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NOTICE OF MEETING

Meeting	Children and Families Advisory Panel
Date and Time	Tuesday 11th June 2019 at 1.30pm
Place	Chute Room, Ell Court, The Castle, Winchester
Enquiries to	members.services@hants.gov.uk

John Coughlan CBE
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting may be recorded and broadcast live on the County Council's website. The meeting may also be recorded and broadcast by the press and members of the public – please see the Filming Protocol available on the County Council's website.

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence received.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regard to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES OF PREVIOUS MEETING (Pages 3 - 6)

To confirm the minutes of the previous meeting.

4. DEPUTATIONS

To receive any deputations notified under Standing Order 12.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any announcements the Chairman may wish to make.

6. HAMPSHIRE JOINT WORKING HOUSING PROTOCOL (Pages 7 - 12)

To receive a report from the Director of Children's Services in relation to the protocol established for homeless individuals aged 16 & 17.

7. ANNUAL REPORT ON THE EDUCATIONAL OUTCOMES FOR CHILDREN IN CARE (Pages 13 - 32)

To receive a report from the Director of Children's Services providing the annual update in relation to the educational outcomes for Children in Care.

8. OVERVIEW OF HAMPSHIRE COUNTY COUNCILS' CHILDREN'S HOMES (Pages 33 - 44)

To receive a report from the Director of Children's Services providing an update on Hampshire's Children's Homes.

9. OUTCOME OF THE APRIL 2019 OFSTED INSPECTION OF HAMPSHIRE CHILDREN'S SERVICES

To receive a presentation from the Director of Children's Services in relation to the outcome of the April 2019 Ofsted Inspection of Hampshire Children's Services.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting. If you have any particular requirements, for example if you require wheelchair access, please contact members.services@hants.gov.uk for assistance.

County Councillors attending as appointed members of this Committee or by virtue of Standing Order 18.5; or with the concurrence of the Chairman in connection with their duties as members of the Council or as a local County Councillor qualify for travelling expenses.

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Agenda Item 3

AT A MEETING of the Children and Families Advisory Panel of HAMPSHIRE COUNTY COUNCIL held at the castle, Winchester on Tuesday 5th February 2019

Chairman:
Councillor David Keast

p Councillor Roz Chadd
Councillor Martin Boiles
p Councillor Ann Briggs
p Councillor Fran Carpenter

p Councillor Pal Hayre
p Councillor Jackie Porter
p Councillor Robert Taylor
p Councillor Malcolm Wade

49. **APOLOGIES FOR ABSENCE**

Apologies were received from Cllr Keast, Cllr Chadd therefore chaired the Panel.

50. **DECLARATIONS OF INTEREST**

Members were mindful that where they believed they had a Disclosable Pecuniary Interest in any matter considered at the meeting they must declare that interest at the time of the relevant debate and, having regard to the circumstances described in Part 3, Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter was discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore Members were mindful that where they believed they had a Non-Pecuniary interest in a matter being considered at the meeting they considered whether such interest should be declared, and having regard to Part 5, Paragraph 2 of the Code, considered whether it was appropriate to leave the meeting whilst the matter was discussed, save for exercising any right to speak in accordance with the Code.

51. **MINUTES OF PREVIOUS MEETING**

The minutes of the last meeting were reviewed and agreed.

52. **DEPUTATIONS**

No deputations were received.

53. **CHAIRMAN'S ANNOUNCEMENTS**

The Chairman invited Panel Members present to share experiences of any visits to Children's Homes or similar facilities.
Cllr Carpenter shared details of her recent visit to the Multi Agency Safeguarding Hub, noting that it was very positive.

54. **SUPPORTING CHILDREN IN CARE WHO ARE LGBT+**

The Children and Families Advisory Panel received a report from the Director of Children's Services providing an update on the support and guidance provided to support adults working with Children in Care who are LGBT+.

The Panel learnt of a good practise document which was now in circulation, published by Hampshire County Council in September 2018. This guidance was developed in recognition of the fact that children and young people who identify as LGBT+ are potentially vulnerable and are likely to need and want access to advice and support as they grow and develop. The main aims of the document were to enable young people to feel more confident about seeking help and to provide helpful and positive information in relation to LGBT+ issues.

In response to questions members heard that;

- The effect of these issues, and other people's reactions, on Young People's mental health is being considered and there are different ways in which this is supported.
- Guidance documents exist for Schools and those who support Children in Care, but in time these can be adapted for all Parents and Children to access.

Resolved: That the Children and Families Advisory Panel note and welcome the content of the report and the guidance developed to support adults working with children in care who are LGBT+.

55. **CARE LEAVERS PEER CHALLENGE**

The Children and Families Advisory Panel received a presentation from the Director of Children's Services providing an overview of the outcomes of the Care Leavers Peer Challenge.

The Care Leavers Peer Challenge involved four senior managers from other local authorities in the South East assessing Hampshire's Care Leavers service as a 'critical friend'. The key areas of consideration included consistency across the service, quality assurance and if the core offer was embedded within the service.

The Panel heard that the strengths identified included the investment in front line staff, personal assistants and hybrid devices. It was also noted that the quality assurance framework is well embedded and 'The Hampshire Approach' is known throughout the service

The Panel found that areas for consideration included whether a more innovative approach was possible, if responses to Unaccompanied Asylum Seekers could be developed and in outcomes could be improved for care leavers outside of Hampshire.

Resolved: That the Children and Families Advisory Panel note the outcomes of the Care Leavers Peer Challenge.

56. THE HAMPSHIRE APPROACH

The Children and Families Advisory Panel received a presentation from the Director of Children's Services on 'The Hampshire Approach'.

Members noted that the vision behind the approach was;

- to create a family service, focussing on improving outcomes for children in the family context,
- an integrated multi-disciplinary service led by social work professionals,
- supporting social workers to deliver meaningful interventions and create lasting change,
- improve flexibility to allow good practise to flourish.

The Panel heard that the desired outcomes of this new approach was to achieve positive and sustained change for children, young people and families while keeping more children safely at home. One of the key outcomes for families will be that they feel they are receiving the right support, at the right time, from the right person.

The Panel noted that Looked After Children numbers and repeat referrals should reduce as a result of this approach.

In response to questions members found that;

- There were similarities between The Hampshire Approach and the Troubled Families programme which already operates in a similar fashion. The Hampshire Approach is in relation to statutory processes which Troubled Families does not cover.

Resolved: That the Children and Families Advisory Panel note the details of 'The Hampshire Approach' and will receive a progress update in 18 months time.

Chairman, Children and Families
Advisory Panel

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HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Children and Families Advisory Board
Date:	11 June 2019
Title:	Hampshire Joint Working Housing Protocol
Report From:	Director of Children's Services

Contact name: Tim Sandle, Commissioning Officer

Tel: 01962 845453

Email: tim.sandle@hants.gov.uk

1 Recommendations

- 1.1 That the Children and Families Advisory Panel;
 - a. Note the contents of the report.
 - b. Agree that the key challenges are to be considered by the Corporate Parenting Board.

2 Executive Summary

- 2.1 The Hampshire joint working protocol and guidance between housing & Hampshire Children's Services Department for 16 & 17 year olds in housing need has been reviewed and has the following updates and amendments:
- 2.2 Current legislation has been reviewed and practice updated.
- 2.3 The duty for the local authority under the homelessness Act 2017 has been explained. The Act specifies public bodies in England, including Children's Services, are under a duty to refer any person including a young person (with consent) to a housing authority for further guidance if threatened with homelessness.
- 2.4 The duty means that the local authority must undertake the same enquiries for someone where there is reason to believe they may be threatened with homelessness as it would for someone who is homeless. The timescale for this is now 56 days.
- 2.5 Accommodation provided for young people will be suitable to meet their needs.

