

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

Date: Monday 21st March, 2022
Time: 10.30 am
Venue: Virtual Meeting

Please note this is a virtual meeting.

**The meeting will be livestreamed via
the Council's YouTube channel at
[Middlesbrough Council - YouTube](#)**

AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Minutes - Children and Young People's Learning Scrutiny Panel - 21 February 2022 3 - 8
4. Special Educational Needs and Disabilities (SEND) - Further Evidence 9 - 24

Officers will be in attendance to provide evidence in respect of the increasing demands across the Local Area, including details/information on:

- the pressures across Education, Health and Social Care with regards to children and young people with SEND and those at risk of exclusion;
- mitigation; and
- future pressures.

5. Overview and Scrutiny Board - An Update

The Chair will present a verbal update on the matters that were considered at the meeting of the Overview and Scrutiny Board held on 22 February 2022.

6. Any other urgent items which in the opinion of the Chair, may be considered.

Charlotte Benjamin
Director of Legal and Governance Services

Town Hall
Middlesbrough
Friday 11 March 2022

MEMBERSHIP

Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, D Jones, T Mawston, M Nugent, P Storey and G Wilson

Assistance in accessing information

Should you have any queries on accessing the Agenda and associated information please contact Georgina Moore, 01642 729711, georgina_moore@middlesbrough.gov.uk

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

A meeting of the Children and Young People's Learning Scrutiny Panel was held on Monday 21 February 2022.

PRESENT: Councillors D McCabe (Chair), M Saunders (Vice-Chair), A Hellaoui, T Mawston, G Wilson and S Dean (Substitute) (Substitute for P Storey)

OFFICERS: S Bonner, S Butcher, C Cannon, E Cowley, C Kemp, G Moore and K Smith

APOLOGIES FOR ABSENCE: Councillors D Jones, M Nugent and P Storey

21/43 **DECLARATIONS OF INTEREST**

Name of Member	Type of Interest	Item/Nature of Interest
Councillor A Hellaoui	Non-Pecuniary	Items 4 and 5, member of two governing bodies

21/44 **MINUTES - CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL - 17 JANUARY 2022**

The minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 17 January 2022 were submitted and approved as a correct record.

21/45 **POST-16 EDUCATION**

At its meeting on 28 June 2021, when considering its work programme, the scrutiny panel had previously agreed to hold a one-off meeting on the topic of post-16 education.

The Council's Head of Achievement and the Head of Community Learning and Employability were in attendance to provide:

- information on the Skills and Post-16 Education Bill; and
- an overview of the post-16 education landscape in Middlesbrough and the range of opportunities currently provided.

The Head of Achievement advised that in line with the Skills and Post-16 Education Bill, many providers were reviewing the provision on offer in the local area to ensure post-16 education and training was more responsive to employers' needs. Previously, the provision available did not necessary match the needs of local labour markets.

Locally, the Skills and Post-16 Education Bill aimed to:

- develop local skills improvement plans;
- make provision relating to further education to ensure it was fit for purpose;
- make provision about the functions of the Institute for Apprenticeships and Technical Education, relating to technical education qualifications, to assist in meeting the needs and demands of local labour markets;
- make provision regarding student finance and fees to narrow any inequality gaps;
- make provision regarding assessments by the Office for Students; and
- make provision regarding the funding of certain post-16 education or training providers.

It was explained that Government action/intervention was required as:

- too many individuals were leaving full-time education with low skills and too few had higher technical skills (i.e. level 4-5);
- participation in lifelong learning was low and declining; and

- too much learning was done in subjects with relatively low economic value.

In terms of post-16 education, Middlesbrough had the following providers:

- Macmillan Academy post-16;
- Middlesbrough Community Learning;
- Kings Academy Sixth Form;
- Trinity Sixth Form; and
- Middlesbrough College.

In terms of post-16 education in Middlesbrough:

- All Middlesbrough's providers had been inspected by Ofsted and were graded as good.
- In 2019, over 2200 apprentices had found employment across Teesside and the North East.
- Last year, 1300 students had applied to university.
- At least 97% of Middlesbrough's students progressed to positive destinations when they had completed their college course, including higher education, apprenticeships or employment.
- The quality of education meant that there had been a 99.6% overall pass rate for A Level subjects.

