

Children and Families Overview and Scrutiny Committee

Agenda

Date:	Thursday, 20th June, 2019
Time:	2.00 pm
Venue:	Council Chamber, Municipal Buildings, Earle Street, Crewe CW1 2BJ

The agenda is divided into 2 parts. Part 1 is taken in the presence of the public and press. Part 2 items will be considered in the absence of the public and press for the reasons indicated on the agenda and in the report.

It should be noted that Part 1 items of Cheshire East Council decision making and Overview and Scrutiny meetings are audio recorded and the recordings will be uploaded to the Council's website

PART 1 – MATTERS TO BE CONSIDERED WITH THE PUBLIC AND PRESS PRESENT

1. **Minutes of Previous meeting** (Pages 3 - 6)

To approve the minutes of the meeting held on 25 March 2019

2. **Declarations of Interest**

To provide an opportunity for Members and Officers to declare any disclosable pecuniary and non-pecuniary interests in any item on the agenda.

3. **Whipping Declarations**

To provide an opportunity for Members to declare the existence of a party whip in relation to any item on the agenda

4. **Public Speaking/Open Session**

For requests for further information

Contact Katie Small

Tel: 01270 686465

E-Mail: katie.small@cheshireeast.gov.uk with any apologies

A total period of 15 minutes is allocated for members of the public to make a statement(s) on any matter that falls within the remit of the Committee.

Individual members of the public may speak for up to 5 minutes, but the Chairman will decide how the period of time allocated for public speaking will be apportioned, where there are a number of speakers.

Note: In order for officers to undertake any background research, it would be helpful if members of the public contacted the Scrutiny officer listed at the foot of the agenda, at least one working day before the meeting to provide brief details of the matter to be covered.

5. **Apologies for Absence**

6. **Child and Young Person's Story**

To receive a case study on cared for children and care leavers

7. **High Needs Funding** (Pages 7 - 28)

To give consideration to a report on High Needs Funding

8. **Cheshire East Early Help Strategy 2019-2022** (Pages 29 - 56)

To give consideration to the Early Help Strategy 2019-2022

9. **Children and Young People's Plan** (Pages 57 - 68)

To give consideration to the Children and Young People's Plan

10. **Forward Plan** (Pages 69 - 82)

To give consideration to the areas of the forward plan which fall within the remit of the Committee.

11. **Work Programme** (Pages 83 - 90)

To give consideration to the work programme

CHESHIRE EAST COUNCIL**Minutes of a meeting of the Children and Families Overview and Scrutiny Committee**

held on Monday, 25th March, 2019 at Committee Suite 1,2 & 3, Westfields,
Middlewich Road, Sandbach CW11 1HZ

PRESENT

Councillor Rhoda Bailey (Chairman)
Councillor A Moran (Vice-Chairman)

Councillors M Beanland, L Durham, D Flude, O Hunter, L Jeuda, G Merry,
M Warren and M J Weatherill

58 APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors M Deakin and M Grant.

59 MINUTES OF PREVIOUS MEETING

Consideration was given to the minutes of the meeting held on 28 January 2019.

RESOLVED

1. That the minutes of the meeting be approved as a correct record and signed by the Chairman.
2. That the reasons for children being missing from education be circulated to the Committee.

60 DECLARATIONS OF INTEREST

There were no declarations of interest.

61 WHIPPING DECLARATIONS

There were no whipping declarations.

62 PUBLIC SPEAKING/OPEN SESSION

There were no members of the public present wishing to speak

63 CHILD AND YOUNG PERSON'S STORY

A case study was outlined to the Committee about a boy who had moved in with his grandparents. He suffered from neglect, anxiety, struggled to form attachments and was violent at school. As a result, he was excluded from school and referred to Cornerstone. Staff at cornerstone worked to understand his needs, build his resilience and confidence and helped him to understand the

consequence of his behaviour. The boy had now returned to mainstream school and had settled well.

64 ANNUAL EDUCATION REPORT 2017-18

Consideration was given to a report and presentation on the performance of schools and work of the local authority in terms of support, challenge and interventions with schools. The report provided a breakdown of the outcomes for Cheshire East learners across all stages of education, children missing from education and the new Ofsted inspections.

RESOLVED

That the Annual Education Report for 2017-18 be received.

65 SEND REFORMS TASK AND FINISH REPORT - UPDATE ON RECOMMENDATIONS

The Committee received a presentation on the response to the recommendations submitted to Cabinet in relation to the SEND Reforms Task and Finish Group.

In relation to recommendation 5 – that a Cheshire East accredited Educational Psychologist system be introduced to deal with and accept private report, it was noted that the code of practice stipulated that Educational Psychologists should normally be employed by the local authority and not from the private sector. Therefore locums had been employed to address the backlog of assessments.

In relation to recommendation 13 – that Cheshire East explores an equipment store to be used by all schools, it was noted that the recommendation was accepted in principle, however further consideration would be given to take this forward including a fully costed business case.

RESOLVED

1. That the response to the recommendations be received.
2. That an update on progress be received in 12 months time.

66 SUSTAINABLE MODES OF TRANSPORT STRATEGY

Consideration was given to a presentation on sustainable travel to school. The presentation detailed:

- The background
- The SMOTS Strategy and links to other strategies
- Engagement with Schools
- Assessing the impact of schemes
- Projects
- Funding and Timescales

RESOLVED

That the presentation be received

67 FORWARD PLAN

Consideration was given to the areas of the forward plan which fell within the remit of the Committee.

RESOLVED

That the forward plan be received.

68 WORK PROGRAMME

Consideration was given to the work programme. It was agreed that the meeting scheduled to be held on 24 June 2019 be moved to 20 June 2019.

As this was the last meeting of the 2018/19 municipal year, the Chairman thanked the Committee for its hard work during the year. The Committee also thanked the Chairman for all her hard work during her time as Chairman.

RESOLVED

That the meeting scheduled to be held on 24 June 2019 be moved to 20 June 2019.

The meeting commenced at 1.30 pm and concluded at 4.15 pm

Councillor Rhoda Bailey (Chairman)

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Working for a brighter future together

Children and Families Overview and Scrutiny Committee

Date of Meeting: 20 June 2019

Report Title: High Needs Funding for Special Educational Needs and Disability (SEND)

Portfolio Holder: Cllr. Dorothy Flude, Portfolio Holder for Children and Families

Senior Officer: Mark Palethorpe, Acting Executive Director of People and Director of Children's Services

1. Report Summary

- 1.1. This report provides an update on the progress of the School Forum's High Needs Formula Working Group (HNFWG) to enable overview and scrutiny on to the next stage of planned work, which includes further development of the new model for allocating High Needs top-up funding, along with conducting a pilot study and public consultation.

2. Recommendation/s

- 2.1. Members of Children and Families Overview and Scrutiny Committee are asked to:
- 2.1.1. Note the progress of the group to date.
 - 2.1.2. Provide feedback on the proposed future activities, timeline, implementation methods and consultation.
 - 2.1.3. Provide feedback on the intended next steps as follows:
 - Developing a proposed matrix and banding system for mainstream schools based on the model developed by Essex County Council
 - Carrying out open consultation on proposed changes to the High Needs Funding Model used in Cheshire East
 - Carrying out a pilot exercise using the new proposed matrix and banding system with a small number of mainstream schools

3. Reasons for Recommendation/s

- 3.1. It was previously established that the current system for allocating High Needs (Element 3) top-up funding in Cheshire East is opaque, subjective and too closely linked to 'hours' of support (which has resulted in funding allocations being viewed as insufficiently flexible). Issues were also raised regarding the current system's sufficiency of funding and its ability to adequately address exceptionality.
- 3.2. In addition, there are also considerable expenditure pressures on the High Needs block of the Dedicated Schools Grant (DSG), which need to be considered.
- 3.3. As a result of the above, the March 2019 report of The Children and Families Overview and Scrunity Committee SEND Reforms Task and Finish Group provided a clear recommendation to the Schools Forum to review the distribution and methodology of funding, and stated that a banding system should be considered.
- 3.4. Work has been undertaken to look at the development and implementation of an improved model for the allocation of High Needs top-up funding for children and young people with SEND in Cheshire East based on the following principles:
 - Transparency
 - Objectivity
 - Sufficiency and ability to address exceptionality
 - Flexibility
 - Acknowledgement of increasing demand and costs
- 3.5. To aid transparency and consistency of decision making, it is also crucial that any funding model used in Cheshire East aligns with other documents, systems and processes used to identify and assess children and young people with SEND, including the Cheshire East Toolkit for SEND.
- 3.6. **Links to the Cheshire East Toolkit for SEND**
 - 3.6.1. The [Cheshire East Toolkit for SEND](#) was launched in November 2017, and extensive training has been carried out to embed the toolkit and its principles and practices within Cheshire East schools and settings.
 - 3.6.2. The Toolkit for SEND outlines the provision and support that Cheshire East Council expects to be in place in all educational settings which support Cheshire East children and young people with SEND. Its purpose is to provide detailed guidance on how educational settings can identify children and young people with different types and levels of need, and information on appropriate steps and strategies to support them.

- 3.6.3. The Toolkit also provides clear information about when a request for an Education, Health and Care needs assessment, or specialist services, may be required. It is therefore essential that any proposed model of funding provision for children and young people with SEND is closely aligned with the Cheshire East Continuum of Need (**Appendix 1**) and the Graduated Approach tables provided within the Cheshire East Toolkit for SEND.
- 3.6.4. Using the Graduated Approach means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases. However, it is important to recognise that this support should not be viewed exclusively as individual teaching assistant (TA) support. Indeed, studies have signalled the clear need for change in the way TAs are deployed in schools in order to ensure their effectiveness, and have shown that individual TA support is not necessarily the most effective mechanism of support for children and young people.
- 3.6.5. For example, the Deployment and Impact of Support Staff Project (carried out over a five year period and commissioned by national government bodies) found a consistent negative relationship between the amount of TA support received and the progress made by pupils in mainstream primary and secondary schools in maths, English and science.
- 3.6.6. The current methodology of expressing top-up funding associated with EHC Plans in terms of 'hours' of support incorrectly suggests that support must be provided exclusively by individual TA support, and can lead to tensions. The Graduated Approach tables within our Toolkit include a range of flexible strategies to support children and young people with different types and levels of need which are not centred solely on individual TA support. Any new funding model should therefore support implementation of these strategies, allow flexibility in how support is arranged and not be expressed in terms of 'hours' of support.

3.7. Preferred option for further development

- 3.7.1. Following research into a number of models currently in place across the country, the HNFWG favours the development of a model based on the matrix model introduced by Essex County Council from September 2017. This model provides top-up funding in financial amounts in line with a number of bands, as opposed to a value in hours. In addition, the model utilises a 'needs-led' approach in which the appropriate financial band is determined for each individual child or young person through the completion of a Banding Descriptors 'matrix' with

descriptions of different types and levels of SEN. The matrix structure therefore mirrors the structure of the Cheshire East Toolkit for SEND. Implementing a similar model in Cheshire East would allow for the development of a funding model that can be aligned with our existing identification and support mechanisms.

3.7.2. The Banding Descriptors Matrix developed by Essex County Council is available in **Appendix 2**, along with accompanying guidance documents.

3.7.3. The Banding Descriptors Matrix used by Essex County Council allocates columns to particular types of SEN (in line with the SEND Code of Practice). Each type of need is then described in levels 0 – 6.

- Level 0 represents the level of need that can be met with the Key Stage element 1 funding, previously known as age weighted pupil unit (AWPU).
- Level 1 represents the level of need that can usually be met from the £6,000 element 2 funding which is available without an EHC Plan, and comes from the schools block.
- Level 2 upwards represents the element 3 pupil led top-up funding which comes from the high needs block.

3.7.4. Each square on the Banding Matrix has then been allocated a point score with a weighting to reflect the impact that the described needs will usually have on the provision that will be required. The Excel version of the Banding Matrix will indicate the band associated with the score. Essex County Council has 10 bands which each represent a different financial value. The system aims to secure a more accurate sum for each pupil's individual needs.

3.8. Required next steps for development and implementation

3.8.1. A proposed timeline for future activities to develop and implement a new high needs funding model is provided in **Appendix 3**.

3.8.2. In order to implement a model similar to that used by Essex County Council within Cheshire East, we would need to ensure that the content of the Banding Descriptors matrix closely aligned with the Cheshire East Continuum of Need and the Graduated Approach tables provided within the Cheshire East Toolkit for SEND. This work is already underway through coproduction between LA officers and local SENCOs and will also involve additional local professionals from across education, health and care.

- 3.8.3. Following advice from Essex County Council, it is proposed that we look to develop the model in stages, with an initial focus on mainstream schools.
- 3.8.4. Appropriate financial values for each funding band would also need to be determined through detailed modelling at a school level. As the new model is fundamentally different to our current 'hour' based model, it has not been possible to carry out an accurate financial impact modelling exercise. It is therefore proposed that a feasibility pilot is undertaken in a small number of mainstream schools (approx. 12 schools) with different demographics in order to determine impact, guarantee feasibility and determine appropriate banding values before a new model is implemented across all mainstream schools using a phased implementation process.
- 3.8.5. The method and timing of phased implementation for all schools would be agreed as part of the consultation on the proposed changes and new model. Implementation could potentially involve moving pupils in certain year groups to the new model and/or may utilise the EHC Plan annual review process. Feedback on implementation will be sought and gathered during the open consultation.
- 3.8.6. Any year on year protection for settings may also need to be considered.

3.9. Other factors for consideration

- 3.9.1. The proposed model will require a cultural shift and will not necessarily give schools additional funding but will give them greater flexibility in how they use the funding. It will support inclusive schools as those with more SEN pupils will have greater flexibility.
- 3.9.2. The model will have a greater link to the needs of children and young people and further support the embedding of the Toolkit for SEND.
- 3.9.3. It will require advice givers to be more specific, and therefore will require understanding from a wider audience on the impact that advice will have on funding.
- 3.9.4. There would need to be a maximum amount of top-up and well established controls and moderation processes to ensure funding remained within overall budget and that decision making remained consistent, equitable and transparent.
- 3.9.5. A separate arrangement will need to be considered for Resource Provision and Special Schools.

- 3.9.6. Consideration will also be given to the introduction of separate one-off top-up funding for equipment. Further research is needed on this, including an audit to assess current equipment costs incurred by schools.

4. Other Options Considered

4.1. Research into Banding Systems Used by Other Local Authorities

- 4.1.1. The high needs funding arrangements in other local authorities have been researched. Several different local authorities have been considered where a banding system is used, including:

- Blackburn with Darwen
- Cheshire West and Chester
- East Riding of Yorkshire
- Essex
- Trafford
- Warrington

5. Implications of the Recommendations

5.1. Legal Implications

- 5.1.1. To be established. Extensive consultation is scheduled to take place on the proposed changes.

5.2. Finance Implications

- 5.2.1. The Council receives £35.7m of High Needs DSG funding. This is under pressure from the rising numbers and costs of children with SEND, in particular those being sent to independent provision. It is therefore necessary to establish a funding system that is sustainable and allows maximum use to be made of funding. Controls and moderation processes will be established for the new model in order to manage spend.

- 5.2.2. The introduction of the new system will require additional resource to implement and potentially run two funding systems in parallel during the implementation phase – which is to be established.

5.3. Policy Implications

- 5.3.1. Under the new model, schools will still receive top-up funding for children and young people with an EHC Plan. Adoption of the new model will alter how funding requirements are determined, but aims to do so in line with the child or young person's individual need.

5.4. Equality Implications

- 5.4.1. An Equality Impact Assessment will be completed as part of the next phase of this work, alongside the development of a proposed Cheshire East Matrix.

5.5. Human Resources Implications

- 5.5.1. There are no direct implications for Human Resources.

5.6. Risk Management Implications

- 5.6.1. A number of activities are planned in order to give a full understanding of any financial risks – this includes extensive consultation with all stakeholders, conducting a pilot, and full review of learning from the consultation and pilot before wider implementation.
- 5.6.2. In addition, consideration is being given as to the best way to provide protections for any school which may have a predicted loss in budget during the pilot (and in further implementation) to ensure that children will not be disadvantaged.

5.7. Rural Communities Implications

- 5.7.1. There are no direct implications for rural communities.

5.8. Implications for Children & Young People/Cared for Children

- 5.8.1. Upon adoption of a new model, the amount of top-up funding for individual children and young people with an EHC Plan may change (either increase or decrease) based upon the banding amount determined by their individual need. It is however important to note that the primary focus of adopting a new funding model is to increase the transparency, equitability and flexibility (i.e. reduced association with 'hours') of high needs top-up funding.

5.9. Public Health Implications

- 5.9.1. There are no direct implications for public health.

6. Ward Members Affected

- 6.1. Any agreed new funding model would apply equally to all wards, and therefore implications would be borough wide.
- 6.2. Once prepared, consultation documents will be shared with all Ward Members, and all Members will have an equal opportunity to contribute to the public consultation which will be carried out as part of the next phase of this work. Further details regarding proposed consultation arrangements are provided in **Section 7** below.

7. Consultation & Engagement

- 7.1. The Council is required to consult widely on any changes to SEN funding and the Council's Research and Consultation team has been notified of this project. The recommended duration for this process is 12 weeks.
- 7.2. Extensive consultation will be carried out on the principles of the proposed new funding model, along with how any new model should be implemented.
- 7.3. We aim to involve all interested stakeholders in consultation on a proposed new funding model, and therefore plan to carry out consultation both online and through a series of consultation events. Targeted events will be held for: internal LA staff; parent carers of children and young people with SEND; Headteachers, governors and SENCOs from Cheshire East mainstream schools and other interested groups from across the SEND Partnership (such as health professionals). Consultation events are included within the planned timeline of activities provided in **Appendix 3** of this report.