- 2.6 There is no situation in which bed and breakfast accommodation can be considered suitable for 16 and 17-year-old applicants, even on an emergency basis.

3 Introduction

- 3.1 The judgement in the House of Lords case, *G v Southwark*, clarified the responsibility of Children's Services for accommodating homeless young people aged 16 /17 years of age under the Children Act 1989. The 'Southwark judgment' clearly affirmed the responsibility of Children's Social Care to assess young people who present themselves as being homeless or at risk of homelessness. The ruling highlights that the needs of these young people are likely to be so complex that, as a rule, the outcome of the assessment should be that these young people should be looked after under section 20.
- 3.2 The Homelessness Reduction Act 2017 has made significant changes to part 7 of the Housing Act 1996. Its main effect is to place increased duties on local authorities to assess an applicant's needs and to prevent and relieve homelessness. The Hampshire Joint Working Housing Protocol promotes information sharing, planning and a joined up response in supporting young people who at risk or are homeless. The revised joint working housing protocol will ensure that there is a collaborative approach in supporting young people from Children's Social care and District Housing Authorities.

4 Background, context and key facts

- 4.1 The Hampshire Joint Working Housing Protocol clarifies the process and procedure for managing young people who are at risk or are homeless. A fundamental principle of the Hampshire Joint Working Housing Protocol is that all 16 and 17 year olds who approach either the local Housing Authority or the Children's Services Department, and where there is a reason to believe they may be homeless, should be assessed by Children's Services under the Children Act 1989 to determine whether they are a child in need and, if so, whether a duty exists to offer accommodation under section 20 of that Act.
- 4.2 This protocol recognises that homelessness is damaging to young people's personal, social and economic development and well-being. Where possible, homelessness should be prevented, and young people supported to remain at home (where it is safe to do so) or leave in a planned and supported manner. The primary objective of agencies is to respond to all young people's enquiries with the aim of preventing homelessness and supporting the young person to remain in the parental home, where it is safe and reasonable to do so.
- 4.3 Children's Services is the lead agency regarding assessing and meeting the needs of 16/17 year olds who seek help because of homelessness. Although

the Children Act 1989 is the primary legislation over the Housing Act 1996, Part 7 (as amended), both services are responsible for meeting the needs of these young people. Current legislation and practice requirements are included in the joint working housing protocol and emphasises the complementary roles of Children's Services and the District Housing Authorities.

- 4.4 The joint working housing protocol has been completed with advice from Kim Davis, Youth Homelessness Advisor, Homelessness Advice and Support Team, Homelessness and Rough Sleeping Directorate Ministry of Housing, Communities and Local Government.
- 4.5 Members of the Strategic Housing Group, the Housing and Local Welfare Assistance Lead and the Commissioning Service have checked that the procedure is correct. The revised joint working housing protocol has been checked for current terminology and current practice; this includes an updated flow chart to support professionals in ensuring that their roles and responsibilities are clearly understood.

5 Analysis

- 5.1 The revised joint working housing protocol clarifies the roles and responsibilities as well as including up to date legislation, process and procedure for supporting young people who are at risk or are homeless.

6 Conclusion

- 6.1 The joint working housing protocol has been reviewed and updated in respect of legislation, knowledge and process in line with current requirements and practice. The revised joint working housing protocol promotes information sharing planning and a joined-up response in supporting young people who are at risk or who are homeless. The revised protocol will ensure that there is a collaborative approach between Children's Services and District Housing Authorities and partner agencies in supporting young people. The joint working housing protocol clarifies organisational roles, responsibilities and process in support of young people at risk of, or are, homeless. The Hampshire Joint Working Housing Protocol will be reviewed at least annually to ensure any change in legislation and/or training safeguards are fully incorporated.

7 Useful links:

- 7.1 In developing this protocol consideration has been given to relevant legislation and case law. This includes the [Children Act 1989](#), the [Children \(Leaving Care\) Act 2000](#) the [Children and Social Work Act 2017](#) and the [Housing Act 1996](#) (as amended including by the [Homelessness Act 2002](#) and the [Homelessness Reduction Act 2017](#)).

CORPORATE OR LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	Yes
People in Hampshire enjoy being part of strong, inclusive communities:	Yes
OR	
This proposal does not link to the Strategic Plan but, nevertheless, requires a decision because:	

Other Significant Links

Links to previous Member decisions:	
<u>Title</u>	<u>Date</u>
Direct links to specific legislation or Government Directives	
<u>Title</u>	<u>Date</u>

Section 100 D - Local Government Act 1972 - background documents	
The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)	
<u>Document</u>	<u>Location</u>
None	

IMPACT ASSESSMENTS:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard to:

- 6.1.1 The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- 6.1.2 Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- 6.1.3 Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

Equalities Impact Assessment:

- (a) why you consider that the project/proposal will have a low or no impact on groups with protected characteristics or*
- (b) will give details of the identified impacts and potential mitigating actions*

Impact on Crime and Disorder:

Climate Change:

- 6.1.4 How does what is being proposed impact on our carbon footprint / energy consumption?
- 6.1.5 How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer-term impacts?

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HAMPSHIRE COUNTY COUNCIL

Report

Panel:	Children & Families Advisory Panel
Date:	11 June 2019
Title:	Annual Report on the Educational Outcomes for Children in Care
Report From:	Director of Children's Services

Contact name: Anwen Foy, Executive Headteacher – Virtual School

Tel: 01962 835227 **Email:** Anwen.foy@hants.gov.uk

Cover Sheet

1. The Annual Report on the Educational Outcomes for Children in Care is attached to this Cover Report as Appendix 1.

Recommendation(s)

2. That the Children and Families Advisory Panel note the contents of the report.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	Yes
OR	
This proposal does not link to the Strategic Plan but, nevertheless, requires a decision because:	

Other Significant Links

Links to previous Member decisions:	
<u>Title</u>	<u>Date</u>
Direct links to specific legislation or Government Directives	
<u>Title</u>	<u>Date</u>

Section 100 D - Local Government Act 1972 - background documents	
<p>The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)</p>	
<u>Document</u>	<u>Location</u>
None	

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

2. Equalities Impact Assessment:

- (a) *why you consider that the project/proposal will have a low or no impact on groups with protected characteristics or*
- (b) *will give details of the identified impacts and potential mitigating actions*

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Hampshire County Council

**Education and Inclusion Branch Management Item No:
Team**

Insert Date May 2019

Insert Report title: Virtual School Head Teacher Annual Report

Report of the Director of Children's Services

Anwen Foy, 01962 835227

anwen.foy@hants.gov.uk

Recommendations

- a) **BMT notes the progress made during 2017 – 18 and the areas for continued development.**
- b) **The Virtual School's current priorities and direction of travel are agreed by BMT in order to secure further improvements to educational outcomes of children looked after.**
- c) **Further dissemination of the report is identified and agreed**

1. Purpose of Report

- 1.2 To outline and analyse the end of Key Stage achievement of all children and young people, from early years to 18 in the care of Hampshire Local Authority (2017-18) in comparison to national data for 2017 and 2018.
- 1.3 To set out the priorities for improving the effectiveness and impact of the Virtual School so that, together with schools, settings and post 16 providers, we secure greater individual and cohort progress, better educational experiences and better outcomes for children in the care of Hampshire.
- 1.4 To review the impact of strategies to improve the educational achievement and learning of children in our care and highlight key areas for further improvement.
- 1.5 To celebrate the achievements of children in our care and show how their voice is beginning to shape the services provided.

