agencies in the best interests of the child. This includes sharing information and securing the agreement of other professionals where appropriate when working with EHE

families. (See also **3.2** and **5.7** above).

- 9.2** No professional should ever suggest, recommend or encourage EHE as the solution to any problems with the child, their parent(s) and/or their education.
- 9.3** Parents are under no obligation to let anyone see their child once they decide to home educate. Home educating parents or carers are no more likely than others to abuse or neglect their children. There is a risk, however, that children who have been withdrawn for EHE can become invisible to the authorities. This has been a feature of a number of Serious Case Reviews nationally. EHE Officers do not have the right to insist on visiting the family in their home.
- 9.4** Professionals should always contact the EHE team if they come across a child who is home educated. There is no legal duty upon parents to advise the local authority if they are providing home education. Thus children home educated from birth who have never been to school, and sometimes children who have only ever attended independent schools, may not be known to Lewisham EHE team. The local authority, however, has a legal duty to establish the identities of all children in their area who may not be in receipt of a suitable education. It is therefore incumbent upon professionals working with home educated children to inform the EHE team of their identities.
- 9.5** It is particularly important that any professional in Children's Social Care (CSC) should contact the EHE team if they are working with a home educated child. Even if the family is known to Lewisham EHE, Officers may not be aware of CSC concerns or involvement, especially if it began after the child was withdrawn from school. Social workers should also make the EHE team aware of any meetings or conferences convened to discuss a home educated child.
- 9.6** Professionals working with home educating families should share any concerns with other agencies. It should not be assumed that anyone else knows anything about the child/family or is dealing with any issues. With regard to data protection, in a letter to the Chief Executives of local authorities, Directors of Children's Services, Police and Crime Commissioners, Local Safeguarding Children's Boards, Health and Wellbeing Boards and GPs, dated 3 March 2015 and signed by government ministers, there is the declaration: "There can be no justification for failing to share information that will allow action to be taken to protect children."

Children and Young People Select Committee			
Title	Select Committee work programme		
Contributor	Scrutiny Manager	Item	10
Class	Part 1 (Open)	24 January 2019	

## 1. Purpose

To advise Committee members of the work programme for the 2018/19 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. The Overview and Scrutiny Business Panel agreed a co-ordinated work programme. The work programme for each individual committee 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
- Note the revision to the in-depth review timetable outlined in section 6 of this report.

## 4. The work programme

- 4.1 The work programme for 2018/19 was agreed at the Committee's meeting on 28 June 2018.
- 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.
- 4.3 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 13 March 2019:

Agenda item	Review type	Link to Corporate Priority	Priority
In-depth review - school exclusions – 3 <sup>rd</sup> evidence session	Performance Monitoring		CP2
Recruitment and retention of school staff - 6 month update	Performance Monitoring		CP2
Corporate Parenting and LAC Annual Report	Performance Monitoring		CP2&7
Children's Social Care Sufficiency Strategy	Performance monitoring		CP2&7
Annual Schools Standards Report 2017/18 (primary and secondary), including update on Secondary Challenge	Performance Monitoring		CP2
Primary SATS results and validated secondary results	Performance Monitoring		CP2

5.2 The Committee is asked to specify the information and analysis it would like to see in the reports for these items, 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**