8. Access to Information

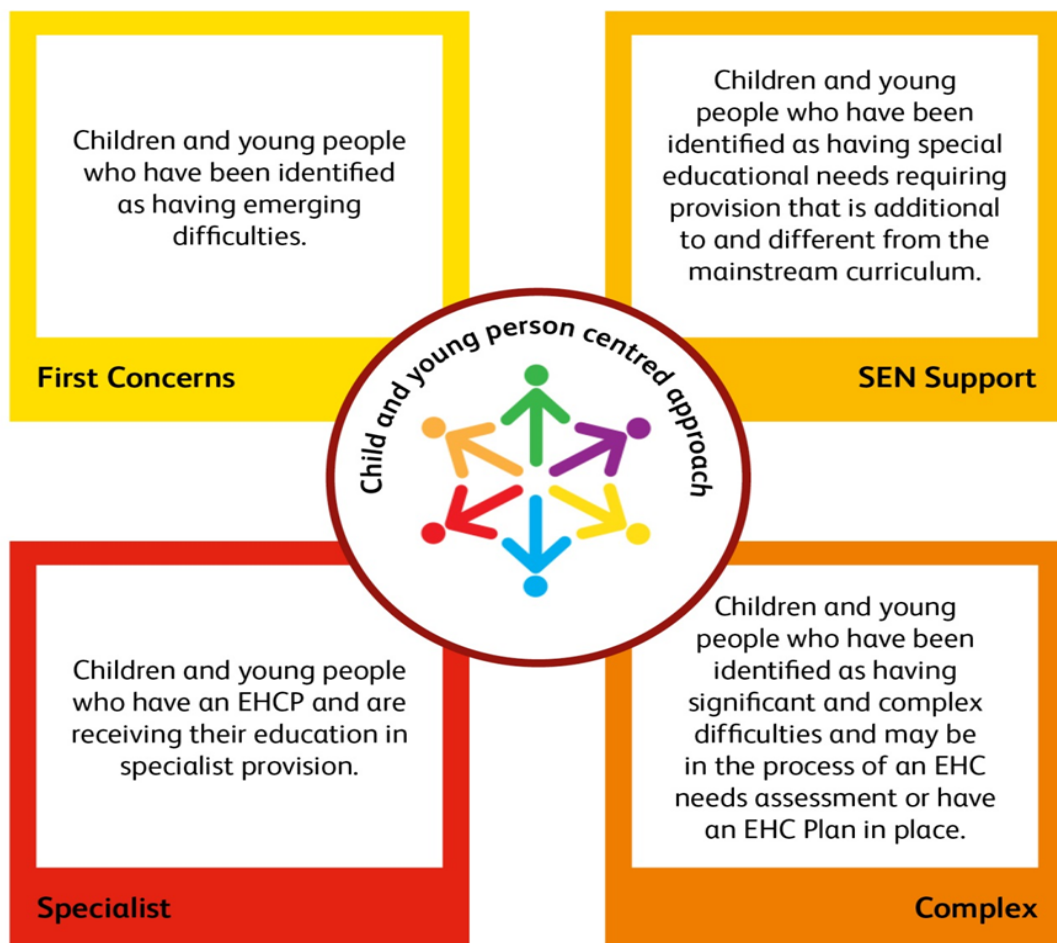
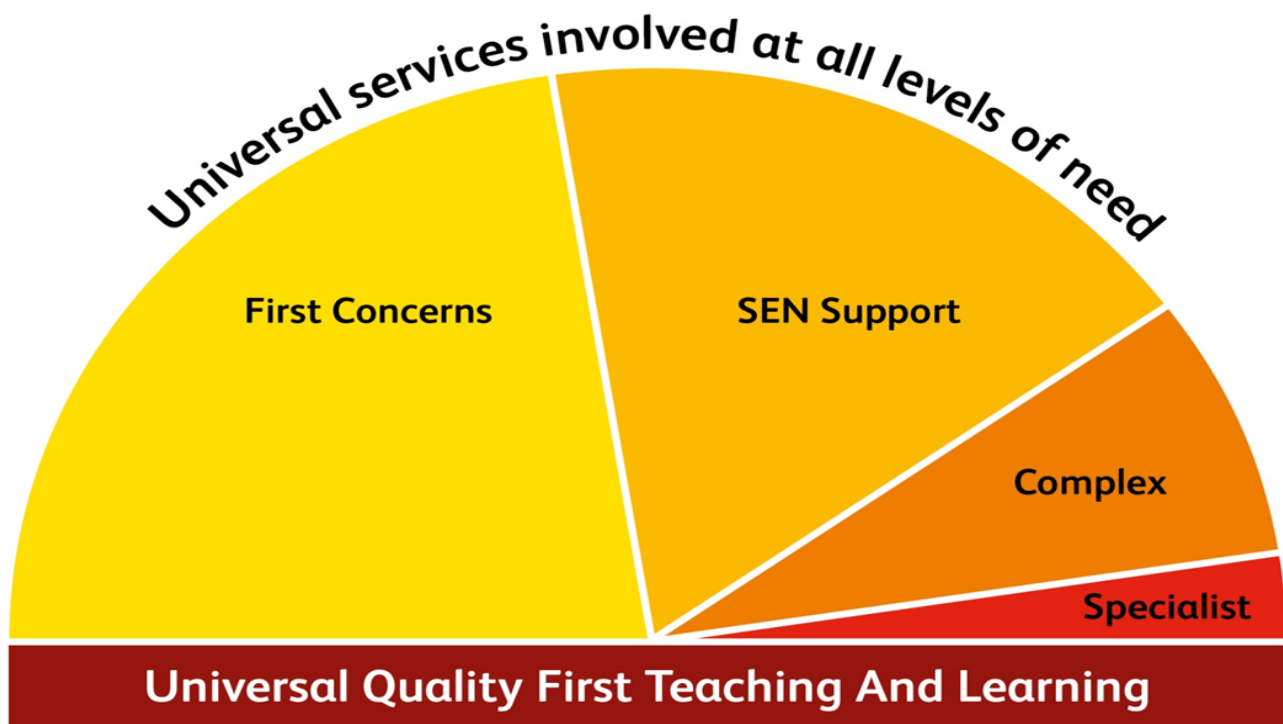
- 8.1. Supporting documents and information are included in the Appendices.

9. Contact Information

- 9.1. Any questions relating to this report should be directed to the following officer:

Name: Jacky Forster
Job Title: Director of Education and 14 -19 Skills
Email: Jacky.Forster@cheshireeast.gov.uk

Appendix 1 - The Cheshire East Continuum of Need for SEND



Appendix 2 - Essex Banding Descriptors Matrix

[Please refer to accompanying files sent with report]

Appendix 3 - Proposed timeline and activities for the development of a new High Needs Funding Model

April – August 2019	Prepare CE matrix document with schools and education/health/care professionals
May – August 2019	Prepare and carry out audit of current equipment costs
May 2019	Prepare consultation documents
May 2019	Plan consultation events (room bookings/invites/refreshments)
Early June 2019	Portfolio holder briefing meeting
Early June 2019	Consultation event with LA staff
Late June / Early July 2019	Consultation events with mainstream schools (Headteacher and Governor)
17 th June 2019	Presentation at SENCO Conference
20 th June 2019	Report shared with Children and Families Overview and Scrutiny Committee
Early July 2019	Consultation event with parents
Early July 2019	Consultation event with other partners
Before mid-July 2019	Formal consultation period (questions)
June – July 2019	Identify pilot schools
June – August 2019	Propose financial banding amounts to be used for Pilot
May – August 2019	Agree controls and moderation processes
End of July - August 2019	Analyse consultation findings and results
August 2019	Formal reporting of consultation findings and final models for pilot
September 2019 – December 2019	Pilot schools – ‘virtual’ banding of all children on proposed Matrix
Feb 2020	Pilot schools – advised of new funding for next financial year (2020/21) based on proposed Matrix results
Feb 2020 – September 2020	<ul style="list-style-type: none"> Review learning from pilot (i.e. is new matrix/model financially viable to LA and school) Share learning (online and/or an event) and consult on proposed changes (if changes and/or further consultation is required) Make final changes to Matrix and

	banding amounts
Feb 2020 – September 2020	All schools/SEND team/other professionals - Training on final Matrix (events and/or guidance documents)
September 2020 – December 2020	All schools – ‘virtual’ banding of ‘selected’ pupils. Need to clarify implementation route through initial consultation in 2019 (e.g. clarification on how pupils would be selected for implementation, and funding method for new EHC Plans)
Feb 2021	All schools – advised of new funding for next financial year (2021/22) based on proposed Matrix results
Ongoing	All schools - Implementation for all pupils in line with agreed roll-out methodology
Future considerations/work	Potential review of High Needs Funding models for: <ul style="list-style-type: none"> • Resource Provision and Special Schools • Early Years • Post-16

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Essex Banding Descriptors Matrix: Using the spreadsheet and process for decision making Guidance for settings

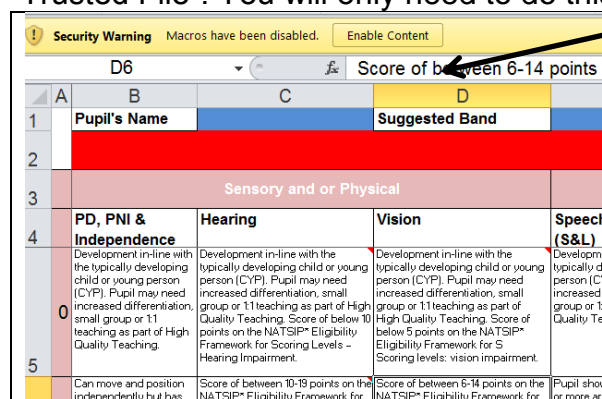
Introduction

Settings are not required to complete the [Banding Descriptors Matrix](#) but if they wish to do so this document provides guidance. The Banding Descriptors Matrix is a tool which combines descriptions of a pupil's needs to generate a proposed financial allocation to support those needs. The Banding Descriptors Matrix is to be used as part of an Education, Health and Care Needs Assessment (EHCNA). The [Banding Matrix Summary Form](#) can be sent along with the Education Advice the setting is submitting as part of the EHCNA. Please follow the instructions below to complete the matrix. You can send your views to the LA using the Summary Page on the Excel spreadsheet or by completing the WORD Banding Descriptors Matrix Summary Sheet. If you would like more information about the matrix please read the document [Banding Descriptors Matrix Explained](#).

Password and Macros

The Banding Descriptors Matrix is saved on the **Essex Schools' InfoLink**.

The spreadsheet utilises Macros, where prompted click on **"Enable Content"** and make the file a "Trusted File". You will only need to do this once.



Security Warning: Macros have been disabled. [Enable Content]				
D6		Score of between 6-14 points		
A	B	C	D	
1	Pupil's Name	Suggested Band		
2				
3	Sensory and or Physical			
4	PD, PNI & Independence	Hearing	Vision	Speech (S&L)
5	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching. Score of below 10 points on the NATSIP* Eligibility Framework for Scoring Levels - Hearing Impairment.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching. Score of below 5 points on the NATSIP* Eligibility Framework for Scoring Levels - Hearing Impairment.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching. Score of below 5 points on the NATSIP* Eligibility Framework for Scoring Levels - Vision Impairment.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching. Score of below 5 points on the NATSIP* Eligibility Framework for Scoring Levels - Speech Impairment.

Some computer systems have Macros disabled by default. If the spreadsheet does not work correctly this may be why. If this is the case you will need to enable Macros. Within Excel click **File** and then **Options**, click **Trust Centre** and **Trust Centre Settings**. Change the Macro Settings to "Disable all Macros with Notification" and click **OK**. This should then prompt you to enable macros when you open the spreadsheet in future.

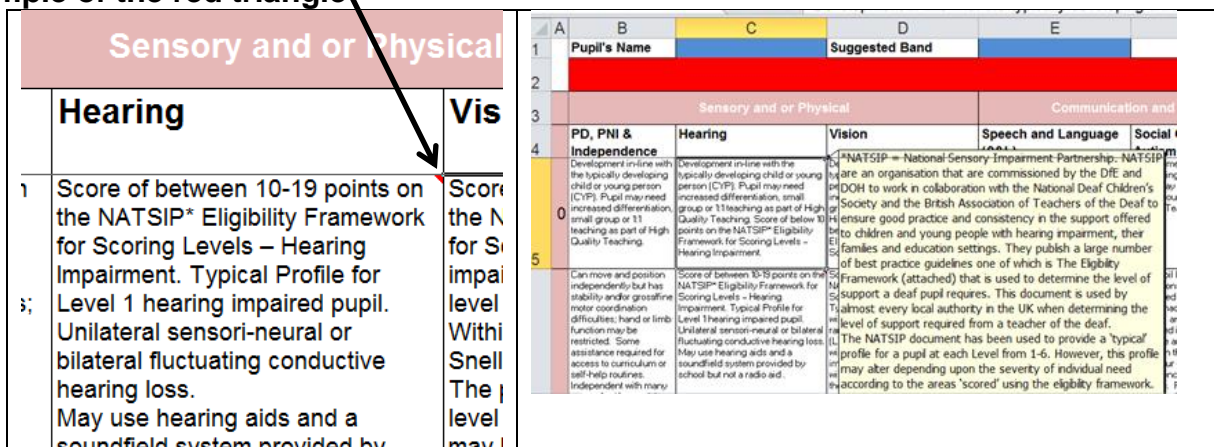
Banding Descriptors Matrix

'Sheet 1' on the spreadsheet is where the **Banding Descriptors Matrix** is located. Please enter the Pupil's Name in the cell formatted blue at the top of the spreadsheet.

The spreadsheet has a column for each of the four main categories of need in the SEND Code of Practice. These main categories are further broken down into sub categories.

Work down each column in turn and **double click** the left mouse button to select the cell that best describes the pupil's needs as set out in the evidence you have available. Note that the selected cell turns yellow. Some cells have additional information indicated by a red triangle in the corner of the cell. Hover over the cell to read the additional information which will help you to decide which cell best describes the pupil you are banding.

Example of the red triangle



Sensory and or Physical				
Hearing		Vision		
1	Score of between 10-19 points on the NATSIP* Eligibility Framework for Scoring Levels - Hearing Impairment. Typical Profile for Level 1 hearing impaired pupil. Unilateral sensori-neural or bilateral fluctuating conductive hearing loss. May use hearing aids and a soundfield system provided by	Score of between 10-19 points on the NATSIP* Eligibility Framework for Scoring Levels - Vision Impairment. Typical Profile for Level 1 vision impaired pupil. The pupil may have		

Essex Banding Descriptors Matrix: Using the spreadsheet and process for decision making Guidance for settings

If the pupil has no special/additional needs in that category then select the “Typically Developing” row labelled “0”. If you make an error and need to re-select then **right click** the cell highlighted yellow to remove your selection and re-select the correct description by double clicking. Once you have worked down each column and selected the appropriate level description of the pupil’s needs using a “best fit” method to select your level you will need to save the completed grid. The more severe and complex the pupil’s needs the more cells you will have selected that are not in row zero. If you have an entry in the red error checking bar it means you have selected two levels in one column; please right click to remove the inappropriately selected level. The information you enter into the matrix on Sheet 1 suggests a band for the pupil in cell E1 formatted blue.

Summary Page

‘Sheet 2’ on the spreadsheet is the **Summary Page**. The pupil’s name is automatically copied into the Summary Page from the front page (if you have entered it, if not you can enter it here). You will see a grid depicting the selections you have made in the matrix. The grid on the Summary Page cannot be edited. If you wish to edit your selection please do so by amending the Banding Descriptors Matrix on the front page.

On the Summary Page in addition to the Pupil’s Name you need to enter the pupil’s date of birth in format dd/mm/yy, enter your name in the “Completed by” field and select your job role from the “Job role” dropdown box. Enter the date (using the same format) you are completing the spreadsheet and the pupil’s age at that date will automatically be calculated by the spreadsheet. A visual check of the banding grid will enable you to ensure that a selection has been made for each column of the matrix. If you have not made an entry in a column the total line of the grid will show a zero rather than a 1 and will be highlighted pink rather than yellow.

The band identified by the matrix will be copied through from the front sheet.

Your summary form can then be submitted to SAS to support the decision making process.

Please remember the matrix works on a best fit model and there should be supporting evidence for the indicated needs in the paperwork that you are sending as part of the Education Health Care Needs Assessment. The LA will look at your views and those of others working with the child or young person. Your views and the evidence of the pupil’s needs, as described in the advice submitted from other professionals (Specialist Teacher or Educational Psychologist, Health or Social Care), will be triangulated to support the decision making about the final band to be allocated. The matrix is not designed to be a standalone decision maker but rather a tool to support fair, equitable and transparent decision making. There is no intention to save money because of the introduction of the new matrix but the budget is no bigger and the current overspend must be removed.

Minimum/Maximum of Band X

In some circumstances the Matrix will only suggest a minimum or maximum band. This is where the combination of needs require a professional discussion about the level of resource needed to meet the pupil’s needs. It is important that the notes field on the Summary Form is used to describe the rationale for the allocation as this will inform future iterations of the matrix.

All completed Banding Matrix Summary Forms (Excel or Word versions) should be sent using the secure Egress system (accessible to settings once an ECC employee has sent you an email inviting you to create an account) or an alternative system that is equally secure.

Any further questions please refer to the Banding Descriptors Matrix Explained or liaise directly with LA staff in your local area.