In terms of what was on offer in Middlesbrough, there was a suite of academic, vocational and apprenticeships available across multiple colleges and sixth forms.

Given Middlesbrough's high levels of deprivation, there was financial assistance available for families, which could be accessed through a bursary scheme. Each of Middlesbrough's post-16 educational settings provided bursary schemes.

In 2020 a new T Level qualification was created, which was an alternative to A Levels. T Levels focused on vocational skills and could help students into skilled employment, higher study or apprenticeships. In Middlesbrough, T Levels focussed on areas such as Childcare, Construction, Digital and Healthcare.

Members were advised that Middlesbrough Community Learning was the Council's adult learning, skills, apprenticeship and employability service. The service worked in partnership with local charities, colleges and sixth forms to provide a range of support and opportunities to long-term unemployed adults.

In terms of the Council's offer, the Head of Community Learning and Employability advised that the apprenticeship opportunities focused on employer needs. The Council offered apprenticeships up to level 5 in Customer Service, Business Administration, Supporting Teaching and Learning in Schools and Leadership and Management. It was commented that during 2020/21, the service had engaged with 84 apprentices across the Council and 90% of those apprentices had moved into positive destinations e.g. progressed to the next level of an apprenticeship, higher education or employment. The Council's apprenticeships were tailored to meet demand and address the needs of the workforce.

The Council worked closely with other providers to ensure duplication was kept to a minimum. The service also worked closely with schools and hosted career events across the town, which training providers and employers were invited to attend.

The Council also offered the Lingfield Choosing Pathways 16+ Study Programme and Supported Internship Programme, which was aimed at supporting young people with special educational needs or Education, Health and Care Plans (EHCPs). The programme offered vocational qualifications that were linked to career paths and work experience opportunities. Many of the opportunities offered by Lingfield Choosing Pathways were accessed from the Council's 50 Futures programme. The 50 Futures programme provided a variety of high quality work experience placements, with the Council and its trusted partners, to people in the local community who found it difficult to gain employment. It was commented that, prior to the pandemic, 53 internal placements had been offered. In terms of Lingfield Choosing Pathways, of the 19 learners that had accessed the programme in 2020/21, 86.6% of young people were

achieving, 84.2% of learners had moved to positive destinations and 92% were from deprived areas.

It was commented that Council had an adult education programme, providing support for those over the age of 19. Approximately 4,000 individuals per year engaged with the programme. The programme offered a range of learning support for those who had achieved level 2 or below, to assist with building skills. Last year, 74% of adults engaging with the programme were from deprived areas.

The scrutiny panel was shown a diagram illustrating the provision and adjustments that settings had taken to ensure that courses and qualifications met the demand and needs of local labour markets

Members heard that enrichment was an important and integral part of post-16 life and all students were encouraged to participate. It was commented that after school, a range of activities were offered including sports, art, drama, technology etc. Settings also encouraged feedback from pupils to introduce new activities. In addition, sports fixtures were played at district, county and national levels.

The scrutiny panel was advised that Macmillan Academy encouraged pupils to broaden their experiences by assisting with the development of life-long skills. The support offered enabled pupils to equip themselves for later life, including community work, opportunities for work experience and visits to events. It was commented that each setting had a prospectus, which detailed the enrichment activities offered to young people.

Members were advised that the Duke of Edinburgh's Award was an internationally recognised scheme that enabled young people to push themselves personally and physically to achieve more than they thought was possible. The scheme was promoted in settings to encourage pupils to build skills, increase confidence and gain independence.

At King's Academy, pupils were encouraged to pursue other interests alongside their academic studies, a balance sought by employers and universities. Opportunities to develop leadership skills were also provided by enabling pupils to take part in team-building activities and to complete charity work in the local area and abroad. The sixth form's enrichment programme offered students the chance to choose from many diverse activities ranging from work placements to rock climbing and surfing.

A Member commented that although Nunthorpe Academy was not located within Middlesbrough's boundary, the setting did provide education and support to a high number of Middlesbrough's residents.

