

Phil Norrey  
Chief Executive

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To: The Chair and Members of the  
Children's Scrutiny Committee

County Hall  
Topsham Road  
Exeter  
Devon  
EX2 4QD

(See below)

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Your ref :  
Our ref :

Date : 8 March 2019  
Please ask for : Stephanie Lewis 01392 382486

Email: [stephanie.lewis@devon.gov.uk](mailto:stephanie.lewis@devon.gov.uk)

## **CHILDREN'S SCRUTINY COMMITTEE**

Monday, 18th March, 2019

A meeting of the Children's Scrutiny Committee is to be held on the above date at 2.15 pm at Committee Suite - County Hall to consider the following matters.

P NORREY  
Chief Executive

## **A G E N D A**

### **PART I - OPEN COMMITTEE**

- 1 Apologies
- 2 Minutes  
Minutes of the Children's Scrutiny Budget Committee held on 21 January 2019 and the Children's Scrutiny Committee held on 21 January 2019 (previously circulated).
- 3 Items Requiring Urgent Attention  
Items which in the opinion of the Chair should be considered at the meeting as matters of urgency.
- 4 Public Participation  
Members of the public may make representations/presentations on any substantive matter listed in the published agenda for this meeting, as set out hereunder, relating to a specific matter or an examination of services or facilities provided or to be provided.

### **MATTERS FOR CONSIDERATION OR REVIEW**

- 5 SEND Inspection update (Pages 1 - 4)  
Report of the Chief Officer for Children's Services (CS/19/09), attached.

- 6        SEN Annual Report (Pages 5 - 38)  
Special Educational Needs Annual Report 2017/18 (CS/19/08), attached.
- 7        Education and Learning Q3 Performance Report (Pages 39 - 50)  
Report of the Head of Education and Learning (CS/19/07), attached.
- 8        Self-Assessment and Evaluation and the Ofsted Annual Engagement Meeting (Pages 51 - 114)  
Report of the Head of Children's Social Care (Deputy Chief Officer) (CS/19/06), attached.
- 9        Self-Harm and Young People (Pages 115 - 120)  
Report on Children and Young People's Emotional Health and wellbeing – Self-harm February 2019, attached.
- 10       Children & Young People's Plan 2019 - 2022 (Pages 121 - 122)  
Report of the Chief Officer of Children's Services (CS/19/11), attached.

### **MATTERS FOR INFORMATION**

- 11       Information Previously Circulated  
Below is a list of information previously circulated for Members, since the last meeting, relating to topical developments which have been or are currently being considered by this Scrutiny Committee:

- Edge of Care
- New OFSTED School Inspection Framework
- School transport update
- Update on the number of Asylum Seeking Children as children in care
- Regional Adoption Agency update
- Early Help - Payment by results update
- DfE letter – advice on Care Leavers

Briefing notes can be found at <https://new.devon.gov.uk/democracy/councillors-nav/information-for-members/briefings-for-members/children-and-schools/>

- 12       Children's Scrutiny Committee Work Programme  
In accordance with the previous practice, Scrutiny Committees are requested to review the list of forthcoming business (previously circulated) and to determine which items are to be included in the Work Programme.

The Committee may also wish to review the content of the Cabinet Forward Plan to see if there are any specific items therein it might wish to explore further.

The Work Programme and Forward Plan can be found at:  
<http://democracy.devon.gov.uk/mgPlansHome.aspx?bcr=1>

### **PART II - ITEMS WHICH MAY BE TAKEN IN THE ABSENCE OF THE PUBLIC AND PRESS**

*Members are reminded that Part II Reports contain confidential information and should therefore be treated accordingly. They should not be disclosed or passed on to any other person(s). Members are also reminded of the need to dispose of such reports carefully and are therefore invited to return them to the Democratic Services Officer at the conclusion of the meeting for disposal.*

**Membership**

Councillors R Hannaford (Chair), D Sellis, S Aves, F Biederman, J Brazil, E Brennan, C Channon, I Chubb, G Gribble, J Hawkins, L Hellyer, R Hosking, T Inch, J Mathews, A Saywell, M Squires and C Mabin

**Declaration of Interests**

Members are reminded that they must declare any interest they may have in any item to be considered at this meeting, prior to any discussion taking place on that item.

**Access to Information**

Any person wishing to inspect any minutes, reports or lists of background papers relating to any item on this agenda should contact Stephanie Lewis 01392 382486

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**Public Participation**

Devon's residents may attend and speak at any meeting of a County Council Scrutiny Committee when it is reviewing any specific matter or examining the provision of services or facilities as listed on the agenda for that meeting.

Scrutiny Committees set aside 15 minutes at the beginning of each meeting to allow anyone who has registered to speak on any such item. Speakers are normally allowed 3 minutes each.

Anyone wishing to speak is requested to register in writing to the Clerk of the Committee (details above) by the deadline, outlined in the Council's [Public Participation Scheme](#), indicating which item they wish to speak on and giving a brief outline of the issues/ points they wish to make. The representation and the name of the person making the representation will be recorded in the minutes.

Alternatively, any Member of the public may at any time submit their views on any matter to be considered by a Scrutiny Committee at a meeting or included in its work Programme direct to the Chair or Members of that Committee or via the Democratic Services & Scrutiny Secretariat ([committee@devon.gov.uk](mailto:committee@devon.gov.uk)). Members of the public may also suggest topics (see: <https://new.devon.gov.uk/democracy/committee-meetings/scrutiny-committees/scrutiny-work-programme/>)

All Scrutiny Committee agenda are published at least seven days before the meeting on the Council's website.

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Induction loop system available

## **Committee Terms of Reference**

1) To review the implementation of existing policies and to consider the scope for new policies for all aspects of the discharge of the Council's functions concerning the provision of personal services for children including social care, safeguarding and special needs services, schools and learning;

(2) To assess the effectiveness of decisions of the Cabinet in these areas of the Council's statutory activity;

(3) To relate scrutiny to the achievement of the Council's strategic priorities and objectives and of delivering best value in all its activities;

(4) To make reports and recommendations as appropriate arising from this area of overview and scrutiny.

## **NOTES FOR VISITORS**

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The nearest mainline railway stations are Exeter Central (5 minutes from the High Street) and St David's and St Thomas's both of which have regular bus services to the High Street. Bus Service H (which runs from St David's Station to the High Street) continues and stops in Wonford Road (at the top of Matford Lane shown on the map) a 2/3 minute walk from County Hall, en route to the RD&E Hospital (approximately a 10 minutes walk from County Hall, through Gras Lawn on Barrack Road).

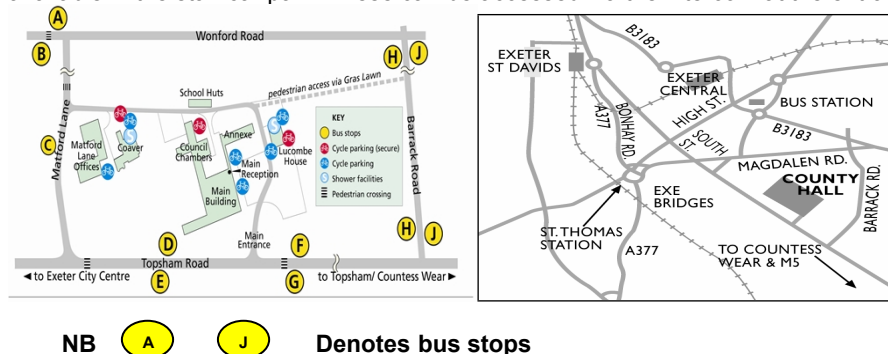
## **Car Sharing**

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## **Local Area Special Educational Needs and Disabilities (SEND) Inspection Update**

### **Report of the Head of Education & Learning**

*Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.*

### **Recommendation(s)**

That the committee;

- a) Note the findings of Devon's Local Area SEND Inspection and the requirement for the local area to produce a Written Statement of Action within 70 days
- b) Note that the Inspection is of the area not the Local Authority
- c) Note the actions already taken or in progress by the local area
- d) Consider how the work of the Scrutiny Task and Finish informs and dovetails with the work in response to the findings of the Inspection

### **1. Background**

- 1.1. The Children and Families Act 2014 sets out legal duties to reform the way support is provided for children and young people with special educational needs and disabilities (SEND), which are being implemented by local authorities, CCGs and partners nationwide. The Act requires a culture change in the ways that professionals work with families and with each other, this is set out in the SEND Code of Practice 2015.
- 1.2. From May 2016, the Minister of State for Children and Families tasked Ofsted and the Care Quality Commission (CQC) with inspecting the effectiveness of local areas in fulfilling their duties.
- 1.3. The focus of the Local Area SEND Inspection is concentrated on three key areas;
  - The effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities
  - The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
  - The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities

### **2. Devon Local Area SEND Inspection**

- 2.1. Between 10 and 14 December 2018, Ofsted and CQC conducted a joint inspection of the local area of Devon. Inspectors produced a letter summarising their findings:

<https://files.api.ofsted.gov.uk/v1/file/50054047>

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- 2.2. The inspection identified strengths in relation to positive academic outcomes, support for children with the most complex needs and the strong commitment and dedication from staff across the local area. Inspectors also recognised that the strategies and plans that are in place are the right ones, but they are not yet sufficiently impacting on the lived experience of children and families in Devon. The Inspection findings validated Devon's self-assessment which was recognised as robust and accurate.
- 2.3. Her Majesty's Chief Inspector (HMCI) has determined that a Written Statement of Action (WSOA) is required to address four areas of weakness identified by Ofsted and CQC;
  - i) Strategic plans and the local area's SEND arrangements are not embedded or widely understood by stakeholders, including schools, settings, staff and parents and carers.
  - ii) The significant concerns that were reported about communication with key stakeholders, particularly with parents and families.
  - iii) The time it takes to issue Education Health and Care Plans (EHCP) and the variable quality of these plans.
  - iv) Weaknesses in the identification, assessment, diagnosis and support of those children and young people with autism spectrum disorder.
- 2.4. The local authority and the clinical commissioning group are jointly responsible for submitting the written statement to Ofsted within 70 working days of receipt of the report. In Devon's case, the written statement needs to be submitted no later than Friday 10 May 2019.
- 2.5. Senior leaders in the local authority and clinical commissioning group are developing the detailed priority actions that will form the WSoA. The local area is supported in the development of the WSoA by advisors from the Department for Education and NHS England. The advisors reported their confidence in the actions being taken and the progress made since the inspection. The open and active approach has given advisors assurance of the capacity to further drive improvement.
- 2.6. The multi-agency SEND Improvement Board is responsible for the SEND Improvement Programme. The Board reports to the executive of the Devon Children and Families partnership. The WSoA needs to be understood in the context of the wider SEND Improvement Programme which has incorporated all of the findings from the Inspection in its work programme and action plans.
- 2.7. The required outcome is that lived experience for children and families involved with SEND will be good and will match the good educational outcomes achieved by children and young people with SEND in Devon.

## **3. Actions taken or in progress**

- 3.1. The WSoA is in development. It will set out the detailed outcomes and actions that the local area will deliver to address the four areas of concern. The draft will be sent to parents, schools and other stakeholders before the Easter break so that their contributions can inform the final draft. Work has already begun to drive forward improvements.



- 3.2. As recognised in the inspection report, the local area has begun to implement plans to improve **the timeliness and quality of EHCPs**;
- Increased senior leadership oversight and ownership of performance across education, health and care.
  - Streamlined EHC assessment processes to increase efficiency and more granular performance monitoring of assessments (process and quality)
  - Additional staffing to meet increased demand
  - Contract escalation processes applied appropriately with commissioned services.
  - Agreed multi-agency standards (based on standards by Council for Disabled Children)
  - Training, which is in development, providing clear expectations about quality and specificity that will ensure content of EHCPs is appropriate to needs.
  - Multi-agency quality audits to support workforce development
- 3.3. The rate of EHCPs being issued is now higher than the rate of requests. Whilst there is still a backlog of EHCPs to complete, productivity has increased. The balance of on time/late will improve as the number of overdue plans reduces week on week. The local area is developing clear performance targets, these are included in the SEND annual report.
- 3.4. Radical **change in relationships with partners and parents** is required which builds on the good progress and outstanding services that are in place in some parts of the system;
- The Chair of the Devon Children and Families Partnership wrote to parents of children and young people with an EHCP to reinforce the local area's complete commitment to delivering the improvements identified through the inspection. A commitment to write again in has been made to keep parents up to date with progress.
  - The Head of Communication & Media is advising on **communicating with all stakeholders about the local area's vision and strategic plans**
  - A revised EHCP format agreed with parents is in place, making the child and parent/carer views and aspirations more prominent and central to the Plan.
  - Pro-active written communication to parents and young people, who are experiencing delays in the EHC assessment process, is now common practice
  - Refresh of case management arrangements in the SEN 0-25 team so parents and young people have a single named contact to support improved communication and relationship building from the point of request for an EHCP
- 3.5. The inspection identified weaknesses in **the identification, assessment, diagnosis and support for children and young people with ASD**. This is not just about waiting times but how our whole system responds to the support and planning for these children and young people, to meet their needs effectively, while undergoing and following assessment. Adult services are similarly experiencing delays in diagnosis and post diagnosis support for people with autism.
- 3.6. We are working across the system and age range to improve how people with autism are supported across Devon. To enhance provision and practice across all educational settings, schools in Devon have completed the Devon Enhanced Autism Programme of training.

## 4 Conclusion

- 4.1 Members have received regular updates about SEND and put in place a task and finish in order to penetrate more deeply. The Council has responded positively and with determination and commitment to the findings of the Inspection, which essentially

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validated the area self-assessment. This has been recognised and endorsed by the DfE advisors supporting us in the development of our WSoA. The draft WSoA will be shared with parents, schools and other stakeholders at the end of March. The actions that will lead to the improvements are already underway. Inspectors will return within 18 months to assess the progress and impact of the Improvement Programme.

- 4.2 Members will also want to assess progress and impact. We would suggest an update report in Autumn 2019

## **Electoral Divisions: All**

Cabinet Member for Children Services and Schools: Councillor James McInnes

Chief Officer for Childrens Services: Jo Olsson

LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS

None

### *Contact for Enquiries:*

Dawn Stabb, Head of Education and Learning

Email: [dawn.stabb@devon.gov.uk](mailto:dawn.stabb@devon.gov.uk)

Tel No: 01392 383000

Room: 130, County Hall

# Children with Special Educational Needs Education Annual Report 2017/18

## Part A - SEN Statements / EHCPs maintained by Devon

This section of the report covers all children and young people **with a statutory plan maintained by Devon** including those placed out of Devon County. It does not include data for those in Devon schools who have plans which are maintained by other local authorities.

The SEN 0-25 Service undertakes the statutory responsibilities of the Local Authority in assessment for and reviewing of Education Health and Care Plans. The information provided is based on latest published national data taken from the statutory SEN2 data collection (annual Special Educational Needs survey). This is the Department for Education's only source of data on all statements of SEN and EHCPs maintained by individual local authorities. The latest published return is for data submitted by Local Authorities in January 2018. We have however provided below, where possible, local data for 2019.

The SEN2 return is not a pupil level return and therefore the Department for Education does not publish pupil cohort characteristics and outcomes. Information on this for those pupils in Devon schools is provided in Part B of this document.

### **Total Statutory Plans managed by the Local Authority**

As of the January 2018 SEN2 return, the local authority managed a total of 4,093 statutory plans (including both EHCPs and Statements) across the 0-25 age range. This is an increase of 10% from Jan 2017 and represents 2.8% of the overall Devon pupil cohort. This is slightly lower than the latest national average of 2.9%. Figures for trends with previous years are shown below. Local data indicates that as of January 2019 the number of pupils with an EHCP plan maintained by Devon has increased to 5,162. This is a further 26% increase on the previous year.

Table A1. Number of pupils with a Statement/EHC Plan maintained by Devon LA

	Jan 15	Jan 16	Jan 17	Jan 18
Pupils with Statement/EHCP maintained by Devon LA*1	3,572	3,510	3,718	4093

In January 2018 the majority of plans were for children of compulsory school age, however following the extended responsibilities in the Code of Practice the numbers post 16 have significantly increased (by 55%) as plans are now maintained in the FE sector.

The chart below shows how these plans are distributed across the age range and also provides information relating to the pupils primary SEN need.

Table A2 Number of statutory plans maintained by Devon by primary need

Age at 31/8/17	ASD	HI	MLD	MSI	PD	PMLD	SEMH	SLCN	SLD	SpLD	VI	NIPN	Total 2018	Total 2017
Pre School incl.reception	32	4	7	1	2	5	1	12	17	1		9	91 ↑	72
Primary	247	32	100	8	79	15	178	316	78	8	20	12	1093 ↓	1125
Secondary	338	38	161	2	135	18	470	410	74	50	18	4	1718 ↓	1748
16-19	217	25	122	1	94	9	285	171	63	45	13	4	1049 ↑	725
19+	35	2	39	1	12	2	11	7	25	2	5	1	142 ↑	48
<b>Total</b>	<b>869</b>	<b>101</b>	<b>429</b>	<b>13</b>	<b>322</b>	<b>49</b>	<b>945</b>	<b>916</b>	<b>257</b>	<b>106</b>	<b>56</b>	<b>30</b>	<b>4093 ↑</b>	<b>3718</b>

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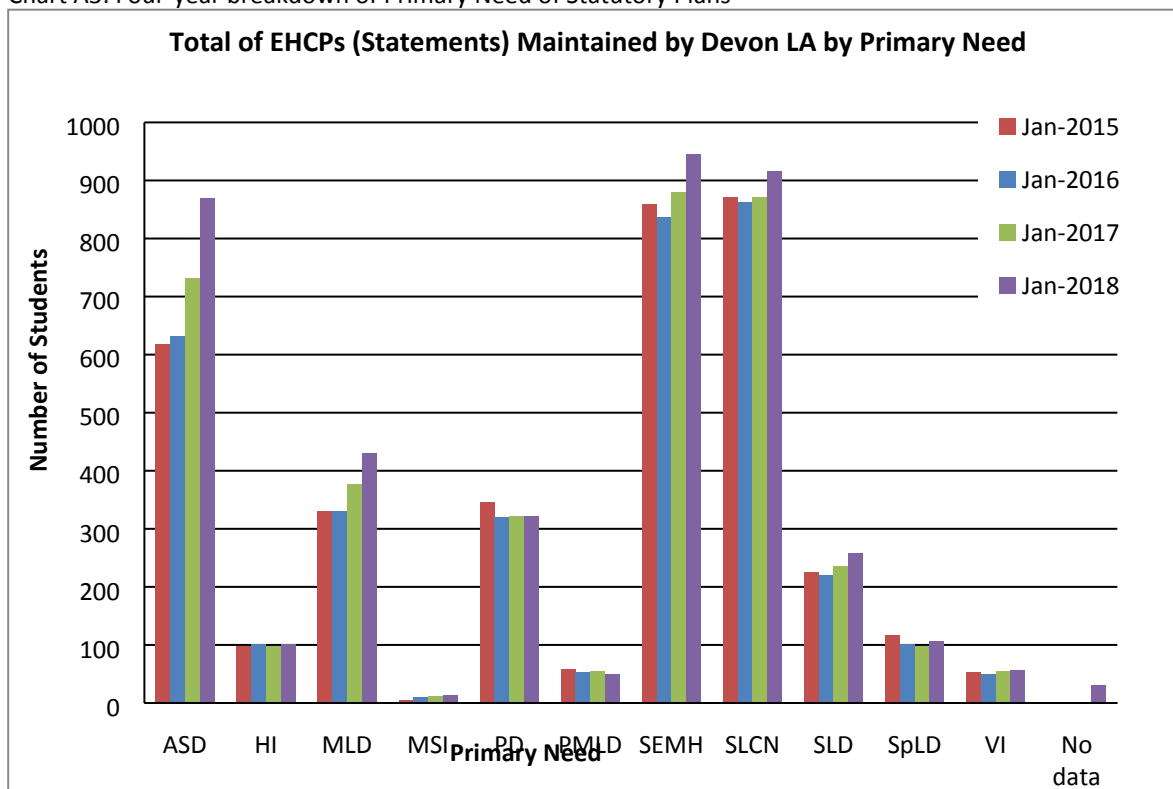
The top three categories of need for this cohort of young people, making up two thirds of the cohort, are as follows:

- SEMH: Social, Emotional and Mental Health difficulties
- SLCN: Speech, Language and Communication needs
- ASD: Autistic Spectrum Disorder.