Pupil's Name		Suggested Band		#NAME?				
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Sensory and or Physical			Communication and Interaction		Social, Emotional and Mental Health			Cognition and Learning
PD, PNI & Independence	Hearing	Vision	Speech and Language (S&L)	Social Communication / Autism Spectrum	Emotional Wellbeing	Social Behaviour	Learning Behaviour and Attitude	Learning Difficulties
Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching. Score of below 5 points on the NATSIP* Eligibility Framework for Scoring Levels – Hearing Impairment.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching. Score of below 5 points on the NATSIP* Eligibility Framework for Scoring Levels – Hearing Impairment.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching.	Development in-line with the typically developing child or young person (CYP). Pupil may need increased differentiation, small group or 1:1 teaching as part of High Quality Teaching.
0	Can move and position independently but has stability and/or gross-fine motor coordination difficulties; hand or limb function may be restricted. Some assistance required for access to curriculum or self-help routines. Independent with many areas of self-care. May need support with self-medication in school.	Score of between 10-19 points on the NATSIP* Eligibility Framework for Scoring Levels – Hearing Impairment. Typical Profile for Level 1 hearing impaired pupil. Unilateral sensor-neural or bilateral fluctuating conductive hearing loss. May use hearing aids and a soundfield system provided by school but not a radio aid .	Score of between 6-14 points on the NATSIP* Eligibility Framework for Scoring Levels – vision impairment. Typical Profile for a level 1 pupil with vision impairment: F: Within the range 6/12 - 6/18 SnellenKay (LogMAR 0.3 – 0.48) . The pupil will function at a mid level of vision impairment. There may be difficulty with near or distance field vision but the difficulty will not be significant at this level of support and /or may be correctable with consideration to school and classroom environment. Colour blindness may be present. Pupils may have patching for squints, monocular vision or may have fluctuating vision impairment. Some pupils may have a restricted field of vision or vision impairment in one eye. Strategies, monitoring and advice from a specialist	Pupil shows some mild delay in one or more area of SL&C development (SALF Level 4) and benefits from additional time and assistance to learn new vocabulary and to process and respond to verbal information. Below expected language levels as assessed by WellComm. ACE or informal assessments. Difficulties with story recall. Elements of being misunderstood and/or often lacks understanding. Pupils in the 'here and now.'	The pupil has difficulty in initiating social interactions. They appear to have a decreased interest in social interactions. When made social approaches are often unsuccessful and unreciprocated. They are interested in children and young people of their age and want to have friends but need help with this. Pupils show an inflexibility of behaviour which causes significant interference with functioning in one or more contexts. Pupils sometimes have difficulty switching between activities. They have problems of organisation and planning which hampers independence. With some additional support pupils are able to work on same tasks as others the same age that do not have additional needs. They are able to learn in the whole class group. Pupils need planned strategies to support with transitions and flexibility. They can at times manage their levels of mild anxiety. Pupils present with mild hypo/hyperactivity to sensory input	On the whole the pupil is able to maintain stable healthy emotional states but may struggle to manage and accept change in systems and routines. Pupil may not be able to see the changes that they can make with support in order to make progress. Pupil may find it hard to express themselves emotionally and let others know how they are feeling. Difficulties with managing emotions might manifest through the pupil's potential for disruptive behaviours but this can largely be managed in the classroom environment with appropriate support and interventions	Pupil may find it hard to develop the age appropriate behaviour for learning skills needed to attend, to start and to complete tasks. Progress of pupil is being inhibited and their actions may also be hindering the learning of others. Pupil may find some subjects difficult (e.g. literacy) in that they are not motivated by the content. Pupil may show some observable and known occasions in which they are more successful. Carefully planning needed to support pupil's learning. Pupil can be motivated by extrinsic rewards.	Pupil is attaining at a level considerably below age-related expectations in one or more areas despite access to appropriate learning opportunities and support. Pupil's scores on a standardised assessment might be in the range 3rd -15th centile. Pupils may be working at national attainment KPIs that are up to 3-4 years below their chronological age. The school are making interventions that are 'additional to' or 'different from' the provision available to meet the majority of pupil's needs. Provision required to meet the pupil's needs can reasonably be provided from within the resources normally available to mainstream early years' providers, schools and post-16 institutions.
	May have persistent minor health problems requiring increased monitoring. Mobility may be affected, particularly over medium distances. Independently uses safety features e.g. handrails. Achieves most self-care activities independently at an age appropriate level.	Score of between 20-39 points on the NATSIP Eligibility Framework for Scoring Levels – Hearing Impairment. Typical Profile for Level 2 1 hearing impaired pupil. Mid-Moderate sensor-neural (with/without conductive overlay) hearing loss. Will use hearing aids and may make use of a soundfield system or radio aid. The diagnosis may be a late diagnosis. Key family or staff members will require training in managing equipment and ensuring inclusion. The pupil may require support to become an independent user of their equipment and to understand their hearing and listening needs	Score of between 14-24 points on the NATSIP eligibility framework for vision impairment. Typical profile for a level 2 pupil with vision impairment. Mild-Moderate – 6/15- 6/19 Snellen SnellenKay (LogMAR 0.4- 0.5) . The pupil has impaired function in the educational setting and this is generally accepted to be the key criterion. There may be a restricted field of vision ; fluctuating visual impairment; deteriorating conditions; cerebral visual impairment; retinal atrophy; Retinal dystrophy. Recently acquired permanent VI or late diagnosis. Pupils will have a bilateral impairment	Pupil has a moderate delay in either receptive or expressive language development, or presents with a speech sound disorder which affects intelligibility and literacy development (SALF Level 3). On standardised assessments, pupil achieves scores below 16th percentile for either receptive or expressive language	Pupil shows a deficit in verbal and non-verbal social communication skills. They have inflexibility of behaviour causing very significant interference with functioning in one or more contexts. They often have difficulty switching between activities. Pupil has significant problems with organisation and planning which hampers independence. With frequent support the pupil is able to work on the same tasks as others the same age that do not have additional needs. Pupil shows a limited interest in interactions with CYP of their own age. They need smaller groups / less stimulating environments at times. Pupil presents with significant hypo/hyperactivity to sensory input and significantly unusual interests in sensory aspects of the environment.	Pupil has significant and persistent SEMH needs which cause substantial barriers to learning in one or more of the following areas: <ul style="list-style-type: none">• Self-perceptions• Mood (e.g. difficulties in managing mood, or persistently low mood)• Relationships (e.g. social skills, trust and/or dependence, bullying)• Understanding or regulating emotions (e.g. anxiety, anger)• Behavioural self-regulation (e.g. impulsivity, hyperactivity, concentration)• Experience of stress or trauma• Substance dependence/misuse• Delayed development of social and/or emotional skills and understanding	Pupil may find it hard to develop the age appropriate behaviour for learning. In particular, skills needed to attend, to start and to complete tasks. Pupil may have particular difficulty in keeping their attention on one thing requiring repeated adult redirection to task. Progress of pupil is being inhibited and their actions may also be hindering the learning of others. Pupil may find some subjects difficult (e.g. literacy) in that they are not motivated by the content. Pupil may show some observable and known occasions in which they are more successful. Pupil organisational skills are not as developed as others their age and create a barrier to learning. Pupil can be motivated by extrinsic rewards.	Pupil is attaining at a level significantly below age-related expectations in one or more areas despite access to appropriate learning opportunities and support. Pupil's scores on a standardised assessment might be at the 2nd or 1st percentile. Pupil may be working at national attainment KPIs that are 4-5 years below their chronological age. The school are making interventions that are 'additional to' or 'different from' the provision available to meet the majority of pupil's needs. Provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to mainstream early years' providers, schools and post-16 institutions.
2	Regularly uses a mobility aid to move independently. Can independently transfer to and use a wheelchair when needed. Disability can directly limit some aspects of self-care. Neurological factors associated with impairment also impact on independent learning and approach to self-care more frequently. Differentiating curriculum access requires increased personalisation use of assistive technology. Disability limits range of self-care. Neurological factors may have an impact on learning and functioning.	Score of between 40-59 points on the NATSIP Eligibility Framework for Scoring Levels – Hearing Impairment. Typical Profile for Level 3 1 hearing impaired pupil. Moderate, bilateral hearing loss (sensor-neural, conductive or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. They will use hearing aids and likely use a radio aid. Their site of the lesion of their hearing loss will have a direct impact on their language, thinking and literacy development as well as their interaction and social development. Key family or staff members will require training in managing equipment and ensuring inclusion. The pupil will require support to become an independent user of their equipment and to understand their hearing and listening needs. The pupil, family and setting may need support in managing their developing social and emotional needs and their	Score of between 25-39 points on the NATSIP Eligibility Framework for Scoring Levels; Vision impairment. Typical profile for a level 3 pupil with vision impairment. Moderate, bilateral hearing loss (sensor-neural, conductive or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. They will use hearing aids and likely use a radio aid. Their site of the lesion of their hearing loss will have a direct impact on their language, thinking and literacy development as well as their interaction and social development. Key family or staff members will require training in managing equipment and ensuring inclusion. The pupil will require support to become an independent user of their equipment and to understand their hearing and listening needs. The pupil, family and setting may need support in managing their developing social and emotional needs and their	Pupil has a moderate delay in both receptive and expressive language development, or presents with receptive or expressive delay alongside a mild speech sound disorder which affects intelligibility and literacy development (SALF Level 2). On standardised assessments, student achieves scores below 5th percentile in at least one areas of language development. Phonological Awareness is limited affecting literacy development. Language is developing typically but is moderately to severely delayed. Non-verbal skills are better than verbal. Some difficulties accessing the curriculum. Social communication impaired. Narrative/oral communication significantly impaired.	Difficulties with social skills are apparent even when it is in place. There are marked difficulties with coping with change. The pupil displays distress and difficulty when changing focus or moving from one activity to another. Restricted/repetitive behaviours appear frequently enough to be obvious to all and interfere with functioning in a variety of contexts. The pupil is unable to interpret social cues. The pupil interprets speech literally and shows rigidity and inflexibility of thought processes. The pupil participates in solitary play which is unusually focussed on a special interest. The pupil presents with moderate hypo/hyperactivity to sensory input and moderately unusual interests in sensory aspects of the environment.	Pupil has significant and persistent SEMH needs which cause substantial barriers to learning in two or more of the following areas: <ul style="list-style-type: none">• Self-perceptions• Mood (e.g. difficulties in managing mood, or persistently low mood)• Relationships (e.g. social skills, trust and/or dependence, bullying)• Behavioural self-regulation (e.g. impulsivity, hyperactivity, concentration)• Experience of stress or trauma• Substance dependence/misuse• Delayed development of social and/or emotional skills and understanding	There are concerns about the pupil who gives up easily compared to other CYP the same age when there is a challenge facing them. Pupil may be anxious about new tasks, situations or change. Pupil can get distracted from tasks and/or distract others, are inattentive to staff, have poor organisation skills, and struggle with group learning work when compared to other CYP the same age. Pupil can be motivated by extrinsic rewards but they may not have an awareness that they need to be involved in making changes.	Pupil is attaining at a level significantly below age-related expectations in one or more areas and there is evidence of an increasing gap between them and CYP of the same age who do not have additional needs despite access to appropriate learning opportunities and support. Pupil's scores on a standardised assessment might be below the 1st centile. Pupil may be working at national attainment KPIs that are 5-6 years below their chronological age. The school are making interventions that are 'additional to' or 'different from' the provision available to meet the majority of pupil's needs. Provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to mainstream early years' providers, schools and post-16 institutions.
	Significant life-long PD, across key areas requiring targeted intervention specialist therapy. Physical skills may fluctuate or deteriorate during a day. Independent wheelchair use possible but requires adult support for transfer and some aided mobility.	Score of between 60-79 points on the NATSIP Eligibility Framework for Scoring Levels – Hearing Impairment. Typical Profile for Level 4 1 hearing impaired pupil. Severe bilateral hearing loss (sensor-neural or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. The pupil will be using hearing aids and/or cochlear implants and a radio aid. Their site of the lesion of their hearing loss will have a direct impact on their language, thinking and literacy development as well as their interaction and social development. They will be known to speech and language therapy (SALT) services. Key family or staff members will require ongoing and intensive training in managing equipment and ensuring inclusion. The pupil will require ongoing support to become an independent user of their equipment and to understand their hearing and listening needs.	Score of between 40-49 points on the NATSIP eligibility Framework. Typical profile for level 4 pupil with vision impairment. NatSIP Criteria – Moderate to severe vision loss 6/24-6/36 SnellenKay (LogMAR 0.6-0.78) Pupils will have a bilateral impairment. The pupil will be using hearing aids and/or cochlear implants and a radio aid. Their site of the lesion of their hearing loss will have a direct impact on their language, thinking and literacy development as well as their interaction and social development. They will be known to speech and language therapy (SALT) services. Key family or staff members will require ongoing and intensive training in managing equipment and ensuring inclusion. The pupil will require ongoing support to become an independent user of their equipment and to understand their hearing and listening needs.	Pupil has a severe language and/or speech delay/disorder which affects their ability to communicate successfully with all but those most familiar to them, even with contextual support. Pupil uses a mixture of speech and augmented/assistive communication systems to make their choices known. (SALF Level 1) On standardised assessments, pupil achieves scores below 2nd percentile in at least one area.	The pupil is, for parts of the school day, considerably motivated to follow own (possibly sensory) agenda, which for some of the time contradicts them with the adult-led agenda. The pupil shows significant difficulties in social motivation, which very often prevent the pupil from engaging with most or all social activities. The pupil shows high levels of unusual interests in sensory aspects of the environment. The pupil presents with high levels of hypo/hyperactivity to sensory input and highly unusual interests in sensory aspects of the environment.	There are concerns on a weekly basis on 2 or more of the bullet points in the cell comment. Pupil is unhappy and unsettled. Pupil finds it difficult to manage their emotions compared to CYP their age and lack self-control. Pupil may find it hard to express themselves verbally and instead may communicate their thoughts and feelings through their behaviour. Pupil may sometimes be anxious, distressed or aggressive, or they may withdraw or disengage from the situation be that a social or learning situation. Pupil may view themselves negatively at times and make deprecating comments.	There are concerns on a weekly basis. Pupil gives up easily compared to other CYP the same age when there is a challenge facing them. Pupil may be anxious about new tasks, situations or change. Pupil gets distracted from tasks and/or distracts others, are inattentive to staff, has poor organisation skills, and struggle with group learning work when compared to other CYP the same age. Pupil can be motivated by extrinsic rewards but they may not have an awareness that they need to be involved in making changes.	Pupil is attaining at a level significantly below age-related expectations in one or more areas and there is evidence of an increasing gap between them and CYP of the same age who do not have additional needs. Extremely limited progress is made despite appropriate learning interventions and support being implemented. Pupil may not be able to score on standardised tests. Pupil may be working at national attainment KPIs that are 6-7 or more years below their chronological age. The school are making interventions that are 'additional to' or 'different from' the provision available to meet the majority of pupil's needs. Provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to mainstream early years' providers, schools and post-16 institutions.
3	Adult-assisted or power-assisted wheelchair mobility. Has personalised seating support as no independent seated stability. Transfers require hoist. Assistance for all personal care needs. May be able to communicate verbally but requires high levels of adult support/assistive technology access in all key areas of need. Neurological factors associated with some impairments likely to have a severe impact on learning and functioning. Access arrangements/adaptations to promote or maintain physical skills require frequent liaison between teacher/TAC and OT/physiotherapist. Increased likelihood of	Score of between 80-89 points on the NATSIP Eligibility Framework for Scoring Levels – Hearing Impairment. Typical Profile for Level 5 1 hearing impaired pupil. Profound, bilateral hearing loss (sensor-neural or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. The pupil will be using hearing aids and/or cochlear implants and a radio aid. Their site of the lesion of their hearing loss will have a direct impact on their language, thinking and literacy development as well as their interaction and social development. They will be known to SALT services and be receiving therapy and interventions devised and delivered by a SALT therapist and a teacher of the deaf. Family and staff will require ongoing and intensive training in managing equipment and ensuring inclusion. The pupil will require ongoing support to become an independent user of their equipment and to understand their hearing and listening needs	Score of between 50-69 points on the NATSIP eligibility Framework for scoring levels – vision impairment. Typical profile for a level 5 pupil with vision impairment. NatSIP Criteria – Severe and Profound loss –6/37-6/60 and SnellenKay or less (LogMAR 0.8 – 1.00 and less) management of the pupils for example positioning in class, use of equipment etc. This may be compounded by other problems such as visual field loss, ocular motor impairment, visual perception difficulties or the presence of degenerative visual conditions. The pupils may have little functional sight or be educationally blind and needs will be permanent and lifelong due to the nature of their disability. They are likely to require giant print in the range of N24-N36 and to require all pictures, diagrams and graphs to be adapted. Some may require Braille as a back-up medium, or other tactile format. The pupil family and setting will require support in managing their understanding of a severe vision	Pupil has a severe language and/or speech delay/disorder and is reliant on assistive and augmentative systems to enable them to make their needs and wishes known. Needs are likely to be long term. The difficulties have a significant impact on access to the curriculum. The pupil's language skills are more affected than other areas of attainment. If the pupil has a speech disorder they may be an AAC user. . The pupil may have significant or moderate speech delay and show significant difficulties with social communication and weak auditory skills.	The pupil's interaction is limited to narrow special interests. Their communication is very often to meet their needs. They show high levels of anxiety on a daily basis to a degree that may have a negative impact on school engagement and/or attendance. The pupil has significant difficulties with communication, this may include those who are pre-verbal or show very limited communication skills that require an augmented communication system. The pupil's impaired social development, rigidity of behaviour and thought and communications are enduring, consistently impeding his / her learning and leading to severe difficulties in functioning in the vast majority of contexts within school & home. There is evidence of significant difficulties persisting for the pupil as a result of his / her inflexibility and / or intrusive obsessional thoughts. The pupil presents with very high levels of hypo/hyperactivity to sensory input and very highly unusual interests in sensory aspects of the environment.	There are concerns on a daily basis on 2 or more of the bullet points in the cell comment. Pupil finds it hard to express themselves verbally and instead may communicate their thoughts and feelings through their behaviour. This may realise itself as self-harming behaviour. Pupil shows poor self-control leading to being anxious, distressed or aggressive, or they may withdraw from the situation be that a social or learning situation. Pupil view themselves negatively and make deprecating comments. Pupil shows disrespect for possessions or property when in crisis. For example, not valuing and looking after property. Pupil may hurt staff. Pupil does not learn and socialise well in a group situation. For example, uncooperative or unable to cooperate with CYP of the same age. Pupil has poor interaction with CYP of the same age. Pupil does not show regard to most staff and/or use highly abusive/offensive language which can have sexualised content. Pupil has a strong relationship with at least one member of staff who they will listen to and be soothed by when in crisis.	Pupil is likely to give up easily when there is a challenge facing them. Pupil is likely to be inattentive to staff, show poor organisation skills and struggle with group learning work. Pupil can be motivated by extrinsic rewards. Pupil demonstrates difficulties in being receptive and responsive to authority. For example, accepting instructions and rational explanations for questioned decisions.	Pupil has a severe learning disability which affects every area of their development and functioning. They will require a high level of support for all aspects of their life. The pupil's academic attainments will be between P4-P8 for the majority of school career. The pupil's scores on a standardised assessment might be in the exceptionally low range.
	Is totally dependent on others to meet all self-care needs including toileting, dressing, and nutrition. Highly structured individual health care plan and specialist support needed to meet health care needs. Conditions very likely to require fast staff response and administration of emergency rescue medication (e.g. epilepsy/anaphylaxis medication). Profound physical disabilities requiring specialist mobility and positioning equipment and hoisting for all activities. High level use of assistive technology for all areas of development. Need for detailed holistic multi-agency planning.	Score of above 90 points on the NATSIP Eligibility Framework for Scoring Levels – Hearing Impairment. Typical Profile for Level 6 1 hearing impaired pupil. Profound, bilateral hearing loss (sensor-neural or mixed) or Auditory Neuropathy/Dysynchrony Spectrum Disorder. The pupil will be using hearing aids and/or cochlear implants and a radio aid or be a first language BSL user and use BSL as their only language. They may have a range of difficulties that requires an alternative or augmented (AAC) communication system. Their site of the lesion of their hearing loss will have a direct impact on their language, thinking and literacy development, as well as their interaction and social development. They will require a very high level of differentiation in order to access the curriculum. They will be known to SALT services. Family and staff will require ongoing, intensive training in managing equipment and ensuring inclusion. The pupil is unlikely to become an independent user of their equipment.	Score of above 70 points on the NATSIP eligibility framework Typical profile for a level 6 pupil with vision impairment. NatSIP Criteria –Profound loss – Less than 6/60 SnellenKay (LogMAR 1.02) Pupils will have a bilateral impairment. Pupils will have significantly impaired functional vision This is highly likely to be compounded by other problems such as visual field loss, ocular motor impairment, visual perception difficulties or the presence of degenerative visual conditions. The pupil may have little functional sight or is educationally blind and needs will be permanent and lifelong due to the nature of their disability. They may have MDVI (multi disability and visual impairment), deteriorating conditions and cerebral visual impairment. Some of the provision for a complex needs pupil may cross the different categories of need. They will require printed materials to be modified to ensure access to learning. They will require provision of specialist equipment and are likely to be giant print/Braille users or require other tactile teaching methods and explanation to understand all new concepts. They	Pupil has a severe language and speech delay/disorder and is reliant on assistive and augmentative systems to enable them to make their needs and wishes known. The pupil has enduring significant needs. Their language levels are at pre-verbal levels. These difficulties have a significant impact on access to the curriculum. The pupils needs are likely to be part of a complex diagnosis encompassing a significant needs across a range of areas.	The pupil rarely begins social interaction, and when he or she does, makes unusual approaches, to meet needs only, and responds only to very direct approaches. The pupil shows great distress in changing focus or activity. Restricted repetitive behaviours markedly interfere with their functioning in all spheres, affecting daily life. The pupils may have extreme sensory challenges for most of the school day and they may be extremely motivated to follow their own (possibly sensory) agenda, which for the majority of the time overwhelms the adult-led agenda. Extreme difficulties in social motivation, which very often prevent the pupil or young person from engaging with most or all social activities. The pupil shows extremely high levels of anxiety to a degree that has a negative impact upon their wellbeing & ability to engage in all contexts. The pupil presents with extremely high levels of hypo/hyperactivity to sensory input and unusual interests in sensory aspects of the environment.	There are concerns more than once a day on 2 or more of the bullet points in the cell comment. Pupil shows very limited regard for possessions or property when in crisis. For example, damaging or destroying property and/or stealing. Crisis takes time to work through and is distressing to pupil. Inappropriate emotional responses such as self-harming as a method of support. Behaviour may be severely risky and put themselves and others at significant risk. Pupil shows only minimal regard for adults and CYP of the same age. Pupil threatens and/or resorts to physical aggression. Adults feel intimidated by the behaviour of the young person. Pupil has very limited relationships with adults and shows very limited regards or inappropriate social behaviour to certain members of staff. Other pupils are fearful and do not enjoy their company.	Pupil finds it extremely difficult to cope with most learning situations as an individual or as part of a group despite a high ratio of adult support. Any engagement with learning is all on their terms. Extrinsic rewards are not really motivating.	Pupil has a profound learning disability which affects every area of their development and functioning. They will require a high level of support for all aspects of their life. Pupil's academic attainments between P1-P4 for the majority of school career.

