

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

A meeting of the Children and Young People's Learning Scrutiny Panel was held on 12 October 2020.

PRESENT: Councillors S Hill (Chair), L Garvey, A Hellaoui, D Jones, M Nugent, M Saunders and G Wilson

OFFICERS: F Alexander, R Brown, S Butcher, C Breheny, C Cannon, S Davidson, J Dixon, T Dunn, W Kelly, E Mireku and G Moore

APOLOGIES FOR ABSENCE Councillors T Higgins and P Storey.

DECLARATIONS OF INTERESTS

There were no Declarations of Interest made by Members at this point in the meeting.

20/15 **MINUTES - CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL - 14 SEPTEMBER 2020**

The minutes of the Children and Young People's Learning Scrutiny Panel meeting, held on 14 September 2020, were submitted and approved as a correct record.

20/16 **MENTAL HEALTH IN SCHOOLS - AN UPDATE**

In respect of the Scrutiny Panel's 2019 review of Mental Health in Schools, officers from Public Health and Education were in attendance to provide an update on the progress made with the implementation of the agreed recommendations/actions.

The Director of Education, Prevention and Partnerships explained that information would be primarily presented by the Consultant in Public Health, the CAMHS Transformation and HeadStart Programme Manager, the Head of SEN and Vulnerable Learners and the Principal Educational Psychologist, as responsibility for implementing the recommendations cut across both Public Health and Education.

The Consultant in Public Health explained that the actions identified for Public Health referred to pathways in schools, research, data and intelligence. In respect of data and intelligence, there were local and national data sets recorded by Public Health England and data was also collected by service providers across the borough. It was advised that data was collected by the HeadStart programme, the Tees, Esk and Wear Valleys NHS Foundation Trust (TEWV), the Voluntary Community Sector and other wider partners. The information/data collected related to service access figures and feedback from service users. That data was then utilised to identify effective practice and highlight gaps in provision.

The CAMHS Transformation and HeadStart Programme Manager advised that the HeadStart programme had been delivered in schools since 2013 and was now funded across South Tees until March 2022. HeadStart had received Future in Mind funding from South Tees Clinical Commissioning Group (CCG).

It was commented that HeadStart was delivered across all schools and colleges and the team had been strengthened to allow for expansion into Redcar and Cleveland. In terms of sustainability, HeadStart created resources and processes for schools to utilise, should funding come to an end. HeadStart also supported schools in developing policies and practices.

In respect of the HeadStart CPD pathway for the school workforce, HeadStart continued to work with Young Minds in delivering academic resilience across all schools. 86 teachers had completed the HeadStart CPD pathway.

Work had been undertaken to develop a Level 7 mental health leads in schools qualification with Teesside University. The academic pathway had been identified and it was ready to be launched in September 2020. However, due to Covid-19 and the lead within Teesside

University taking up a new position, there had been a delay. Therefore, it was hoped that the qualification would be offered in January 2021.

In respect of school-based CAMHS clinicians, clinicians had been introduced in three secondary schools as part of the HeadStart approach. Those clinicians provided case management and supervision for school staff. TEWV had committed to implementing that approach in all of Middlesbrough's secondary schools for the current academic year, unfortunately, due to staff shortages the approach had been suspended. Work with TEWV was ongoing to ensure that clinicians were introduced as soon as possible.

In terms of the Team Around the School, the CAMHS Transformation and HeadStart Programme Manager was working with the Head of SEN and the Principal Educational Psychologist to introduce specific emotional well-being support for those pupils who were on the behaviour pathway. That work also aimed to provide support to parents through systemic parental approaches.

A comprehensive directory of the effective evidence-based local services and support had been developed for schools and other agencies. The directory contained information on therapeutic support offered by the Voluntary Community Sector, ensuring that schools were assured of the quality of those organisations. The framework had been circulated to schools in 2019 and was re-circulated in August 2020.

In terms of developing a multi-agency response to provide a single referral route for schools, TEWV had been commissioned to deliver a single point of contact, which was scheduled to be launched over the next couple of weeks with the intention of making referrals faster and more appropriate.

A Member requested information on the number of pupils, across primary and secondary schools, who required specific support for their emotional well-being and mental health. The CAMHS Transformation and HeadStart Programme Manager advised that it was estimated that three pupils in every classroom would experience an emotional health disorder or mental health condition, with 75% of cases presenting by the time the child or young person reached 14. In terms of the impact of Covid-19 on the mental health of pupils, that impact was currently unknown given that the pandemic was ongoing.

A Member queried whether the number of pupils accessing TEWV CAMHS had increased in light of the current pandemic. The CAMHS Transformation and HeadStart Programme Manager explained that during the period of lockdown, referrals had been extremely low. However, since the beginning of the academic year TEWV and voluntary sector partners had experienced a high increase in the number of referrals.