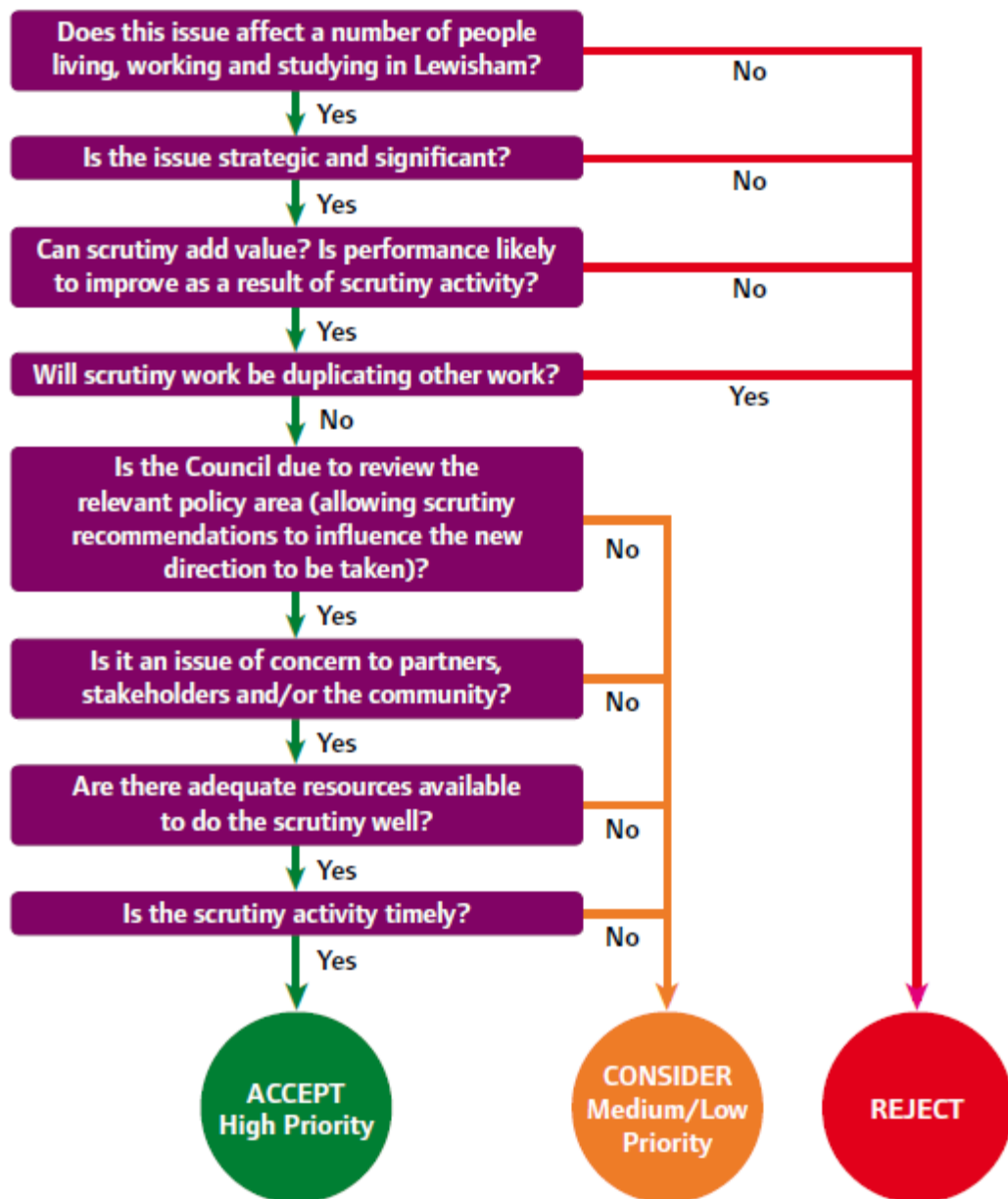
- 9.1 The date of the next meeting is Thursday 13 March 2019.