Pupil Name

Enter Pupil's Name

Date of Birth

Age

Completed by

Job Role

Date Completed

Score	PD, PNI & Independence	Hearing	Vision	Speech and Language (S&L)	Social Communication / Autism Spectrum	Emotional Wellbeing	Social Behaviour	Learning Behaviour and Attitude	Learning Difficulties
0	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
1	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
2	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
3	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
4	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
5	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
6	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Band Identified by Matrix

#NAME?

Band to be allocated

FALSE

Notes
Please add any comments describing where appropriate reasons for the allocated band differing from that calculated by the matrix

Essex Banding Descriptors Matrix Explained

Introduction

Banding descriptors have been used in Essex for many years to support a fair and equitable distribution of resources for statutory plans relating to special educational needs (SEN). Following changes to the national curriculum, with the removal of levels and the introduction of the Children's and Families Act 2014 the banding descriptors needed to be updated.

The Banding Descriptor Matrix has been developed to create the system the Local Authority (LA) will use to allocate element 3 top up pupil led funding to each Education Health and Care plans (EHCP) with effect from September 2017 for all new EHCPs. For more information about when a child requires and EHCP please look on the Essex Local Offer.

Information obtained as part of the EHC needs assessment will be triangulated with the views of professionals who know the child to identify a 'best fit' on the matrix. This will then provide an indication of the amount of money that will be needed for the required provision, as set out in the EHCP designed to meet the child's SEN. As well as updating the previous system the Banding Matrix will also enable larger sums of money to be allocated to children with the highest needs within Essex provision. This supports the Local Authorities strategy to increase the range of provision in Essex and provide a school an Essex school place for every Essex child.

For pupils who already have an EHCP the LA will use information provided by schools, as part of the pupil's annual review, to identify the band ready for the next phase of education. This will occur at every Key Stage change for all EHCPs from September 2017. In addition a move in to or out of special education will also require the process of banding to be completed using information obtained from the school as part of the review of the placement.

How was the Banding Matrix developed?

The Banding Matrix was developed following a review of the systems used by other LAs. Specialist Educational Psychologists, Specialist Teachers, Headteachers (from mainstream, special schools and enhanced provisions), SENCOs, representatives from the Schools' Forum and members of the Statutory Assessment Service, Standards and Excellence and Provision Development teams have been involved in the development of the Banding Matrix. The Matrix has been tested by schools and the LA. All feedback

obtained as part of the pilot phases has been considered and has informed updates to the Matrix.

How to use the Banding Matrix?

The Matrix is split into 4 main areas in line with the SEND Code of Practice 2015. Each section is then split in to subsections

- Sensory and or Physical
 - Physical Difficulties and independence skills
 - Hearing
 - Vision
- Communication and interaction
 - Speech and language
 - Social communication and Autism spectrum
- Social emotional and mental health
 - Emotional Wellbeing and Social Behaviour
 - Learning Behaviour and attitude
- Cognitive and learning
 - Learning Difficulties

The needs in each subsection are described in levels (rows). Level 0 represents no needs over and above that which you would expect in a typically developing child to Level 6 which represents the highest level of need. The levels 0-6 are hierarchical within each subsection (columns) but beyond row 1 there is no direct relationship between the descriptors across the subsections (rows) for each level. A weighting system has been used to acknowledge the relationships between each subsection of need.

Level 0 represents the level of need that can be met with the Key Stage Funding element 1 funding, previously known as age weighted pupil unit (AWPU)

Level 1 represents the level of need that can usually be met from the £6000 national funding known as element 2 additional support funding which is available without an EHCP, and comes from the Schools block

Level 2 upwards represents the element 3 pupil led top-up funding which comes from the high needs block.

Each square on the Banding Matrix has then been allocated a point score with a weighing to reflect the impact that the described needs will usually have on the provision that will be required.

To complete the Banding Matrix a teacher, Educational Psychologist (EP) or LA Officer will identify the level in each column which best describes the child's needs. A 'best fit' approach is used. This is repeated for each subsection in each column. Even when there are no needs level 0 should be recorded.

A **Banding Matrix Summary Form** should be completed by the teacher (in school and Specialist Teacher, if involved) Educational Psychologist (EP) as part of the assessment process and submitted to the Local Authority (LA) along with their statutory advice for the EHC needs assessment. Once the LA has agreed to issue an EHCP (this decision is taken after the Outcomes Meeting) the LA officer(s) will complete the Banding Matrix based on the content of the plan and the appendices and then cross reference with any other banding summary forms received as part of the assessment. The LA will then make the decision about which band should be allocated using all the information available.

The Excel version of the Banding Matrix used by LA Officers will indicate the band associated with the score. Each band relates to different financial sum. here are 10 bands each representing a different financial value. The overall amount of money available in element 3 top-up funding remains the same in Essex. The system aims to secure a more accurate sum for each pupil's needs. Some pupils might receive more money and some might receive less.

Band 0	£0
Band 1	£1,800
Band 2	£2,700
Band 3	£4,800
Band 4	£7,500
Band 5	£10,000
Band 6	£15,000
Band 7	£20,000
Band 8	£25,000
Band 9	£30,000
Band 10	£40,000

These values are on top of the £6000 in element 2 funding already in the school.

The Banding Matrix cannot describe the needs of every child and therefore it is essential that the score achieved using the Matrix helps direct a conversation in the LA about resources to meet the needs of the child taking account of all the information from the draft EHCP including the specified provision and the views of professionals who know the child. The Matrix is not to be used to achieve a definitive answer.

Frequently asked questions

How does the age of the child affect the Banding Matrix?

The age of the child is important when considering the needs of a child. For example, the level of attention to task that can be expected will be very different for a 6 year olds and 16 years old. The descriptors in the Matrix make reference to other children of a similar age. So when you make your judgements regarding needs that is the measure you should use.

How were the weightings determined?

The weightings have been determined through the piloting phase based on the relationship between columns.

Who completes the Banding Matrix?

Schools and any LA professionals who know the child will be asked to send in their views on the needs of each pupil who has had EHC needs assessment or who has an EHCP and is moving Key Stage or moving between mainstream and special school. The LA/EHCP panels will then consider this information and all the evidence available to identify the band using the Matrix. The decision will be made through a discussion and is not just determined once the Matrix is completed.

When is the Banding Matrix completed?

Schools will be invited to complete the Matrix as part of a new EHC needs assessment and they can submit a Banding Matrix Summary Form with the advice they send as part of the EHC needs assessment or Annual Review. The Matrix is not a tool to determine if an EHC needs assessment is required so should not be sent with a request for an EHC needs assessment.

EPs and Specialist Teachers who write advice as part of an EHC needs assessment will be asked to submit a Banding Matrix Summary Form when they submit their statutory advice. The LA will allocate a band using all the information they receive at the point of a draft EHCP which is issued after the Outcomes Meeting.

What if the school or parents disagree with the amount of money allocated?

The decision about which band to allocate will be taken using the information provided as part of the EHC needs assessment or the Annual Review. This will include the school's and parents' views. In addition, schools will be invited to submit their views about the pupil's needs as described on the Banding Matrix. The LA will base its decision on the evidence provided. If the school or parents disagrees then the first step to resolve this would be for the school staff to have a conversation with the Statutory Assessment Service team in the area. Parents and schools retain the right to SEND Tribunal when a new EHCP is issued.

How often will the EHCP be banded?

The Banding Matrix will be gradually introduced through 2017 with **all** new EHCP from 1 September 2017 banded using the Matrix. Existing plans which have not been banded using the Banding Matrix will be banded using the Matrix at the point of a move to a new Key Stage or if the pupil is moving to a new setting.

How often will the matrix be reviewed?

The content of the matrix, the weightings and the financial values associated with each band will be reviewed annually. There will be a feedback loop for all users of the matrix to provide their views.

Can schools use the Banding Matrix to help identify the cost that should be charged to other LAs when a pupil moves in with an EHCP hosted by another LA?

Yes, the Matrix can be used by schools to support them as seen as appropriate and helpful.

Links to resources

[The Banding Descriptors Matrix \(Excel version\)](#)

[Guide for using the Banding Descriptors Matrix: Guidance for setting](#)

[The Banding Matrix Summary Form](#)

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Cheshire East Early Help Strategy 2019-22



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Background and Introduction

We are pleased to present the Cheshire East Early Help Strategy for 2019- 22. Cheshire East Partners have given their commitment to completely refresh and re-energise our approach to maximising the potential of this multi-agency strategy.



Our 2019-21 Children and Young People's Plan sets out a joint commitment that **TOGETHER** we will make Cheshire East a **great place to be young**. **TOGETHER** is our shared definition of co-production as it is inclusive to all.

We have strong communities, excellent schools and good opportunities for work and training. We want every child and their family to get the help and support they need to succeed as early as possible. Early help can make the biggest difference when it is given before things go wrong and when people get the help they need from families, communities and the right professional support.

The purpose of this strategy is to set out how partners who work with children, their families and carers will deliver services in a way which enables children to maximise their potential, are kept safe and where appropriate, prevents escalation of needs that require targeted or intensive interventions from statutory agencies.

The strategy sets out the ambition of all the partners in Cheshire East to 'get it right' for children, their families and carers by providing support and early help that enables children to thrive within their family environment and improve their long term outcome and goals. We want to achieve a **Brighter Future Together**.

Our principles as a partnership clearly sets out our commitment to work together when considering the needs of a family as a unit and to ensure that families receive a coordinated approach to their

support, with a lead Person who will make sure that the needs, views and wishes of the children are fully understood and central to the support they receive.

The strategy builds on the existing work already being undertaken in Cheshire East. At the LSCB in December 2018 it was agreed that we would refocus on working at a locality level to tight, shared geographical boundaries. This will be the key direction of the future shaping of our services moving forward for the People Directorate, including commissioned services specifically our 0-19 Health Service and schools clustering model. Building upon the NHS Place based

commissioning hubs for integrated care, we would like to mirror this structure for children and families services to ensure we have a much improved synergy and integrated operational model that can maximise available delivery space and potential for joint assessment, planning and team around the family working. This refreshed refocus of our resources will enable us to mainstream our whole family working approach and offer us a sustainable delivery model as developed through the Family Focus Service Transformation Grant bringing services closer to those families who present the greatest challenge to the public sectors and VCS partners.



1. Early Help in Cheshire East

In Cheshire East we are committed to making a difference to the lives of children and young people. We want Cheshire East to be **a great place to be young**, where all children and young people thrive, and feel safe from harm.

Early Help is:

Intervening early and as soon as possible to tackle problems emerging for children, young people and their families, or with a population most at risk of developing problems. Effective intervention is a process and may occur at any point in a child or young person's life.

Services offering early help are not just aimed at preventing abuse or neglect but at improving the life chances of children and young people as a whole this support can be around a wide range of issues, social and emotional skills, communication, the ability to manage your own behaviour and mental health mean a stronger foundation for learning at school, an easier transition into adulthood, better job prospects, healthier relationships and improved mental and physical health.

Why we need an Early Help Strategy

Having a strong early help offer is extremely important in ensuring we **provide families with the support they need as soon as they need it**, and we prevent problems from escalating. Serious problems can cause

serious harm to children and young people in the long term, are detrimental to everyone in the family, and are more difficult to address.

A range of agencies are involved in identifying where families need additional support, and in providing early help. This strategy will support us to have a consistent and coordinated approach across the partnership, so all families can expect the same support and good quality service no matter what their needs are and where they live.

This strategy evaluates the needs of children, young people and families in Cheshire East, ensuring that our resources are targeted where they are most needed and will have the most impact.



2. Families' Needs in Cheshire East

Demographics

With an estimated population of 375,000, Cheshire East is the third biggest unitary authority in the North West.

From 2014 to 2024, the number of children (aged 0-14) is estimated to increase by 2,000 (a 3% increase), the number of working age (15-65) is estimated to decrease by 5,000 (2% decrease) and the number of residents over the age of 65 is expected to increase by 17,000 (22% increase), which is similar to England (20% increase).

Residents of Cheshire East are predominantly White British (93.6%); however this proportion has been decreasing over the last decade (2011 Census). The Black and Minority Ethnic population (3.3%) is lower than in the North West (9.8%) and England (14%). Another significant proportion of our residents (2.3%) are from European countries, with 3,868 of these being from Poland (1%). Cheshire East has a significant travelling community.

15% of our pupils are from ethnic groups other than White British (Cheshire East School Census, January 2016), which is a two-fold increase from 7% in 2007. 5.6% of pupils' first language spoken at home was not English, which has increased from 2.1% in 2007.

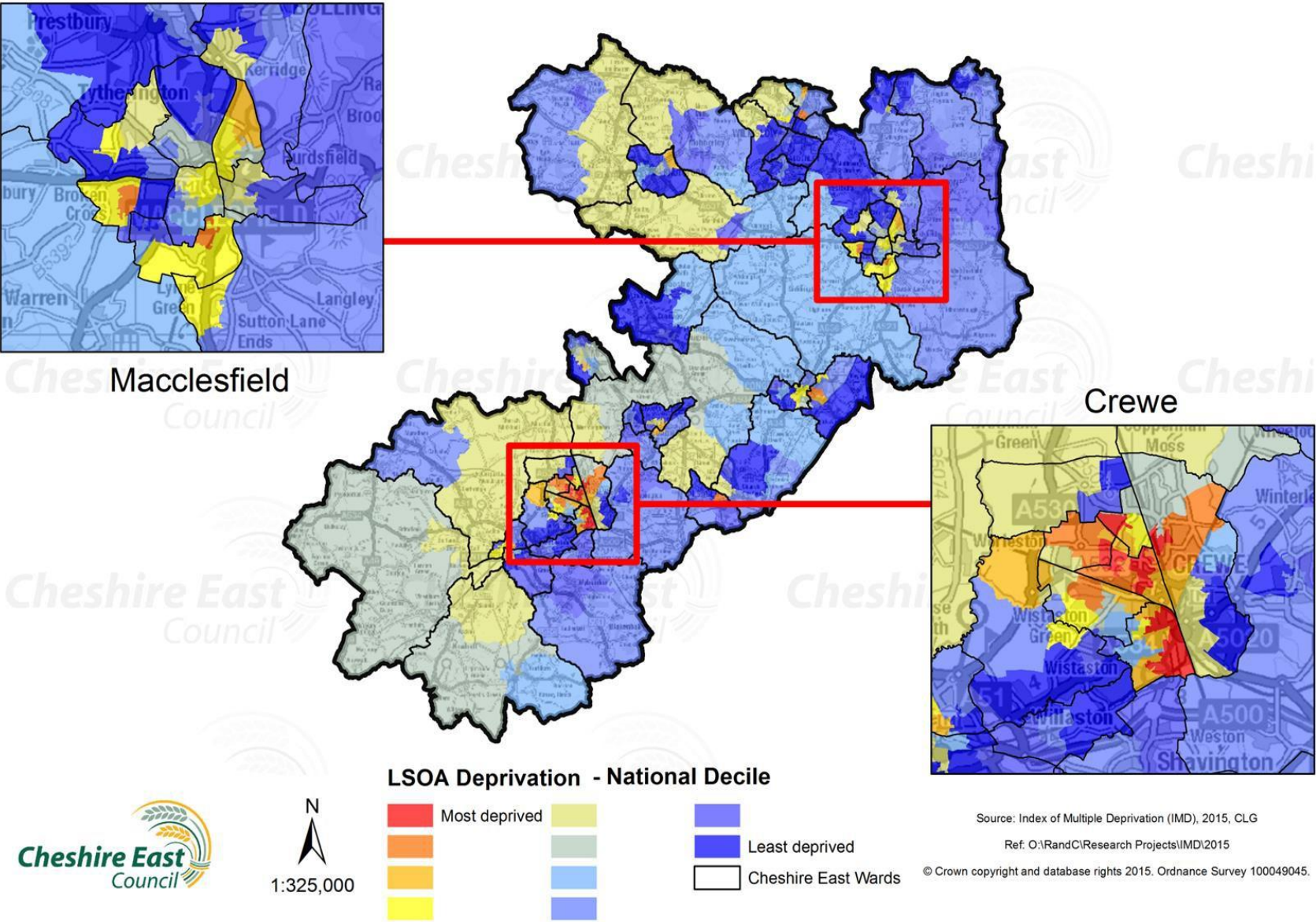
Cheshire East is a relatively affluent area and we know that most of our children and families experience good outcomes. However, there are pockets where child poverty and associated deprivation is endemic and intergenerational.