These categories have remained the most prolific over the four years to January 2018, however ASD has seen the largest increase.

The Chart below shows the trend over 4 years based on the primary need.

Chart A3: Four-year breakdown of Primary Need of Statutory Plans



Data source: SEN2 Data Return Jan 2015, 2016, 2017 and 2018

The Devon Enhanced Autism Programme was launched in 2016 and rolled out over that academic year. Whilst direct correlation is difficult to evidence the increase in identification in subsequent years could reflect the impact of this project.

## Statutory Plans issued in timescales.

The statutory duty of the Local Authority is to complete first assessments within the 20-week timescale as directed by the Code of Practice. Currently this time scale is not being met for the majority of pupils and Local Area timeliness outcomes are amongst the lowest in the country. This has been acknowledged as a significant concern. The SEND Improvement Board and the associated work stream has been active in securing funding for additional capacity in the SEN 0-25 team, health & care; putting in place a new process for timeliness of professional responses and securing additional monitoring by health through a single point of referral.

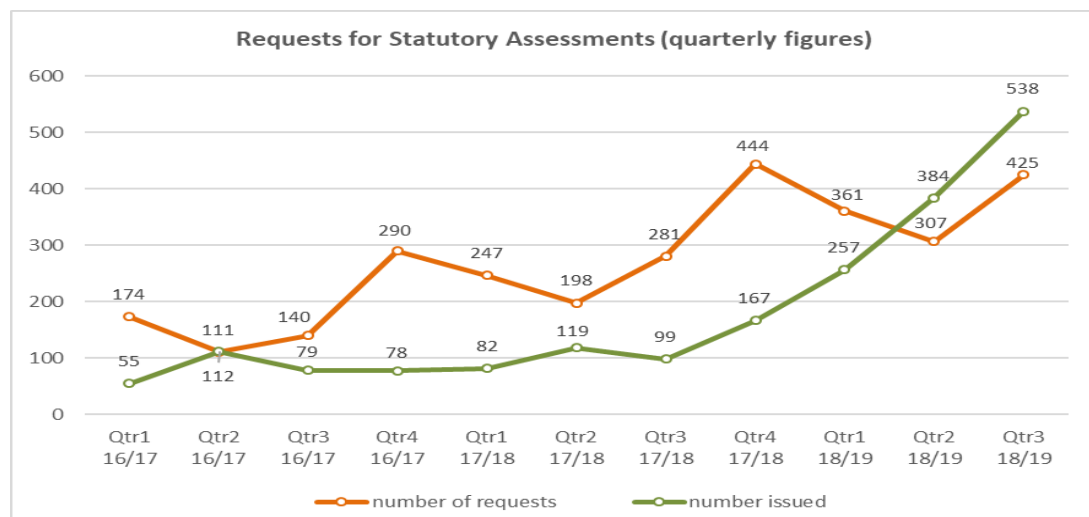
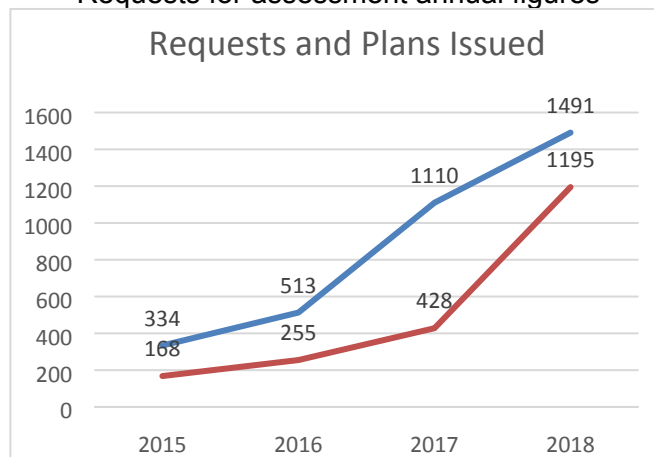
Cases under assessment are reliant on the professional advice being received in full before a plan can be issued. However, the timeliness of advice received from Educational Psychologists, Health and Care professionals was far too low. Where work was being undertaken by a commissioned service, DCC and the Clinical Commissioning group have used contract escalation processes in deliver more efficient. The impact of this is evident and the

percentage of professional advice received on time has risen from a low of 5% in January 2018 to 75% in December 2018.

The larger SEN Team was put in place in April 2018 and this has helped to ensure that plans are issued as soon as possible after the professional advice has been received.

Our improved output in terms of the number of plans issued is clearly visible in the graphs below.

Requests for assessment annual figures



The number plans issued in 2018 was 1,195, compared to 384 in 2017. This represents a 211% increase

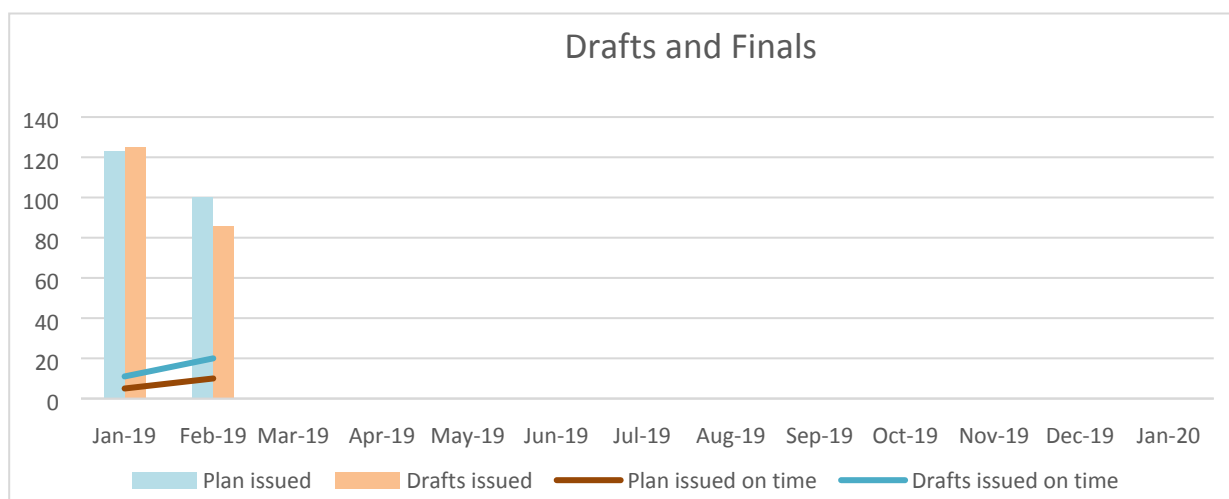
Despite this progress, the backlog of cases under assessment means that there is still a significant delay in realising the impact of the improvements. Monthly tracking is monitoring, and taking action where needed, to ensure the number of plans being issued continues to exceed the number being received (as shown in the graphs above). In addition, we have mapped our trajectory against a forecast number of requests for assessment, the current backlog and the number of plans issued. The spreadsheet we are working with is complex and so a summary is shown below.

Forecast	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20
Outstanding plans	726	754	742	670	598	526	454	382	310	238	166	94	22
Actual	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20
Outstanding plans	726	691											

Based on the above forecast we predict that 90% of plans should be issued on time by October (this would be well above the current national average). This of course is dependent on the requests received not exceeding the forecast numbers. The present trend for drafts and

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finals issued each month is starting to show improvement in those issued in statutory timescales, if this continues not only is the backlog reduced but the timeliness is addressed.

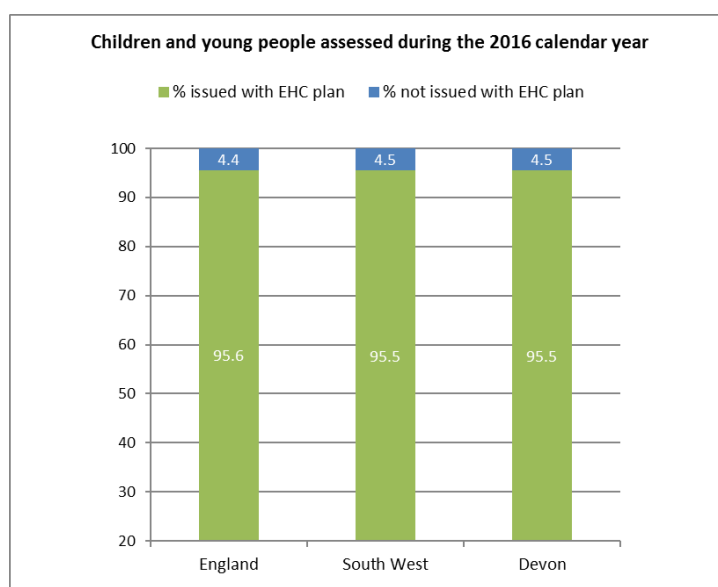


It should be noted that there are times of the year when the focus on new assessments is affected by reviews for full year groups; February requires all existing plans in year 6 to be reviewed and amended identifying the secondary school for year 7 and March requires the same for year 11 naming post 16 settings.

## Assessment resulting in EHC Plans

The chart below shows the most recent National information relating to the percentage of plans progressing to full assessment and which result in an EHCP plan being issued.

Chart A4: EHC Assessments resulting in EHC Plans



Local figures suggest that in 2017 the number of plans being issued after full assessment reduced to 90.4%. This reflects the interpretation of Code of Practice threshold at 6 weeks as a lower threshold for assessment meaning more plans now proceed to full assessment. Not all of these additional assessments result in an EHCP being issued.

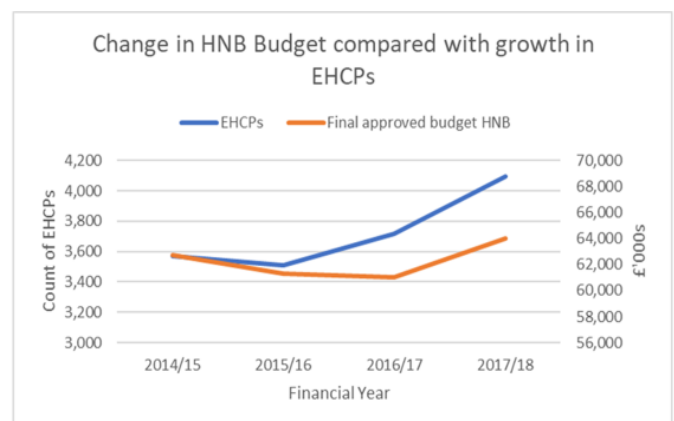
## SEN Placements

Learners with statutory plans are mostly placed within mainstream schools and LA maintained special schools. This is in line with both the Code of Practice and the Devon SEND strategy which outlines the SEN funding priorities which are:

- Ensure statutory provision is in place in mainstream schools;
- Ensure there are sufficient special school places in Devon to meet demand;
- Use specialist independent providers only when the SEN of a child or young person requires that level of specific provision and it cannot be met in mainstream or special schools.

As of January 2018, the number of pupils with plans maintained in mainstream schools had decreased. This causes pressure on both special school places and the High Needs Block, (due to increased use of the independent sector which is more costly). This is especially relevant given that the increase in the number of children supported with EHCPs has grown significantly more than the High Needs Block funding growth available to the local authority to support them.

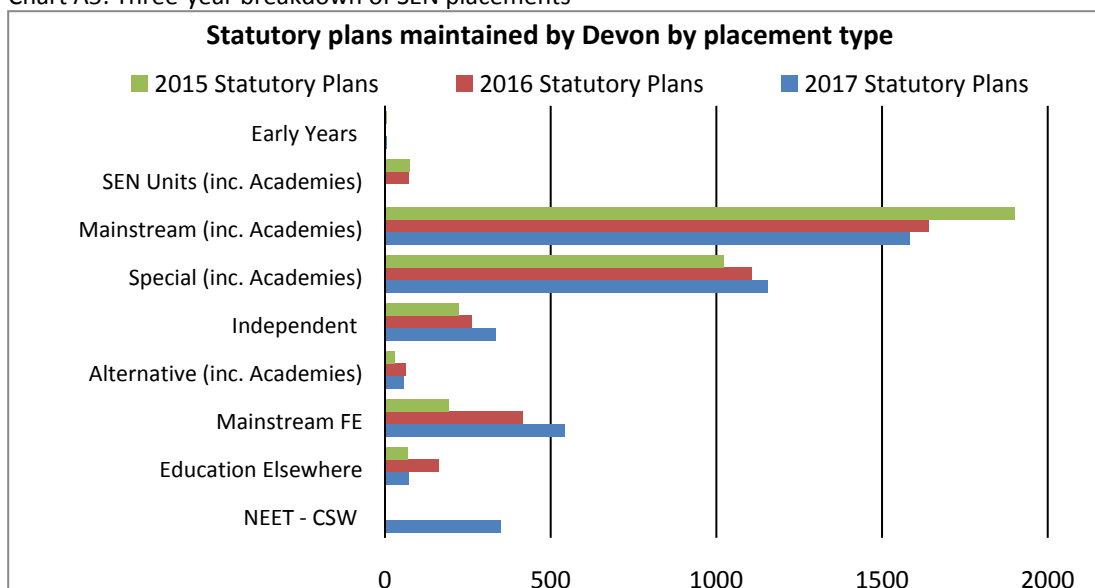
## SEN High Needs funding.



The graph opposite shows the difference between the High Needs Block Funding and the number of EHC plans.

The chart below shows the distribution of pupils between types of schools and settings and includes both in and out of county placements.

Chart A5: Three-year breakdown of SEN placements



Data source: SEN2 Data Return Jan 2016, 2017 and 2018

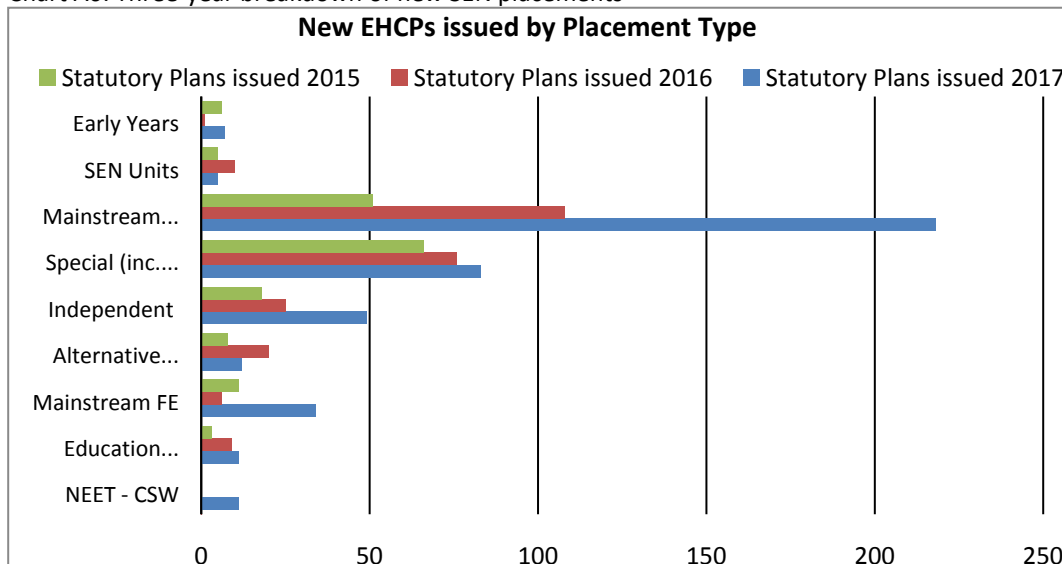
The figures with EHCPs showing as NEET is a concern and so the LA has agreed with partners that we will work for two terms to try to reengage young people who do not engage with further education or training when leaving school; the data is collected at the end of the first term, so this will become a continuing annual statistic. It is the intention that close monitoring of this cohort will be incorporated into the monitoring of the work undertaken by Careers South West.

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## New placements following First Assessment

In 2017 calendar year (the most recent statistical release) most new plans issued specified mainstream education. New plans were also issued in the FE Sector for the first time. The data below does not include those that have transferred from statements. A concern is the increase in first plans resulting in placement in the independent sector which is often either due to a lack of capacity or parental preference indicating a lack of confidence in the mainstream sector.

Chart A6: Three-year breakdown of new SEN placements

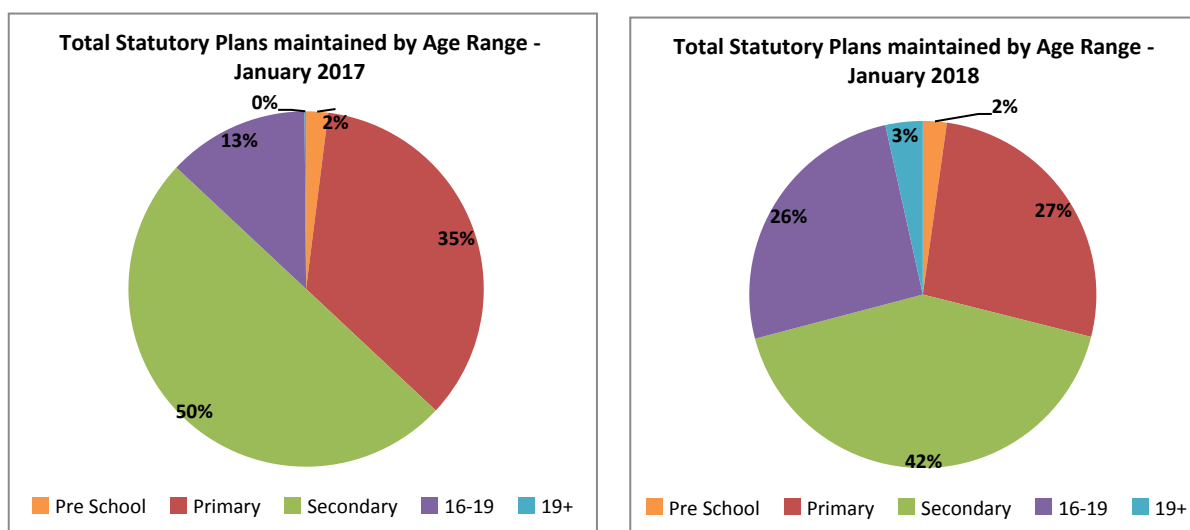


Data source: SEN2 Data Return Jan 2016 and 2017

## Age breakdown of Statutory Plans

The Code of Practice clearly placed a statutory responsibility on Local Authorities across the 0-25 age range. While we have seen an increase in the number of plans across all age ranges, it is the post 16 sector increase that is greatest. This was expected following the transfer of all statements to EHC Plans. Figures should now remain steady as all transfers were completed by March 31<sup>st</sup> 2018. The post 19 age range however is likely to continue growing as more and more young people wish to remain in education. Further work with Adult Care to increase confidence in a local care offer may reduce anxiety about leaving education.