A Member raised a query regarding financial support for pupils living in deprived areas. In response, the Head of Achievement explained that grants were available and could be accessed via the providers/settings. It was also commented that the grants were means-tested.

In response to a Member's query, the Head of Achievement advised that enrichment activities had continued throughout the pandemic and residential trips and sporting events had now resumed.

In response to a Member's query regarding motor vehicle experience, the Head of Achievement advised that in Middlesbrough, apprenticeship take-up was at 76.2%, which was above national benchmark of 64.7%. It was added that a wide range of apprenticeships were on offer and, through vocational pathways, Middlesbrough Community Learning offered placements covering areas such as construction and motor vehicles. It was also commented that an in-depth review of provision was being conducted and science, technology, engineering and mathematics (STEM) subjects were being promoted in colleges and sixth forms. It was highlighted that all students undertaking T Levels at Middlesbrough College were provided with an industry placement that lasted at least 45 days. Those placements helped students gain valuable experience in the workplace and allowed employers to meet the new talent in their industry. Work experience was now integral to a pupil's learning experience.

The Head of Community Learning and Employability advised that the Council was proactive in promoting work experience opportunities and that was reflected by the number of

apprenticeships offered by the organisation and its 50 Futures programme, which provided work experience placements to the people in the local area who found it most difficult to get a job. It was commented that 157 individuals had successfully completed placements and approximately 35% of those individuals had secured employment since completion. In addition, 54% were still working for the Council. It was commented that work was being undertaken to expand the number of placements currently available.

In response to a Member's query regarding recruitment to the armed forces, the Head of Achievement advised that secondary schools ran a Combined Cadet Force (CCF) programme. It was commented that evidence suggested that those pupils who engage with the programme, increased their outcomes by 70%.

A Member expressed concern in respect of the costs associated with attending university. There were also concerns in respect of the low numbers of young people from deprived backgrounds attending university and the large socio-economic gaps in participation. The Head of Achievement acknowledged the comments made and advised that there were alternative routes available to secure employment. It was advised that the apprenticeship route did enable pupils to achieve qualifications, gain skills, gain experience and earn a wage. It was also added that a financial incentive of £1000 could be accessed by employers who trained young people in the workplace.

The Executive Director advised that as part of the Middlesbrough Children Matter work that was being undertaken, there was a focus on encouraging all Council's directorates to provide a significant number of work experience placements and apprenticeships. It was also commented that Members, as Corporate Parents, should be championing apprenticeships for looked after children.

A Member raised a query in respect of apprenticeships offered by small businesses. In response, the Head of Community Learning and Employability advised that Middlesbrough Community Learning worked with businesses to determine their needs and provide links to post-16 settings.

Members were advised that briefing sessions were scheduled to take place, across the Council, to raise the profile of internal apprenticeships.

NOTED

21/46

EDUCATION AND COVID-19 RECOVERY

The Executive Director for Children's Services explained that:

- Covid-19 rates continued to decrease in the lead up to the half-term break;
- schools were now focussing their efforts on the determining the impact of the disruption to learning, which had been caused by the pandemic;
- attendance and oversight of vulnerable children remained a high priority;
- the Safeguarding Children Partnership was continuing to address the challenges that were outlined in a letter received from the Department for Education (DfE), entitled 'Keeping Children Safe in Winter';
- overall attendance in school was good and improving; and
- the trend for vulnerable children attending school was improving.

NOTED

21/47

OVERVIEW AND SCRUTINY BOARD - AN UPDATE

The Chair advised that on 18 January 2022, the Overview and Scrutiny Board had considered:

- the Executive Forward Work Programme;
- an update from the Chief Executive;
- updates from the Scrutiny Chairs;
- the Adult Social Care and Services Scrutiny Panel's Final Report on The Recruitment and Retention of Staff within Adult Social Care;

- the Medium Term Financial Plan and Budget Consultation; and
- the Corporate Performance Report at Quarter 2.

NOTED

21/48

ANY OTHER URGENT ITEMS WHICH IN THE OPINION OF THE CHAIR, MAY BE CONSIDERED.