Cheshire East has 18 areas which are within the top 20% of the most deprived areas in England, affecting 31,600 people or 8.5% of Cheshire East's population. These areas are shown in the map below. 13 of these areas are in Crewe, with two in Macclesfield, one in Wilmslow, one in Alsager, and one in Congleton. Overall, relative deprivation has increased since 2010, as only 16 areas were previously within the top 20% of most deprived areas.

We know that there are over 8,000 children living in poverty in Cheshire East (2014 Cheshire East Business Intelligence). There are still more families living on the edge of poverty, but we don't know how many. We know that living in poverty can put additional strain on families. For some families, living in rural areas can make living in poverty even more challenging, due to more limited access to services, isolation, and a lack of community support.



Heat map showing deprivation in Cheshire East



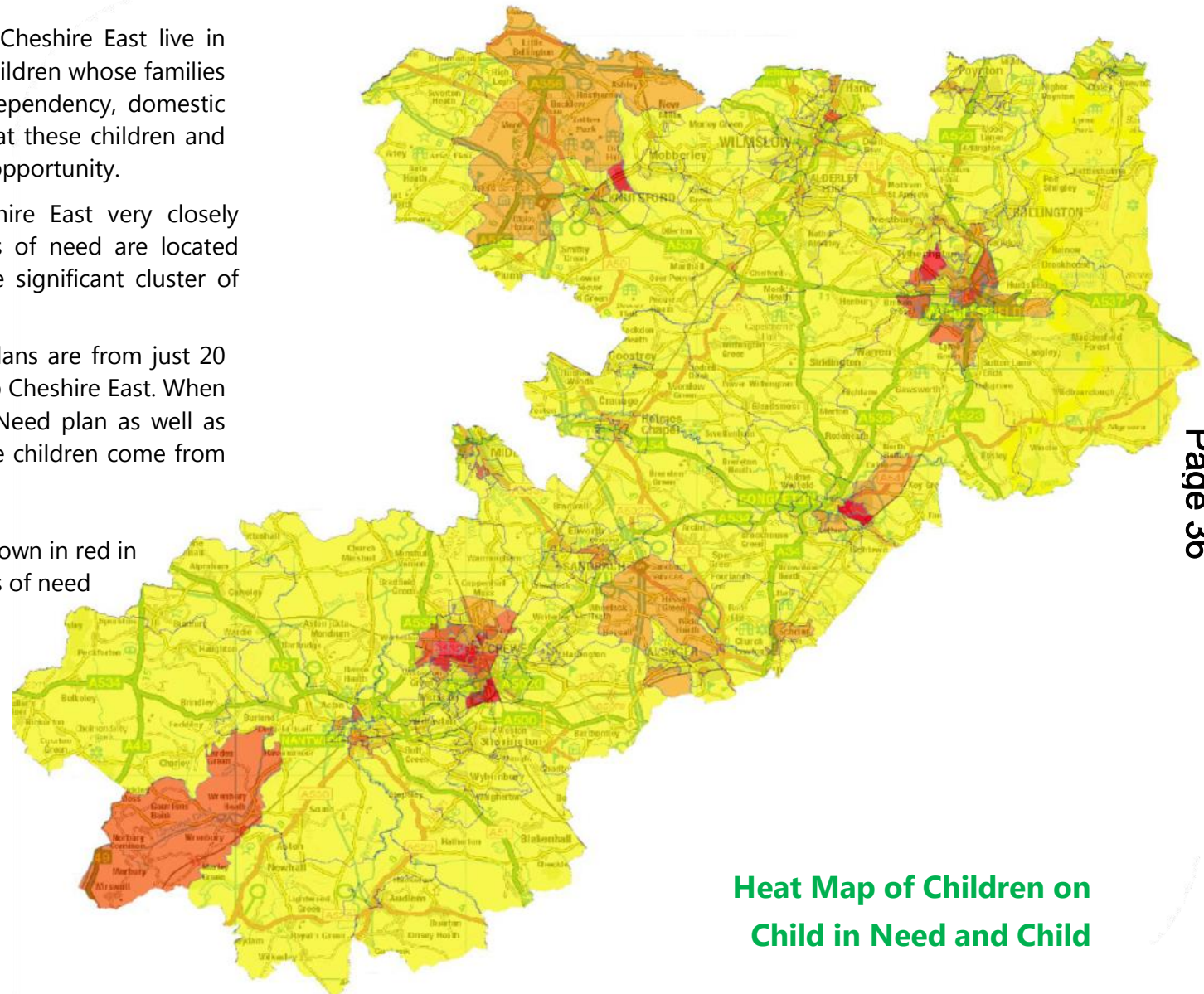
Need in Cheshire East

A number of children and young people in Cheshire East live in difficult family circumstances. These include children whose families are affected by parental drug and alcohol dependency, domestic abuse and poor mental health. It is crucial that these children and their families benefit from help at the earliest opportunity.

Our geographical pattern of need in Cheshire East very closely mirrors our areas of deprivation. High levels of need are located within a small number of areas, with a more significant cluster of need in the town of Crewe.

Half of all our children on Child Protection plans are from just 20 areas (8.5%) out of the 234 areas that make up Cheshire East. When we consider children who are on a Child in Need plan as well as those on a Child Protection plan, half of these children come from just 33 areas (14% areas).

High levels of children on support plans are shown in red in the map on the left. This shows that high levels of need are concentrated in a few very distinct communities.



Heat Map of Children on
Child in Need and Child

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Levels of Need

We have four levels of need in Cheshire East. Early help covers services provided across the first three levels; universal, targeted and complex.



A quick reference guide is available on our thresholds to support practitioners to identify the holistic needs of children and young people.

Thresholds cannot entirely account for all the complexities of children's lives. Therefore, those involved, practitioners and families, **must always consider the lived experience of the child**, and whether the outcomes that child is experiencing are good enough, so we can take action as soon as possible to ensure their needs are met within their timescale.

Level 1: Children with No Unmet Needs

Children are achieving their expected outcomes. There are no unmet needs, or their need level is low, and can be met by universal services or with some limited additional guidance and support. Children, young people, parents and carers can access support directly.

Level 2: Children with Additional Needs

Children and young people are in need of coordinated help and support. The need cannot be met from universal services alone, but can be met from a single service or some limited additional support.

Level 3: Children with Multiple and Complex Needs

Children at this level have complex needs, and a targeted multi-agency approach is required, eg, through a group of services using the Early Help assessment process, supported by a coordinated and regularly reviewed multi-agency support plan.

Level 4: Children with Acute/Specialist Needs

These children are at risk of or may have suffered significant harm and in need of statutory services. Additionally, they may be children with very significant disabilities which contribute to a level of complexity necessitating a specialist social work Assessment.

3. Our Early Help Offer

Our Services

The majority of level 3 Early Help interventions in Cheshire East take place within three broad workforces: the Council’s Early Help Services, Health providers and educational establishments. Alongside these workforces there are a range of voluntary, community and faith organisations that play an extensive role in providing early help to families in Cheshire East.

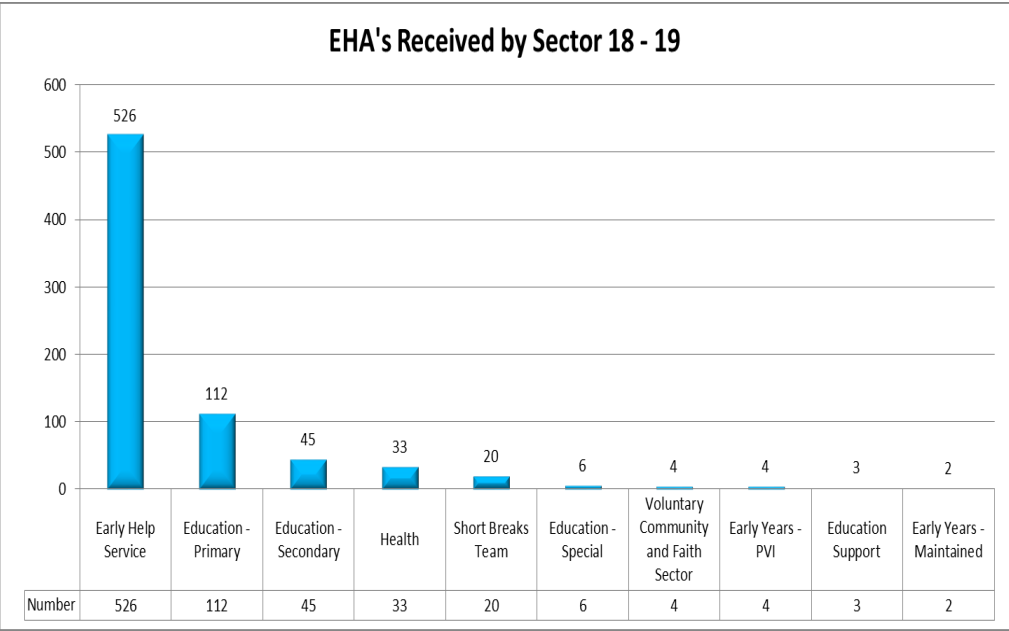
Central to our approach to early help is our Early Help Brokerage service. This is a team within the Cheshire East Consultation Service (CHECS) which acts as the front door to Children and Families’ services. Referrals to CHECS are initially triaged to ensure any safeguarding issues are identified quickly and referred to support from Children’s Social Care. Families that do not require safeguarding-level services are then referred to Early Help Brokerage, which is a dedicated service for matching the needs of families with the right early help support.

Early Help Brokerage also offers support to agencies using the Early Help Assessment framework which is based on our Signs of Safety practice model, in order to ensure that assessments are robust and result in clear and focussed multi-agency action plans that support children and families to achieve their best outcomes.

Early Help Brokerage also supports cases that are stepping down from support within Children’s Social Care, identifying the right early help support for them to ensure that families remain supported to maintain the improvements they have achieved. Effective delivery of early help relies on robust multi-agency arrangements.

Examples of current services offered

Examples of the services offered are, Children Centre group, speech & Language intervention, access to 2 year old child care places, Early years special education needs support, targeted Youth support, Youth worker support, family support case work, parenting support, support to children & families with disabilities, supporting young people with risky behaviour, Health Visitor support, within schools there are pastoral systems that are part of the Early Help offer and a range of voluntary organisations some of which are commissioned by partners organisations who are also key players in the delivery of Early Help.





We expect everyone to...

Support Good Relationships

Work hard to build good relationships with families and colleagues. Help families to find and strengthen their networks.



Honour Families and Colleagues

Work hard to understand and recognise everything that is working well.



Be Brave!

Be creative and try something different.



Work together WITH

Involve people, offer choices, be curious.



Share Experiences

Share what you have learned, and learn from what others have tried and are doing well.



Learn and Reflect Together

Practice using Signs of Safety in Group Supervision, and reflect on practice with your colleagues.



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How do we monitor quality?

A sample of Early Help Assessments and plans are audited regularly by managers from preventative services and partner agencies. The intention of this is to ensure that the key partners have a common understanding of what good Early Help intervention look like and to allow partners to feed back to their work forces where there is scope for improvement in practice.

Some of the key issues identified are there quality assessments and the linkage between assessment and actions, secondly the maintenance of momentum in Early Help Plans.



Part 1. Development of unborn baby, infant, child or young person

● Scoring for Development of unborn baby, infant, child or young person (Part 1)

0 being no issues | 10 being serious issues

Child Indicators

Date	Mental Health	Substance Misuse	Other Health Needs	Offending Concerns	ASB Concerns	Alternative Education	Not In Education	Attendance Concerns	NEET / Risk Of
	Child with mental health problems	Child with drug or alcohol concern	Child or young person with other health needs	A child/YP who has committed an offence	An Young Person who has received an ASB intervention	In alternative educational provision	Not registered with school, nor receiving home education	A young person who is having school attendance concerns	Young Person about to leave school, with few qualifications or who has already left school and is NEET.

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4. Our Principles as a Partnership

Our principles for working together to deliver effective early help as a partnership are:

- We are committed to intervening as early as possible and providing families with the support they need when they need it. Everyone understands their role in safeguarding children and young people and acts in their best interests.
- Our work is centered on the day to day lived experience of the child. This is what we want to improve, and is how we continually evaluate where our work is making a difference.
- We work together building upon the assets within a family – seeking and listening to their views and supporting them to develop their own solutions working through our Signs of Safety Practice model.
- We work together as one team considering the needs of the whole family – we share risk and make joint decisions, and we provide challenge and support to all our colleagues. We focus on working as a multi-agency team around the child/family in localities.
- We all use the Signs of Safety Early Help Assessment model to guide our multi-agency early help work in localities.

Managers at all levels also have additional responsibilities, which are that:

- We ensure our workforce has the support, skills and training they need to deliver good quality support to families

- We understand our early help offer and our agency's contribution: the volume and quality of the work we undertake. This is shared with the partnership at multi-agency partnership meetings such as the Local Safeguarding Children Partnership (LSCP) and Children and Young People's Trust, and any potential barriers to effective early help are shared and addressed.

Children, young people, parents and carers have told us they want:

- To be listened to and tell their story to fewer agencies
- To be included in their plans, and understand what the concerns are and why they need a plan
- For professionals to be clear with them about what is going to, or could happen

Partnership Culture Checks

We know we have a strong partnership early help offer when:

Families can approach anyone working with them to ask for support, and that person will respond quickly to assess their needs, and start conversations with the right people to identify how they will be supported. A multi-agency plan will be in place and regularly reviewed.

Everyone is happy to act as the lead practitioner/person and champion the interests of children and young people.

We respect and build on the relationships and trust families have in us. We stay involved with families and we champion their interests. We act as a link between services: we don't just refer on to another service.

5. Our Priorities for 2019-22

Priority 1: The Partnership has the right infrastructure to support the development of early help services

Strengthening early help is a key priority of the Local Safeguarding Children Partnership and our Health and Well-Being Board. Our ambition is to further align our practice model with Signs of Safety. We have delivered significant improvements through the delivery of our previous Early Help Strategy but we still need to ensure that our joint vision and commitment is effective and to have the right Leadership in place and is accountable to drive improvements across agencies.



Priority 2: Children and families get the right service at the right time: all partners understand levels of need and referral pathways

In order to ensure all children and families get the right service at the right time, we need to have clear thresholds and referral pathways which are understood by all partners. To achieve this we will:

- Refresh and review the effectiveness of our thresholds document which defines partners' responsibilities at each level of the continuum, and the referral pathways
- Review early help services and the referral pathways as they operate strengthening relationships at locality level
- Review step up and step down procedures to improve consistency and smooth transfer of families as their support needs change.

Priority 3: Understand the training need required, to ensure that our practitioners are enabled to co-produce high quality assessments and plans

We want to ensure that we achieve improved outcomes for our children and young people which are sustainable in the long term. To do this, we need strong assessments which clearly understand and evaluate the strengths, issues, and risks within the family, and lead on the development of good quality, clear and focused plans which are produced with families using their solutions. We need a joined up approach across the partnership so that the quality of our work is consistent, and wherever families receive a service it is good quality,

inclusive and supportive. To achieve this we will:

- Review the impact of our new Early Help assessments tools that we launched across the partnership, considering best practice nationally and the Signs of Safety approach.
- Refresh our locality focus for calling multi-agency meetings to develop SMART outcome focussed plans, which are regularly reviewed involving group supervision.



Signs of Safety is widely recognised internationally as the leading approach to child protection casework. We introduced our new Early Help Assessment and practice model in January 2019 across our partnership. This reflects the successful adoption of the practice model across agencies and enables us to use a common language across our partnership not only to address immediate safeguarding needs but to intervene early to make a difference.

Priority 4: We understand the quality of our services and act on this to improve outcomes for children

In order to respond quickly to any areas for improvement within our services we need to have a comprehensive overview of our partnership offer, which we regularly review. In order to do this we will:

- Develop and re-launch multi-agency Early Help Audits
- Refine and improve our multi-agency early help performance scorecard
- Report the audit findings and early help performance to multi-agency groups such as the LSCB on a regular basis

Priority 5: We understand the needs of children and families in Cheshire East, and we have the right range of services to meet these that can be accessed locally

In order to make the best use of our resources, and tailor our services to the groups and locations where they are most needed and will have the most impact, we need to have a clear picture of the needs of our families. To do this we will:

- Ensure the Joint Strategic Needs Assessment is informed by the early help strategy.
- Review the range of programmes and interventions available in Cheshire East by levels of need and locality based on locality needs analysis, and identify any duplication or gaps in our service
- Develop a joint partnership commissioning plan for early help

In order to achieve good, sustainable outcomes for children, we need to ensure we have a strong workforce that is supported with the right tools, guidance, best practice, management support and direction, and training. To do this we will:

- Review the Early Help Assessment training offer and promote the revised offer in local multi-agency training session
- Develop and provide training in the role of the Lead Person / Lead Professional
- Develop a communication strategy to communicate new tools, guidance and best practice
- Explore technical solutions to facilitate Live Well information via smart phones and other mobile devices



6.

7. Making our Priorities Happen

Action Plan

The action plan at Appendix 1 sets out the key actions we will carry out to achieve our priorities. This will be reviewed and updated quarterly by the Early Help Together Group to ensure the delivery of this strategy.

Governance

The Health & Well-being Board will oversee progress against this strategy, the Early Help Together Group will also report regularly to the Local Safeguarding Children Partnership. Performance reporting and impact will be assessed by the EHTG and will be published in the LSCP Annual Report, which is also scrutinised by the Health and Wellbeing Board and Cheshire East Council's Children and Families' Overview and Scrutiny Committee.



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8. How will we know if we are successful?

Measuring Success

Ultimately we will evaluate our success against the difference we make to the lives of our children and young people. We will use the following sources to inform us on how well we are performing, what's working well, and where we need to take action to achieve change. Our key indicators for success will be measured via a dedicated scorecard.

Qualitative Measures

Multi-agency Early Help and care plan audits will be developed to evaluate the quality of our work to support families across the partnership. Findings from these audits will be reported to the LSCP.

Feedback from Families

A feedback survey will be developed to gain feedback on the quality of our services and their experiences from children, young people, parents and carers. Feedback from families will also be sought through the audit process. This feedback will inform further service developments.

Feedback from Practitioners

A feedback survey will be developed for practitioners. Feedback from practitioners will also be sought through Partner agency frontline visits, training questionnaires, and audit.