2. Context

- 2.2 The Virtual School is structurally part of Education and Inclusion branch. However, there are very close working relations with Children and Families branch of Hampshire children's Services Department (CSD) and the Policy and Resources Branch, particularly in terms of data and information, and admissions.
- 2.3 The current staffing structure and the Virtual School's role and remit may be seen in the current Virtual School brochure.
<http://documents.hants.gov.uk/childrens-services/VirtualSchoolBrochure.pdf>
- 2.4 The Hampshire Virtual School is a small team in relation to the large cohort of looked after children. Influencing and building capacity across schools and the wider children's workforce is therefore a key component in its strategy to improve educational outcomes.
- 2.5 Accurate information is maintained on how children in our care are progressing in their education. The Virtual School intervenes when a child or young person in the care of either Hampshire is not achieving as well as they can. It provides training and information for schools, foster carers and social workers. Furthermore, it ensures resources, including the pupil premium for looked after children, are distributed effectively and monitors ways in which they impact on the educational achievements of this cohort.
- 2.6 Since the previous VSH report and the merger of the Hampshire and Isle of Wight Virtual Schools, services and processes have been streamlined and improved, so that children, schools and other stakeholders experience the same high standards and consistent approaches from the Virtual School.
- 2.7 The 2018 inspection of children's services on the Isle of Wight recognised that "*The leadership of the virtual school is strong, leading to improved*

outcomes for children in care. Leaders are committed to continually improving outcomes for children in care “

<https://files.api.ofsted.gov.uk/v1/file/50048228>

- 2.8 Since the introduction of the new duty around children previously looked after (PLAC) in September 2018, the Virtual School has appointed an Education Officer with specific responsibility for this area who links with Children’s and Post Adoption teams and other key services. This area of work will be reviewed in the next annual Virtual School report.

3. Our aspirations for children and young people looked after

- 3.2 The Virtual School and Virtual School Head have a leading role in promoting the educational achievement of children in its care as Corporate Parents. However, to successfully meet the aspirational targets we have set requires a collective responsibility between the local authority, partner agencies and all schools.
- 3.3 Education that encourages high aspirations and individual achievements, with minimum disruption and maximum stability, is central to improving immediate and long -term outcomes for children in our care. This is strongly reflected in our 2017-18 service plan and that of 2018-19.
- 3.4 In line with DfE statutory guidance for local authorities, our aspiration is that all children and young people attend a good or outstanding school which meets their individual needs and have a good school attendance record.
- That children in care:-
- 3.5 Enjoy their education and become positive and resilient learners who know their strengths and talents.
- 3.6 Benefit from the protective factor of being in care and begin to make better progress and achieve better educational outcomes once they feel stable and secure.
- 3.7 Receive the same support from their foster carers as they would from a good parent.
- 3.8 Have a voice that positively impacts on the services they receive.
- 3.9 Have stability in care and education placement.
- 3.10 Receive good advice and guidance to ensure they can progress into further education, employment and training and when appropriate University.
- 3.11 Receive recognition of their achievement and that their success is celebrated.

4. Reporting arrangements and accountability

- 4.2 The Virtual School self-evaluates against its own service plan, the local authority post OFSTED action plan and the over-arching local authority ‘Children and Young People’s Plan’ (CYPP). Key priorities are also identified by the Hampshire Corporate Parenting Board which scrutinises the work of the Virtual School and holds it to account. The Virtual School Head reports annually to departmental management teams across both Education and Inclusion and Children and Families branches, with regular updates and reports through the year.
- 4.3 For transparency, the Virtual School Head also reports specifically to Schools Forum in Hampshire around the use and impact of Pupil Premium Plus. Arrangements for pupil premium are reviewed annually.

5. Summary of performance for the academic year 2017-18 Attainment and progress of cohorts by chronological age

- 5.2 A full analysis of published results for the academic year 2016-17 may be viewed in the previous year's Virtual School Head Teacher report.
- 5.3 The following analysis refers specifically to the 'OC2' cohort, that is, those children who have been in care for a year or more as of 31st March.
- 5.4 Data is drawn from the recently published Statistical First Release 2019, local authority data and NCER Nexus.
- 5.5 Please note that within these three datasets there may be differences due to rounding and some incidences of unmatched data where not all children's results have been included.

6. Hampshire Outcomes – EYFS Results – OC2 Cohorts - % achieving Early Learning Goals (4 years) Summary by academic year

Year	Number of CiC in Year R eligible for EYFSP assessments	Good Level of Development		Prime Areas of Learning						Specific Areas of Learning			
		Expected or Exceeding in the 3 Prime Areas of Learning plus Literacy and Maths		Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics	
		Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
2013	30	7	23.3%	15	50.0%	17	56.7%	18	60.0%	10	33.3%	12	40.0%
2014	28	12	42.9%	17	60.7%	18	64.3%	18	64.3%	16	57.1%	14	50.0%
2015	40	14	35.0%	23	57.5%	26	65.0%	24	60.0%	15	37.5%	22	55.0%
2016	31	11	35.5%	17	54.8%	20	64.5%	16	51.6%	11	35.5%	14	45.2%
2017	24	10	41.7%	12	50.0%	15	62.5%	13	54.2%	10	41.7%	12	50.0%
2018	35	17	48.6%	25	71.4%	27	77.1%	24	68.6%	18	51.4%	19	54.3%

- 6.2 There are no DfE national published outcomes available for children looked after, however since the Virtual School subscribes to the NCER Nexus children in care data analysis, there is scope for comparison with national CLA outcomes through that route.
- 6.3 Whilst the Nexus dataset shows a higher percentage of Hampshire CLA achieving a good level of development than the Hampshire local data and indicates this to be above national CLA outcomes, there are some anomalies within it, and therefore this report will refer mainly to the Hampshire data. It is useful however in providing a national CLA figure.
- 1.2 There were 35 children in Year R who had been in care for 12 months or more as of 31st March 2016. This is 9 more than 2017.
- 1.2 A 'good level of development' or GLD is now defined as having achieved the age expected level in CL, PSE, PD, Literacy and Mathematics.

NCER Nexus data for comparison 2018	Hants VS	National CLA	National All
GLD	54.5%	47.0%	71.7%

- 1.3 Of the 35 children who have been in care this year, 17 children (48.6% Hampshire data) achieved a good level of development compared with 41.7% in 2017, which confirms a three- year improvement and a further narrowing of the gap with the Hampshire All cohort by 5.9%.
- 1.4 The strongest areas of improved performance were communication and language and personal, social and emotional development although there are improvements across every measure

2. Important curriculum and assessment changes in the primary phase

- 2.2 As identified in the previous annual report, one impact of the changes introduced to the curriculum and assessment methods is that there are parts of the curriculum that many children in care, due to the turbulence in their lives, have simply not had time to learn securely by the end of the key stage. This implies that their final scores may reflect the lack of time they have had to learn the content rather than their capabilities.
- 2.3 Standards are also based on a "secure fit" assessment which expects that children "master" all aspects of the performance standard and all the standards that precede, rather than a "best fit" levels approach as previously used. Arguably, pupils with a history of disrupted education or special educational needs will therefore find that this standard is particularly demanding.