In response to a Member's query regarding the impact of substance misuse on a pupil's mental health, the Public Health Consultant advised that there were comprehensive commissioned pathways for drugs and alcohol support. It was added that a package of support was available for children and young people and further information detailing the specifics of that support would be circulated to the scrutiny panel in due course.

In response to a Member's query regarding educational psychologists and delays experienced in receiving a CAMHS diagnosis, the Principal Educational Psychologist advised that clinical psychologists were employed by TEWV CAMHS and educational psychologists, who were associated with school settings, were employed by the Local Authority. It was added that a delay in receiving a CAMHS diagnosis could be due to the natural length of a diagnostic assessment or capacity issues.

In respect of education, the Head of SEN explained that a provider had been identified to develop a free school for pupils with social, emotional and mental health (SEMH) needs. Work was currently underway and the school would be opening in September 2022. It was highlighted that the school would be based in Redcar and Cleveland, however, Middlesbrough would have access to places.

In terms of the provision at Holmwood School, it was advised that the assessment centre was

working well and an additional 10 assessment places were available for KS1 pupils. The school also continued to offer outreach support to settings. It was added that all schools were aware of the support offered by Holmwood School.

In respect of developing a marketing campaign for Middlesbrough Psychology Service, the Principal Educational Psychologist advised that, previously, a wider model of support of Educational Psychology and CAMHS had been explored. However, through wider discussions within CAMHS, that had not been taken forward due to there being a preference to introduce Mental Health Support Teams in schools. However, it was clarified that Mental Health Support Teams were still yet to be introduced in Middlesbrough's schools. Advice had been sought from the Council's marketing department and a number of actions had been proposed to improve the promotion of the service.

The scrutiny panel was advised that the Department for Education had introduced a Wellbeing for Education Return project which aimed to better equip education settings to support pupils' wellbeing and psychosocial recovery as they return to full-time education, following the pandemic. As part of the project, the Principal Educational Psychologist and the CAMHS Transformation and HeadStart Programme Manager had attended national training to deliver two webinars, which would be delivered to all school settings. Following on from the webinars, a package of follow-up support would be available until the end of March. It was added that the support would be free and available to all schools and it would be delivered using a train the trainer model.

In respect of Mental Health Support Teams in schools, the CAMHS Transformation and HeadStart Programme Manager explained that the provision of Mental Health Support Teams had been proposed as part of the Government's Green Paper. However, funding to introduce such teams was subject to a bidding process. Although South Tees CCG's bids had previously been unsuccessful, it was envisaged that the bid being prepared for submission in March 2021 would be successful. Members heard that the bid would focus on the emotional wellbeing of pupils who were on a behaviour pathway and the provision of wider family support.

In terms of Covid-19, there was a Covid-19 recovery offer which was delivered in partnership by HeadStart, TEWV CAMHS, the LINK, the Junction and Middlesbrough Mind. All schools and colleges across the Tees Valley were able to access sessions for groups of pupils who were experiencing issues around routine, low mood and anxiety. With regard to Covid-19 recovery, there was also a training offer for schools to upskill teachers to normalise anxiety and issues around mood and emotions.

A Member requested data across schools (both primary and secondary) on the prevalence of mental health needs in children and young people as well as service access figures. The CAMHS Transformation and HeadStart Programme Manager advised that evidence could be collated in respect of TEWV CAMHS and the Covid-19 recovery sessions. It was added, however, that obtaining data from each organisation offering support to pupils would be a complex task. It was advised that work would be undertaken to ensure that the relevant data was circulated to the scrutiny panel.

The Principal Educational Psychologist added that in terms of the Wellbeing for Education Return, the DfE had not been explicit about the data requirements around the delivery, outcomes and impact. It was added that data requirements in respect of the project would need to be determined locally.

In response to a Member's query regarding data, the Director of Education, Prevention and Partnerships advised that a briefing note could be circulated to the scrutiny panel, following the meeting, to convey current key issues in respect of mental health in schools.

The Democratic Services Officer advised that recommendation b) requested that local data collection processes were reviewed, and a measurement tool be developed, to gather data/information across all schools and services to report prevalence figures for mental health needs in children and young people and the effectiveness of provision. The update highlighted that local providers collated information on demand in respect of access to services and

service user feedback and that information was used to inform service delivery. The update also stated that outcome measures had been gathered for all group interventions, currently that was Covid-19 recovery sessions and transitions.

AGREED

- 1. That data pertaining to the prevalence of mental health needs in children and young people, including service access figures, be circulated to the scrutiny panel.**
- 2. That the progress made be noted and a further update be submitted when appropriate.**

20/17

DRAFT FINAL REPORT - ADDRESSING POVERTY ISSUES AND THE IMPACT ON LEARNING

The Democratic Services Officer presented a brief overview of the draft final report on the topic of Addressing Poverty Issues and the Impact on Learning.