Appendix 1:

Cheshire East Early Help Action Plan

Ref	Task	Lead	Complete by	Impact
Priority 1: The Partnership has the right infrastructure to support the development of early help services				
1a	Establish the 3 Early Help Practitioners to align early help practice with the Signs of Safety model	HoS Early Help	Summer 2019	Better quality and volume of Early Help Assessments and Planned around the
1b	Make sure that Strong leadership is in place and that all organisations are accountable to drive improvements across local communities	Director EH&P	Summer 2019	Leaders can demonstrate and evidence improvements in service delivery
1c	Establish new Locality partnership through local community networks	HoS Early Help	September 2019	All partners working together to deliver more effective outcomes
1d	Measure the impact of improved Joined-up working across all services including children' social care and adults	Director EH&P	April 2020	Joined-up working is evident across all services including children' social care and adults
1e	Ensure the Early Help Together Group membership is maintained and partners are challenged to engage effectively	Director EH&P	September 2019	Agencies performance and delivery is evident in improving outcomes for children and their families
1f	Establish regular multi-agency meetings on a thematic basis to reflect on and develop services	HoS Early Help	Quarterly starting Summer 2019	Joined up agency briefing and service promotion facilitates improved referrals and information sharing
1g	Develop school clusters to facilitate information sharing at transition	HoS School Improvement	Autumn Term 2019	Schools feel better supported to undertake EHA's and Plans

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Ref	Task	Lead	Complete by	Impact
1h	Re-establish regular network meetings with the voluntary and faith sector	Director EH&P	March 2020	Improved joint working and relationships with the VCF sector
1i	Optimise financial resources – use of grants/bids across the area or with partners	HoS Communities	September 2019- ongoing	Early Intervention Grants distributed and aligned with community priorities for families
Priority 2: Children and families get the right service at the right time: all partners understand levels of need and referral pathways				
2a	Refresh and promote thresholds document and processes	HoS Early Help	Summer 2019	At six monthly reviews, audits reflect a greater agency understanding of when children young people and families require early help services
2b	Refresh agency knowledge about early help services that are available in local communities and referral pathways	HoS Early Help	September 2019 and ongoing	Families report that they have been offered a range of local support services that meet their needs
2c	Review refresh and retrain agencies on the step up and step down procedures across the levels of need	Director Childrens Social Care/ Director EH&P	September 2019 and ongoing	Improved consistency and smooth transfer of families as their support needs change
2d	Empower and enable agencies to feel the confidence to intervene/get involved early	All Managers across agencies	March 2020	Agencies report that they feel supported and empowered to engage with children and families earlier through partnership support
2e	Develop improved working links between the Integrated Front Door and the Virtual School Hub	HoS Early Help	September 2019 and ongoing	Improved communication and information sharing is evident and is making a difference
2f	Improve links between Early Help and Adults Services to	Director EH&P	March 2020	Whole family working model is more

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Ref	Task	Lead	Complete by	Impact
	help reduce the impact of parental conflict including the roll out of DWP Training across sectors			evident with parents reporting that they are better able to support their children
2g	Strengthen our Early Help offer to vulnerable groups of children and young people, such as care leavers who are parents and children who are home educated or on part-time timetables	HoS Early Help /Virtual Head	September 2019 and ongoing	Children and vulnerable young people report that they feel better supported and know where to go to for help from their Lead person/worker
Priority 3: Understand the training need required, to ensure that our practitioners are enabled to co-produce high quality assessments and plans				
3a	Review the impact of the new Early Help assessments and planning process, considering best practice nationally and the Signs of Safety approach	Director Childrens Social Care/ Director EH&P	March 2020	Quality of Assessments and plans are improved and families report that they feel more empowered to take control of their lives
3b	Introduce good planning and recording training skills across agencies with a locality focus.	HoS Early Help	March 2020	Feedback from practitioners and agencies report that they are more confident in recording confidently. Audits evidence recording improvements
3c	Support local delivery teams to reflect on and deepen their Signs of Safety practice through observation and support within multi-agency group supervision	Director Childrens Social Care/ Director EH&P/All	March 2020 and ongoing	Practitioners can evidence a maturity in their understanding of SoS and strengths within families and local communities
3d	Strengthen the offer of support for partners leading Early Help work including refreshing skills of staff to hold multi-agency meetings with families	HoS Early Help	September 2019 and ongoing	More partners undertaking Early Help Assessments and planning with families across the Area

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Ref	Task	Lead	Complete by	Impact
3e	Share training, evidence base and good practice to support all practitioners	Director Childrens Social Care/ Director EH&P/All	March 2020 and ongoing	Training and development is regularly reviewed and areas for improvement implemented based on feedback
3f	Review the effectiveness and impact of the Early Help Locality Practice Lead role pilot and expand/mainstream what works in to core service design	HoS Early Help	January 2020	Learning from the initial pilot roles is embedded as a mainstream way of working
Priority 4: We understand the quality of our services and act on this to improve outcomes for children				
4a	Develop and re-launch multi-agency Early Help Audits with the new audit tool	HoS Early Help	December 2019	Shared understanding from the new Audit findings and learning embedded in training and future commissioned services
4b	Refine and improve our multi-agency early help performance scorecard	Director EH&P/Director of Commissioning	Summer 2019	New Performance scorecard accurately reflects the impact of EH Service delivery across the whole system in Cheshire East
4c	Report the audit findings and early help performance to multi- agency groups such as the LSCP on a regular basis	Director EH&P	March 2020 and ongoing	Shared understanding from the new Audit findings and learning embedded in training and future commissioned services
4d	Develop a feedback survey to gain feedback on the quality of our services and the experiences from children, young people and their families	HoS Early Help	December 2019	Feedback from the survey feeds directly in to service reviews and practice improvement across agencies
4e	Seek views of practitioners through audits, frontline visits and surveys	Director Childrens Social Care/ Director EH&P/All	Quarterly	The EHT Board receive regular updates from the front line

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Ref	Task	Lead	Complete by	Impact
Priority 5: We understand the needs of children and families in Cheshire East, and we have the right range of services to meet these that can be accessed locally				
5a	Ensure the Joint Strategic Needs Assessment is informed by the early help strategy and local needs.	Director EH&P/Director Public Health	March 2020 and ongoing	The Early Help needs of Children and Families are reflected in the JSNA on a place basis to inform joint commissioning plans
5b	Review the range of programmes and interventions available in Cheshire East by levels of need and locality based on locality needs analysis, and identify any duplication or gaps in our service	Director Childrens Social Care/ Director EH&P/All	March 2020 and ongoing	All agencies understand that presenting needs and challenges for children, young people and families in place and are able to respond swiftly
5c	Develop a joint partnership commissioning plan for Early Help	Director EH&P/Director Commissioning/Cheshire East ICP	September 2020	Shared investment is in place to maximise available pan-agency investment in the right place
5d	Develop easily accessible and effective ways of communicating with our children and families e.g. pen portraits, use of social media	Director EH&P/Participation service/Agency Comms leads	March 2020 and ongoing	Children and Families report that they understand what help is available for them and they are able to access support where and how they need it
5e	Develop links with our rural communities to better understand their needs	HoS Communities	March 2020 and ongoing	Children and Families report that they understand what help is available for them and they are able to access support where and how they need it
5f	Challenge and improve how we involve children and young people in the development of services	Director EH&P	Summer 2019	Children report that they can influence service design and can feel the improvements that they contribute

Ref	Task	Lead	Complete by	Impact
Priority 6: Our workforce is equipped with the knowledge and skills to achieve improved outcomes for children				
6a	Review the Early Help Assessment training offer and promote the revised offer in local multi-agency training sessions	HoS Early Help	September 2019	The EHT Board receive regular updates from the front line and supports changes to training commitments accordingly
6b	Develop and provide training in the role of the Lead Person / Lead Professional for whole family working	HoS Early Help	September 2019 and ongoing	Practitioners across organisations report that they feel more confident to intervene early when families need help
6c	Develop a communication strategy to communicate new tools, guidance and best practice	Director EH&P	December 2019	Practitioners across organisations report that they feel more confident to intervene early when families need help
6d	Explore technical solutions to facilitate Live Well information via smart phones and other mobile devices	CE Youth Participation Service and ICT and Public Health	December 2019	Children and Families report that they understand what help is available for them and they are able to access support where and how they need it
6e	Continue to support teams and partners with using Signs of Safety practice, and request bespoke training and workshops as required	Director Childrens Social Care/ Director EH&P/All	Ongoing	Signs of Safety becomes fully embedded as an effective practice model creating stronger caring communities
6f	Develop and communicate information and online resources to families to equip them with the skills they need to support each other	Director EH&P/Participation service/Agency Comms leads		Practitioners can evidence a maturity in their understanding of SoS and strengths within families and local communities

Appendix 2:

Key Success Indicators

Outcomes	How will this be achieved?	Key Outcome Indicators
Children, young people and families feel happier, healthier, safer, more valued, more accepted, more responsible for their actions, more positively engaged in their community and successful in achieving their goals.	<ul style="list-style-type: none"> Effective direct work with the child/young person and family: effective assessment, planning and review of the needs of children, parents and families The child's voice is heard throughout and their experience and understood within the context of the family Creative solution-focused and whole family approach Increased capacity of parents to provide consistent, safe, caring and effective parenting to meet the needs of their children 	<ul style="list-style-type: none"> % of children that improved overall across outcomes % of parents that improved overall across outcomes % of children that feel happy at closure % of children that feel healthy at closure % of children that feel safe at closure Effectiveness of Early Help audit (qualitative)
Families experience a positive family life	<ul style="list-style-type: none"> The child's voice is heard throughout and their experience and understood within the context of the family Creative solution-focused and whole family approach o <p>The needs of parents are identified and met, resolving issues that were impacting on parenting capacity, and increasing the capacity of parents to provide consistent, safe, caring and effective parenting to meet the needs of their children</p>	<ul style="list-style-type: none"> % of families with improvement overall across all key indicators of positive family life % of families with improvement overall in their: <ul style="list-style-type: none"> – healthy lifestyles – relationships – learning and development – community engagement – safeguarding

<p>children and young people's needs are met early, preventing them from escalating to need specialist services (appropriate escalation and de-escalation)</p>	<ul style="list-style-type: none"> • Increasing front line practitioners' skills and confidence in working with children, young people and families early and in the identification and management of risk • Thresholds understood by professionals and applied consistently • Social work support • Children, young people and families have swift, appropriate access to the right help the right time • Develop an integrated locality support service to provide targeted early help to children and families • Build the capacity of parents, carers and communities to provide support and early help to their friends, neighbours and their community. 	<ul style="list-style-type: none"> • Number and % of children with a closed Early Help plan that within 3 months of closure: <ul style="list-style-type: none"> – have had a referral to the Initial Contact Team – have not had a referral to the Initial Contact Team – have had no further Early Help support – have had further Early Help support • Number and % of children open to Early Help that have a referral to the Initial Contact Team (and the outcome of that referral) • Number of children referred to the Initial Contact Team that had a referral with an outcome of an assessment under Section 17 that had not had an Early Help intervention within the 12 months previous to the referral • % of children that have closed to social care that have de-escalated to Early Help • Number of children with a re-referral to social care that had a previous referral with an outcome of NFA - Early Help • "Stepping in" audit, "step down" audit and "step up" audit results (qualitative) • Practitioner confidence (annual practitioner feedback questionnaire)
<p>Children, young people and families have swift, appropriate access to the right help at the right time</p>	<ul style="list-style-type: none"> • Single point of coordination • Timely, appropriate response to all requests for support 	<ul style="list-style-type: none"> • % of referrals to CHECS with an outcome of no further action • % of appropriate referrals to CAMHS

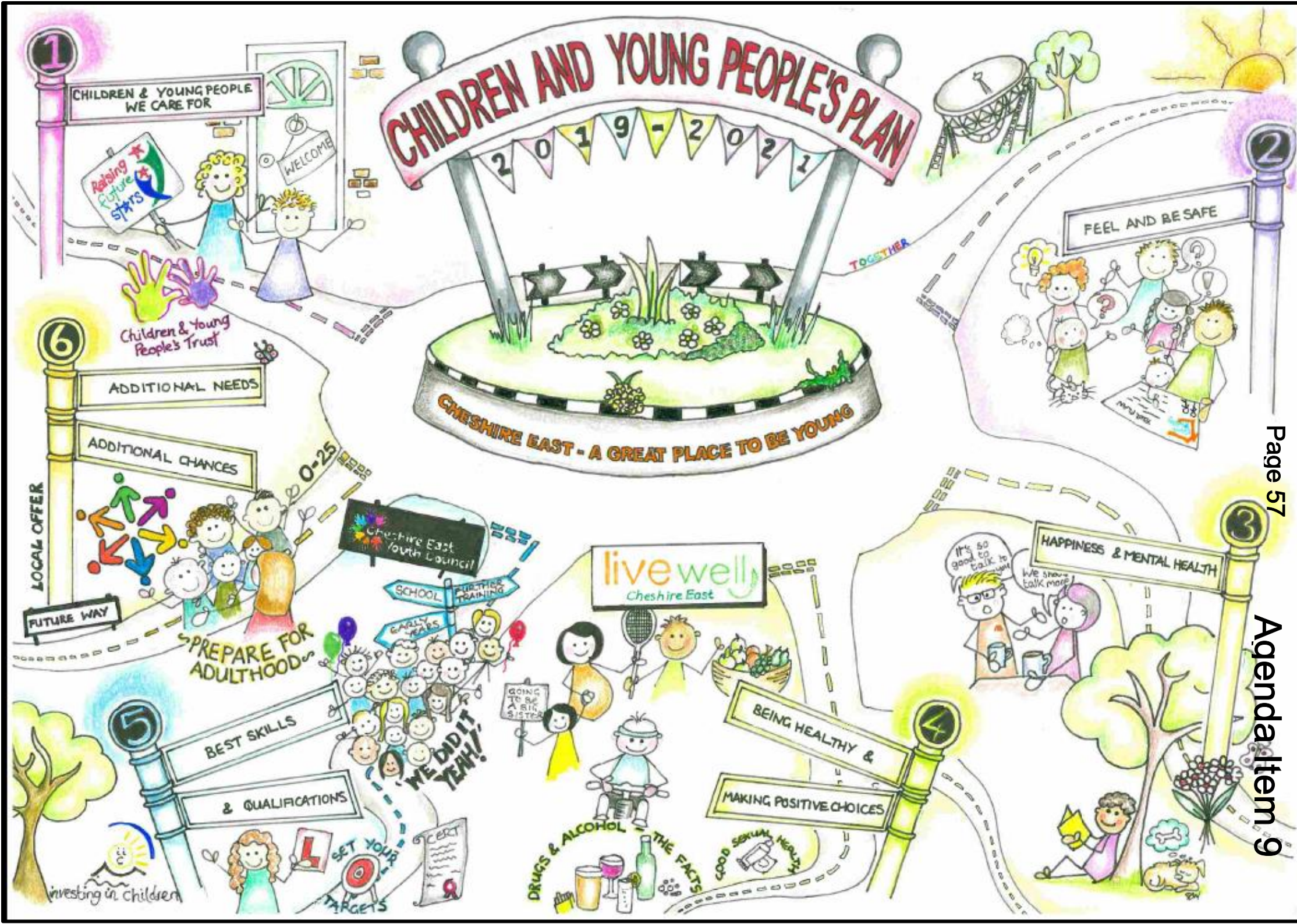
Identifying early help at the first signs of problem and in early years providing accessible services to parents and children at the right time	<ul style="list-style-type: none"> • Simple, clear pathways • Resources targeted at those most in need and effective • signposting • Child/young person's journey through services is smooth and well-coordinated • Early Help systems and processes have minimum bureaucracy 	<ul style="list-style-type: none"> • Timeliness of response to unassessed need – from identification of unassessed need to allocation to service • Timeliness of response to Early Help Targeted Referrals – from referral to allocation • Timeliness of response to requests for consultation • "Stepping in" audit, "step down" audit and "step up" audit results (qualitative) • Service user feedback • Practitioner feedback on accessibility, usability
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Your thoughts matter

If you have any views on this Strategy or how we can improve our services, please contact us at childrenstrust@cheshireeast.gov.uk

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Foreword

Our ambition is for every child and young person in Cheshire East to have the best start in life, be safe, happy, healthy and to reach their potential. We are proud of what we have already achieved as a Trust towards our ambition, but there is more we need to do.

We want this plan to make a difference, not just to the services we deliver, but to children's lives. No one agency can do this alone, which is why we have set out our commitments to improving outcomes for children and young people in this joint plan.

We believe that through working **TOGETHER**, our Children and Young People's Trust, which is well represented by young people and all relevant agencies, can make Cheshire East a great place to be young for all children and young people.



May 2019

*Mark Palethorpe,
Chair of the Children
and Young People's
Trust and
Representatives from
Cheshire East Youth
Council*

Our Vision and Ambition

TOGETHER We will make Cheshire East a **great place to be young**.

This plan has been put **TOGETHER with young people** from Cheshire East in an easy read format.

The plan builds on the success of our 2015-18 plan to take us on the next steps to achieving our **joint ambition** to make Cheshire East a great place to be young. Together we want the following **6 outcomes** for children and young people:

1. **Children and young people we care for** are happy and given every opportunity to achieve their full potential.
2. Children and young people **feel and are safe**.
3. Children and young people are **happy** and experience **good mental health and wellbeing**.
4. Children and young people are **healthy and make positive choices**.
5. Children and young people leave school with the **best skills and qualifications** they can achieve and the life skills they need to thrive into adulthood.
6. Children, young people and young adults with **additional needs have better chances in life**.

Who are we?

The Cheshire East Children and Young People's Trust (CYPT) is a group of people who provide services for children, young people and families. We work with other groups, such as the Health and Wellbeing Board, the Safeguarding Children Partnership and the 0-25 Special Educational Needs and Disabilities Partnership to make the lives of children and young people better.

Jargon buster

Although we have tried to make this plan simple, there are some words that might need explaining.

Jargon	Meaning
Autism spectrum disorder	A developmental disorder where there are mild to severe difficulties in areas of social skills, communication and thinking.
Cared for	Those who the local authority care for when they are not able to live with their families.
Care Leaver	An adult who has spent time in care outside of their immediate or extended family before the age of 18.
Child protection (CP) plan	A plan drawn up to set out how we will work together to keep a child safe.
Commission	Choose someone to do a piece of work.
Corporate Parent	Collective role of the council, elected members, employees, and partner agencies, for providing care and

	safeguarding those in care.
Contextual Safeguarding	Risk of harm for children and young people beyond their family.
Co-production	Working on a project from the start to the end with those who use the service. In Cheshire East, we call this TOGETHER
County Lines	Groups or gangs that use young people to carry and sell drugs from borough to borough, and across county boundaries.
Education, Health and Care Plan (EHCP)	A plan for children and young people aged 0-25 in education who have additional needs.
Health inequalities	Unfair differences in people's health across the population or between groups.
NEET	Unemployed or not in training or in education
Outcome	What we want to achieve in the end or the difference we want to make.
SEND	Special educational needs and disabilities – children who have additional needs
Signs of Safety	A way of working with families that looks at what's working well, what we are worried about and what needs to change.
Transition	When children and young people move from one stage to another, so it means preparing for change, eg, from primary to secondary school.