### **Background Documents**

Lewisham Council's Constitution

Centre for Public Scrutiny: the Good Scrutiny Guide

## Scrutiny work programme – prioritisation process



**Children and Young People Select Committee 2018/19**

**Programme of Work**

Work Item	Type of review	Priority	Strategic Priority	Delivery deadline	28-Jun	05-Sep	17-Oct	06-Dec	24-Jan	13-Mar
Lewisham Future Programme	Standard item	High	CP10	Ongoing			<b>Budget Cuts</b>			
Election of the Chair and Vice-Chair	Constitutional requirement	High	CP10	Jun						
Select Committee work programme 2018/19	Constitutional requirement	High	CP10	Jun						
Response to referral - SEND provision	Referral response	High	CP2&CP7	Jun						
Response to referral - CAMHS funding	Referral response	High	CP2&CP7	Jun						
Response to referral - recruitment and retention of school staff indepth review	Referral response	High	CP2&CP7	May						
Update on Ofsted Improvement Plan (Children's Social Care)	Standard Item	High	CP7	June						
Annual Report on Attendance and Exclusions	Performance monitoring	High	CP2&CP7	Sep						
Children's Centres	Standard Item	High	CP2&CP7	Sept						
Children's Social Care sufficiency strategy (to include Out of Borough Placements)	Standard item	High	CP2&CP7	Sept						
School place planning	Standard Item	High	CP2	Oct						
Primary to Secondary transition - update	Performance Monitoring	High	CP2&CP7	Oct						
Update on Youth First	Standard item	High	CP 2							
SEND update- 1 year on from inspection	Standard item	High	CP2							
Cuts to Health Visiting Service	Standard Item	High	CP2 & CP7							
Children's Social Care Improvement Plan	Standard Item	High	CP2&CP7	Jan						
Provisional secondary school results and update on secondary challenge	Performance Monitoring	High	CP2 & CP7							
Safeguarding Services 6-monthly Report	Performance monitoring	High	CP2&CP7	ongoing						
Lewisham Safeguarding Children's Board Annual Report	Performance monitoring	High	CP7							
Lewisham Learning Partnership - measuring outcomes/ success	Performance monitoring	High	CP 2							
Home Education	Standard Item	High	CP2 & 7							
CAMHS waiting times for Lewisham Children	Performance Monitoring	High	CP2 & 7							
<b>In-depth review - school exclusions</b>	<b>In-depth review</b>	<b>High</b>	<b>CP2 &amp; CP7</b>	Jan		<b>Scoping</b>	<b>Evidence 1</b>	<b>Evidence2</b>		<b>Evidence 3</b>
<b>Primary SATS results and validated secondary results</b>	<b>Performance Monitoring</b>	<b>High</b>	<b>CP2 &amp; CP7</b>							
<b>Recruitment and retention of school staff - 6 month update</b>	<b>Performance Monitoring</b>	<b>High</b>	<b>CP2&amp;CP7</b>							
<b>Corporate Parenting and LAC Annual Report</b>	<b>Performance monitoring</b>	<b>High</b>	<b>CP2&amp;CP7</b>							
<b>Children's Social Care Sufficiency Strategy</b>	<b>Performance monitoring</b>	<b>High</b>	<b>CP2&amp;CP7</b>							
<b>Annual Schools Standards Report 2017/18 (primary and secondary), including update on Secondary Challenge</b>	<b>Performance monitoring</b>	<b>High</b>	<b>CP2</b>							
Children and Young People's Plan	Standard item	High	CP2&CP7							

	Item completed
	Item on-going
	Item outstanding
	Proposed timeframe
	Item added

Meetings			
1)	Thursday 28 June	4)	Thursday 6 December
2)	Wednesday 5 September	5)	Thursday 24 January
3)	Wednesday 17 October	6)	Wednesday 13 March

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## FORWARD PLAN OF KEY DECISIONS

### Forward Plan February 2019 - May 2019

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 Flaherty, the Local Democracy Officer, at the Council Offices or [kevin.flaherty@lewisham.gov.uk](mailto: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.