**3. Key Stage 1 performance - Analysis and Comment
Hampshire Outcomes - KS1 - OC2 cohorts - achieving Expected Level or above: Summary by academic year**

Academic Year	Number of CiC in Year 2 eligible for Key Stage 1 teacher assessments	Expected Level or Above*							
		Reading		Writing		Maths		RWM	
		Num	%	Num	%	Num	%	Num	%
2014	29	23	79.3%	23	79.3%	23	79.3%	23	79.3%
2015	35	23	65.7%	21	60.0%	22	62.9%	18	51.4%
2016	48	27	56.3%	19	39.6%	23	47.9%	18	37.5%
2017	43	25	58.1%	18	41.9%	19	44.2%	16	37.2%
2018	44	18	40.9%	14	31.8%	15	34.1%	12	27.3%

- 3.2 Results at Key Stage 1 for Hampshire’s children in care may be seen above. Outcomes fell across all measures from 2017 to 2018.
- 3.3 There were 44 children in the 2017-18 OC2 cohort (children who have been in care for 12 months or more as of 31st March 2018.) Of these, 27.3% of children achieved the ‘expected standard’ in reading, writing and mathematics at the end of the key stage which is significantly below the previous year. 40.9% achieved the expected standard in reading, 31.8% in writing and 34.1% in maths.
- 3.4 This was not unexpected for the reasons shown below, and due to the small number in the cohort, we can expect a degree of year on year fluctuation.
- 6.4 The combination of SEN and significant emotional health needs for 12 children was a contributory factor in fewer achieving the expected standard by the end of the key stage. A further 5 children (without SEN) had ‘abnormal’ SDQ (Strength and Difficulties Questionnaire) scores which indicates significant emotional and mental health needs.
- 1.2 47% of children with ‘normal’ scores achieved the expected standard in RWM whilst 77.3% of children in care without SEN achieved the expected standard in reading, 59.1% in writing, 68.2% in maths and 54.5% in RWM.
- 3.5 19 children (43%) (compared with 5 the previous year) experienced one or more care placement change whilst 14 children (32%) - 5 the previous year - experienced a change of school during Year 2.
- 6.5 20 children had been in care for between one and three years. This means that many will have been dealing with considerable change and disruption in the years leading up to their end of key stage assessments and had simply not as yet, had time to learn curriculum content securely enough.

7. Key Stage 2 performance - Analysis and Comment

Hampshire Outcomes - KS2 - OC2 cohorts - achieving Expected Level or above: Summary by academic year

Academic Year	Number of CiC in Year 6 eligible to sit KS2 tests	Expected Level or Above*							
		Reading		Writing		Maths		RWM	
		Num	%	Num	%	Num	%	Num	%
2013	40	25	62.5%	21	52.5%	24	60.0%	20	50.0%
2014	49	34	69.4%	28	57.1%	32	65.3%	23	46.9%
2015	49	32	65.3%	28	57.1%	33	67.3%	27	55.1%
2016	57	23	40.4%	28	49.1%	22	38.6%	14	24.6%
2017	50	19	38.0%	22	44.0%	19	38.0%	13	26.0%

Key Stage 2 results 2018

2018	Number eligible	Reading %	Writing %	Maths %	RWM %
Hants	77	47%	53%	49%	32%
National CLA	3130	51%	49%	47%	35%
SE region	400	49%	48%	45%	33%
Statistical Neighbour Hants	282	48%	49%	45%	31%

Data sourced from 2019 Statistical First Release and NCER Nexus

- 7.2 Results at Key Stage 2 for Hampshire children in care may be seen above.
- 7.3 Outcomes improved across all measures and were above the south east, statistical neighbour and national CLA averages for writing and mathematics, whereas the previous year outcomes had been below national CLA for mathematics.
- 7.4 In reading, despite an improvement there is still a 4% gap with national CLA although the result is more similar to the statistical neighbour and south east region averages.
- 7.5 In the combined reading writing and maths (RWM) measure, the performance of Hampshire CLA improved. Whilst a 3% gap remains with national CLA, this is closing and Hampshire is in line with both statistical neighbour and south east region averages (slightly above and slightly below, respectively).
- 7.6 29 children, 36%, (compared with 5 the previous year) experienced care placement moves during Year 6 and 17 experienced at least one change of school and the cohort overall experienced less stability than the previous year's cohort.

Key Stage 4 performance - Analysis and Comment

Hampshire Outcomes – KS4 - OC2 cohorts - achieving Expected Level or above: Summary by academic year

Academic Year	Number of CiC in Year 11 eligible for KS4 Assessment	Achieving standard																			
		Average Attainment 8 Score	Average Progress 8 Score	Achieved EBACC (9-4)		GCSE English and Maths A*-C or 9-4		GCSE English A*-C or 9-4		GCSE Maths A*-C or 9-4		Achieved EBACC (9-5)		GCSE English and Maths A*-C or 9-5		GCSE English A*-C or 9-5		GCSE Maths A*-C or 9-5		Sat Any Exam	
				Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
2016	78	22.52	-1.20	1	1.3%	13	16.7%	19	24.4%	20	25.6%									64	82.1%
2017	110	20.15	-1.04	2	1.8%	21	19.1%	34	30.9%	28	25.5%	2	1.8%	8	7.3%	17	15.5%	15	13.6%	88	80.0%

Key Stage 4 results 2018

2018 results (SFR 2019)	Number	% English and maths grades 9-5	% English and maths grades 9-4	Average attainment 8 score	Average progress 8 score
Hampshire CLA	108	7.4%	23.1%	22	-1.12
Statistical neighbour (HCC)	448	10%	20.5%	19.2	-1.17
South east region CLA	730	7%	18.6%	18.7	-1.17
National CLA	5130	7.8%	17.8%	18.9	-1.2

- 7.7 Schools are judged against attainment 8 (A8), progress 8 (P8), the proportion of pupils achieving the English Baccalaureate (EBacc) and the proportion of pupils achieving the Basics (a grade 4 or better in both English and mathematics). Additionally, in 2017, new, more challenging GCSE courses were examined in these two subjects for the first time. These are graded on a 1 to 9 point scale. 2018 has seen the introduction of further reformed GCSEs which have a higher maximum score than the unreformed GCSEs.
- 7.8 Published results from the Statistical First Release (SFR, April 2019) above show continued and consistent improvement in outcomes from the previous year particularly in the percentage of young people achieving grades 4 or better in both English and mathematics. 23.1% achieved against this measure compared with 19.6% the previous year.
- 7.9 Average attainment 8 scores rose from 19.9 to 22, though average progress 8 scores improved very slightly from the previous year. This places the cohort above or equal to the national CLA average for all measures shown above.

8. Attendance

- 8.2 The SFR 2019 report (extract below – showing outcomes for 2017-8) shows that for the Hampshire cohort, absence remained broadly the same across all measures as 2016-17 with marginal reduction in persistent absence. This brings the Hampshire cohort closer to the national CLA averages whereas in previous years the gap was greater. Statistical neighbour results have not yet been published.
- 8.3 Research shows that *“For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.”* (Sebba et al 2015)

Measure	Hants	SE region	National
% Overall absence	4.9%	4.8%	4.5%
%Authorised	3.9%	3.6%	3.2%
%Unauthorised	1%	1.2%	1.3%
% Persistent Absence (below 90%)	11.7%	10.7%	10.6%

9. Exclusion

- 9.2 Exclusion data is collected 2 terms in arrears and so the SFR data below is drawn from 2014-17 and matched with CLA from the corresponding year.

No Hampshire looked after children were permanently excluded during this time period.

- 9.3 The percentage of Hampshire CLA with at least one fixed period exclusion was 12.02% compared with 11.8% the previous year, and so remains broadly the same.
- 9.4 The national CLA average for this measure rose from 10.4% to 11.83% whilst the south east region average remained broadly the same as the previous year.