TOGETHER in Cheshire East

TOGETHER is our shared definition of coproduction in Cheshire East because it is inclusive to all.

- T**eamwork when designing, delivering and evaluating individual support and services
- O**pen-minded ideas and discussions
- G**enuine communication for all parties involved
- E**qual partners help to shape and improve support for all
- T**rust each other to make the right decisions
- H**onest
- E**ngage and empower children, young people, adults and families
- R**espect for everyone's views and opinions

Working TOGETHER as equal partners towards a common goal for all of our children, young people, adults living in Cheshire East.

Our TOGETHER Values and Commitment

We will...

- Listen to your views
- Communicate honestly
- Trust each other
- Be person centred
- Adapt to people's needs
- Respect and value all opinions
- Do what we say we will

We won't...

- Use jargon or acronyms
- Give too much information
- Rush meetings
- Take too long to complete our actions
- Be judgemental

Here is some further information about our four key principles of **TOGETHER** going forward, and who is involved in delivering that.



Co-Involvement

We will involve and engage with you from the very start to make you aware of changes to services and policy. Your needs will be identified and views are welcomed at every stage.

Co-Design

We will work closely with you to plan and design your individual support, services, and policy making sure that children, young people, adults and families are at the centre of those services.

Co-Delivery

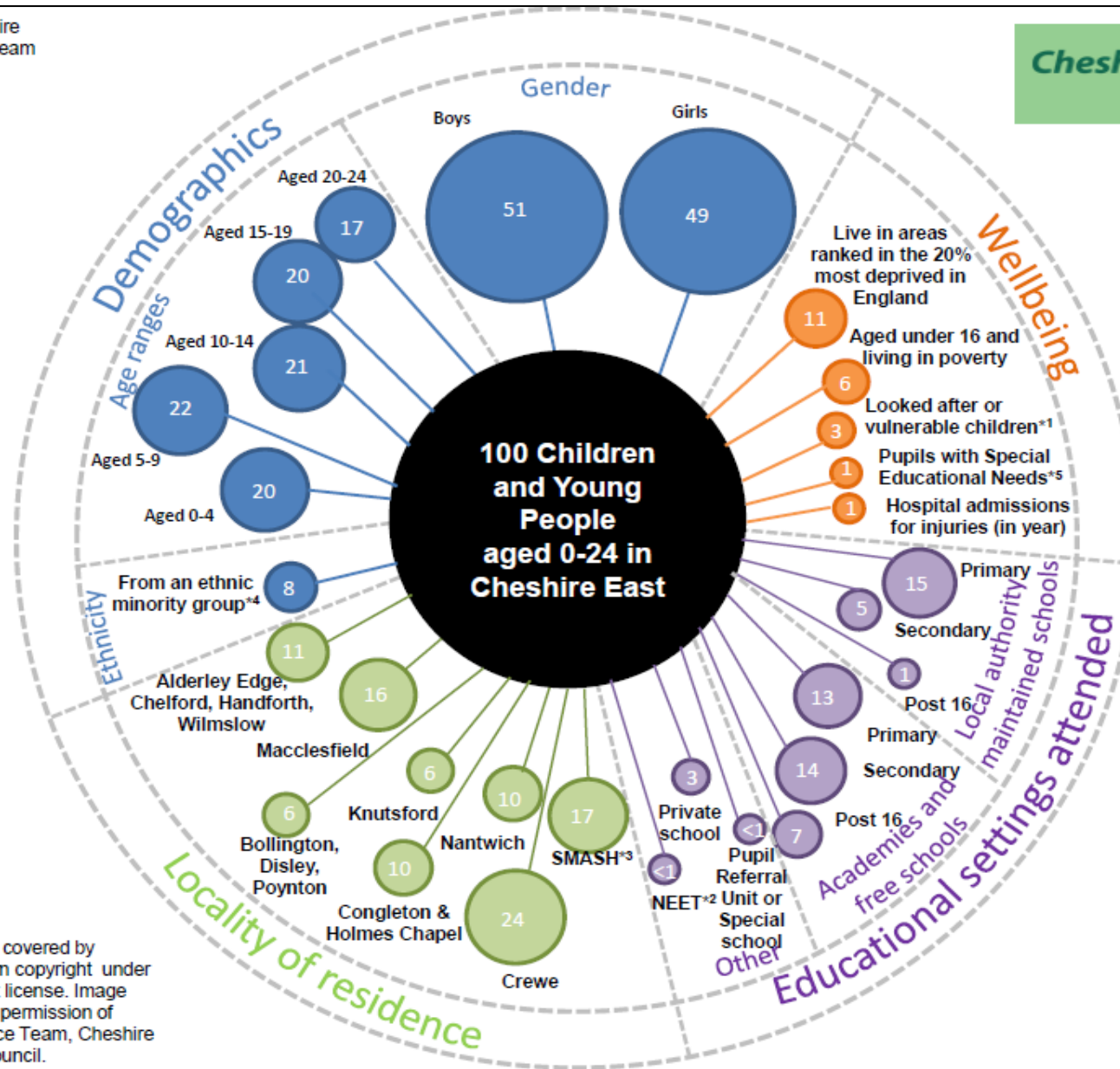
We will plan and deliver services together ensuring your voice is heard and acted on at every stage.

Co-Evaluation

We offer opportunities for feedback so that we can improve your experience.

Children and Young People in Cheshire East

Produced by: Cheshire
East Public Health Team
June 2019



^{*1} Looked after or vulnerable children includes Children in Need and children on Child Protection plans

^{*2} NEET – not in education, employment of training, 16-18 year olds

^{*3} SMASH – Sandbach, Middlewich, Alsager, Scholar Green, Haslington

^{*4} Ethnic minority includes Irish, Gypsy/Traveller and white-other

^{*5} Special Educational Needs includes Pupils with statements or EHC plans only

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Outcome 1 Children and young people we care for

Why this is a priority

Cared for children face some of the biggest challenges in life. Their pre-care experiences can impact significantly on their outcomes. However with the right support, we can shape their future happiness and set the foundations for what they can achieve throughout their adult lives. As their '**Corporate Parents**' all staff working in Children's Services are 'raising our future stars' and we all have a responsibility to do for them what any good parent would do for their own child.

What we will do

The Corporate Parenting Strategy 2018-21 sets out a number of pledges to improve outcomes for cared for children, including:

- **Being a good corporate parent**, i.e., giving cared for children and young people the same opportunities we would give to our own children.
- Enabling them to live in **good, safe homes locally**, either with their family or in another permanent home, as **early as possible**.
- Improving their **education, employment and training** outcomes.
- Improving their **health and wellbeing** outcomes.
- **Preparing** these children and young people **for adulthood**.

Who will lead this?: Corporate Parenting Committee



Outcome 2 Feel and be safe

Why this is a priority

We want all children and young people to be safe and to feel safe in their families and communities. We must tackle the risks that they face, including bullying, domestic violence, substance misuse and more complex safeguarding issues such as county lines.

To achieve this, we need to work together to identify and offer early help at the right time and place for those children and young people who need it. By reducing levels of risk to children and help families, we can lessen the impact and reduce and prevent problems from reoccurring.

What we will do

Key priorities for the Safeguarding Children Partnership include:

- **Working together to make safety plans** for children and young people
- Protecting young people **at risk of harm beyond their family** (contextual safeguarding)
- Embedding **new partnership arrangements**
- **Emotional health and wellbeing** of our **vulnerable children**

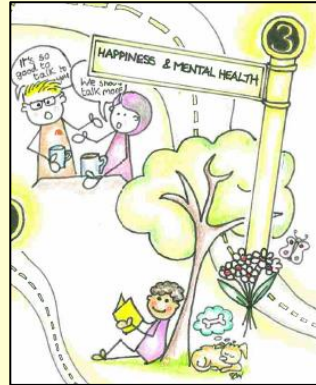
Who will lead this?: Safeguarding Children Partnership (was the Local Safeguarding Children Board)



Outcome 3 Happiness and mental health

Why this is a priority

The latest data suggests that there are around 12,500 individuals aged 0-24 with a mental health diagnosis in Cheshire East. The majority of mental health problems are preventable and almost all are treatable.



What we will do

Cheshire East's All Age Mental Health Strategy 2019-2022 sets out a **whole system approach** to improve the mental health and wellbeing of individuals and their families, supported by **integrated health and social care services**, resilient communities, **inclusive employers** and services that **maximise independence and choice**. This includes improving mental services for our **most vulnerable children and young people**:

- those in transition (ie, between services)
- cared for children and young people and care leavers
- those in supported employment
- those at risk of entering or in the youth justice system; and
- those who are experiencing or have experienced abuse.

It also sets out plans to improve **crisis care services**. Young people told us that they want **more information that is easy for them to access**.

Who will lead this?: Health and Wellbeing Board

Outcome 4 Being healthy and making positive choices

Why this is a priority

In general, the health of children and young people in Cheshire East is good. However, there are still some big differences across the Borough, which means that the quality of health and how long a person lives depends on where they grow old in Cheshire East.



What we will do

The *Joint Health and Wellbeing Strategy, 2018-21* set out 3 priority areas. The *NHS long-term plan*, published in 2019, gives key ambitions for the health service over the coming years.

Both of these documents focus on stopping people from getting poor health. The following are priorities for Cheshire East:

- **Preventing poor health** – promoting healthy lifestyles to address the main root causes of poor health – smoking, poor diet, high blood pressure, obesity and alcohol and drug misuse
- **Tackling health inequalities** – targeted work in those areas most at risk of poor health outcomes
- **Supporting change** – for those already living with a health or social care need so they can live well for longer.

Who will lead this?: Health and Wellbeing Board

Outcome 5

Best skills and qualifications

Why this is a priority

The majority of children in Cheshire East have high quality education in good or outstanding early years settings, schools and colleges.

However, a number of our more vulnerable pupils do not have access to full time education, employment or training and this impacts on their outcomes. There are also certain groups that do less well than their peers and we need to address these inequalities.

What we will do

- Work across the partnership, with education providers and employer's to develop a **skills strategy to improve the delivery of skills** in the Borough through a range of pathways and provision for young people.
- Develop a **sustainable sector led approach** to improving education outcomes.
- Deliver **sufficient school places** to enable children to attend their local/preferred school and reduce demand for transport.
- Provide **support for those most vulnerable to the poorest outcomes** including cared for children, those not accessing mainstream education, those with poor attendance and those with medical needs.

Who will lead this?: Education Extended Senior Leadership Team



Outcome 6

Those with additional needs have better life chances

Why this is a priority

In March 2018 an inspection of the local arrangements for children with special educational needs and disabilities (SEND) found a number of significant weaknesses. These included how quickly children with SEND got good plans to support them in their learning and how well we made sure those with autism got the help they needed at the right time.

Our ambition is to provide support to children and families earlier to ensure better outcomes and to prevent escalation of their needs where possible. We want children and young people with SEND and their families to feel supported by all services in Cheshire East and to receive high quality education, care and health provision.

What we will do

There are a range of actions underway to address the following two main areas for improvement:

- Improve the **timeliness, process and quality of education, health and care (EHC) plans**
- Establish an **effective autism spectrum disorder (ASD) pathway** and reduce **waiting times** for diagnosis.

Who will lead this?: 0-25 SEND Partnership





We expect everyone to...

Support Good Relationships

Work hard to build good relationships with families and colleagues. Help families to find and strengthen their networks.



Honour Families and Colleagues

Work hard to understand and recognise everything that is working well.



Be Brave!

Be creative and try something different.



Work together WITH

Involve people, offer choices, be curious.



Share Experiences

Share what you have learned, and learn from what others have tried and are doing well.



Learn and Reflect Together

Practice using Signs of Safety in Group Supervision, and reflect on practice with your colleagues.



Our plan on a page

Outcomes	Priorities	Key Success Measures	Joint Commitments
1. Children and young people we care for	<ul style="list-style-type: none"> Good, safe homes locally Improved education, employment and training outcomes Improved health outcomes Preparing for adulthood 	<ul style="list-style-type: none"> % of children with plan of permanency at second review % of children living 20+ miles from their home address % of care leavers who are not in education, employment or training % of care leavers who are in suitable accommodation No. of children adopted 	<ul style="list-style-type: none"> Embed the TOGETHER principles across all agencies. Improve the way we work together on a place based model (Together in our Community).
2. Feel and be safe	<ul style="list-style-type: none"> Safe plans for children and young people Contextual safeguarding Embed new partnership arrangements 	<ul style="list-style-type: none"> No. of early help assessments % of repeat referrals % of assessments completed within 45 days % of children with a 2nd/subsequent child protection (CP) plan % of children on CP plans reviewed within timescales 	<ul style="list-style-type: none"> Use a strength based approach to working with families (Signs of Safety). Have high aspirations for our cared for children and care leavers as their corporate parents.
3. Emotional and mental health and wellbeing	<ul style="list-style-type: none"> Improved mental services for most vulnerable Access to information Better crisis care 	<ul style="list-style-type: none"> No. of children and young people who report good wellbeing No. of appropriate referrals to specialist services Waiting times for access to services Availability of information to children and young people 	<ul style="list-style-type: none"> Strengthen the focus on prevention and early help through delivery of the Early Help Strategy.
4. Healthy and make positive choices	<ul style="list-style-type: none"> Preventing poor health Tackling health inequalities Supporting change 	<ul style="list-style-type: none"> Proportion of children aged 4-5 and 10-11 classified as overweight or obese Number of children and young people with tooth decay Hospital admission episodes for alcohol related conditions 	<ul style="list-style-type: none"> Jointly commission and shape services, where possible, including sub-regionally.
5. Best skills and qualifications	<ul style="list-style-type: none"> Support for most vulnerable Sufficient school places Sustainable sector led model Improve delivery of skills Develop a skills strategy 	<ul style="list-style-type: none"> % good or outstanding primary, secondary and special schools No. of vulnerable children not in full time education (missing education, low attendance, excluded etc.) Improved annual outcomes for disadvantaged learners at the end of Key Stage 2 and 4 Outcomes/destinations of young people post-16 and 19+ 	<ul style="list-style-type: none"> Improve transitions for children and young people, including stepping up/down between services.
6. Additional needs have better life chances	<ul style="list-style-type: none"> Timeliness, process and quality of EHCPs Effective autism spectrum disorder (ASD) pathway 	<ul style="list-style-type: none"> Education, Health and Care Plans (EHCP) completed in 20 weeks Timeliness of advice provided from professionals % good or outstanding EHCP plans No. children awaiting start of autism assessment (12+ weeks) Average length of wait for autism assessment 	<ul style="list-style-type: none"> Use ways of working that are proven to make a difference to children and young people. Strengthen our partnerships to deliver services that are integrated, child-centred and meet need.

How we will know we have made a difference

We will measure the success of this plan against the difference we make to the lives of our children and young people. We will use the following sources to inform us on how well we are performing, what's working well, and where we need to take action to achieve change.

What our performance tells us

We have a number of scorecards in place which tell us how well we are performing. The Trust will monitor the key measures set out in this plan, along with any other relevant information, to check changes in performance over time.

What our audits tell us

A number of single and multi-agency audits are carried out across children's services. We will use the findings of these to tell us whether the quality of what we are doing is getting better.

What young people and their families tell us

We will continue to work **TOGETHER** with our young people and their families as they are the experts on what works for them.

What staff tell us

We will listen to what staff working direct with children, young people and their families tell us as they have a good insight into what needs to improve.



How we will check on our progress

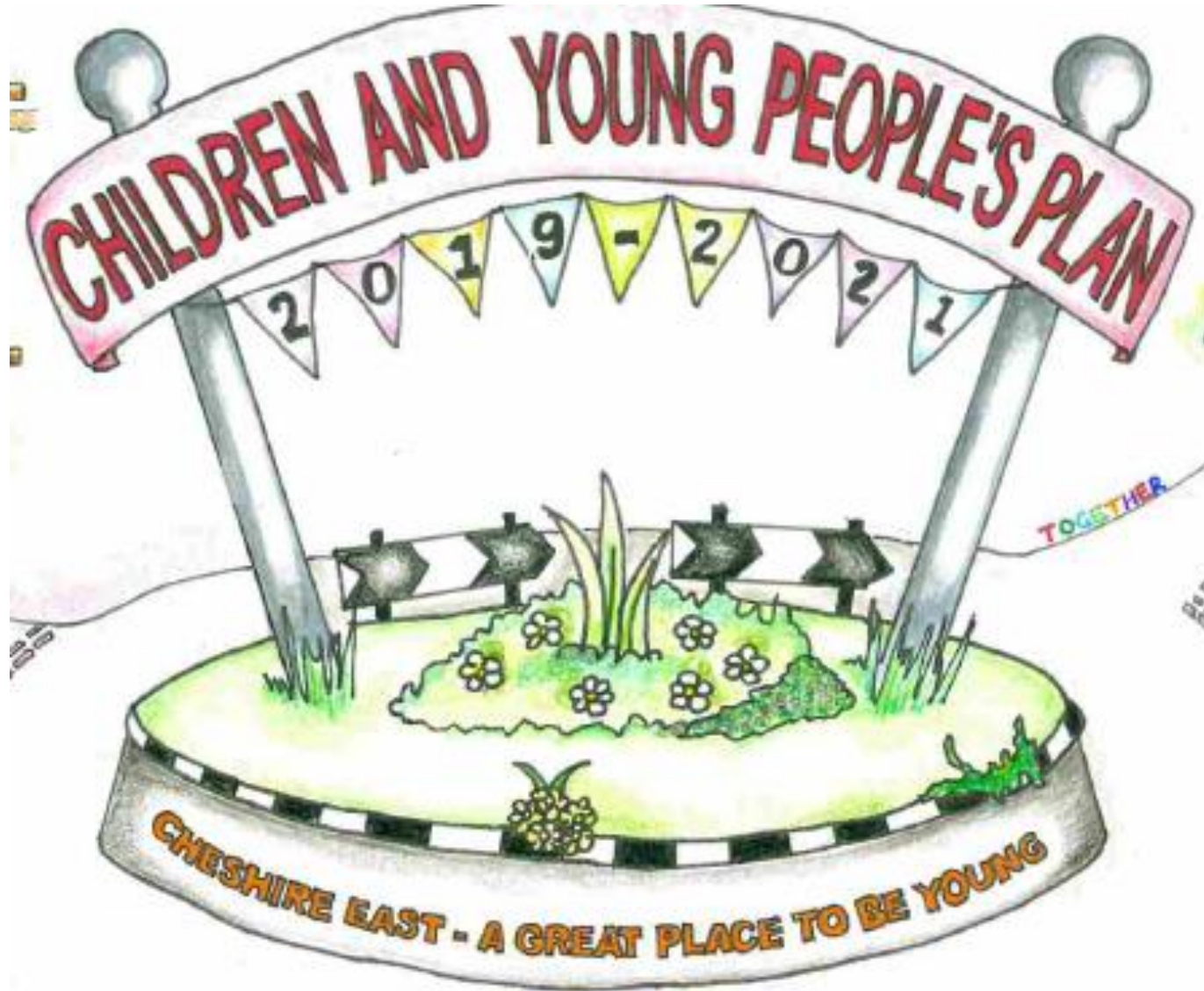
Each Outcome has the following:

- **A Lead Partnership** – this is the multi-agency partnership that has the most focus on the outcome area and will closely monitor progress.
- **An Officer Outcome Lead** – This Officer will be the key link between the Lead Partnership and the Trust and will coordinate information to the Trust on progress and issues.
- **A Young Person Outcome Lead** – There will be at least one young person with a focus on each outcome area. They will link with the Officer Outcome Lead to ensure that work is done **TOGETHER**.