Charts A7 Total Statutory Plans maintained by age in 2017 and 2016



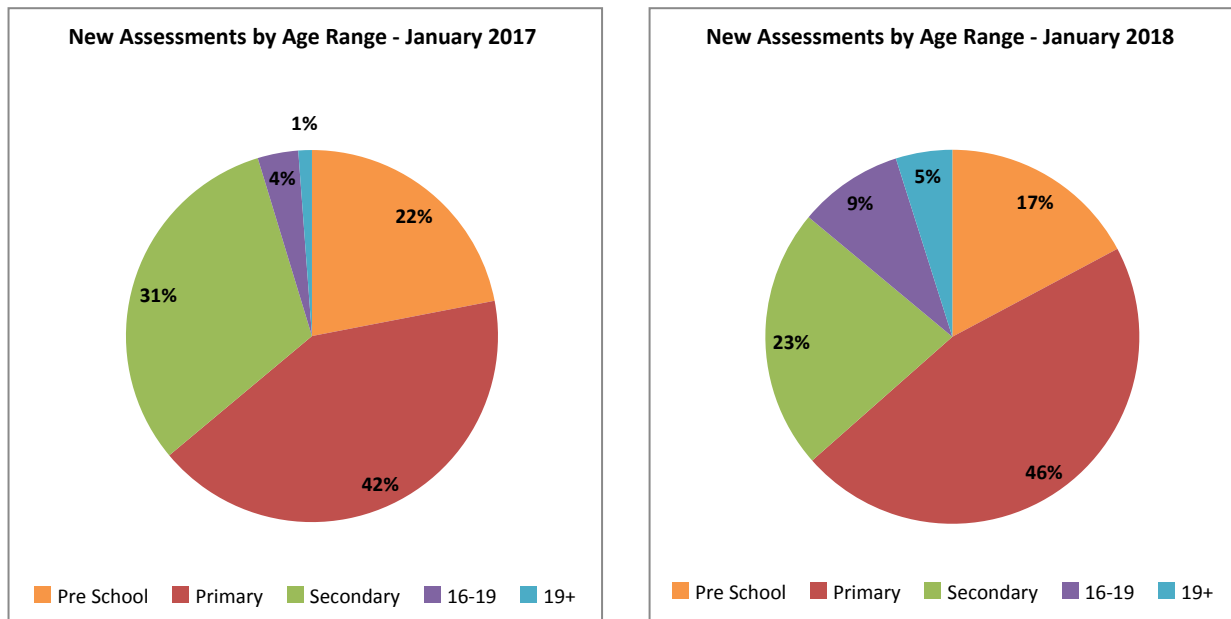
Data source: SEN2 Data Return Jan 2018 and 2017

The total statutory plans charts above show that overall the early years and post 19 make up 5% of existing plans. However, as the charts below indicate, these age ranges account for



almost a quarter (23%) of the number of first assessments in 2017 and 22% in 2018. As explained above in 2018 there was also a significant increase in first assessments in the post 16 sector.

Chart A8 New Assessments by age in 2017 and 2016

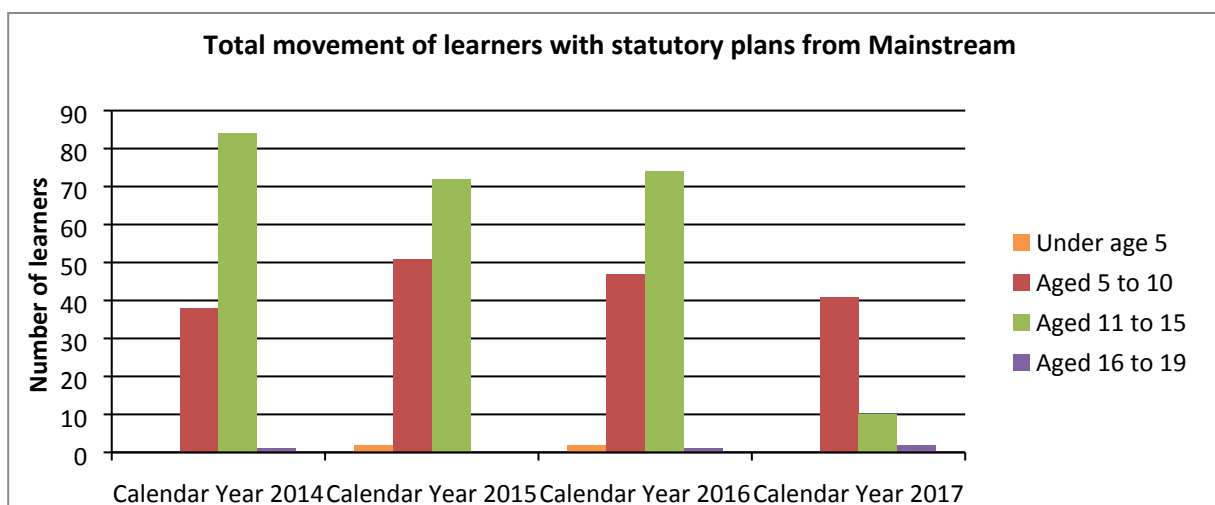


Data source: SEN2 Data Return Jan 2018 and 2017

## Movement of children and young people with statutory plans from Mainstream Sector by age.

The chart below shows that the number of children with statutory plans moving out of mainstream reduced significantly in 2017 especially in the secondary sector. This may be due to the significant increase in the use of non-statutory plans seen at the time but will require further analysis alongside the 2018 figures when they become available in May.

Chart A9: Four-year breakdown of movement from mainstream sector



Data source: SEN2 Data Return Jan 2015, 2016, 2017 and 2018

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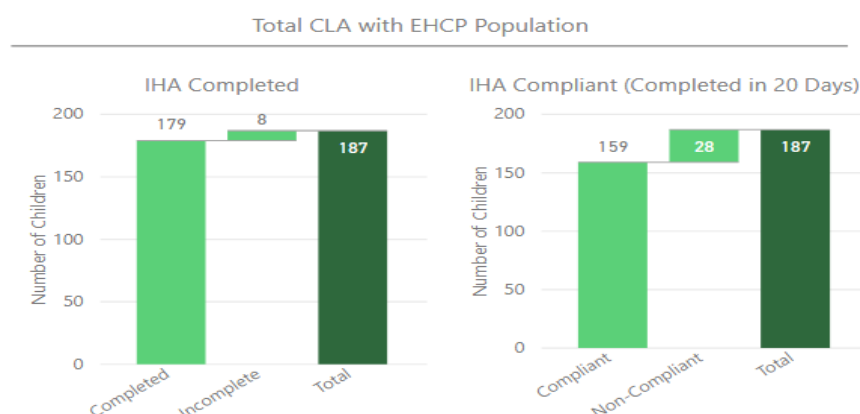
The table below illustrates the percentage of children supported at a level, above just advice and support, by Devon Local Authority social care who also have an Education, Health and Care Plan. One in four Children Looked After by Devon Local Authority have an EHC Plan maintained by Devon (25.8%), whilst one in six Children in Need have an EHC Plan (15.8%). **72% of children supported by the Disabled childrens service have an EHC plan.**

Information as at 30th November 2018					
	CLA	CPP	CL	CIN	Disabled*
Total Number	728	523	466	1924	368
SEN status K (Autumn Census)	119	119	1	380	39
%	16.3%	22.8%	0.2%	19.8%	10.6%
EHCP	188	46	66	304	264
%	25.8%	8.8%	14.2%	15.8%	71.7%

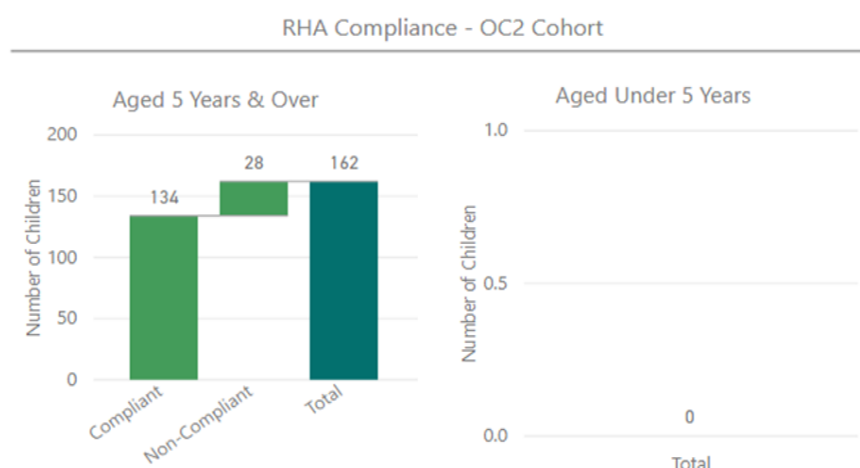
Data source: DCC 0 – 25 SEN Team Dec 2018, DCC Children Services MI Team, Dec 2018

\*Disabled Column is all children known to disabled services, excluding “Advice & Support” and “Finance Only” cases. These will also be included in the other totals (CLA, CL, CIN & CP) so the disabled column should read as a subset of the other columns.

As at the 3<sup>rd</sup> December 2018, there are 187 CIC with an EHCP, of these 159 (85%) had their Initial Health Assessment completed within 20 days. Of the 187 CIC with an EHCP, 162 have been looked after continuously for 12 months (OC2 cohort).

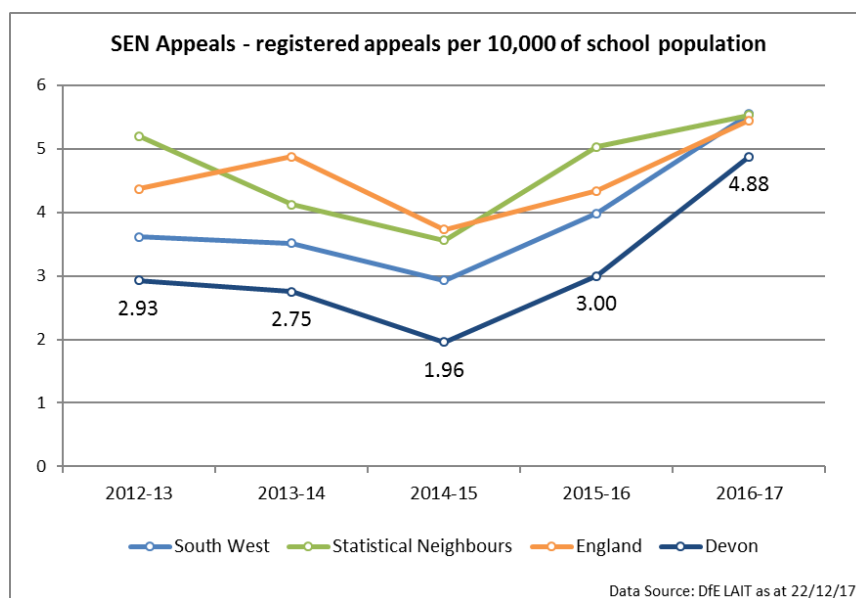


134 of the 162 (82%) had a RHA that was compliant to timescales.



SEN Appeals can be registered against a number of different decisions made by a Local Authority. These include the refusal to assess a child with special educational needs and the refusal to issue an EHCP following that assessment or the contents of the EHCP once it has been finalised, including name of placement.

Whilst the rate of appeals registered has risen in Devon and nationally, Devon continues to be significantly lower than the national average and its statistical neighbours. As can be seen from the graph below the rise in the last few years (including regionally and nationally) coincides with changes brought in under The Children and Families Act 2014<sup>1</sup>. The Department for Education advises these increases should be treated with some caution. The years shown relate to academic years.



Whilst not shown in the graph above, it should be noted that the number of appeals in Devon has remained at the same level over the last two years despite the significant increase in assessments in progress and plans issued. As a percentage of plans issued the appeals have decreased from 13.8% to 6.3% (2016/17, 51 appeals compared to 2017/18, 52 appeals).

\* Note: includes non-maintained early years settings in the private and voluntary sector, mainstream schools (LA maintained schools, academies, free schools, independent schools), special schools (LA maintained, academies, free schools, independent special schools, non-maintained special schools), hospital schools, alternative provision, pupil referral unit, post 16 institutions (general FE and tertiary colleges/HE, other FE, sixth form college, specialist post-16 institutions). Data source: DfE SFR22/2017 Statements of SEN and EHC plans: England 2017

<sup>1</sup> The number of families who can appeal has increased as a result of the extension of EHC plans to those aged 0-25 (with certain additional criteria attached to the upper age group) where previously statements of SEN covered only school aged children and those in the early years; the granting of appeal rights to young people themselves and those in custody; and because the transfer process from statements and LDAs to EHC plans has opened up new opportunities to appeal. (Tribunals and Gender Recognition Certificate Statistics Quarterly July to Sept 16-17).

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## Part B - Children with Special Educational Needs attending Devon Schools

This section of the report provides information on pupils with Special Educational Needs **attending Devon schools regardless of which local authority maintains the EHC Plan.**

The cohort in this section of the report is based on pupils' Special Educational Needs status as at the time of the Spring School Census in January 2018 and taking exams in Summer 18. There are two sets of pupil cohorts within this section, i) pupils who have an Education, Health and Care Plan (EHCP) and ii) pupils recognised as having Special Educational Needs and receive support in school (SEN Support) but do not have an EHCP.

### Special Educational Needs Pupil Cohorts Attending Devon Schools

The total number of pupils with Special Educational Needs attending Devon schools rose in the last year (17,910 in 2017/18 compared to 17,777 in 2016/17). When considered against the increase in overall pupil population, the percentage of pupils with Special Educational Needs has remained stable at 17%. The number of pupils with EHCPs attending Devon state funded schools saw a drop of 2% on last year. It should be noted however that based on the official SEN2 return 58% of the pupils with EHC Plans in Devon are in mainstream schools. This is above the National average of 50.9%. The number of pupils attending Devon schools classified as SEN Support continues to rise with a 1.3% increase from 2016/17. This increase was also reflected nationally.

Table B1. Pupils with an EHCP by school type attended in Devon (excludes independent schools)

	2015		2016		2017		2018	
	No	% of pop'n	No	% of pop'n	No	% of pop'n	No	% of pop'n
primary schools	1,144	2.1	929	1.7	765	1.3	699	1.2
secondary schools	1,125	2.9	1,036	2.7	917	2.3	854	2.2
special schools	1,027	100	1,054	99.9	1,105	99.8	1,139	99.5
all schools	3,597	3.5	3,227	3.1	3,035	2.9	2,969	2.8

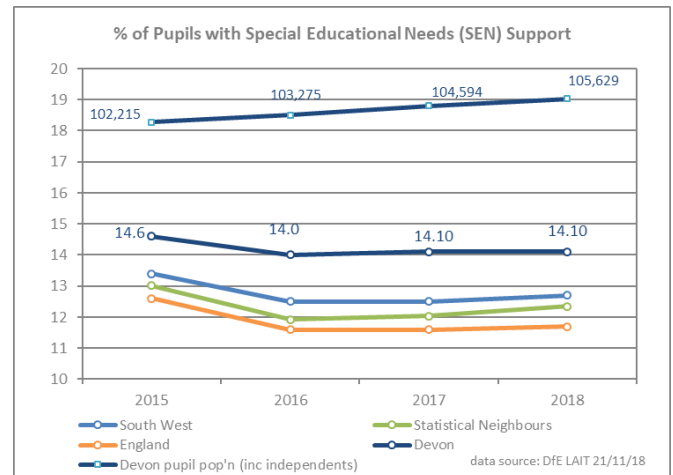
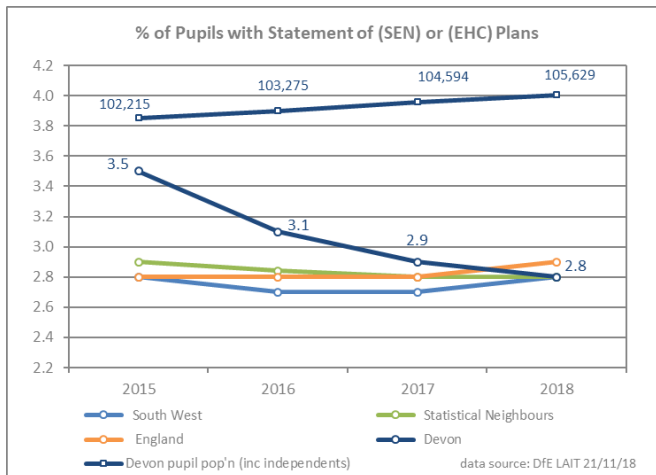
Table B2. Pupils with SEN Support by school type attended in Devon

	2015		2016		2017		2018	
	No	% of pop'n	No	% of pop'n	No	% of pop'n	No	% of pop'n
primary schools	9,060	16.5	8,700	15.5	8,873	15.5	9,029	15.6
secondary schools	4,966	12.6	4,674	12.0	4,664	11.9	4,724	12.0
special schools	-		1	0.1	2	0.2	6	0.5
all schools	14,926	14.6	14,438	14.0	14,742	14.1	14,941	14.1

Note: Includes state funded primary and secondary schools, all academies including free schools, state-funded and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges, studio schools, and general hospital schools. Excludes nursery schools, independent schools and pupil referral units. 2015 data assumes all special school pupils are statemented or EHCP

Data source: DfE SFRs Special Educational Needs in England, SFR25/2015, SFR29/2016, SFR37/2017, SFR 2018

The following graphs illustrate the percentage of pupils with SEN attending a school in Devon across the previous four years. The top line in the graphs illustrate Devon's overall pupil population.

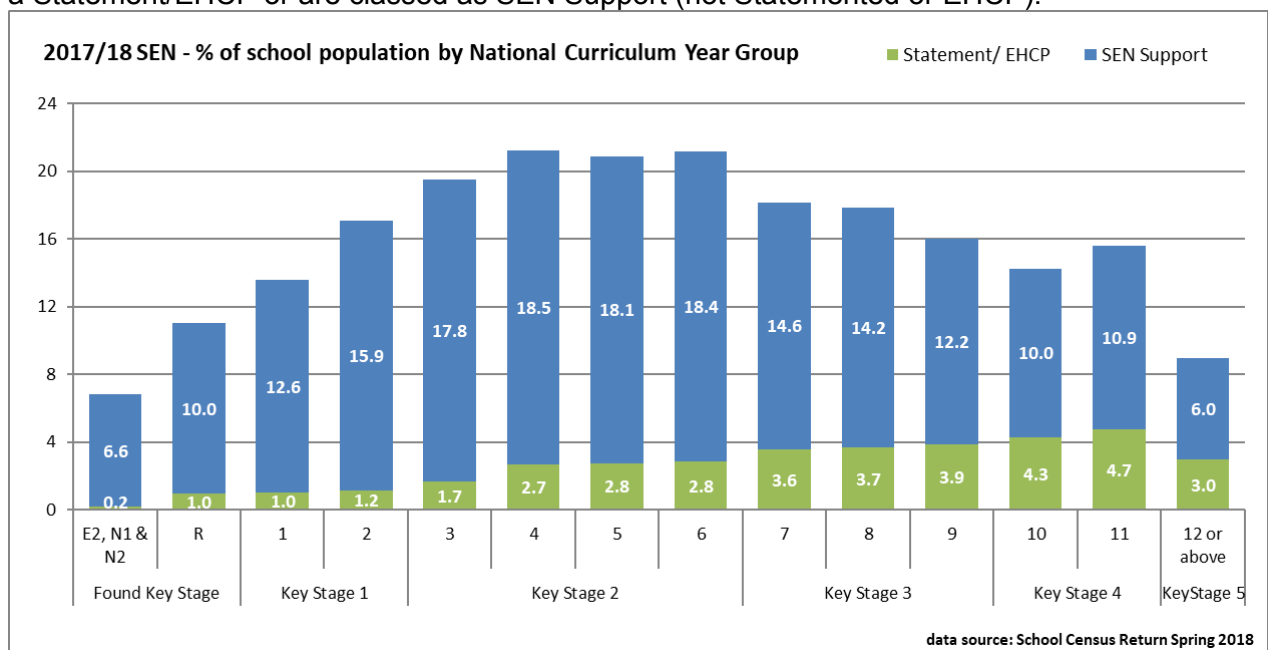


Data source: DfE LAIT 21/11/18 based on DfE SFR Special Educational Needs in England: January 2018

Note: the above figures are based on where a pupil attended school in January each year and are published from data collected in the school census. This census contains pupil numbers from state funded primary and secondary schools, all academies and free schools, state funded and non-maintained special schools, middle schools as deemed, all-through schools, city technology colleges, university technology colleges, studio schools, direct grant nursery schools, pupil referral units and general hospital schools.

## Special Educational Needs Pupils by Key Stage and NCY Group (Devon Schools)

The following chart illustrates the percentage of pupils within each year group who either have a Statement/EHCP or are classed as SEN Support (not Statemented or EHCP).