Measure	Hants	SE region	National
% with at least 1 fixed term exclusion	12.02%	12.76%	11.83%
% permanent exclusions	0	0	0.1%

10. Other factors affecting educational outcomes

- 10.2 Research into the educational progress of looked after children in England (Sebba et al 2015) identified 8 main factors which affect children's outcomes http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/12/EducationalProgressLookedAfterChildrenKeyMessages_Nov2015.pdf
- 10.3 As well as absence and exclusion, these include length of time in care, placement changes and school changes which all affect a child's stability in different ways.
- 10.4 A further challenge is the fact that most children in care experience a combination of multiple factors, together with other individual circumstances, which can have a cumulative impact on educational outcomes.

10.5 Post 16

- 10.6 As of April 2019, there were 290 post 16 school age young people in care, of whom 85 are UASC and mostly placed outside Hampshire.
- 10.7 206 are in Year 12 and 84 are in Year 13. (no in HCC, no in a destination)
- 10.8 The most recent Virtual School dashboard showing outcomes for the cohort may be seen in Appendix 1.
- 10.9 In order to increase capacity to support young people in care and care leavers as they transition into post 16 destinations, the Virtual School, together with Hampshire Futures and the Care Leavers Team launched the Hampshire Virtual College. This approach will be introduced on the Isle of Wight during 2019. <https://www.hants.gov.uk/educationandlearning/virtual-school/virtual-college>

11. Pupil Premium Plus

- 11.2 In line with the new DFE Statutory Guidance published in February 2018, the Virtual School published a policy document which makes clear the expectations and arrangements in place around pupil premium plus for children looked after.

- 11.3 <https://www.hants.gov.uk/educationandlearning/virtual-school/funding>.
- 11.4 Further to this, the Virtual School conducted a review of pupil premium spend for Hampshire's looked after children during 2018 in order to determine areas of strength and areas for development so that collectively, we improve the effectiveness and impact of pupil premium plus funding. Recommendations from this review and subsequent actions may be seen in Appendix 2.
- 11.5 Findings from the review were shared with Schools Forum as part of the non statutory annual report delivered around pupil premium plus introduced by the Virtual School Head Teacher.

12. The Virtual School's approach to improving educational outcomes

High quality professional development

- 12.2 The Virtual School's early years Personal Education Plan (PEP) Toolkit training has been delivered to early years practitioners within Services for Young Children (SfYC) and across settings. This has contributed to better identification of individual need and provision of support to meet that need.
- 1.2 The partnership with the Advisory Teacher team within Services for young children (SFYC) has strengthened further resulting in a joint approach of targeted intervention around those children most vulnerable at point of transition into year R and from Year R into Year 1.
- 1.3 The team has conducted joint quality assurance of PEPs with the Virtual School. This has informed the focus of further training for Year R teachers, input to Designated Teacher networks and corporate parent visits. These measures have contributed to the improved outcomes at the end of the Foundation Stage.
- 12.3 In addition to the core training offer for Designated teachers across all phases, over 60 schools have taken part in the Virtual School's Attachment and Trauma Aware (ATAS) Schools programme in partnership with Kate Cairns Associates. The fourth cohort is currently underway.
- 12.4 The impact has been felt particularly strongly in Key Stage 4 where a focus on approaches such as emotion coaching have contributed to improved outcomes in a cohort where 40% of young people have significant emotional and mental health needs (reflected in either abnormal or borderline SDQ scores).

Maintaining school stability

- 12.5 The Virtual School has continued to work with social workers and managers on maintaining school stability and wherever possible and appropriate, children have continued at their school whilst care placement changes have taken place. This work is underpinned by the Virtual School's protocol around school provision.
- 12.6 <https://www.hants.gov.uk/educationandlearning/virtual-school/guidance>
As a result, whilst of the 19 children in Key Stage 1 (43%) who experienced one or more care placement move during Year 2, fewer children (14 children, 32%) experienced a change of school at that point. Similarly, in Key Stage 2, whilst 29 children, 36%, (compared with 5 the previous year) experienced care placement moves during Year 6, only 17 experienced a change of school. The differential in the placement and school move figures above represents positive work to maintain school placements where appropriate.
- 12.7 Working with Head Teachers and Designated Teachers to seek alternatives to fixed term exclusion within the cohort has also been a key focus in reducing disruption to a child's education. The Virtual School has exercised

its right as corporate parent to advocate for individual children at various points of the formal exclusion process. However, the vast majority of cases are resolved via partnership working.

- 12.8 The half termly 'Educational Entitlement' meeting chaired by the Virtual School Head documents the active problem solving by senior leaders across education, SEN and social care to put in place measures to prevent permanent exclusion and reduce fixed term exclusions for the most complex individual children
 - 12.9 Whilst fixed term exclusions for the national CLA cohort rose from 10.4% the previous year to 11.83% for 2017-18, the percentage of Hampshire CLA with at least one fixed period exclusion has remained broadly the same at 12.02% and below the south east region average due to the targeted work with schools.
- Improving the quality of Personal Education Plans**
- 12.10 The Virtual School introduced new PEP templates in September 2018 which had been developed and refined from those piloted in 2017. These allow data and information to be pulled directly from the PEP which has reduced six data returns annually from schools to one PEP being submitted termly for each child. This provides more detailed and current data and information with which to track progress and outcomes and inform professional development for Designated Teachers, social workers and foster carers.
 - 12.11 For example, more detailed analysis of PEPs has highlighted a lack of understanding and underuse of SDQ scores by schools as an indicator and measure of emotional and mental health. This has led to the development of health briefings delivered by the Virtual School in partnership with health professionals, and facilitated practical support and guidance for schools in meeting emotional and mental health needs of children in care.
 - 12.12 The Virtual School conducts a termly audit of PEPs to monitor quality and inform training for Designated Teachers. Since this activity started there have been noticeable improvements in quality, particularly in relation to the section completed by social workers (which is now more detailed and precise), and the Pupil Premium and school data sections, which previously were often incomplete.
 - 12.13 As a result of audit activity, there is currently a focus on the 'needs analysis' and action planning sections of the PEP within Designated Teacher training where there needs to be more precision and specificity around how individual children are supported to make progress.

13. Key priorities to secure further improvement

- 13.2 During 2018-19 and beyond, the Virtual School will be looking to develop and formalise the partnership with Services for Young Children (SfYC) to integrate approaches with the Virtual School and College as an 'all through' Virtual School provision.
- 13.3 Continue to improve quality of PEPs through rigorous quality assurance and subsequent targeted training and feedback to Designated Teachers
- 13.4 Building on existing links with Hampshire School Improvement SEN Inspector/Advisers, review and further refine support in place for children in care with SEN and emotional/mental health needs, identify best practice and areas for development. Integrate this work with our programme of attachment and trauma aware schools
- 13.5 Continue to work with social workers and schools to mitigate impact of unavoidable placement or school moves on children's progress and outcomes, with a particular focus on developing understanding of reunification process and what this means for children.

- 13.6 Together with the Virtual College team, support foster carers and social workers to provide the right support advice and guidance for young people in Key Stage 4 to succeed in their learning and future plans.
- 13.7 Ensure each CLA receives bespoke careers advice and guidance which is flexible enough to withstand unexpected changes in their circumstances.
- 13.8 Further reduce the percentage of children with at least one fixed term exclusion. Work with schools to develop alternatives to exclusion which support a child's thinking and learning. Within this:-
- 13.9 Involve care leavers in developing new ways of thinking amongst teachers which include an understanding of a child's previous experiences

Conclusion

The Virtual School remains committed to removing the inequality in educational outcomes between children looked after and the wider population of children. This means working in partnership with the whole system for children across schools, education and inclusion and social care, returning constantly to the question for us as corporate parents – *'would this be good enough for my child?'*

Appendix 1

Report Details:

Note: Export as PDF if you need the tables in this format.