<b>FORWARD PLAN – KEY DECISIONS</b>					
<b>Date included in forward plan</b>	<b>Description of matter under consideration</b>	<b>Date of Decision Decision maker</b>	<b>Responsible Officers / Portfolios</b>	<b>Consultation Details</b>	<b>Background papers / materials</b>
October 2018	<b>Housing Assistance Policy</b>	16/01/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
November 2018	<b>Gambling Statement</b>	16/01/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Joani Reid, Cabinet Member for Safer Communities		
November 2018	<b>Adoption of Perry Vale and Christmas Estate Conservation Area Article 4 Direction and Conservation Area Appraisal</b>	16/01/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		
November 2018	<b>Contract Award Carers Specialist Information Advice and Support Service</b>	16/01/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
May 2018	<b>2 PCSA Contract Awards for Stage 1 of two SEND school expansion projects</b>	16/01/19 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
December 2018	<b>Council Tax Base</b>	16/01/19	David Austin, Head of		

**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
		Mayor and Cabinet	Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
December 2018	<b>Decent Homes Update'</b>	16/01/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
December 2018	<b>Article 4 Direction to withdraw PD rights for change of use from dwelling house (Use Class C3) to small HMOs (Use Class 4)</b>	16/01/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		
December 2018	<b>Stillness Junior School Instrument of Government</b>	16/01/19 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
December 2018	<b>Financial Regulations and the Directorate Schemes of Delegation</b>	16/01/19 Mayor and Cabinet	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
December 2018	<b>Demolition of Mayow Road Warehouse to build new</b>	16/01/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for		

<b>FORWARD PLAN – KEY DECISIONS</b>					
<b>Date included in forward plan</b>	<b>Description of matter under consideration</b>	<b>Date of Decision Decision maker</b>	<b>Responsible Officers / Portfolios</b>	<b>Consultation Details</b>	<b>Background papers / materials</b>
	<b>Council Homes</b>		Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
December 2018	<b>Proposal to discontinue Main Grants funding to Lewisham Disability Coalition</b>	16/01/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Jonathan Slater, Cabinet Member for Community Sector		
December 2018	<b>New Homes Better Places: Longfield Crescent</b>	16/01/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
December 2018	<b>Tipping, Transportation &amp; Treatment of Organic Waste Contract award</b>	16/01/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Brenda Dacres, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
August 2018	<b>Council Tax Reduction - Consultation 2019-20</b>	23/01/19 Council	Kevin Sheehan, Executive Director for Customer Services and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		

**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
October 2018	<b>Council Tax Base</b>	23/01/19 Council	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
December 2018	<b>Financial Regulations and the Directorate Schemes of Delegation</b>	23/01/19 Council	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
December 2018	<b>Gambling Statement</b>	23/01/19 Council	Aileen Buckton, Executive Director for Community Services and Councillor Joani Reid, Cabinet Member for Safer Communities		
October 2018	<b>Greenvale expansion phase 1: demolition contract award report</b>	29/01/19 Executive Director for Resources and Regeneration	Kevin Sheehan, Executive Director for Customer Services and Councillor Chris Barnham, Cabinet Member for School Performance		
October 2018	<b>Chelwood Nursery Expansion</b>	29/01/19 Executive Director for Resources and Regeneration	Kevin Sheehan, Executive Director for Customer Services and Councillor Chris Barnham, Cabinet Member for School Performance		

**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
October 2018	<b>Rockbourne Community Centre Refurbishment</b>	29/01/19 Executive Director for Resources and Regeneration	Kevin Sheehan, Executive Director for Customer Services and Councillor Brenda Dacres, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
December 2018	<b>Provision of Healthwatch - Extension of Contract</b>	29/01/19 Executive Director for Community Services	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
December 2018	<b>Annual Budget 2019-20</b>	06/02/19 Mayor and Cabinet	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
October 2018	<b>Public Health cuts revised proposals</b>	06/02/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
November 2018	<b>Award of a Printing Services Contract for the ICT Shared Service Authorities</b>	06/02/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member for Democracy, Refugees & Accountability		