Updates on Key Developments

A Member requested that updates on key and significant developments in the town, in respect of education and learning, be reported to future meetings of the scrutiny panel.

NOTED

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21st March 2022

Increasing Demands Across the Local Area

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Agenda Item 4



Agenda

- Pressures across Education, Health and Social Care
 - Children and young people with SEND
 - Children and young people at risk of exclusion
- Mitigation
- Future Pressures

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Education (Schools)-key pressures

- Schools and settings feeling the pressure in meeting needs of children and young people with SEND and those who are at risk of exclusion
- Training and development of key staff due to sickness and vacancies
- Issues regarding a range of professionals suggesting that the CYP requires an EHCA which is placing pressure on schools
- Access to universal services, School Nurse, Health Visitor
- Increase demand for our Inclusion and Outreach model
- Sufficiency of places for children with SEND and for those who have been excluded
- Children awaiting placements



Education Mitigation

- Challenge and support for schools to reduce the number of exclusions
- Specialist project set up with 2 secondary schools in partnership with key agencies
- Training for professionals re EHCA process
- Training and development for key staff
- Working with partners to resolve the issues re access to universal services, School Nurse, Health Visitor
- Inclusion and Outreach model
- Communication and support



SEND, EHCPs and Exclusions (All)

Key Pressures

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Statutory Assessments

- 63% increase in referrals for statutory assessment (300 individual referrals for assessment)
- Pressures on ALL services for statutory advice for every referral. Social Care, Health, EP, Schools

Annual & Interim EHCP reviews

- Interim Reviews risen by 55% (100 interim reviews)
- The increase in new EHCPs equates to a 20% increase in EHCPs to be maintained via Annual Review by Summer 2022. Increase from 1300 to 1600 plans in total.

Exclusions

- Increase in rate of exclusion - 43 Permanent Exclusions since September 21
- More children with an EHCP and those looked after at risk of exclusion
- 34% of excluded children have SEND

20 Week EHCP Process – Pressure points

Pressures in health/schools impacting on referral numbers and nature (63% increase)

Example: Exacerbation of need due to Covid/delayed therapies / late identification

Child is identified as having SEND.

A referral for EHC assessment is made.

A multi-agency assessment is undertaken.

A person centred meeting is held with family

A plan is drafted and finalised

Placement

A plan goes into the annual review cycle

An interim or emergency review can be called

Increase in EHC referrals will increase the number of EHC plans to review over a 12 month period. Estimated increase of 300 by Summer 22.

Increase in statutory assessments coupled with staff absences (covid) impacting on assessment timescales and issuing of plans.

This increase places additional pressure on key services such as EP & social care alongside SEND Team.

SEND & Resources = 268 days lost to sickness since March 21 (50 days Covid).

SEN2 20 week completion timescales:

2020 = 99%

2021 = 86% (not yet published)

Increase in children requiring a change of placement at the end of statutory assessment.

55% increase in the number of interim (emergency annual reviews) because a change of placement is required or child is at risk of exclusion.

Increase in case work for staff (average 25-30 cases per FTE, up from 18)

Resulting increase in in year demand for placements is impacting on sufficiency plans.



Mitigation SEND and children at Risk of Exclusion

Statutory Assessments

- 1 x temporary FTE recruited January 22
- 1 x temporary FTE approved to be advertised
- Agency support for plan writing
- Recruitment of additional Education Psychologists

Annual & Interim EHCP reviews

- Additional roles incorporated into team during restructure – 2 x EHC Coordinator posts
- Seeking approval for agency support for case work to cover staff sickness/ absence/ bulges in work demand.