Cohort: Year 12 & 13 who have a live Virtual College Individual Circumstance that matches the VC Period parameter.

Tables: The tables in this report have number of and the corresponding percentage in each cell.

Participation Breakdown

	Year 12	Year 13	Cohort*
EET	162 85.3%	173 79.7%	335 82.3%
NEET	18 9.5%	30 13.8%	48 11.8%
Other	7 3.7%	9 4.1%	16 3.9%
Unknown	3 1.6%	5 2.3%	8 2.0%
Total	190 100.0%	217 100.0%	407 100.0%

Virtual College Spring 2019 Scorecard

Data accurate as of 23/04/2019
Number of records returned: 407

Qualification Breakdown

	Current Year 12 Qualifications	Current Year 13 Qualifications
	3 1.6%	1 0.5%
Entry Level	31 16.3%	50 23.0%
GCSE(s)	4 2.1%	3 1.4%
Level 1	34 17.9%	20 9.2%
Level 2	31 16.3%	24 11.1%
Level 3 - Academic	9 4.7%	8 3.7%
Level 3 - Vocational / Technical	19 10.0%	28 12.9%
None	55 28.9%	77 35.5%
Unknown	4 2.1%	6 2.8%
Total	190 100.0%	217 100.0%

Qualification Breakdown Notes:

None level is populated by YP who have a Current Situation listed below:

- Employment
- NEET
- Other
- Re-engagement
- Work Based Learning

Unknown level is populated by YP who have a Current Situations listed below:

- Home Educated
- Moved out of Area
- No Information
- Unknown

Appendix 2

Recommendations from Virtual School Pupil Premium Plus Review

	<u>Recommendation</u>	<u>Update (February 2019)</u>
1	For the Virtual School to draw upon current education research, Ofsted case studies, Education Endowment Fund and Hampshire school case studies to write a 'Good practice Guidance document for schools around the use of Pupil Premium Plus. This document would also support IRO's and Social Workers and ensure consistent messages around the funding allocation and conditions of grant.	Scheduled for the start of the new financial year 2019
2	To redesign the back page of the Hampshire PEP so that all pupil needs are more clearly identified and recorded; the use of PP+ is recorded termly and the evidence of impact against the need is submitted. In addition, the Virtual School should use the existing county funding data collections to identify all the interventions schools currently use to create a menu drop down for schools, within the PEP so that schools a) see the wide range of interventions possible and b) to enable more comparative data collections for analysis	Completed: The ongoing audit of the new PEPs show a significant improvement in the detail around needs identified, impact and termly recording of funding use. As such in 2018 this model has also been rolled out in the design of the PEP data forms for Early Years, UASC, Pupils with SEN and mainstream 2 – 18 years.
3	Develop the PEP into a data form (our own version of an EPEP) to enable more effective and systematic monitoring of the quality of PEPs and the use of PP+. Aim to eradicate the county funding data returns by Summer 2018.	New PEP data form was developed for Sept 17 and the county funding data return ceased Jan 2018.
4	Set up a shared inbox for all PEPs to be sent directly to the Virtual School (as well as social care) so the desktop monitoring around pupil premium is constant and ongoing.	Completed
5	For the new PEP data form write new school PEP guidance with a section detailing how to record the spending of PP+ within the PEP. Deliver training around the new PEP in new DT training and DT networks.	Completed with guidance and templates in place on the Virtual School website
6	Change the collection methods and the PEP analysis so that it can more accurately collect quality data that can be analysed more effectively to inform practice. This data reporting can be shared with other stakeholders such as IROs and SW, so they can input as part of their responsibility within the CLA review.	Completed. The Virtual School has designed a series of data reports from the 2018 PEPs.
7	To create an education plan for adopted children (EPAC) for parents and school to use so the impact of previously looked after children can be formally recorded based on parental request and consent to PEP meetings and the sharing of data with the Virtual School	Completed and in place.
8	To run another SNAP survey once the good practice guidance is out with schools and in use. Compare the data collected to measure the impact of the new guidance.	Scheduled for 2019 summer term
9	In addition to PEP monitoring the Virtual School should plan to undertake an annual 'in depth pupil premium review'. This should involve visiting 10% of schools selecting a sample of schools from previous PEP audits to identify and capture effective school practice. These cases should be added to the VS website; shared at DT network meetings as a standing agenda item around the impact of pupil premium. Also, these can be presented as articles within the annual DT publication; and contribute to any good practice guidance to effectively share best practice models.	Planning in place

10	To audit the use of the SDQ score within the PEP, its targeted use, and impact, in relation to needs analysis, actions within the PEP and the targeted use of PP+ to support the young person's social, emotional, and mental health needs. To share the findings of this audit with health, social care, and schools to ensure CLA needs are assessed and there is coordination between the professionals to ensure the young people have access to the strategies and interventions that will best support them in.	This will take place as part of the scheduled termly PEP audits
11	To discuss with other Virtual School Head Teachers at NAVSH conference the effective use of PP+, to share wider national practice; and feed into national evaluation activities	Underway, with Pupil Premium Plus regional conference scheduled for March 2019
12	To request that as part of the South East Regional Virtual School Head Teachers' action plan that it commissions a researcher to review the use and impact of PP+ across the SE region	Scheduled for 2019 and in place on SE action plan
13	For the VSH to use the service level agreement with Hampshire Education Psychology Service (HEPS) on further development of the ELSA training and networks to include Looked After Children's' Needs and consider how ELSA might target the use of PP+ for additional resources, support packages and interventions	This will be written into the SLA for financial year 2019-20
14	Write and publish via the website a Hampshire Virtual School Pupil Premium Plus Policy	Completed and in place on Virtual School website
15	Review the current model for PP+ allocation in Hampshire so it is used for maximum impact.	Completed annually and reported via Schools Forum annual Virtual School report

HAMPSHIRE COUNTY COUNCIL

Report

Committee/Panel:	Children and Families Advisory Panel
Date:	11 June 2019
Title:	Overview of Hampshire County Councils' Children's Homes
Report From:	Director of Children's Services

Contact name: John Stacey, County Service Manager, Children's Residential Care

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1. Recommendation

1.1. That the Children and Families Advisory Panel note the update provided in this report regarding the provision and quality of residential care for Children Looked After within each of the Children's Homes.

2. Summary

2.1. The purpose of this paper is to provide an overview of the provision and development of residential care for children and young people provided by Hampshire County Council.

3. Contextual information

3.1. The Residential Strategy that was agreed in 2014 set out a vision for Children's residential care, namely that it should be a placement of choice, based on effective assessment of need and careful matching and that the provision and standard of care should not be less than expected from a large family home. The strategy has two main strands; the quality of the environment (the buildings) and the quality of the staff.

3.2. To improve the quality of the buildings it was agreed that four of the homes would be replaced with six new homes and that The Mead in Odiham and Cypress Lodge in Basingstoke would be retained. Children were fully consulted about the design of the new homes and felt that they should look the same as other family homes.

3.3. The second strand to the strategy, quality of staff, necessitated robust recruitment and management of staff and the embedding of an agreed model of practice. The key theoretical underpinning to the residential strategy was the implementation of an Emotional Warmth Model of Professional Child Care ('The Pillars of Parenting'). This model sets out to empower those working with children

with the knowledge and skills to understand and respond appropriately to the emotional, behavioural and attainment difficulties that are exhibited by the children in their care. The model is fully embedded, and its application is facilitated via monthly consultations led by a psychologist.