Progress against our plan will be monitored by the Children and Young People's Trust. Progress against individual outcome areas will also be monitored by the Lead Partnership.

Cheshire East Health and Wellbeing Board (HWBB) is the overarching board for the Trust. The HWBB will sign off this plan; ongoing updates will be provided to the board. Individual agencies will also be encouraged to share progress and issues through their own governance and other relevant boards will be informed/consulted, as appropriate.

Following each meeting, the Trust will continue to send out an easy read newsletter to update all on progress.



Your thoughts matter

If you have any views on this plan or how we can improve our services, please contact us at ChildrensTrust@cheshireeast.gov.uk



FORWARD PLAN FOR THE PERIOD ENDING 30TH SEPTEMBER 2019

This Plan sets out the key decisions which the Executive expects to take over the period indicated above. The Plan is rolled forward every month. A key decision is defined in the Council's Constitution as:

"an executive decision which is likely –

- (a) to result in the local authority incurring expenditure which is, or the making of savings which are, significant having regard to the local authority's budget for the service or function to which the decision relates; or
- (b) to be significant in terms of its effects on communities living or working in an area comprising one or more wards or electoral divisions in the area of the local authority.

For the purpose of the above, savings or expenditure are "significant" if they are equal to or greater than £1M."

Reports relevant to key decisions, and any listed background documents, may be viewed at any of the Council's Offices/Information Centres 5 days before the decision is to be made. Copies of, or extracts from, these documents may be obtained on the payment of a reasonable fee from the following address:

Democratic Services Team
Cheshire East Council
c/o Westfields, Middlewich Road, Sandbach Cheshire CW11 1HZ
Telephone: 01270 686472

However, it is not possible to make available for viewing or to supply copies of reports or documents the publication of which is restricted due to confidentiality of the information contained.

A record of each key decision is published within 6 days of it having been made. This is open for public inspection on the Council's Website, at Council Information Centres and at Council Offices.

This Forward Plan also provides notice that the Cabinet, or a Portfolio Holder, may decide to take a decision in private, that is, with the public and press excluded from the meeting. In accordance with the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, 28 clear days' notice must be given of any decision to be taken in private by the Cabinet or a Portfolio Holder, with provision for the public to make representations as to why the decision should be taken in public. In such cases, Members of the Council and the public may make representations in writing to the Democratic Services Team Manager using the contact details below. A further notice of intention to hold the meeting in private must then be published 5 clear days before the

meeting, setting out any representations received about why the meeting should be held in public, together with a response from the Leader and the Cabinet.

The list of decisions in this Forward Plan indicates whether a decision is to be taken in private, with the reason category for the decision being taken in private being drawn from the list overleaf:

1. Information relating to an individual
2. Information which is likely to reveal the identity of an individual
3. Information relating to the financial or business affairs of any particular person (including to authority holding that information)
4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under the authority
5. Information in respect of which a claim to legal and professional privilege could be maintained in legal proceedings
6. Information which reveals that the authority proposes (a) to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or (b) to make an order or direction under any enactment
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime

If you would like to make representations about any decision to be conducted in private at a meeting, please email:

Paul Mountford, Executive Democratic Services Officer
paul.mountford@cheshireeast.gov.uk

Such representations must be received at least 10 clear working days before the date of the Cabinet or Portfolio Holder meeting concerned.

Where it has not been possible to meet the 28 clear day rule for publication of notice of a key decision or intention to meet in private, the relevant notices will be published as soon as possible in accordance with the requirements of the Constitution.

The law and the Council's Constitution provide for urgent key decisions to be made. Any decision made in this way will be published in the same way.

Forward Plan

Key Decision and Private Non-Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-51 ASDV Programme Update	To authorise officers to take all necessary actions to implement the recommendations made in the ASDV Review report approved by Cabinet on 12th March 2019.	Portfolio Holder for Planning	May 2019			Fully exempt - paras 3 & 4
CE 18/19-49 Crewe Hub Station	To take all necessary actions to progress the Crewe Hub, including land acquisition and preparation of an evidence base for an Enterprise Zone.	Cabinet	11 Jun 2019			N/A
CE 18/19-57 Re-Procurement of Food Contracts for Fresh Meat	To seek approval for the re-procurement of fresh meat and poultry products and to authorise the Executive Director of People in consultation with the Portfolio Holder for Children and Families to award contracts following evaluation. The new contract term will run from October 2019 for two years, with an option to extend.	Cabinet	11 Jun 2019		Mark Bayley, Head of Service for Education Infrastructure and Outcomes	N/A

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-58 Malbank School and Sixth Form College - Authority to Enter into a Contract	To seek approval to delegate to the Executive Director People authority to enter into a construction contract for additional places at Malbank School, Nantwich.	Cabinet	11 Jun 2019		Mark Bayley, Head of Service for Education Infrastructure and Outcomes	N/A
CE 18/19-59 Tatton Vision 2 - Arrival and Stableyard	To seek delegated authority for the Executive Director Place, in consultation with the Portfolio Holder for Environment, to implement the Arrival and Stableyard project at Tatton Park, including procuring and entering into all necessary contractual arrangements.	Cabinet	11 Jun 2019		Brendan Flanagan, Head of Rural and Cultural Economy	N/A
CE 18/19-61 Cheshire and Warrington LEP Urban Development Fund	To take all necessary actions to progress the Urban Development Fund, including the creation of the structures and governance to allow the fund to commence.	Cabinet	11 Jun 2019		Aaron Lecroy	N/A
CE 18/19-63 ASDV Directorships	To consider a report in relation to ASDV Directorships.	Cabinet	11 Jun 2019		Frank Jordan, Acting Deputy Chief Executive and Executive Director of Place	Fully exempt by virtue of Exemption para 3

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-65 SMDA Infrastructure Procurement Strategy	<p>In accordance with the authority delegated by Cabinet to the Executive Director of Place on 8th May 2018:</p> <p>To procure the infrastructure, utilities and ground stabilisation works at South Macclesfield Development Area; to enter into any contracts or agreements required under the SCAPE Civil Engineering and Infrastructure Framework; and to utilise an NEC ECC Type C construction contract with Early Contractor Involvement.</p>	Executive Director Place	Not before 12th Jun 2019			N/A

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-66 SMDA Infrastructure and Funding Agreement	<p>In accordance with the authority delegated by Cabinet to the Executive Director of Place on 8th May 2018:</p> <p>To enter into a funding agreement (infrastructure agreement) with the principal landowner in respect of the Council's landholding at South Macclesfield Development Area.</p>	Executive Director Place	Not before 12th Jun 2019			Partly exempt by virtue of paras 3 and 5.

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-69 Acquisition of the Willows, Macclesfield	<p>In accordance with Chapter 2, Part 6, Paragraph 52 of the constitution of Cheshire East Borough Council dated 12th February 2019:</p> <p>To approve the acquisition of the property known as The Willows, Macclesfield, Cheshire SK11 8LF and to instruct the Council's Legal Officers to proceed to legal completion of the purchase and any related legal documentation on terms and conditions to be determined by the Assets Manager and the Director of Governance and Compliance.</p>	Executive Director Place	Not before 19th Jun 2019			Fully exempt under para 3
CE 18/19-52 Cheshire East Economic Strategy	To approve the draft economic strategy for public consultation. The outcome of the consultation will be reported to Cabinet in due course.	Cabinet	9 Jul 2019			N/A

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-53 Site Allocations and Development Policies Document - Public Consultation	To seek approval to publish a Publication Draft of the Cheshire East Site Allocations and Development Policies Document, along with its supporting evidence, for a further six weeks' public consultation.	Cabinet	9 Jul 2019		Jeremy Owens	N/A
CE 18/19-55 Sandbach School - Authority to Enter into a Grant Agreement	To seek approval to delegate authority to the Executive Director People to authorise the entering into of a grant agreement to facilitate the creation of additional pupil places at Sandbach School.	Cabinet	9 Jul 2019		Jacky Forster, Director of Education and 14-19 Skills	N/A
CE 18/19-56 Proposed Expansion of Park Lane School, Macclesfield	To approve the proposed expansion of Park Lane School, Macclesfield from 82 places to 122 places for implementation in September 2020, having given due consideration to the response to the statutory proposal notice.	Cabinet	9 Jul 2019		Jacky Forster, Director of Education and 14-19 Skills	N/A

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-62 Next Generation WAN Contract	To authorise the officers to take all necessary steps to enter into a contract with a new Wide Area Network supplier for up to 10 years and maximum value of £25M. The current contract ends on 21 st February 2021.	Cabinet	9 Jul 2019		Gareth Pawlett, ICT Manager	N/A
CE 19/20-1 A500 Dualling - CPO Powers to Acquire Land	To authorise the use of compulsory purchase powers to undertake the acquisition of land and new rights required for the construction of the scheme.	Cabinet	9 Jul 2019		Chris Hindle	N/A
CE 19/20-2 Middlewich Eastern Bypass - CPO Powers to Acquire Land	To authorise the use of compulsory purchase powers to undertake the acquisition of land and new rights required for the construction of the scheme.	Cabinet	9 Jul 2019		Chris Hindle	N/A

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 19/20-3 Payment Services	To seek authority for officers to take all necessary actions to implement a contractual arrangement to facilitate the payment of Council invoices and local taxation. This will be enabled through access to cash payment services at post offices and local retail outlets.	Cabinet	9 Jul 2019		Paul Manning	N/A
CE 18/19-44 Local Transport Plan	Cheshire East Council as the Local Transport Authority has a duty to produce, and keep under review, a Local Transport Plan (LTP) in accordance with the Local Transport Act 2008. Council will be asked to approve the LTP for adoption following consideration by Cabinet.	Council	18 Jul 2019		Richard Hibbert	N/A

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-50 Environment Strategy	To seek approval for the draft Environment Strategy and agreement that a borough wide public consultation takes place seeking views on the draft Environmental Strategy, with the decision on all final consultation materials being delegated to the Executive Director of Place. The outcomes of the consultation and any resultant changes to the draft strategy will be reported to and approved by Cabinet in due course.	Cabinet	10 Sep 2019		Paul Bayley	
CE 18/19-64 Framework for Domestic Repairs and Adaptations	To approve the establishment of a framework to commission low value domestic repairs and adaptations on behalf of vulnerable residents, and to authorise the Executive Director Place in consultation with the Portfolio Holder for Housing, Planning and Regeneration to award and enter into a framework.	Cabinet	10 Sep 2019		Karen Whitehead	N/A

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
CE 18/19-67 Macclesfield Town Centre Regeneration - Strategic Regeneration Framework and Future Programme	Taking into account the outcome of a public consultation on a draft Strategic Regeneration Framework for Macclesfield Town Centre, to approve a final version of the Framework and agree further actions stemming from its recommendations.	Cabinet	10 Sep 2019		Jo Wise	N/A
CE 18/19-54 Crewe Station Hub Area Action Plan - Public Consultation	To seek approval for a further six week consultation period on the Crewe Station Hub Area Action Plan.	Cabinet	8 Oct 2019		Adrian Fisher, Head of Planning Strategy	N/A
CE 18/19-60 The Minerals and Waste Development Plan	To seek approval to consult on the first draft of the Minerals and Waste Development Plan.	Portfolio Holder for Planning	November 2019		Adrian Fisher, Head of Planning Strategy	N/A
CE 18/19-68 Medium Term Financial Strategy 2020-24	To approve the Medium Term Financial Strategy for 2020-24, incorporating the Council's priorities, budget, policy proposals and capital programme. The report will also include the capital, treasury management, investment and reserves strategies.	Council	20 Feb 2020		Alex Thompson, Head of Finance and Performance and Interim Section 151 Officer	N/A

Key Decision	Decisions to be Taken	Decision Maker	Expected Date of Decision	Proposed Consultation	How to make representation to the decision made	Private/ Confidential and paragraph number
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Children and Families Overview and Scrutiny Committee

Date of Meeting: 20 June 2019

Report Title: Work Programme

Portfolio Holder: Cllr D Flude

Senior Officer: Interim Executive Director of Corporate Services

1. Report Summary

- 1.1. To review items in the Work Programme listed in the schedule attached, together with any other items suggested by Committee Members.

2. Recommendation

- 2.1. That the work programme be reviewed.

3. Reasons for Recommendation

- 3.1 It is good practice to review the work programme and update accordingly

4. Other Options Considered

- 4.1. There are no further options to consider.

5. Background

- 5.1.1 The schedule attached has been updated following the last meeting of the committee.

- 5.1.2 Members are asked to review the schedule attached to this report, and if appropriate, add new items or delete items that no longer require any scrutiny activity. When selecting potential topics, Members should have regard to the Council's new three year plan and also to the general criteria listed below, which should be applied to all potential items when considering whether any Scrutiny activity is appropriate.

- 5.1.3 The following questions should be asked in respect of each potential work programme item:

- Does the issue fall within a corporate priority;
- Is the issue of key interest to the public;

- Does the matter relate to a poor or declining performing service for which there is no obvious explanation;
- Is there a pattern of budgetary overspends;
- Is it a matter raised by external audit management letters and or audit reports?
- Is there a high level of dissatisfaction with the service;

5.1.4 If during the assessment process any of the following emerge, then the topic should be rejected:

- The topic is already being addressed elsewhere
- The matter is subjudice
- Scrutiny cannot add value or is unlikely to be able to conclude an investigation within the specified timescale

6. Implications

6.1. Legal Implications

6.1.1. There are no legal implications at this stage.

6.2. Finance Implications

6.2.1. There are no financial implications at this stage

6.3. Equality Implications

6.3.1. There are no equalities implications at this stage.

6.4. Human Resources Implications

6.4.1. There are no human resources implications at this stage.

6.5. Risk Management Implications

6.5.1. There are no risk management implications at this stage.

6.6. Rural Communities Implications

6.6.1. There are no implications for rural communities.

6.7. Implications for Children & Young People

6.7.1. There and no implications for children and young people at this stage.

6.8. Public Health Implications

6.8.1. There are no direct implications for public health.

7. Ward Members Affected

7.1. All.

8. Access to Information

8.1. The background papers can be inspected by contacting the report author

9. Contact Information

9.1. Any questions relating to this report should be directed to the following officer:

Name: Katie Small

Job Title: Scrutiny Officer

Email: Katie.small@cheshireeast.gov.uk

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Date: 20.6.19 Time: 1.30pm Venue: Council Chamber Crewe	Date: 23.9.19 Time: 1.30pm Venue: Committee Suite, Westfields	Date: 25.11.19 Time: 1.30pm Venue: Committee Suite, Westfields	Date: 27.1.20 Time: 1.30pm Venue: Committee Suite, Westfields	Date: 23.3.20 Time: 1.30pm Venue: Committee Suite, Westfields
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The Committee considers a young persons story at the start of every meeting

<u>Item</u>	<u>Purpose</u>	<u>Lead Officer</u>	<u>Portfolios</u>	<u>Suggested by</u>	<u>Scrutiny role</u>	<u>Corporate priorities</u>	<u>Date</u>
High Needs Funding	To scrutinise the new model for how high needs funding to schools is allocated.	Acting Executive Director of People	Children and Families		Pre decision scrutiny	A responsible effective and efficient organisation	20.6.19
Children and Young People Plan	To give consideration to the Children and Young Peoples Plan	Acting Executive Director of People	Children and Families		Pre decision scrutiny	People live well and for longer	20.6.19
Early Help Strategy	To scrutinise the strategy prior to consideration by cabinet	Acting Executive Director of People	Children and Families	Portfolio Holder	Pre decision scrutiny	People live well and for longer	20.6.19
Performance Scorecard	To scrutinise the performance scorecard	Acting Executive Director of People	Children and Families	Committee	Performance monitoring	A responsible effective and efficient organisation	23.9.19

<u>Item</u>	<u>Purpose</u>	<u>Lead Officer</u>	<u>Portfolios</u>	<u>Suggested by</u>	<u>Scrutiny role</u>	<u>Corporate priorities</u>	<u>Date</u>
Corporate Parenting Annual Report	To review the annual report for 2017/18 <ul style="list-style-type: none">Review outcomesReview revised strategy	Acting Executive Director of People	Children and Families	Committee	Performance monitoring / committee report	A responsible effective and efficient organisation. People live well and for longer	23.9.19
Annual Adoption Report	To consider the annual adoption report.	Acting Executive Director of People	Children and Families	Acting Executive Director of People	Performance monitoring / Committee report	A responsible effective and efficient organisation. People live well and for longer	23.9.19
Emotional Health and Wellbeing -CAMHS	To scrutinise tier 3 and 4 of the service and monitor the success of the out of hours service.	Dr Matthew Howard Consultant Child & Adolescent Psychiatrist CAMHS CD South & East Cheshire	Children and Families	Committee	Performance monitoring / ongoing review	People live well and for longer	25.11.19

Briefing Notes

- Supported childcare for 2/3 year olds
- Multi Academy Trusts MATS - Update, including role of Cheshire East Council and how work together with partners and academisation of schools – June 2019
- Regulating children's residential homes

Possible Future/ desirable items

- Domestic Abuse Commission– update on impact of new provision
- FACT 22 Update – June 2019
- Children not accessing full time education – spot light review July 2019
- Changes to NHS – impact on children's services – November 2019
- Locality working – new ways of working – partners to be invited
- Overview of Lifelong learning
- Children Missing from home
- family Focus and recovery plan
- Migrant Children
- Children's Home Commission – planning officer to attend
- Redesign of early help services – further update.

Future meeting to be held at UTC, Crewe (to include a tour) – November 2019

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