**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 2018	<b>Lewisham Transport Strategy and Local Implementation Plan 2019-2041</b>	06/02/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Brenda Dacres, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
November 2018	<b>Determined Admission Arrangements 2019-20</b>	06/02/19 Mayor and Cabinet	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
December 2018	<b>Parking Policy Update</b>	06/02/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Brenda Dacres, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
December 2018	<b>Beckenham Place Park update</b>	06/02/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Brenda Dacres, Cabinet Member for Parks, Neighbourhoods and Transport (job share)		
December 2018	<b>Redevelopment of PLACE/Ladywell site</b>	06/02/19 Mayor and Cabinet	Kevin Sheehan, 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
			Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
November 2018	<b>Corporate Strategy</b>	13/02/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Kevin Bonavia, Cabinet Member for Democracy, Refugees & Accountability		
November 2018	<b>Adoption of Charter against Modern Slavery and Approval of 1st Annual Modern Slavery and Human Trafficking Statement</b>	13/02/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Joani Reid, Cabinet Member for Safer Communities		
October 2018	<b>Neighbourhood CIL Strategy</b>	13/02/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		
December 2018	<b>Public Health Neighbourhood Grants</b>	13/02/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Jonathan Slater, Cabinet Member for Community Sector		
December 2018	<b>Council Budget Update</b>	13/02/19 Mayor and Cabinet	David Austin, Head of Corporate Resources and Councillor Joe Dromey,		



<b>FORWARD PLAN – KEY DECISIONS</b>					
<b>Date included in forward plan</b>	<b>Description of matter under consideration</b>	<b>Date of Decision Decision maker</b>	<b>Responsible Officers / Portfolios</b>	<b>Consultation Details</b>	<b>Background papers / materials</b>
			Cabinet Member for Finance, Skills and Jobs (job share)		
	<b>The activation of 10 previously agreed 1 year contract extensions</b>	13/02/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
November 2018	<b>Neighbourhood CIL Strategy</b>	27/02/19 Council	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		
November 2018	<b>Annual Budget 2019-20</b>	27/02/19 Council	David Austin, Head of Corporate Resources and Councillor Joe Dromey, Cabinet Member for Finance, Skills and Jobs (job share)		
November 2018	<b>Adoption of Charter against Modern Slavery and Approval of 1st Annual Modern Slavery and Human Trafficking Statement</b>	27/02/19 Council	Aileen Buckton, Executive Director for Community Services and Councillor Joani Reid, Cabinet Member for Safer Communities		
August 2018	<b>Lewisham Strategic Heat Network Business Case</b>	13/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Mayor Damien Egan, Mayor		

**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
December 2018	<b>Commissioning of Older Adults Day Services</b>	13/03/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
December 2018	<b>Learning Disability Framework - shortlisting approval</b>	13/03/19 Mayor and Cabinet	Aileen Buckton, Executive Director for Community Services and Councillor Chris Best, Deputy Mayor		
May 2018	<b>Stillness School Kitchen and Dining Hall Contract</b>	19/03/19 Executive Director for Children and Young People	Sara Williams, Executive Director, Children and Young People and Councillor Chris Barnham, Cabinet Member for School Performance		
December 2018	<b>Heathside and Lethbridge Phases 5 &amp; 6 Land Assembly. Part 1 &amp; 2</b>	27/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
December 2018	<b>Proposals for private rented sector licensing in Lewisham</b>	27/03/19 Mayor and Cabinet	Kevin Sheehan, Executive Director for Customer Services and Councillor Paul Bell, Cabinet Member for Housing		
December 2018	<b>New Woodlands School Remodelling works Contract</b>	24/04/19 Mayor and Cabinet	Sara Williams, Executive Director, Children and		

**FORWARD PLAN – KEY DECISIONS**

<b>Date included in forward plan</b>	<b>Description of matter under consideration</b>	<b>Date of Decision Decision maker</b>	<b>Responsible Officers / Portfolios</b>	<b>Consultation Details</b>	<b>Background papers / materials</b>
	<b>Award</b>		Young People and Councillor Chris Barnham, Cabinet Member for School Performance		

**FORWARD PLAN – KEY DECISIONS**

<b>Date included in forward plan</b>	<b>Description of matter under consideration</b>	<b>Date of Decision Decision maker</b>	<b>Responsible Officers / Portfolios</b>	<b>Consultation Details</b>	<b>Background papers / materials</b>