3.4. The following provides an overview of current provision and service development.

3.5. Overview

3.6. Hampshire County Council now provides eight family homes for 33 children and young people aged between 10 and 18 yrs. old. Each home provides places for up to four children except for The Mead which has five places. In addition, the Council provides a respite unit (Firvale) in partnership with Health for disabled children aged 5-18 and their families.

3.7. The homes are mixed gender, small, safe and non-institutional and are in the centre of communities allowing children to stay close to their family and friends whenever this is right for them. The additional capacity also enhances the prospect of children who need to be Looked After remaining in County and allows the Authority to exert greater control over non-county spend/ provision – which may not be of the same quality.

3.8. At the time of writing, 24 of the 33 placements within the eight homes are occupied (73%) and 43 children receive programmed social or health care from Firvale.

Occupancy								
Amani	Berry View	Candle Lodge	Ferne Lodge	Crofton House	Abenrise	The Mead	Cypress Lodge	Total
4	2	2	4	3	4	5	0	24

3.9. Under-occupancy, where it applies, reflects staff vacancies in the main and there are actions to address this.

Staff Vacancies								
Amani	Berry View	Candle Lodge	Ferne Lodge	Crofton House	Abenrise	The Mead	Cypress Lodge	Total
1	3	0	0	1	0	1	3	9

3.10. Amani- Dibden Purlieu

3.11. This purpose-built home which opened in June 2017 has four places for children and young people and is fully occupied.

3.12. Amani is in the centre of a residential community with easy access to local amenities. The downstairs areas consist of a large kitchen, sitting room, dining

room, laundry room and quiet room. Upstairs there are four young person's bedrooms, and two staff sleep-in rooms, all have en-suite facilities. In common with the other homes, all rooms, including the bedrooms are furnished to a very good standard and the premises are well maintained.

3.13. Three of the children have a full-time school placement. Attendance for one child is 100% and a second child's attendance is 80%. Efforts to sustain and improve attendance for these two children are at risk of being undermined by a third child's infrequent attendance (this is being addressed in conjunction with his school) and the absence of a Special School placement for the fourth child who is receiving an interim education package while a placement is sought.

3.14. Incidents of aggression have been comparatively high (19 in April 2019) and concern the child who is without a school placement. This young person is being supported to manage his emotions appropriately with minimal use of physical interventions and without the need for police involvement. Incidents are reducing, and a further reduction is anticipated when he engages with CAMHS and accesses school.

3.15. None of the children abscond and there are no safeguarding concerns, bar one female child who is being supported after an isolated incident of self-harm.

3.16. Amani is Outstanding.

"The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care". (Ofsted -September 2018).

3.17. **Berry View – Andover**

3.18. This purpose-built home opened in July 2017 and is surrounded by a good-sized private garden and located close to amenities. Designed and built to the same specification as other 'new builds' the home is modern, spacious and warm.

3.19. Two children live in the home (two young people recently moved to supported lodgings in accordance with their Care plans). Occupancy is currently reduced due to three vacant posts (two are conditionally offered) and two long term absences (sick leave). An acting manager is overseeing the home in the absence of the registered manager (maternity leave).

3.20. One child has a full-time education placement and has achieved 96% attendance. The other child has part time provision supplemented with home tuition to support her with GCSE revision.

3.21. Incidents are infrequent and there have been very few missing episodes (April 2019). However, one child recently formed an inappropriate and unsafe relationship with two males whom she contacted on line and absconded to Durham to meet them. This was disrupted by staff who travelled to Durham with

the child's social worker and returned this young person to the home. The evident risks of exploitation of this young person are being managed in conjunction with the social worker and relevant agencies with oversight from the Missing and Exploited Team (Willow) and senior management.

3.22. In common with other homes, relationships with neighbours are good. One child has formed a friendship with a child living opposite and will regularly visit her home and receive return visits to, what is, her home.

3.23. Berry View is rated Good

“Staff offer nurture, guidance and boundaries. One said, ‘We see the children as individuals and are not easily defeated: if one approach doesn’t work we will come up with alternatives.’ This sums up the home’s character and approach”. (Ofsted – July 2018).

3.24. Candle Lodge – Chandler’s Ford

3.25. Candle Lodge is a purpose-built home built on the same large site as the home which it replaced (The Greenhouse). The home has offered placements for up to four children and young people since June 2017 and has been maintained to a very high standard. Each child is supported and encouraged to personalise their bedrooms and children are consulted when redecoration takes place.

3.26. Two children live in the home and following recent staff appointments the manager and team are ready to receive additional children, (staggered and matched to the needs of the children already living in the home to maintain the stability of each placement).

3.27. Both children have school placements and their attendance is extremely good (100%). One young person presents with very challenging behaviour and has assaulted staff. He is being supported by CAMHS and the staff team – without the need for physical interventions. Neither child has been absent or missing and there are no safeguarding concerns.

3.28. Candle Lodge is Outstanding.

“Children make excellent progress in all areas of their lives and this is a real source of pleasure for both staff and children. Examples are numerous and include children developing much healthier diets, better sleeping patterns and improved communication and social skills. For some children, sitting at a table and eating a meal together as a family, or opening a library account and choosing a book, are significant achievements”. (Ofsted – November 2018).

3.29. Ferne Lodge – Fareham

3.30. Ferne Lodge opened in 2017 and mirrors the design of the other ‘new builds’. It is situated a short distance from the Fareham Town Centre within a village which has shops and local amenities.

3.31. Four children live in the home. Three are attending school (with attendance at 74%, 85% and 98% respectively) and one child is being reintegrated into full time mainstream provision. Placement plans address attendance where needed.

3.32. Incidents are infrequent (four in April) and behaviours are generally managed and supported without the use of physical restraint (one physical intervention in April). Children at this home do not abscond and there are no safeguarding concerns except for one child who has received unwelcomed contact from an adult sibling who presents significant risks to children. A multi-agency risk management plan has been devised by the social work team, police, probation service, school, and home to keep this child safe.

3.33. Ferne Lodge is rated Good

“Well-trained staff understand the importance of helping children recover from past trauma. Multi-disciplinary support with a focus on supporting staff to develop positive and safe relationships with children is exemplary”. (Ofsted January 2019).

3.34. **Crofton House – Havant**

3.35. Crofton House opened in July 2017 and follows the design of the other homes. It is in the heart of a busy community and has been properly cared for and maintained. Small but important ‘finishing touches’ such as wall art and furnishings provide a homelier environment which meets the needs of the children and, like the other homes, any damage is repaired without delay.

3.36. Three children live in the home and a fourth child has recently visited to meet with the children and staff with a view to moving into the home before the end of the summer school term.

3.37. Two children have a school placement and have achieved 100% attendance. A suitable placement is being sought in conjunction with the Virtual School for the third child (placed on 15.4.19).

3.38. There have been no incidents, including incidents of restraint, for several months. Absences are unusual, however, one child who recently came to live in this home has been absent on four occasions. This young person is ‘pulled’ (rather than pushed) away from the home by her peers and family. Staff are continuing to build relationships with her to retain her and keep her safe.

3.39. Crofton House is Outstanding

“Young people make excellent progress while living in this home. Their self-regulation, social presentation, emotional well-being, independence, education, health and family relationships all improve”. (Ofsted March 2019).

3.40. **Abenrise – Winchester**

3.41. Abenrise, which is the last purpose-built home, opened in December 2018. The design and layout of the home follows the other homes bar slight

modifications made in light of the occupancy and use of those earlier builds. The home is in a quiet residential area and surrounded by a garden.