Note: pupils in NCY X, defined by DfE as 'National curriculum not followed – available only for special schools where pupils are not following a particular NC year', are not included in the above chart.

As can be seen from the chart, Key Stage 2 year groups have the greatest percentage of pupils with SEN Support (5,795 pupils) with 18.5% of pupils in NCY 4 classified as SEN Support (1,504 pupils). This is higher than the national picture where 14.5% of NCY 4 pupils are SEN Support.

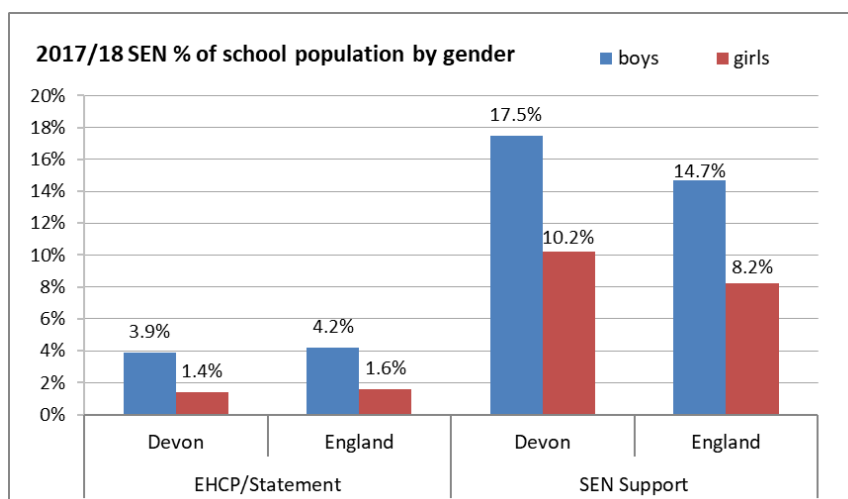
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Key Stage 3 and Key Stage 4 year groups have the greatest percentage of pupils with an EHCP (total of 1,414 pupils). This is also reflected nationally. 4.3% of Devon pupils in NCY 10 (300 pupils) and 4.7% of pupils in NCY 11 (312 pupils) have an EHCP. This is higher than nationally with 3.7% and 3.8% respectively.

When compared against the previous year, the Reception NCY group has seen the greatest increase in percentage of pupils with SEN Support at primary phase, rising from 8.7% in 2016/17 to 10% in 2017/18 (increase of 81 pupils). At secondary phase, NCY 9 has seen the greatest increase in percentage of pupils with SEN Support, rising from 10.5% to 12.2% (increase of 121 pupils). The percentage of pupils with Statements or EHCPs in each NCY has, in the majority, changed by less than 0.5 percentage points, with some rising and others falling. NCY 11 saw the greatest increase, rising from 4.3% to 4.7% in 2017/18 (increase of 17 pupils).

## Special Educational Needs Pupils by Gender (Devon Schools)

A greater percentage of boys in Devon have Special Educational Needs than girls. Nearly 4% of boys in Devon have a Statement or EHCP which is similar to the national average. 17.5% of boys and 10.2% of girls in Devon have SEN Support, which is considerably higher than the national picture.



Data source: England: SFR Special Educational needs in England: January 2018, National Tables, Devon: January School Census 2018

<sup>1</sup> includes state-funded primary, secondary schools, all-through schools, city technology colleges, where state-funded schools include all academies and free schools. Also includes special schools (maintained special schools, non-maintained special schools and special academies). Excludes general hospital schools, independent special schools and independent schools approved for SEN.

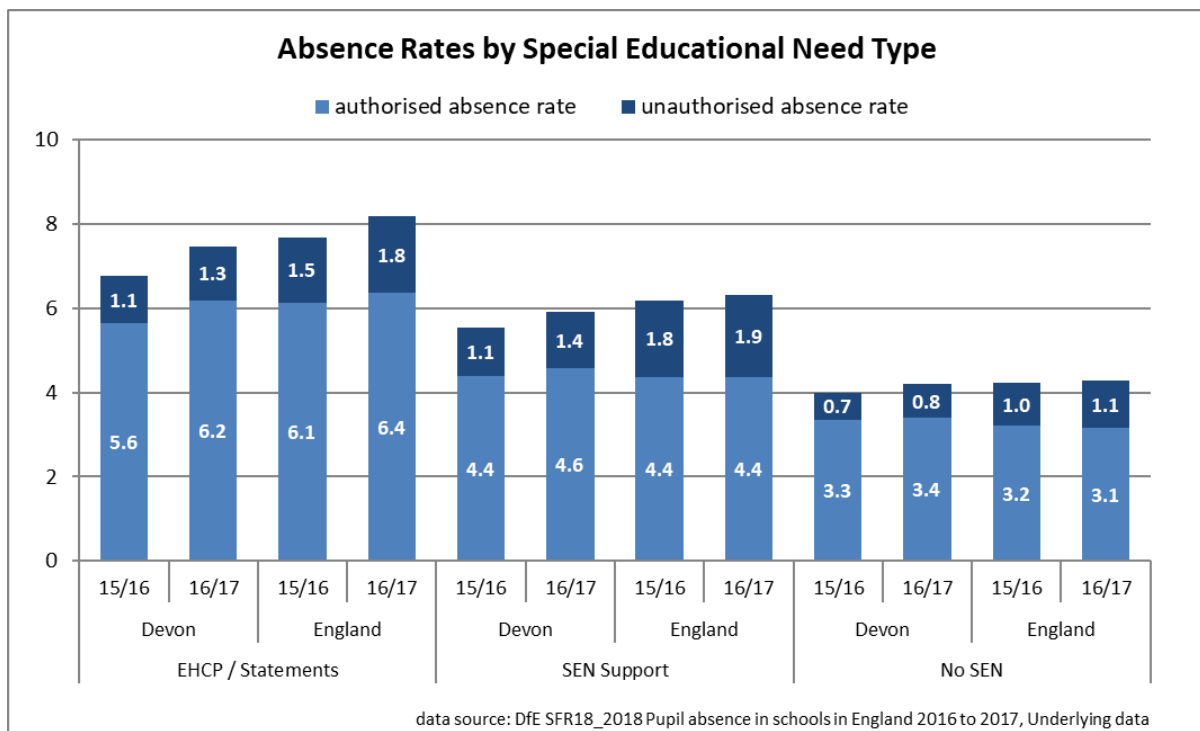
## 2016/17 Absence Rates in Devon Compulsory Schools<sup>1</sup>

Absence rates for the 2017/18 academic year are not due to be published until March 2019. This section therefore reports on absence for the 2016/17 academic year.

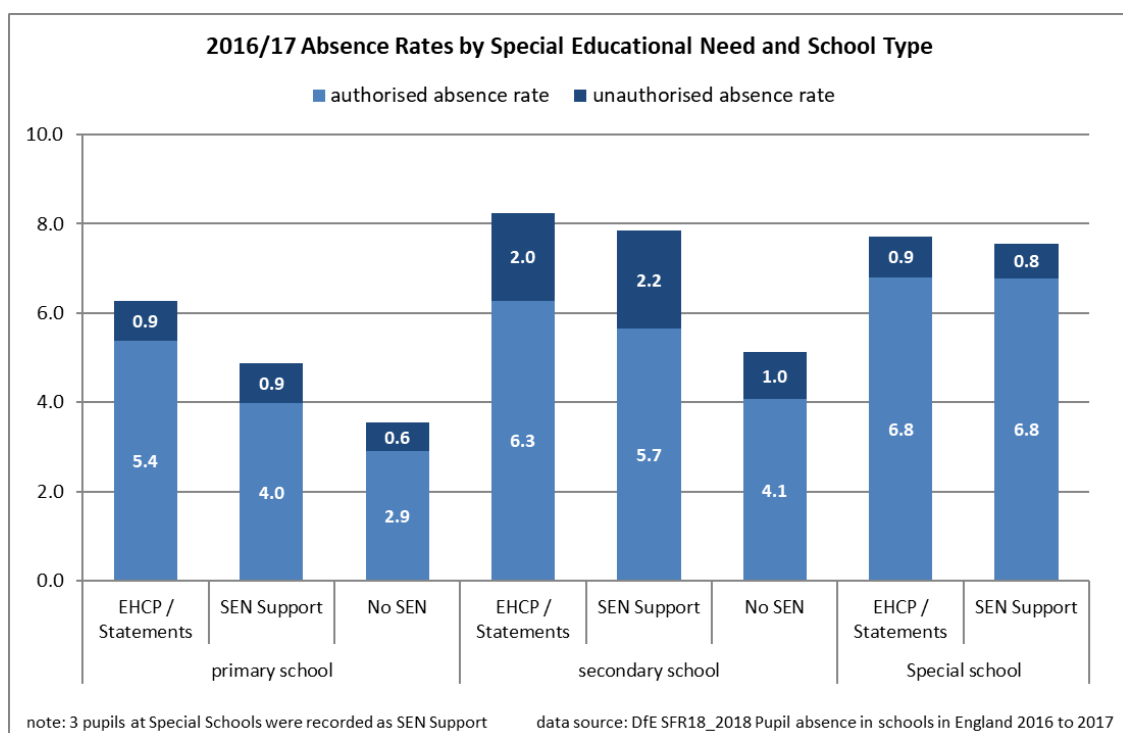
Absence rates for Special Educational Needs pupils attending state funded primary, secondary and special schools have risen slightly in the last year, both in Devon and nationally. Devon absence however remains well below the national average. Pupils with Special Educational Needs continue to have higher absence rates than their peers who have no SEN. Devon pupils with a Statement/EHCP had an overall absence rate of 7.5% compared to 4.2% for Devon pupils with no identified SEN. This is also reflected nationally and is often linked to medical absence.

Overall absence rates for Special Educational Needs overall cohorts attending Devon primary, secondary and special schools are also lower than national averages. Devon pupils with a

Statement or EHCP have an overall absence rate of 7.5% compared to 8.2% nationally, whilst Devon pupils with SEN Support have an overall absence rate of 6% compared to 6.3% nationally.

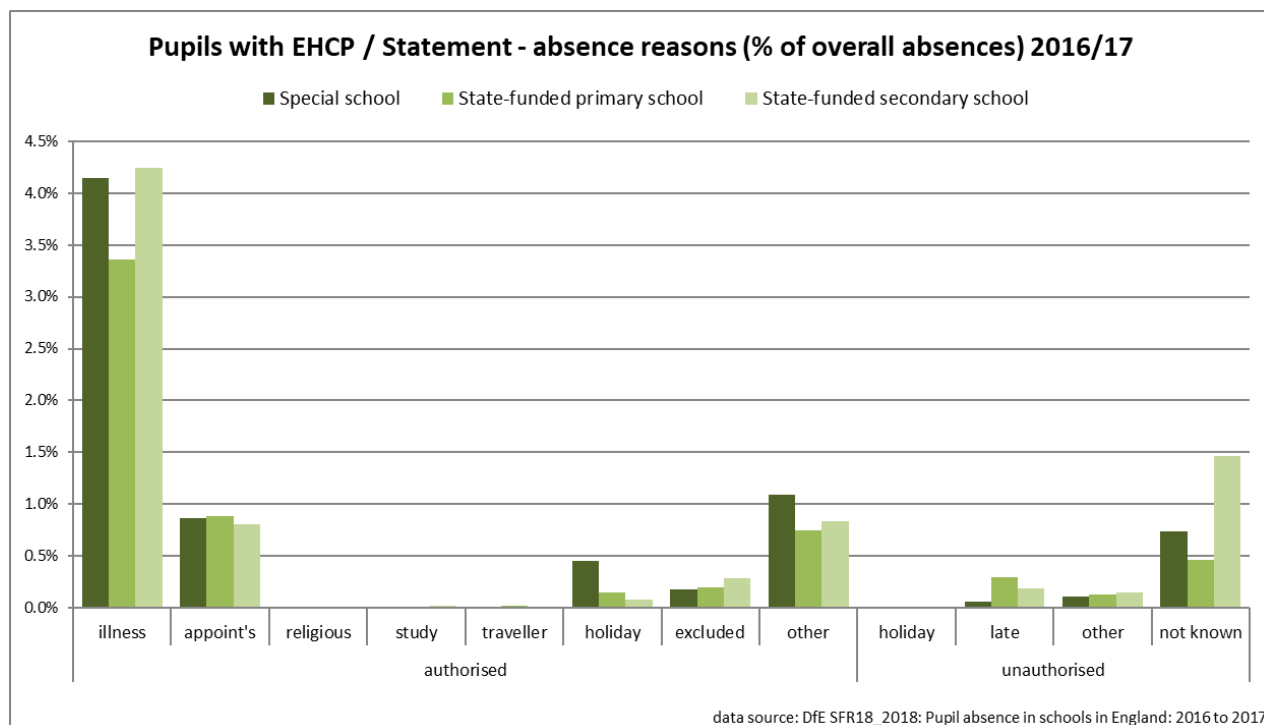


2016/17 absence rates are lowest in primary schools and highest in secondary schools. The overall absence rates for pupils with statements/EHCPs is highest in secondary schools (8.3% absence rate), followed by special schools (7.7%). This is due to higher unauthorised absence rates. The chart overleaf illustrates the absence rates across special, primary and secondary schools.

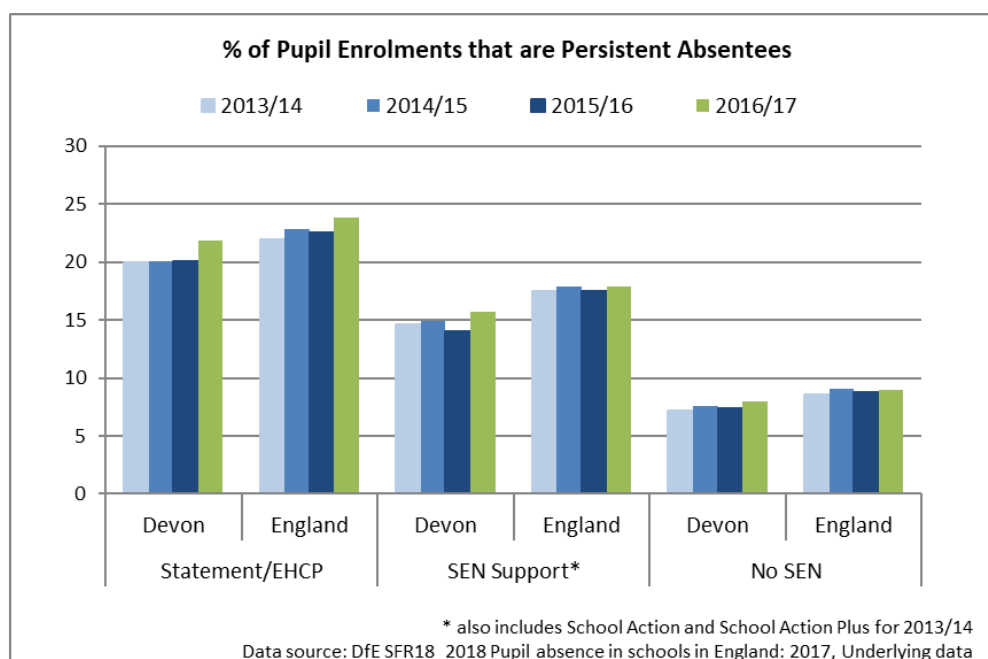


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The chart below illustrates absence reasons for the 2016/17 academic year. Illness is the most common absence reason across all three school types, followed by authorised absence reason of 'other' for special schools, medical appointments for primary schools and unauthorised absence reason of 'not known' for secondary schools.



The percentage of persistent absentees for pupils with SEN has risen slightly in the last year, both in Devon and nationally. The percentage of Statement/EHCP pupils attending Devon schools that are persistent absentees is 21.9% which is lower than the national rate of 23.8%. The persistent absentee rates for pupils with Statements/EHCPs and SEN Support are higher than those for pupils with no identified SEN.



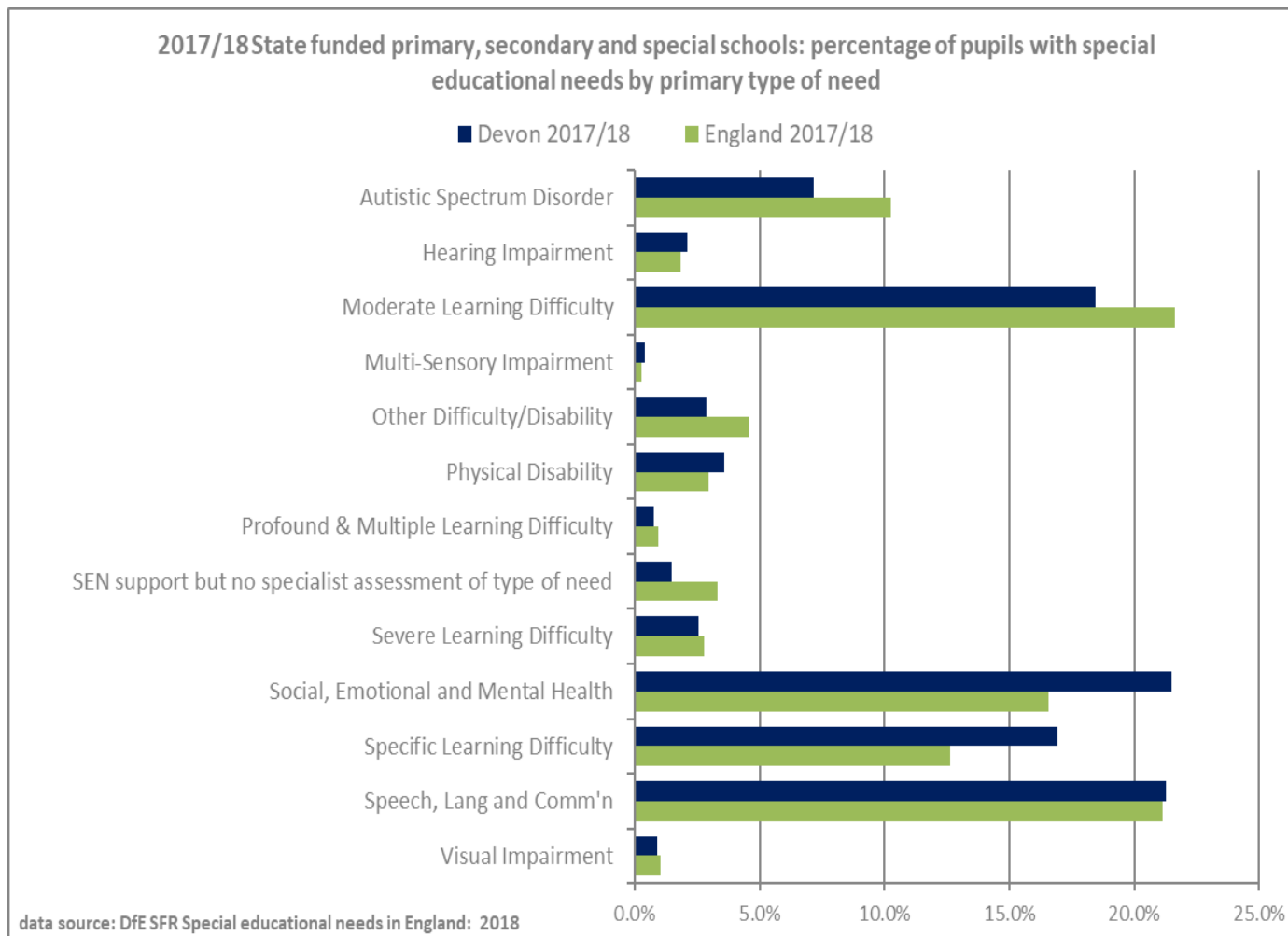
Note: pupils are classed as persistent absentees if their attendance falls below 90%.