Exclusions

- Working with AP providers to become registered to support with demand
- Exploring agency support for cover at CLC to ensure 6th day education expectations can be met.
- Special Project
- Developing new commissioning model

← Introduction of Outreach and Inclusion model →



Sufficiency Key Pressures

Mainstream

- Increased complexity of children requiring support post-pandemic lockdown, more expensive support
- Increased number of children claimed for through the High Needs Matrix

Resource Provision

- Increase in need for children to move from mainstream
- Lack of SEMH provision driving specialist need

Specialist and Alternative Provision

- Increase in number of children requiring place at Y7 (33% increase on last year)
- Increase in place changes required after review (83% increase)
- Increase in assessments of which 59% will require specialist)
- Increase in the number of Alternative Provision places required

Independent

- Lack of places locally and regionally in maintained and academy sector driving demand
- Market forces will show increase in costs
- Inflation also impacting on costs

Sufficiency Mitigation

Mainstream

- Review funding model
- Inclusion and Outreach Support

Resource Provision

- Review designations and increase expertise specialisms
- Add in SEMH provision

Specialist and Alternative Provision

- Increase local places as set out in timeline
- Reviewed AP model to increase registered provision
- Introduce SEMH assessment centre at secondary

Independent

- Regional discussion to explore a local residential education model with local academies and local authorities
- Competitive Academies and Maintained specialist with larger place capacity in partnership with rest of tees valley



Health Services-key pressures

- Increase in referrals to therapy services (particularly SLT and PT) have increased waiting times
- Difficulties accessing OT services
- Increase in waiting times to see a consultant as a result of increased referrals
- Staffing challenges in 0-19 services meant a pull back from universal and targeted work
- Increase in inappropriate referrals in CAMHS and LDCAMHS causing high caseloads and increased demand.
- Reduction of uptake in Annual Health Checks from last year
- No escalation process for children who are most at risk in the community meaning that Health do not know about them soon enough to prevent admission
- Increase in referrals received to the Neurodevelopmental Pathway

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Health Mitigation

South Tees Foundation Trust

- Additional Therapy clinics for therapy services
- OT and PT pathway design to increase accessibility for children
- Additional Clinic sessions for Consultants
- Recruitment of advance nurse practitioners
- Review of community nurse structures following the Advance Nurse Practitioner being more embedded.

Mental Health services

- Restructure of strategic leadership and a clear pathway into services
- Neurodevelopmental pathway and the bubble of support
- Increased workforce development into GP and primary care network to increase uptake of Annual Health Checks

Community development

- SEND nurse now appointed into 0-19 services
- Increase in 0-19 services allowing for an increase in universal and targeted work at an earlier point
- Development of the Dynamic Support Register and CETR pathways to identify those at risk at an earlier point

Social Care -key pressures

- New Arrivals to Middlesbrough who do not have any professionals involved and getting assessments/services in place
- Staff absences where children have not been able to have access to services e.g. COVID has significantly affected children with disabilities, with additional health needs and the anxiety for their parents & carers
- Services have not been in place because of staff shortages and impact of COVID – these means Children with Disabilities have not had the short breaks or services identified
- The number of community activities and / or short breaks have increased (15%) and will continue to increase
- The increase in EHCA's and new requests come through Children with Disability which impacts upon capacity for Social Work in that Team
- Occupational Therapists waiting time is increasing to 8 weeks

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Social Care Mitigation

Partnerships

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- Working closely with SEN; EMAT and Health for individual children and young people
- Recruitment of Designated Social Care Officer
- Children with Disabilities Resource Panel includes Health colleague

Children with Disabilities & Short Breaks Service

- Realignment of resources in the Children with Disabilities Service
- Home Support moved to be line managed by Gleneagles Manager
- Increased number of social workers and senior practitioners
- Re-commissioning of Community Activities by June 2022

Practice Development

- Eligibility Criteria for Children with Disabilities revised
- Workforce development for wider understanding across all social work and stronger family services
- Lead Practice Champions

Wider System Impact

- Increase in requests for transport adding to pressures within the transport service
- Increase in requests for additional hours for Direct Payment Workers
- Increase in statutory advice requests from EPs, CWD Team, Social Care and all Health providers
- Significant pressure on High Needs Budget
- Pressure on schools and settings to meet need and identify SEN
- Increase in waiting list for therapies, assessments (Autism, SALT, CAMHS, OT, Physio, Sensory assessments)
- Difficulty in recruitment across key areas
- Adult Social Care
- Adult Health Services
- **Impact on families and young people**

Future Pressures

- COVID- unknown
- SEND Review
- High Needs Funding
- Adult Social Care
- Adult Health Services
- New Local Area Inspection Framework



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