3.42. Two of the four children who live in the home have achieved 100% attendance at school. Incentives are in place to improve a third child's attendance (44%) and the Wessex Dance Academy is being explored as part of an engagement plan. A fourth child who came to live in the home in May has been placed in school.

3.43. Incidents are uncommon except for one child (7 incidents in April) who can behave aggressively when frustrated and who is being supported by CAMHS and the staff team to regulate his emotions. This is being managed without the need for restraint.

3.44. Children do not go missing from this home and there are no safeguarding concerns bar one male child who alleged that he had misused medication (unconfirmed following hospital treatment) and who is now attending group therapy provided by CAMHS.

3.45. The manager and children at Abenrise recently took part in a Radio 4 programme about the issue of criminalisation of children living in children's homes. It is commonly found that children in care are 'criminalised' for behaviour that would not be dealt with by the criminal justice system if displayed by children within their family home. The children told the Radio 4 reporter about their positive experiences of living at Abenrise and confirmed that the police were rarely called to deal with their behaviour.

3.46. The home is due to be inspected shortly by Ofsted for the first time since opening.

3.47. **The Mead – Odiham**

3.48. The Mead provides emergency and/or short to medium term residential care and assessment for up to five young people. The home, which is fully occupied, was refurbished in 2012 to provide a homelier environment.

3.49. Each child is engaged in education. Whilst a fourth child is being supported to improve her attendance (82%), overall attendance is good (91% to 100%).

3.50. Incidents are infrequent (one in April) and children do not go missing from the home. There are no safeguarding concerns in respect of the children, however, one child is being supported after reporting to have engaged in self-injurious behaviours driven by a need to connect emotionally with staff. This same child is also considered to be at risk of exploitation and is closely supervised with oversight by the Willow (Missing, Exploited and Trafficked) team.

3.51. The purpose of the home is to determine the right permanent placement for the child and, therefore, maximise placement stability. Options that are explored in consultation with the child, their family and social worker include reunification with

their own family where appropriate, foster care or long-term residential care. However, the model of short-term assessment placements is not yet embedded due, in part, to the Care Plans of three of the children (long term residential care) who are all 15 years old. One young person will move to independence in June following her 18th birthday and foster care is being considered for the youngest child (12yrs.).

3.52. Following inspection in May 2019, The Mead Requires Improvement to be Good. This reflects: the timeliness of management reviews of restraint records, (reviewed but not evidenced sufficiently); the robustness of pre-employment checks for one member of staff, (this has been addressed and there are no safeguarding concerns); and shortfalls in staff training records. In addition, a young person was able to watch an age-inappropriate film (this has been addressed through parental controls on access).

3.53. Cypress Lodge – Basingstoke

3.54. Cypress Lodge underwent considerable refurbishment in 2009 to provide accommodation for four young people within a modernised and warm interior surrounded by landscaped outdoor areas. The house has been maintained to a good standard.

3.55. Cypress Lodge (four beds) has been unoccupied since May 2018 after a succession of resignations (and a retirement) and unsuccessful attempts to recruit suitable staff. Following targeted campaigns, appointments have been made and three remaining vacancies have been conditionally offered. However, two candidates have yet to accept and there is a risk that the recruitment to one or both of those posts will be unsuccessful. In addition, three vacant posts need to be filled at Berry View (two are offered) to release Cypress Lodge staff who are temporarily deployed to that home.

3.56. Firvale

3.57. Firvale forms part of the overall service provided by Hampshire Hospitals NHS Foundation Trust and Hampshire County Council to support children with disabilities.

3.58. Children who access the health care facilities of this service will have complex needs, which may include severe and, in some cases, life limiting physical disabilities. Children who access the social care facilities may have learning disabilities and less profound physical disabilities with behaviour that can be challenging. At the time of writing 28 children access the five social care respite placements / beds at Firvale and 15 children access the four health beds.

3.59. Following inspection in April 2019, Firvale Requires Improvement to be Good. In addition to the need for the newly appointed manager (April 2019) to evidence regular staff supervision and effective monitoring of placement plans, this requirement primarily reflects the need to install hinge and window guards.

3.60. In addition to local action plans to meet the necessary improvements to be rated Good, (The Mead and Firvale), steps are being taken to improve performance monitoring across the residential service, (see 'Next Steps').

3.61. **Workforce**

3.62. Staff vacancies across the eight homes and Firvale, (12 in total /10% of the workforce), are being managed proactively with dedicated support from recruitment and marketing colleagues. Managers are ensuring that applicants know what to expect from the role and the advertised 'offer' includes an opportunity (and expectation) to complete the Council's Higher-Level Apprenticeship in residential child care (containing the necessary qualification for residential staff) where this is not already held. In addition, to reduce the use of agency and casual workers to an absolute minimum and enhance the quality of care, recruitment and retention a Business Case submitted to the Children & Families Management Team (CFMT) to recruit an additional member of staff per home has been agreed. Improving overall occupancy and opening Cypress Lodge is not dependent on this increase.

3.63. The proportion of work hours lost through sickness is low (1.98% in April 2019). Although full compliance with sickness recording needs to be assured, an overall reduction is an expected outcome of the residential strategy.

3.64. **Quality of Care**

3.65. The lived experience of each child in each home and their progress continuous to be monitored and evaluated both internally through management oversight and governance and externally via monthly Independent Visits to the home (Regulation 44 visits) and by Ofsted. Each child has a success story and the examples below are unique to the child but are not atypical:

JD was so shy we had to coax him into the home - he spent the planning meeting hidden behind a cushion. Although he had attended the same school for four years he had struggled to make friends and he had never been to a birthday party or a friend's house for tea. In 2018 he finished school and attended his leaver's prom with three friends – they signed his shirt and leavers book too. Starting college in 2018 was a huge deal for JD as he was worried about losing and having to make new friends. He went to his first birthday party last month and had his best friend here for his first sleepover last week, (Abenrise).

EC was placed with us in May last year. She had a history of violence towards staff and absconding and was at high risk of CSE. She absconded to London twice in her first week. We worked with EC around the risks of absconding and used our relationships with her to encourage her to make the right choices. We showed EC that we wouldn't give up on her, no matter how much she tried to push us away. EC has not absconded for almost a year, she has worked with us to build her relationships with her family, improve her behaviour and go to school. She is about to sit her GCSE's and we have contacted a local travel

agent for work experience because that's what she wants to do in the future. She has grown into a very likeable, mature young lady and we are very proud of her, (The Mead).

4. Next Steps

4.1. To increase the proportion of homes graded Outstanding the residential service is to receive dedicated support from Children's Services' Performance Management Team in aligning performance monitoring more closely with Ofsted's inspection framework. In addition, service governance is to be reviewed to ensure closer oversight of performance by CFMT.

4.2. Additional imperatives are as follows:

- maintaining an excellent standard of accommodation for children;
- recruiting and retaining a skilled workforce;
- maximising occupancy (Cypress Lodge); and
- developing a model of assessment and care planning (The Mead) to improve placement stability;

5. Conclusion

5.1. Hampshire County Council continues to provide high quality care for the children it looks after in homes that are suited to the needs of children, homely and maintained to an excellent standard. The children living in the homes are safe and are achieving. In the small number of cases where there are concerns regarding the welfare and safety of a child, appropriate steps are being taken to ensure that they are safeguarded.

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	Yes
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

DocumentLocation

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- a) The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;
- b) Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;
- c) Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

An Equalities Impact Assessment has been undertaken.

2. Impact on Crime and Disorder:

2.1 Not Applicable.

3. Climate Change:

- a) How does what is being proposed, impact on our carbon footprint / energy consumption?

Not Applicable.

- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

Not Applicable.

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