## Primary Need of Pupils with SEN support attending Devon Schools

Nationally the most common type of Special Educational Needs in 2017/18 was Moderate Learning Difficulty. However, in Devon schools the most common type of need continues to be Social, Emotional and Mental Health, with just over one fifth of pupils with Special Educational Needs having this as their primary need. The second most common need type, both nationally and in Devon schools, is Speech, Language and Communication with 21% of pupils having this as their primary need.

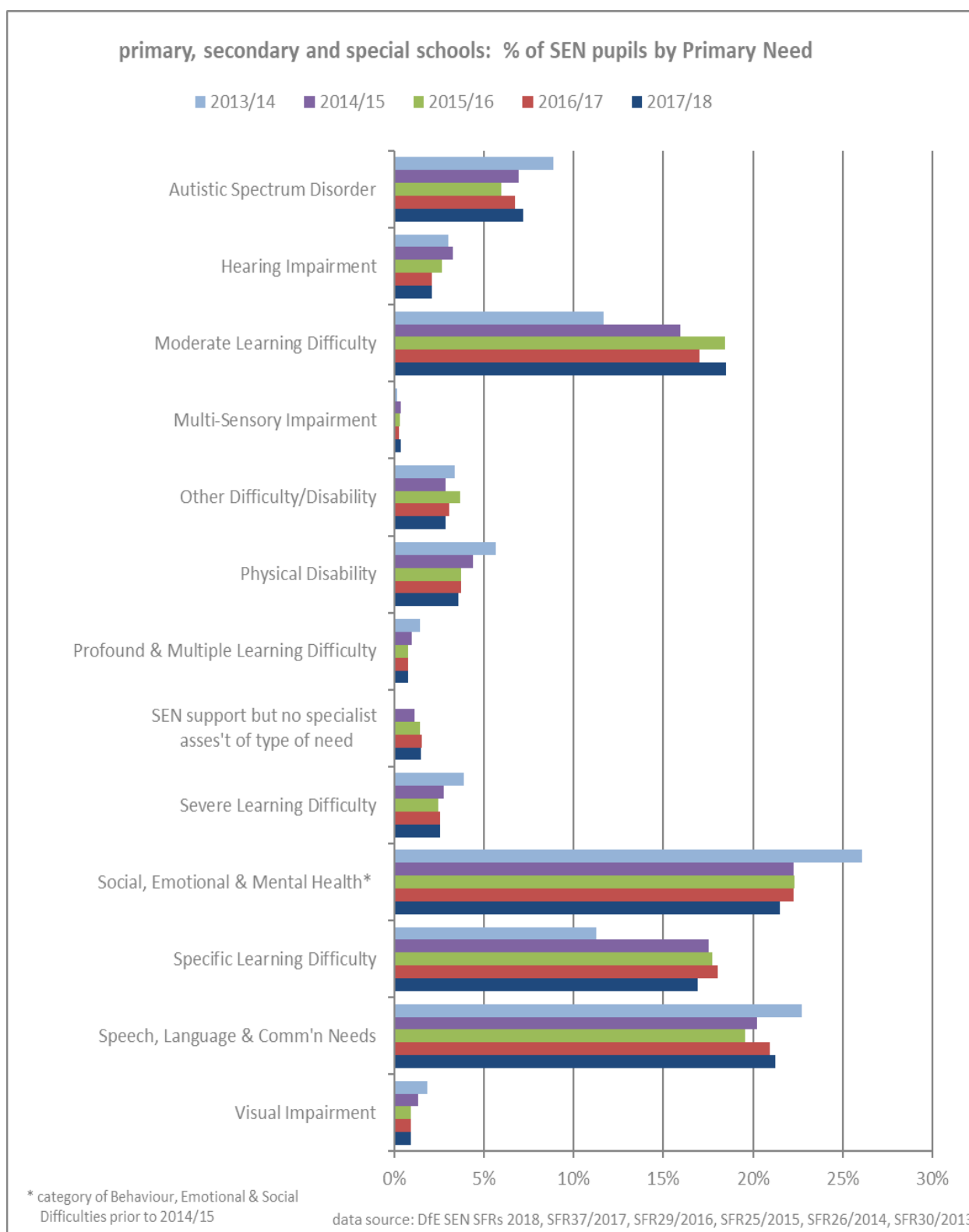
The table below illustrates the more prevalent need types and compares Devon schools against the national picture.



Over the last five years there has been some change in the primary need of pupils with SEN. Moderate Learning Difficulty and Specific Learning Difficulty need types have seen increases whilst the majority of the other types of need have either remained relatively stable or have seen a slight decline.

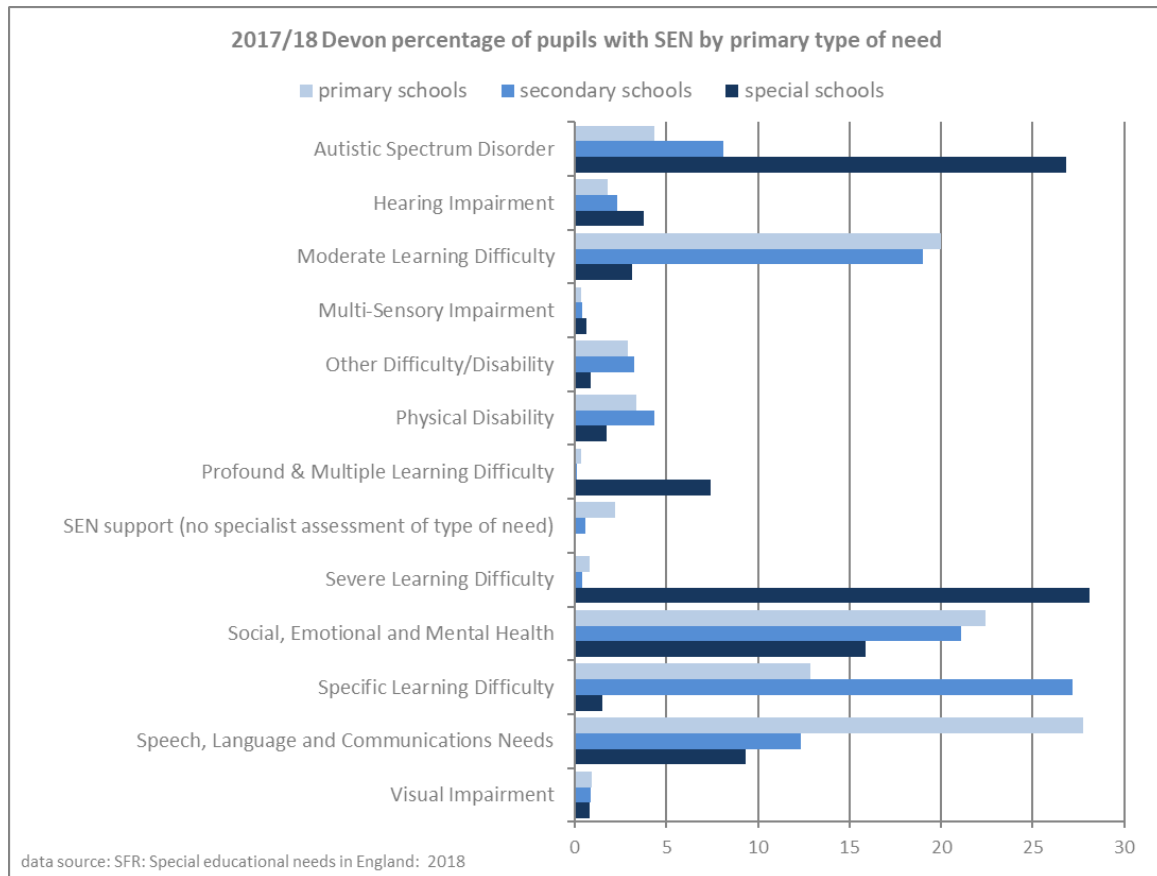
However, in the last year Specific Learning Difficulty and Social, Emotional and Mental Health primary needs have seen a decline whilst Moderate Learning Difficulty needs has risen. This may be due to early identification of need before subsequent assessments identify a different primary need.

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When reviewed at school type, the most common category of need in primary schools is Speech, Language and Communication (27.8%) followed by Social, Emotional and Mental Health (22.4%). The picture varies at secondary schools, where the most common need is Specific Learning Difficulty (27.2%) followed by Social, Emotional and Mental Health (21.1%). As can be seen from the chart below, Social, Emotional and Mental Health is prevalent across all three school types.

In special schools the most common categories of need are Severe Learning Difficulty (28.1%) and Autistic Spectrum Disorder (26.8%) which reflects the specialisms of the schools.



## Attainment across all Key Stages

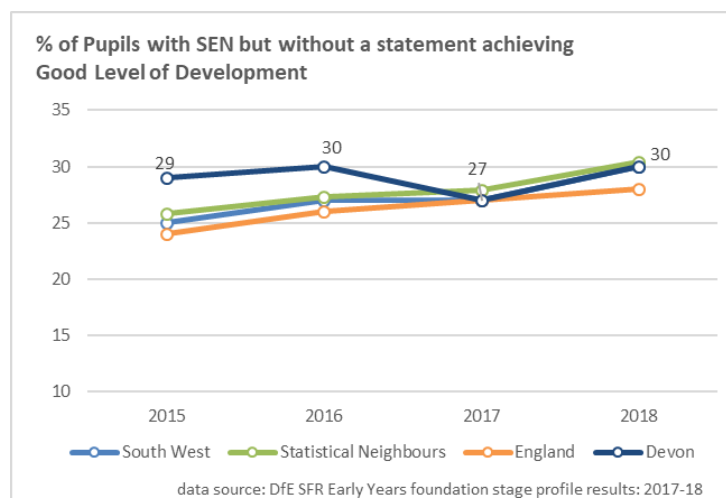
The outcomes of pupils attending Devon schools with Special Educational Needs is based on information provided by National assessment criteria (KS1, KS2) and awarding bodies information (KS4). The pupils' special educational needs status is based on the national pupil database which is informed by the school census returns.

In Devon and nationally pupils with SEN generally achieve less well than their peers with no SEN. This is because children with complex and significant Special Educational Needs face greater difficulties than their peers with no SEN. This should however in no way limit our aspirations for them.

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## Early Years Foundation Stage (EYFS) 2017/18

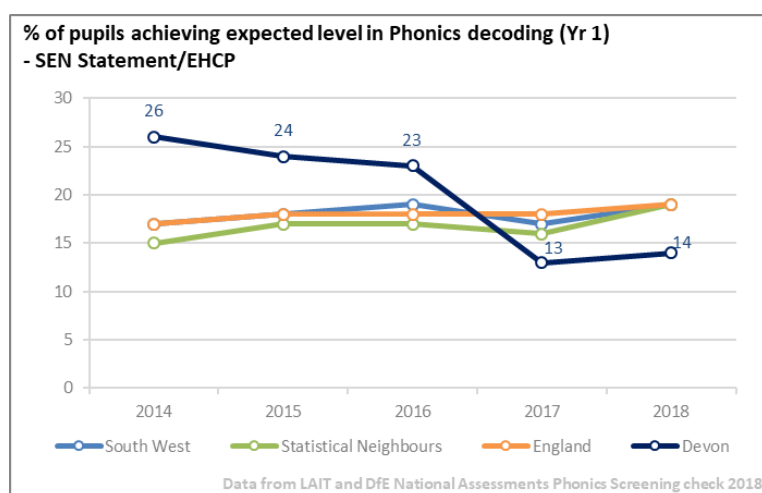
The percentage of children with SEN but without an EHCP achieving a good level of development has improved in the last year and is higher than nationally (30% compared to 28% nationally). Devon is in line with both the regional picture and its statistical neighbours (also 30%).



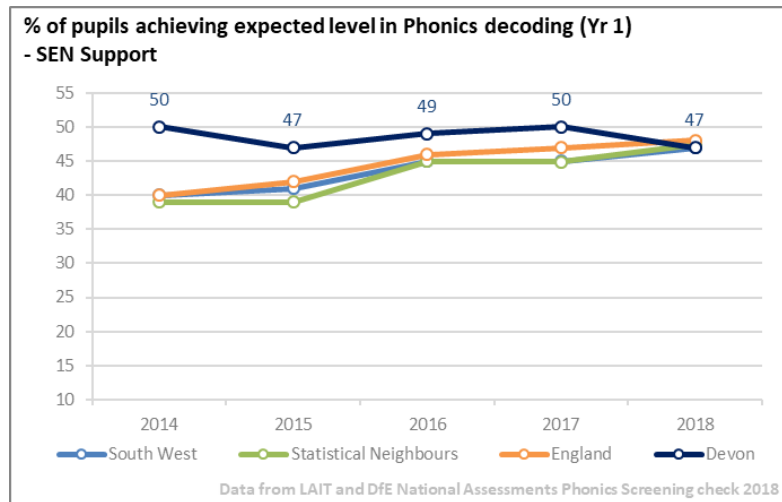
Performance data for Devon children with a Statement/EHCP has not been published, due to low numbers and pupil confidentiality.

## Year 1 Phonics 2017/18

The percentage of pupils in Devon with a SEN Statement/EHCP who met the expected standard in Year 1 has risen slightly (14%) in the last year. Devon pupils are not performing as well as nationally or their statistical neighbours (both 19%). Whilst the number of pupils is small (79) meaning each child makes a 1.3% difference this is a concerning trend and so a new early excellence programme (lighting up learning) has been developed as part of our school improvement work to further improve practice in this phase.



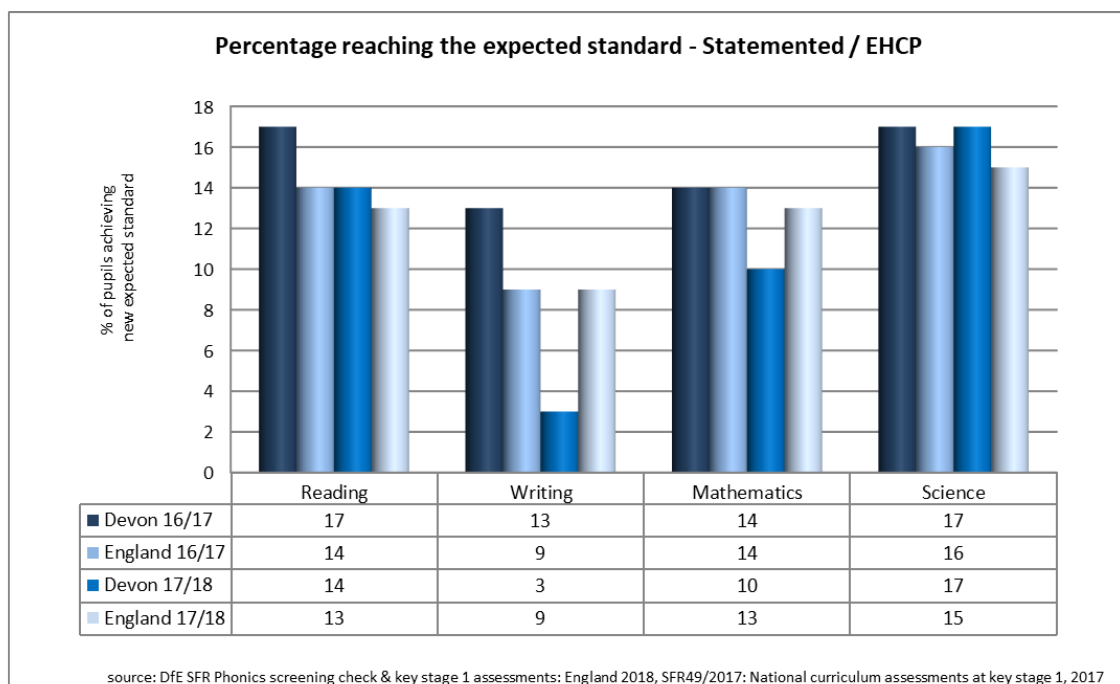
Nearly half of pupils in Devon with SEN Support continue to meet the expected standard in Year 1 (47%). This is a slight fall on the previous year however Devon is still performing in line with the regional picture and its statistical neighbours (both 47%) and is close to the national picture (48%).



No information has been published on Year 2 Phonics.

## Key Stage 1 2017/18

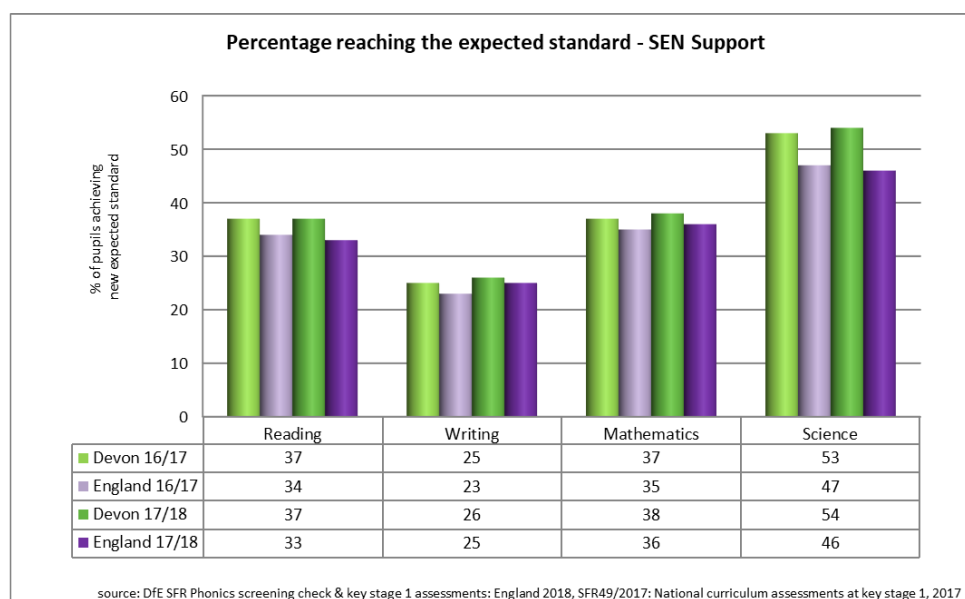
Key Stage one results nationally are based on Teacher assessments. Devon's performance remains above the national average in Reading (14% compared to 13% nationally) and in Science (17% compared to 15%). We did not perform as well as nationally in Writing and Mathematics and this is a change from last year where Devon was above the National average in all subjects. The new One Devon school improvement strategy has this as a focus. Caution should be used when comparing year on year or benchmarking figures due to low cohort numbers (92 in 2017/18).



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## KS1 Pupils on SEN support

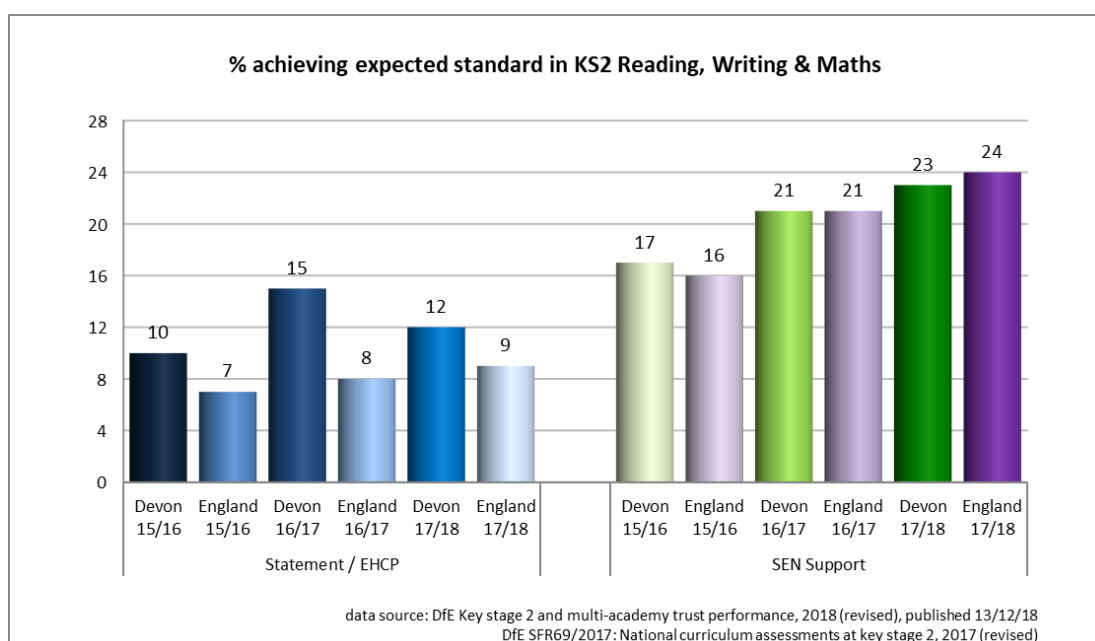
Devon continues to perform better than nationally across all subject areas and is performing significantly better in Science (8 percentage points) and Reading (4 percentage points).