Members were advised that:

- The main aim of the review was to ascertain whether effective and successful models of support were in place to tackle the root causes of poverty and mitigate the effects of disadvantage on education.
- In respect of term of reference A, the first section of the report contained evidence on local child poverty rates, including local indicators for child poverty and information on how poverty was measured in schools.
- In respect of term of reference B, the second section contained information on the effects of poverty on learning and educational achievement, including data on those pupils who were eligible for Free School Meals and Pupil Premium funding.
- In respect of term of reference C, the third section contained information on the work being undertaken by the Local Authority and its partners to tackle poverty, including a summary of the evidence received from the Financial Inclusion Group, Public Health, Children's Services, schools and the Voluntary and Community Sector.
- In respect of term of reference D, the fourth section highlighted good practice in tackling poverty and removing the barriers to learning, including evidence from the North East Child Poverty Network, Poverty Proofing the School Day and information from expert organisations.

The scrutiny panel was advised that the draft conclusions were detailed at paragraph 129 of the report and highlighted:

- The need to deliver a more joined-up, collaborative and integrated approach to tackle poverty and promote social mobility, cutting across a wide range of areas - such as education, employment support, welfare, health and affordable housing.
- That further work was required to develop a partnership approach and a coherent strategy to ensure that poverty remained high up on the agenda for every organisation and to maximise the resources available, across all sectors and agencies (including the Voluntary Community Sector).
- The detrimental impact that poverty had on a child's long-term development and that the earliest years of life were a crucial period, and interventions during that period could have long-lasting benefits.
- That early intervention services were likely to be more effective when they were combined with measures to reduce poverty. For instance, the creation of sustainable employment opportunities, or, for those who would not benefit from employment, providing access to the benefits they were entitled to.
- The effective support and services that the Local Authority and its partners were delivering to tackle poverty and mitigate its impact and the effective practices implemented by schools to support families living in poverty.

Following discussion, the scrutiny panel agreed to include the following recommendations in

its final report:

1. *That a partnership be developed to deliver a more joined-up, collaborative and integrated approach to tackle poverty and promote social mobility, cutting cross employment support, welfare, housing, early years provision, education, public health and family support.*
2. *That a coherent strategy be developed to ensure that poverty remains high up on the agenda for every organisation in Middlesbrough and to maximise resources available across all sectors and agencies (including the Voluntary Community Sector).*
3. *That, once established, the partnership - develops a monitoring tool to effectively measure poverty rates and trends in Middlesbrough and submits data on an annual basis, to the Children and Young People's Learning Scrutiny Panel, to demonstrate the impact of its work and to highlight the practices, interventions and strategies that have been most successful in tackling poverty.*
4. *That, in respect of those areas that have high levels of deprivation, the Local Authority works with the Financial Inclusion Group to ensure there is a greater presence from advisers offering benefits support and advice in the community.*
5. *That, in respect of those areas that have high levels of deprivation, the Local Authority works with the Financial Inclusion Group and schools to introduce school-based advisers to provide welfare rights advice for parents, to help maximise family income.*
6. *That the Local Authority works with schools to capture an accurate baseline of individual children's attainment as early as possible (on entry to nursery) to inform planning and maximise learning.*
7. *That the Local Authority works with Children North East to - arrange training for teachers on the barriers to learning that exist because of poverty, identify common threads that exist in schools and develop a good practice guide that highlights the effective practices used in tackling the root causes of poverty and mitigating the effects of disadvantage.*
8. *That the Local Authority works with schools and catering suppliers to encourage implementation of the recommendations proposed by the Just Change campaign.*
9. *That the Children and Young People's Learning Scrutiny Panel writes to the Secretary of State for Education to request that census data for early years is collected in July instead of January, when numbers are at their highest - as this data determines the Dedicated Schools Grant for the following year.*

A discussion ensued and Members highlighted the importance of the scrutiny panel receiving data to demonstrate progress and impact.

AGREED

That, subject to the inclusion of the agreed recommendations, the final report on Addressing Poverty Issues and the Impact on Learning be approved and submitted to the Overview and Scrutiny Board on 5 November for consideration.

20/18

OVERVIEW AND SCRUTINY BOARD - AN UPDATE

The Chair advised that on 1 October 2020, the Overview and Scrutiny Board had considered:

- an update from the Mayor;
- the Executive Forward Work Programme;
- Middlesbrough Council's Response to COVID-19;
- an update from the Executive Member for Finance and Governance;
- a COVID-19 and Finance Update; and
- updates from the Scrutiny Chairs.

NOTED