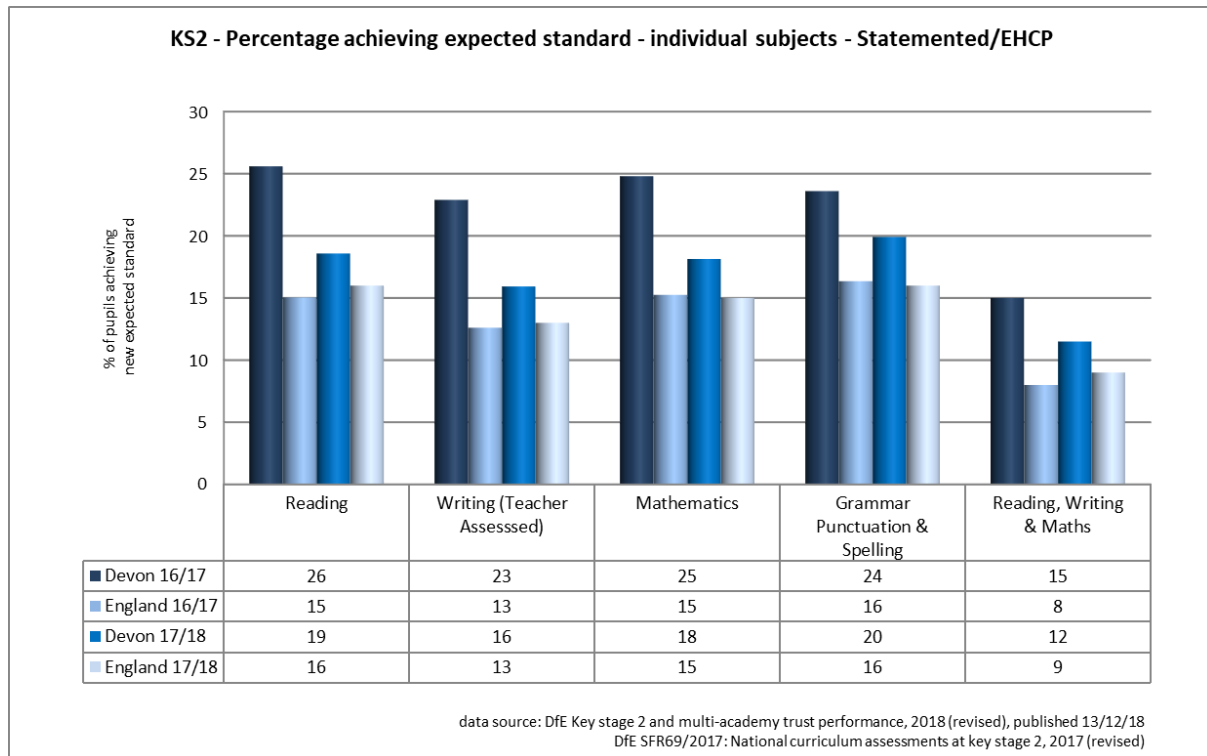
## Key Stage 2 2017/18

The percentage of pupils with Statements/EHCPs in Devon meeting the expected standard in reading, writing and maths continues to be higher than nationally (12% compared to 9% nationally).

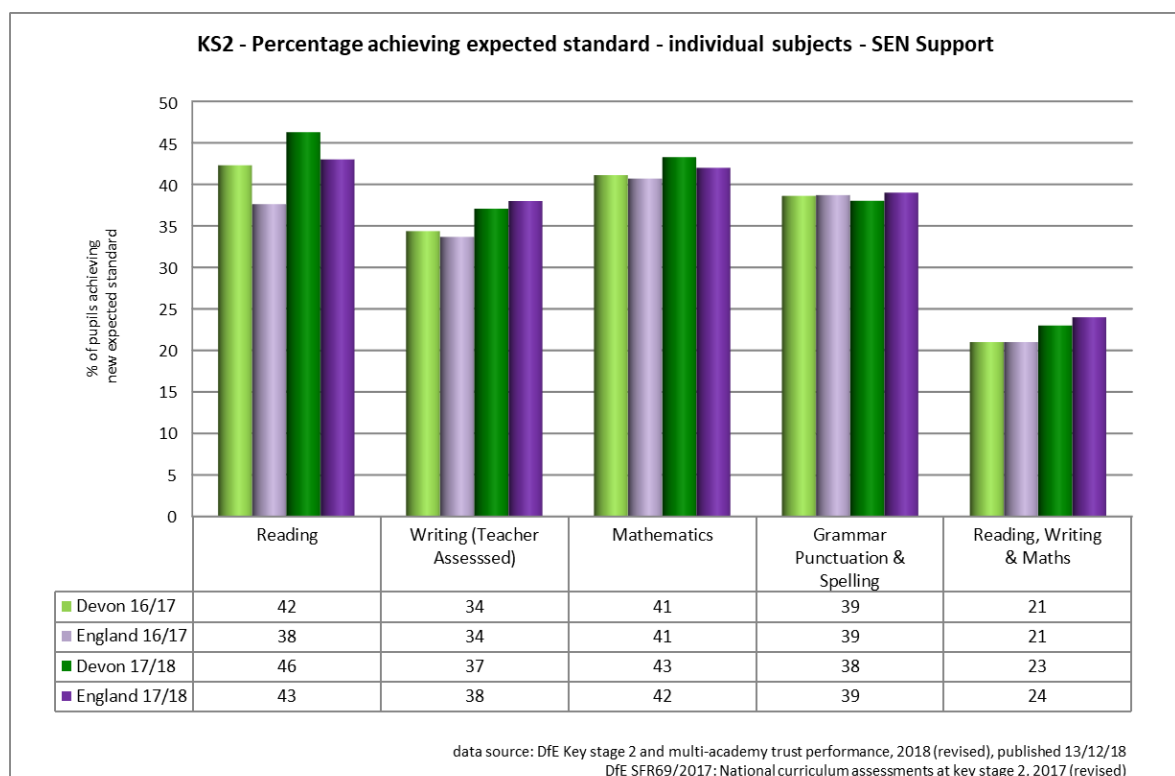
The percentage of pupils with SEN Support meeting the expected standard has improved and is close to the national average (23% compared to 24% nationally). The table below provides a breakdown of performance by SEN cohort with comparisons against the national averages.



Performance in the individual subjects is also better than national. Pupils with Statements / EHCPs are performing significantly better than national averages. Outcomes are above statistical neighbours in all subjects and in line with regional averages. The graph below illustrates performance in each of the subjects.



Results for pupils with SEN support have improved in almost all subjects and above the national average in reading and maths and are close to national averages in the other subject areas. Outcomes are above statistical neighbours in all subjects and in line with regional averages.



Note: national rates are based on LA tables and underlying data provided by the DfE in support of their Statistical First Release, to ensure consistency of datasets.

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Devon pupils with Statements/EHCPs and SEN Support are not making quite as good progress as that seen nationally. The National average for all pupils is set to 0 so the closer a negative number is to 0 the better. The table below provides further details of progress made by both cohorts.

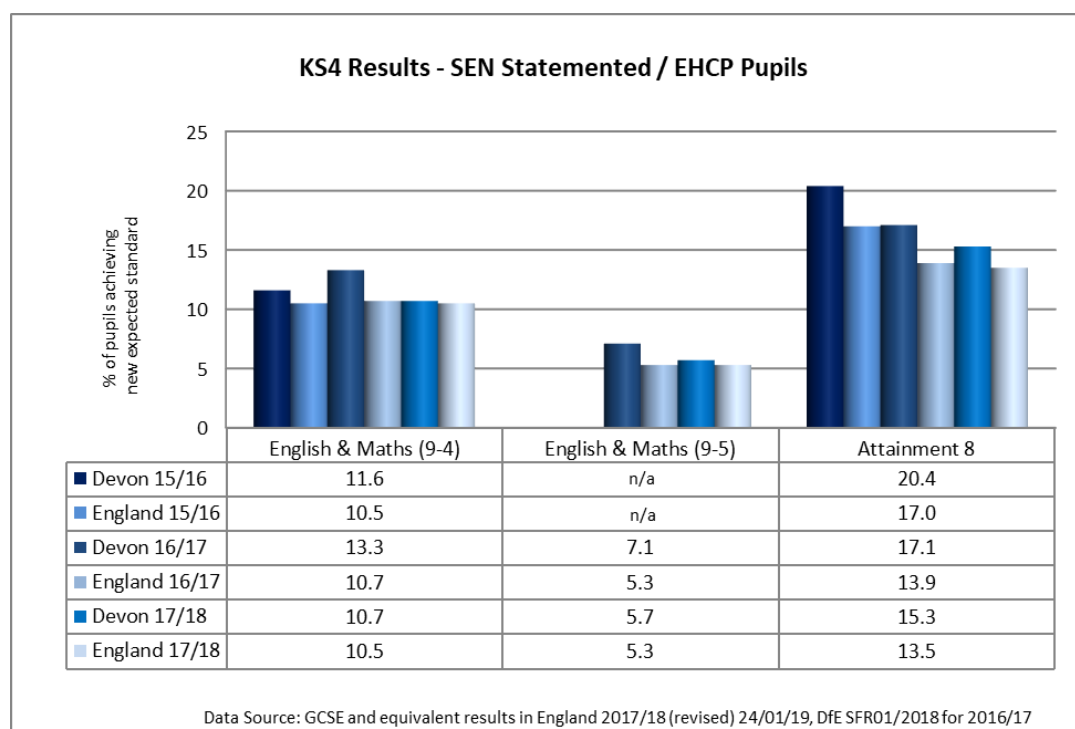
**Table 4. Progress scores of pupils at the end of key stage 2 (state funded schools)**

	Statement / EHCP			SEN Support		
	Reading	Writing	Maths	Reading	Writing	Maths
Devon	-5.1	-5.7	-5.4	-1.4	-3.2	-1.5
Statistical Neighbours	-4.0	-4.5	-4.5	-1.3	-2.4	-1.6
England	-3.8	-4.1	-3.8	-1.0	-1.8	-1.0

Data source: DfE SFR: National curriculum assessments at key stage 2, 2018 (revised), table L9b

## Key Stage 4 - 2017/18

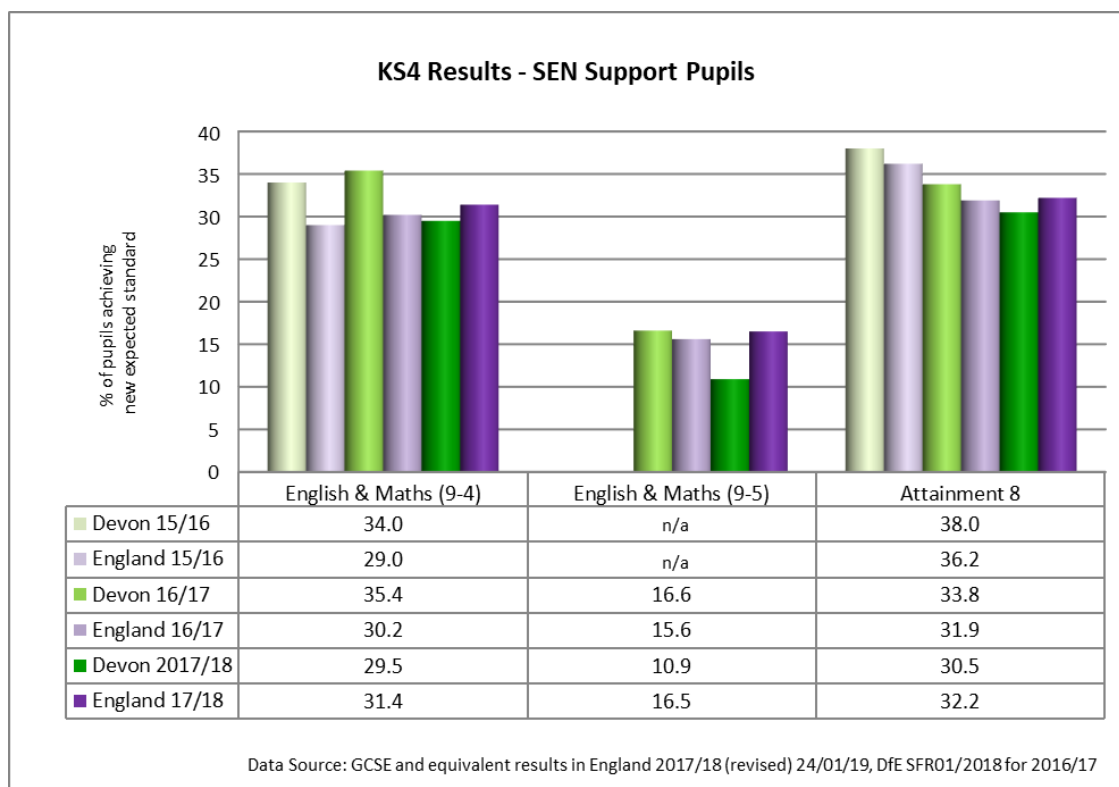
Devon children with a Statement/EHCP continue to perform better than nationally in the English and Maths (9 – 5) and Attainment 8 measures. EBACC grades 9 to 5 (strong pass) indicate that Devon pupils with a Statement / EHCP are again performing better than nationally Devon pupils with a Statement/EHCP are progressing as well as nationally (both have progress 8 score of -1.09).



Note: the new GCSE grading structure came into being in the 2016/17 academic year, so no information is available in relation to the English & Maths (9 – 5) measure for 2015/16.



Devon children with SEN Support have seen a dip in performance and are now achieving below that seen nationally. Devon pupils with SEN Support are making slightly less progress than that seen Nationally nationally (-0.61 compared to -0.41 nationally).



Note: the new GCSE grading structure came into being in the 2016/17 academic year, so no information is available in relation to the English & Maths (9 – 5) measure for 2015/16.

**Table 5. Progress 8 score for SEN pupils**

	Statemented / EHCP	SEN Support
Devon 17/18	-1.09	-0.61
England 17/18	-1.09	-0.43
Devon 16/17	-0.91	-0.40
England 16/17	-1.04	-0.43
Devon 15/16	-1.00	-0.35
England 15/16	-1.03	-0.38

data source: DfE GCSE and equivalent results in England 2017/18 (revised), DfE SFR01/2018: revised GCSE and equivalent results in England 2016/17, DfE SFR03/2017 revised GCSE and equivalent results in England 2015/16

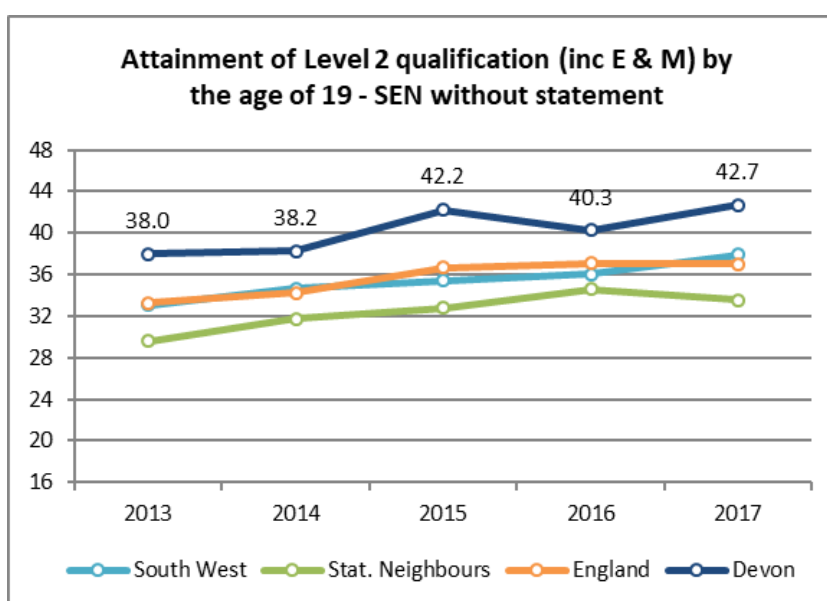
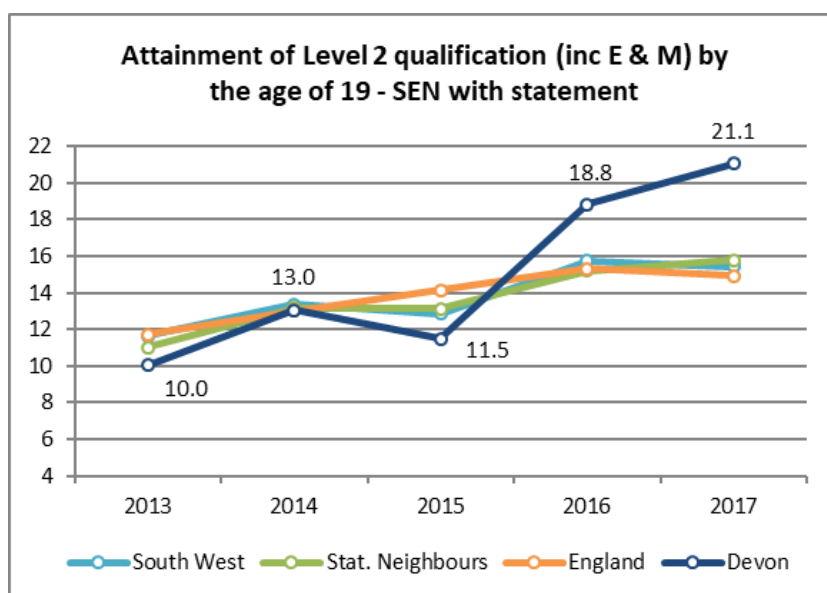
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## Attainment of Level 2 qualifications by those aged 19 at the end of the 2016/17 academic year

Attainment rates for pupils aged 19 at the end of the 2017/18 academic year are not due to be published until March 2019. This section therefore reports on attainment for those aged 19 at the end of the 2016/17 academic year.

The information in this section is based on those pupils attending Devon state funded schools<sup>1</sup> in the academic year they turned 16 and the outcomes are for young people who are aged 19 at the end of the academic year.

The percentage of 19 year olds with SEN statements qualified to Level 2 (Inc. English & Maths) continues to improve, with 21.1% in 2017 compared to 18.8% in 2016. Devon young people continue to perform better than nationally and regionally (14.9% and 15.5% respectively). The percentage of 19 year olds with SEN but without a statement qualified to Level 2 has also improved (42.7% compared to 40.3% in 2016). Devon continues to perform significantly better than the national picture (42.7% compared to 37% nationally).



The percentage of pupils achieving a level 3 qualification is just below the National average with 12.3% of children with EHC Plans achieving this level in Devon compared to 12.9% Nationally. Devon is ranked 70 out of 152 LAs. This gap is larger for those on SEN support 29.1% compared to 31.9%.

It has been identified that English and Maths (grade C+) is the main concern in moving forward. This has been recognised nationally and from September 2015 FE colleges were obliged to ensure all young people study English and Maths (or equivalent) at Post 16 if they do not already hold the qualification. Work is underway with FE colleges to improve this picture.

## Exclusions for Pupils with Special Educational Needs attending Devon Schools

Exclusions information is collected via the school census (pupils attending Devon schools) for state-funded primary, secondary, special schools and pupil referral units. This covers LA maintained schools, academies, free schools and non-maintained special schools. It is not collected from independent and nursery schools.

Whilst exclusions information relates to all exclusions across the full academic year, the pupil population used to inform exclusion rates is based on pupils on roll as at the January Census. The pupils' SEN status is based on their status at the term of the exclusion, any missing characteristic is then based on the census term reporting the data (two terms after the exclusion term).

Children with Special Educational Needs are more likely to be excluded than their non-SEN peers. In 2016/17 nationally, pupils with identified Special Educational Needs (SEN) accounted for almost half of all permanent exclusions and fixed period exclusions<sup>1</sup>. In this year nearly 77% of children in schools for excluded pupils have recognised special educational needs or disability (SEND)<sup>2</sup>.

<sup>1</sup> DfE Sfr Permanent and fixed-period exclusions in England: 2016 to 2017, published 19 July 2018.

<sup>2</sup> CSN Policy Briefing 'Alternative provision to social exclusions: IPPR – Making the Difference: Breaking the link', published 3 Nov 2017.

## Permanent Exclusions 2017/18 in Devon Schools

The number of pupils with Special Educational Needs who have been permanently excluded has fallen significantly in the last year. The percentage of pupils with Statements/EHCPs who have been permanently excluded has reduced from 0.50% in 2016/17 to 0.19% in 2017/18 and is now close to the latest available national average (0.16%). The Devon Inclusion Project has supported this improvement.

**Table 6. Permanent Exclusions by SEN cohort**

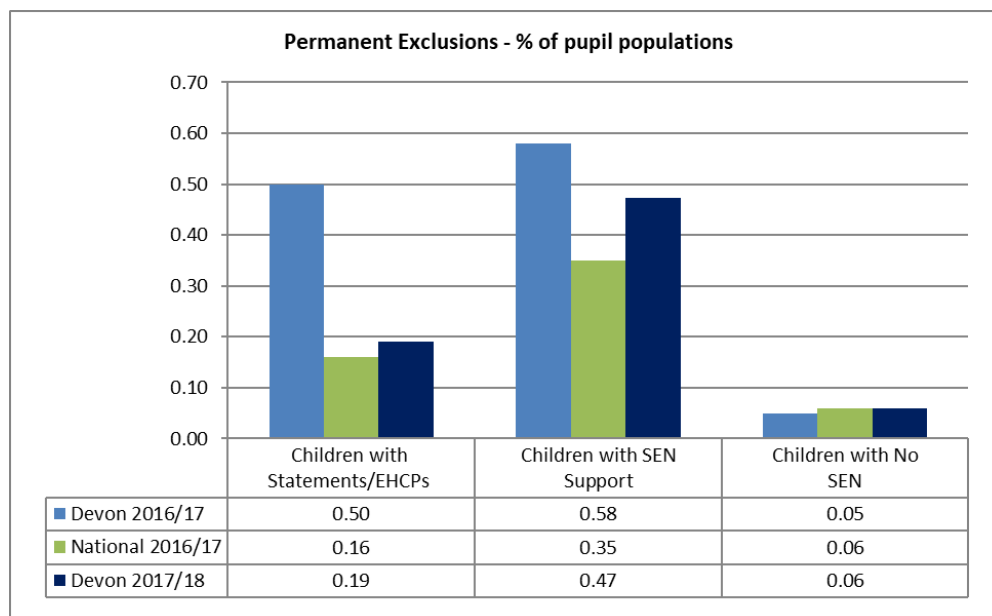
Permanent Exclusions against;	2015/16			2016/17			DfE 2016/17 % SEN cohort population	2017/18		
	No's	% of PEX cohort	% of SEN cohort pop'n	No's	% of PEX cohort	% of SEN cohort pop'n		No's	% of PEX cohort	% of SEN cohort pop'n
Children with Statements/EHCPs	13	14.9	0.43	14	10.4	0.50	0.16	5	4.2	0.19
Children with SEN Support	50	57.5	0.37	79	59.0	0.58	0.35	65	55.1	0.47
Children with No SEN	24	27.6	0.03	41	30.6	0.05	0.06	48	40.7	0.06

Data sources: 2017/18: ONE database, 2016/17 and earlier: DfE Statistical First Release Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year (Underlying Data: LA Characteristics), published July 2018

Note: the percentage of SEN cohort population is based on cohort populations from the DfE's Statistical First Release for Exclusions and not the SEN cohort population from the DfE's Statistical First Release on Special Educational Needs.

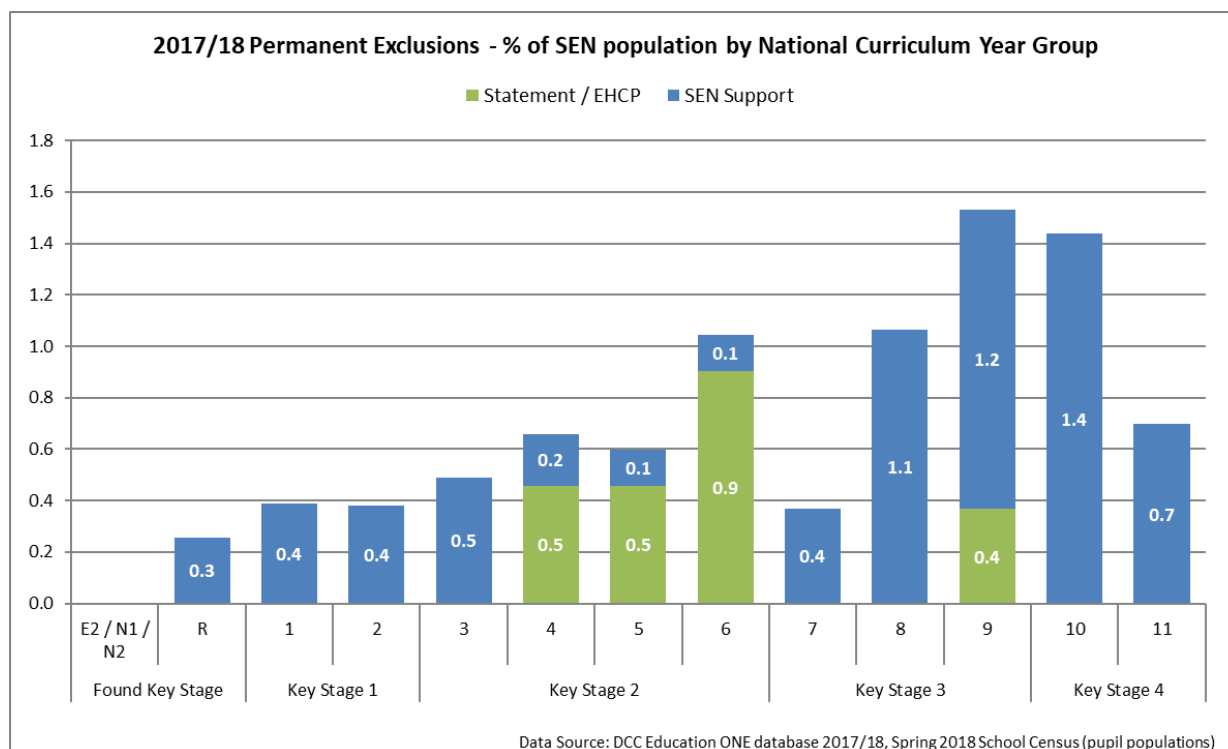
# Agenda Item 6

The chart below compares the percentage of SEN pupils permanently excluded in Devon against the latest available national average (2016/17). It should be noted that national exclusion numbers are expected to have seen a rise in 2017/18.

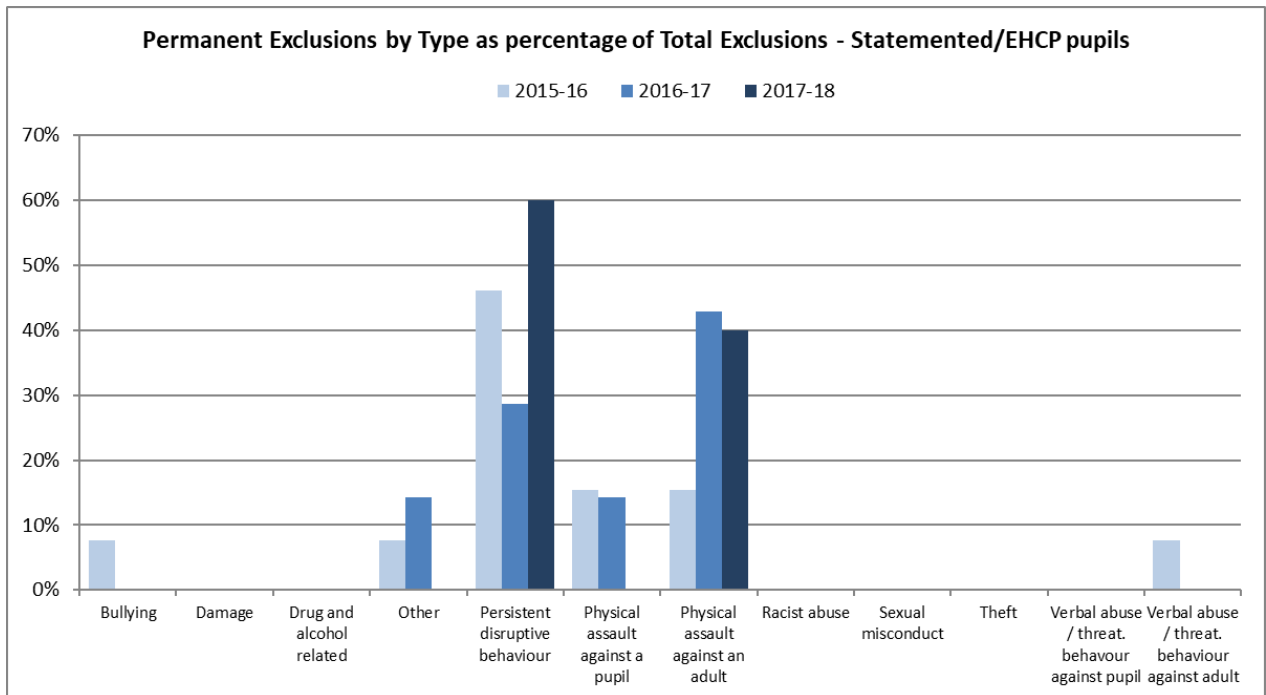


Data source: 2017/18: ONE database Aug 2018, 2016/17 and earlier: DfE School Census returns

When reviewed at SEN cohort and NCY group level, permanent exclusions were highest in NCY6 for pupils with Statements / EHCPs and NCY10 for those with SEN Support.

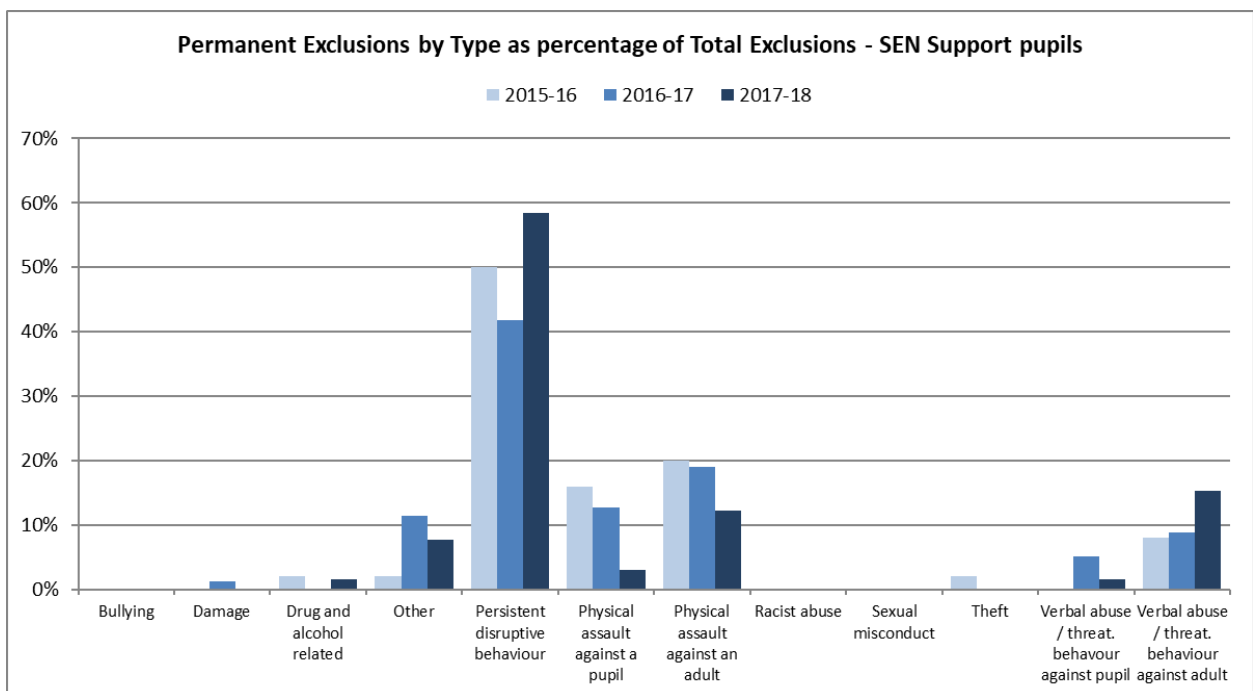


The most common reasons for the permanent exclusion of pupils with Statements/EHCPs in 2017/18 are persistent disruptive behaviour and physical assault against an adult. Whilst there is a significant increase in the percentage of exclusions due to permanent disruptive behaviour the number of pupils involved is small (less than 5 in 2017/18).



Data source: 2017/18: ONE database Aug 2018, 2016/17 and earlier: DfE School Census returns

The most common reason for the permanent exclusion of pupils with SEN Support is persistent disruptive behaviour, which has seen an increase in the last year. The next most common reasons are verbal abuse against and physical assault an adult.



Data source: 2017/18: ONE database Aug 2018, 2016/17 and earlier: DfE School Census returns

# Agenda Item 6

## Fixed Term Exclusions 2017/18 in Devon Schools

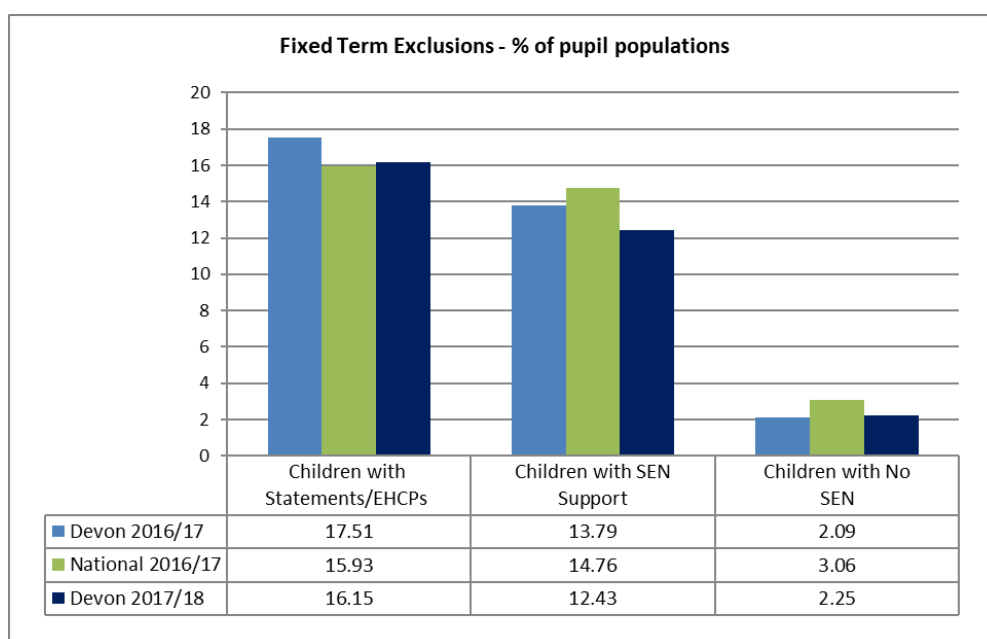
The number of fixed term exclusions against pupils with Special Educational Needs has also fallen significantly in the last year, with the percentage of fixed term exclusions falling for both SEN cohorts. Fixed term exclusions against pupils with SEN Support continue to be lower than the latest available national average (12.43% compared to 14.76% nationally).

**Table 7. Fixed Term Exclusions by SEN cohort**

Fixed Term Exclusions against;	2015/16			2016/17			DfE 2016/17 % of SEN cohort pop'n	2017/18		
	No's	% of FTE	% of SEN cohort pop'n	No's	% of FTE	% of SEN cohort pop'n		No's	% of FTE	% of SEN Cohort pop'n
Children with Statements/EHCPs	557	16.3	18.45	488	12.0	17.51	15.93	424	10.6	16.15
Children with SEN Support	1515	44.2	11.33	1867	46.0	13.79	14.76	1710	42.9	12.43
Children with No SEN	1354	39.5	1.69	1705	42.0	2.09	3.06	1851	46.4	2.25

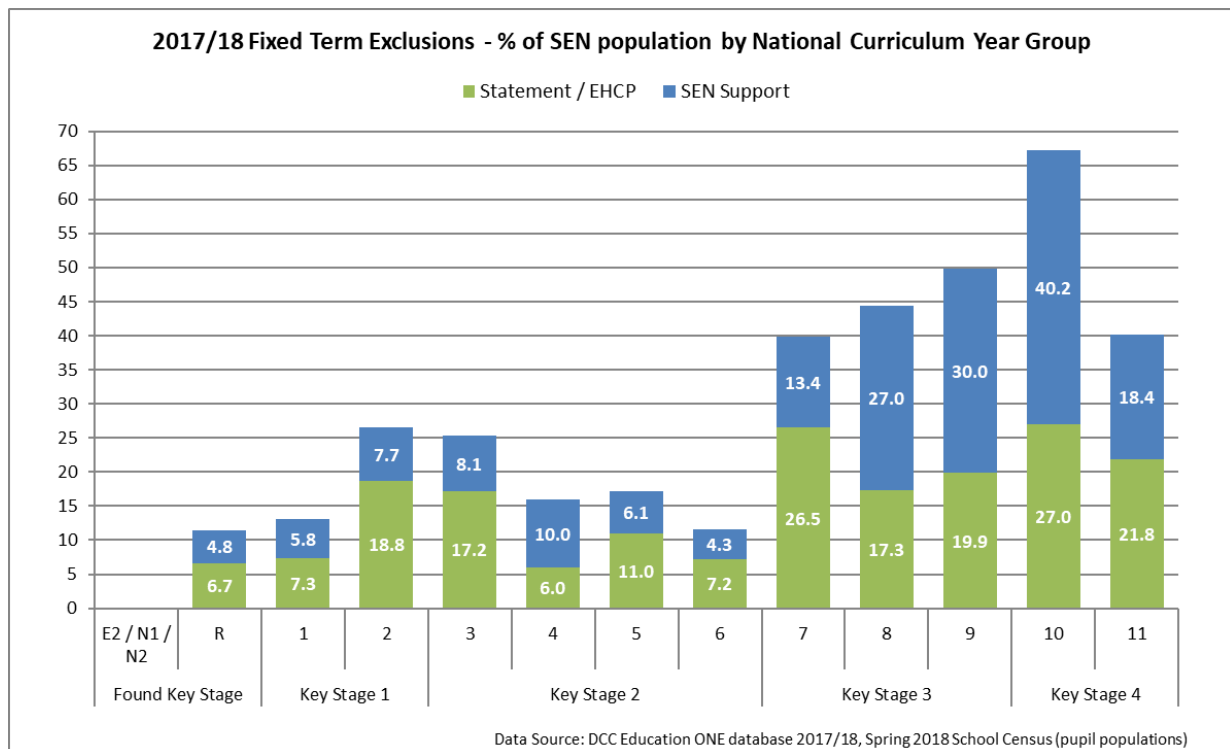
data sources: 2017/18: ONE database, 2016/17 and earlier: DfE Statistical First Release Permanent and Fixed Period Exclusions from Schools in England: 2016 to 2017 academic year (Underlying Data: LA Characteristics), published July 2018

Note: the percentage of SEN cohort population is based on cohort populations from the DfE's Statistical First Release for Exclusions and not the SEN cohort population from the DfE's Statistical First Release on Special Educational Needs.

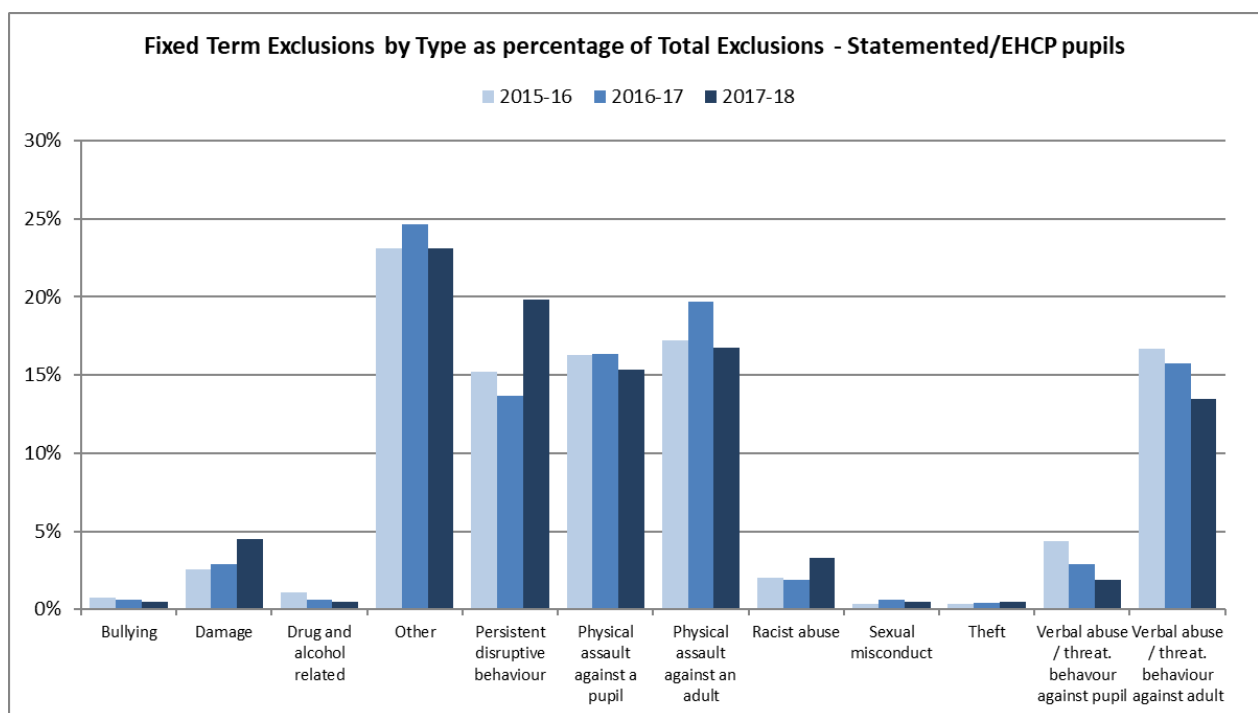


Data source: 2017/18: ONE database Aug 2018, 2016/17 and earlier: DfE School Census returns

When reviewed at SEN cohort and NCY group level, fixed term exclusions were highest in NCY10 for both pupils with Statements / EHCPs and those with SEN Support. Fixed Term Exclusion rates were generally higher across Key Stage 3 and Key Stage 4 for both SEN cohorts.



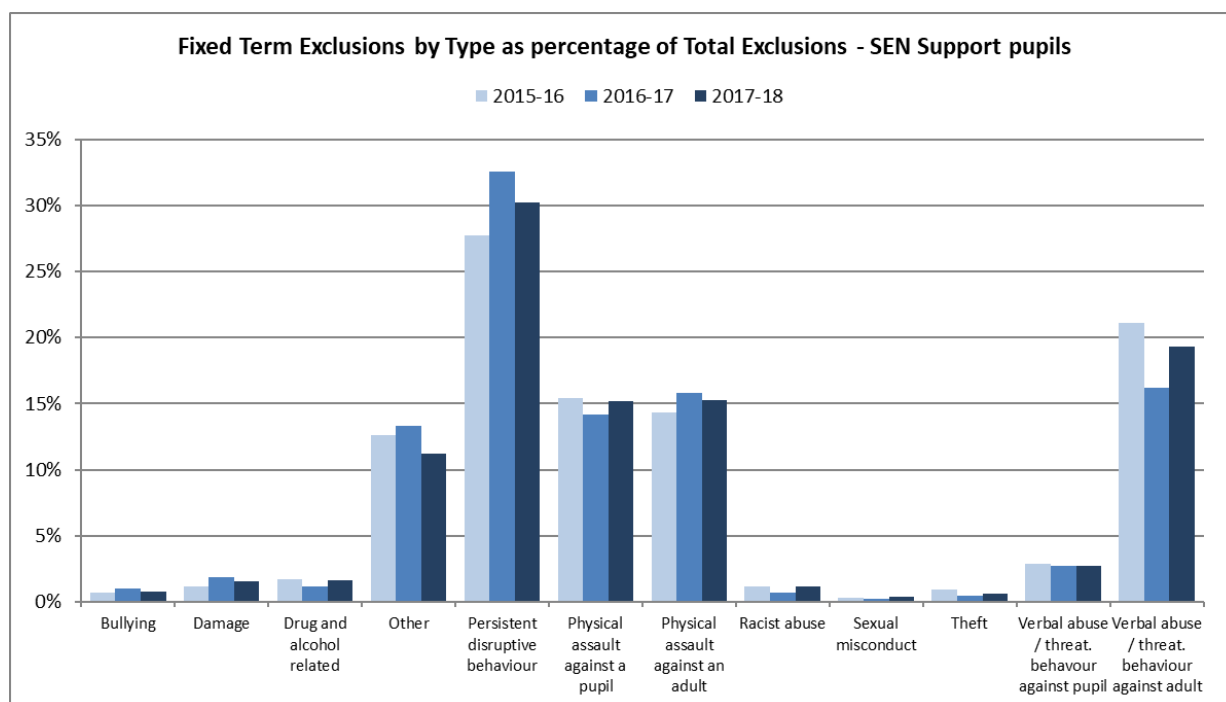
The most common reason for fixed term exclusions against pupils with Statements/EHCPs continues to be Other. Follow up indicates that other is often used where a combination of reasons has resulted in exclusion. The exclusion reason of 'Other' has seen a slight fall in the last year whilst persistent disruptive behaviour has risen. The table below provides further details.



Data source: 2017/18: ONE database Aug 2018, 2016/17 and earlier: DfE School Census returns

The most common reason for fixed term exclusions against pupils with SEN Support continues to be persistent disruptive behaviour. The second most common reason is verbal abuse / threatening behaviour against an adult. Persistent disruptive behaviour has seen a slight fall in the last year whilst verbal abuse / threatening behaviour against an adult has risen.

# Agenda Item 6



Data source: 2017/18: ONE database Aug 2018, 2016/17 and earlier: DfE School Census returns

<sup>1</sup> academies, city technology colleges, community schools, voluntary aided schools, voluntary controlled schools, foundation schools, free schools, university technical colleges, studio schools, FE colleges with 14-16 provision. Note: Independent mainstream and independent special schools are not included in the measures.

## Elective Home Education

As can be seen from the table below the number of children with a Statement / EHCP who have been Elective Home Educated children at some point over the academic year has risen. However, when considered as a percentage of the EHE cohort the percentage with a Statement / EHCP has remained stable at 4.5%.

Table 8. Elective Home Education students and % Statements / EHCPs

Academic Year	Number of EHE students with statement	Number of registered EHE students	% of students with Statements / EHCPs
2017/18	72	1,588	4.5%
2016/17	57	1,275	4.5%
2015/16	37	1,018	3.6%
2014/15	37	766	4.8%
2013/14	44	750	5.9%
2012/13	33	521	6.3%
2011/12	36	560	6.4%

Data Source: 2017/18 Elective Home Education Annual Report, Babcock LDP

The SEN Strategic Review has included the increase in EHE and the concluded that the reasons behind it is one of the areas that needs to be considered in further provision planning.



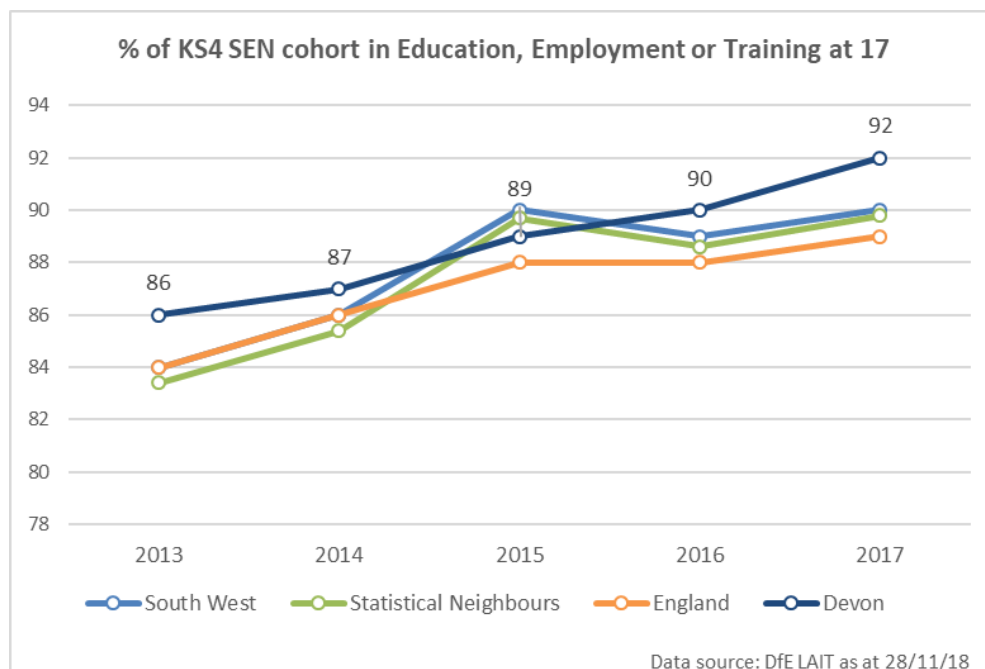
## Key Stage 4 (Year 11) Destination Information - 2016/17 data

This section illustrates what young people with SEN move on to in the academic year after they complete key stage 4, and indicates whether they were in sustained education, employment or training for at least the first two terms (period October to March). The pupil cohort is from state-funded mainstream schools only<sup>1</sup>.

The latest available information is the destinations is 2016/17. The SEN status is based on the pupils' status at year 11 as recorded in the January 2016 school census. Education destinations are based on information from colleges and FE providers, special post 16 institutions, state-funded schools, non-maintained special schools, alternative provision and higher education institutions.

The percentage of SEN pupils remaining in Education, Employment or Training at the age of 17 continues to rise in Devon. Devon is performing better than nationally (92% compared to 89% nationally) and is also performing better than regionally and its statistical neighbours.

**Devon is ranked 14 out of 152 LAs and is in the top performing quartile.**

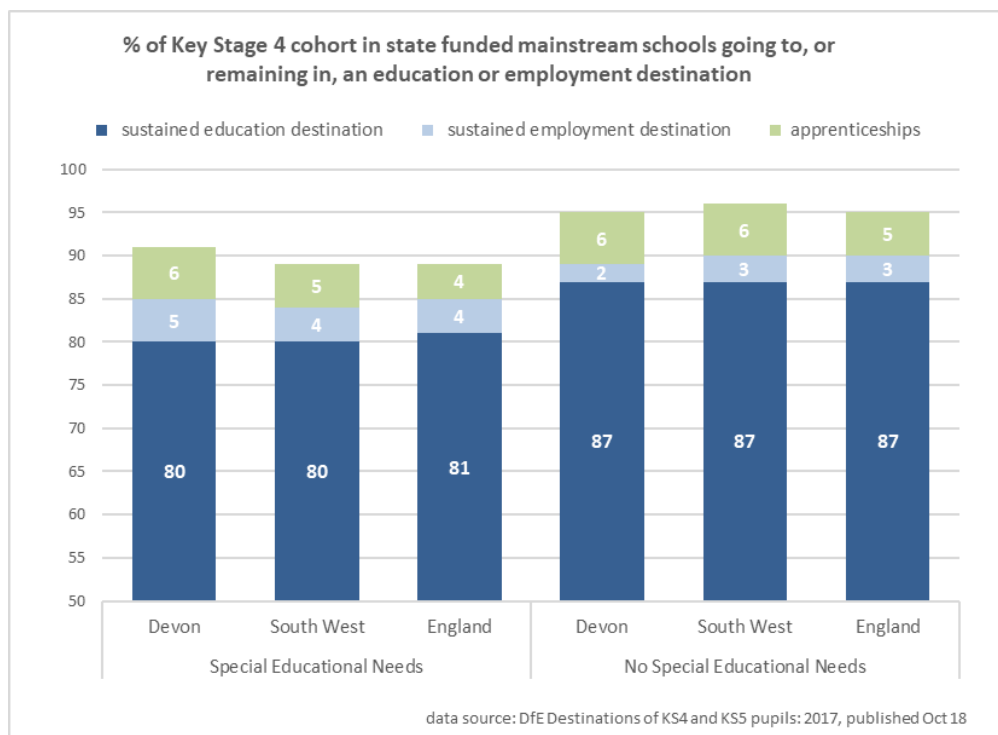


When reviewing the percentage of pupils by SEN cohort there is little variation between the two cohorts. 91% of pupils with a Statement/EHCP remained in Education, Employment and Training compared to 93% of pupils with SEN without a statement/EHCP. Devon is in line with the national average for pupils with a Statement/EHCP (91%) and is performing better than the national and regional averages for pupils with SEN without a statement/EHCP. **Devon is ranked 9 out of 152 LAs and is in the top performing quartile** for these pupils.

# Agenda Item 6

## Breakdown of Destinations for young people with SEN

The following chart compares the headline destinations for young people with Special Educational Needs against their peers who have no Special Educational Needs.



**Note:** Sustained is defined as participation for the first two terms (October to March) 2016/17.

Comparisons to previous years destination information cannot be made due to a change in the way apprenticeships are reported (now reported as a primary destination to ensure there is no double counting in other destinations). This impacts on the reporting of other destinations.

When the destinations are reviewed in further detail, the most common destination for Devon pupils with SEN is further education (61% in 2016/17), followed by state funded school sixth forms (18%). Pupils with SEN, in Devon and nationally, are more likely to have a destination which is not sustained when compared to their peers with no SEN. 7% of Devon pupils with SEN did not have a sustained destination compared to 4% of Devon pupils with no SEN. The table below provides a more detailed breakdown of destinations.

**Table 9. Percentage of the KS4 cohorts going to, or remaining in, an education or employment destination**

	Special Educational Needs			No Special Educational Needs		
	Devon	South West	England	Devon	South West	England
<b>Any sustained education or employment</b>	1055	6815	68570	5815	44660	461980
<b>Any sustained education destination</b>	93	90	89	96	96	95
Further education college or other FE provider, e.g. higher education institutions offering qualifications at L4 or below	80	79	80	87	87	87
School sixth form - state funded	61	57	52	52	39	31
Sixth form college	18	19	20	33	42	41
Other education destinations, e.g. independent schools, alternative provision, special schools	x	2	7	2	5	14
<b>Apprenticeships</b>	1	1	1	1	1	1
Intermediate apprenticeships (level 2)	7	6	5	6	6	5
Advanced and Higher apprenticeships (level 3 and above)	7	5	4	5	4	4
<b>Sustained employment destination</b>	-	1	1	1	1	1
Destination not sustained, some participation between Aug and July but not sustained for period Oct to Mar	6	5	4	2	3	3

Data Source: DfE SFR Destinations of KS4 and KS5 pupils: 2017, published October 2018

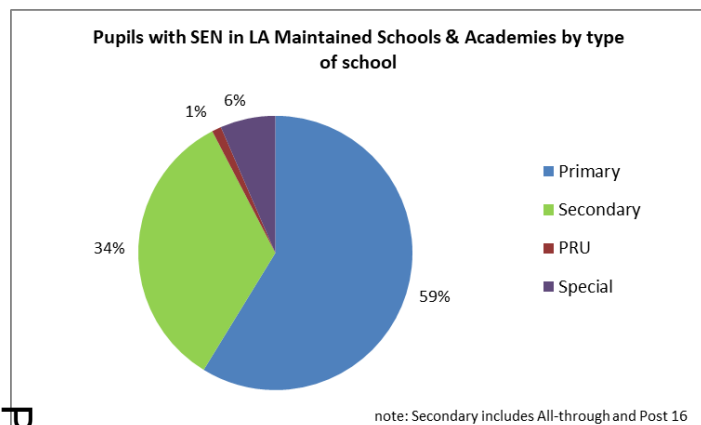
**Key:** x indicates DfE suppression due to low numbers.  
- indicates percentage is less than 0.5% but greater than 0%.

**Note:**

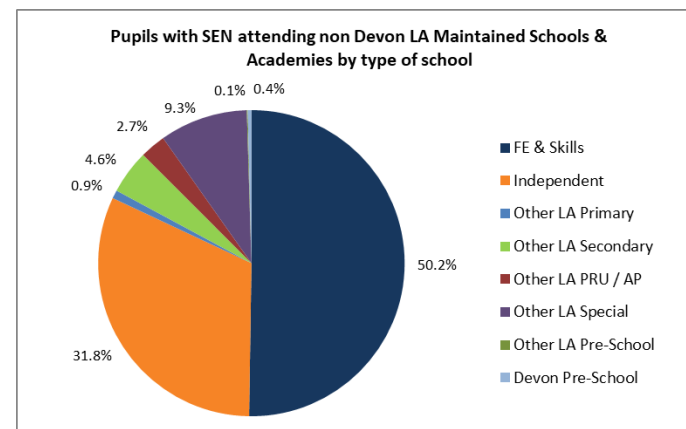
- To count as a 'sustained' destination, the young person has to be participating for 'two terms' or 'six months' the following academic year – the period considered is October to March.
- Individual lines may not add up to totals due to rounding of cohort numbers within the methodology

## Quality of Provision

The graphs below show the percentage of children with any form of SEN attending each category of provision.



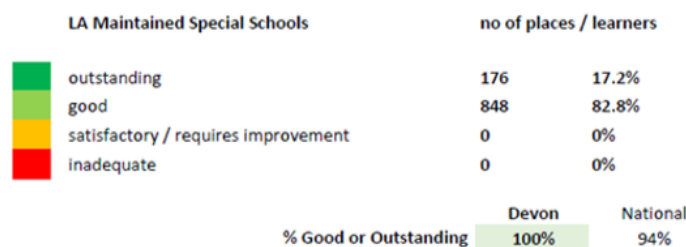
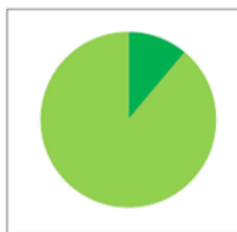
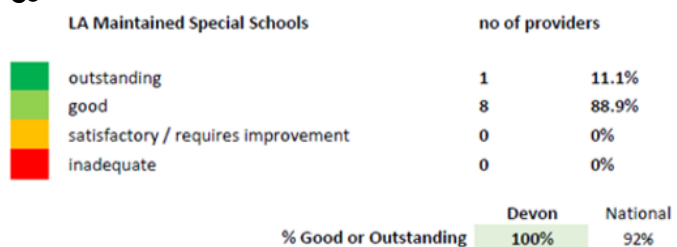
The percentage breakdown in LA Maintained Schools and Academies remains similar to the previous year.



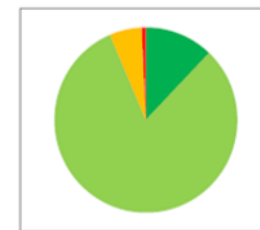
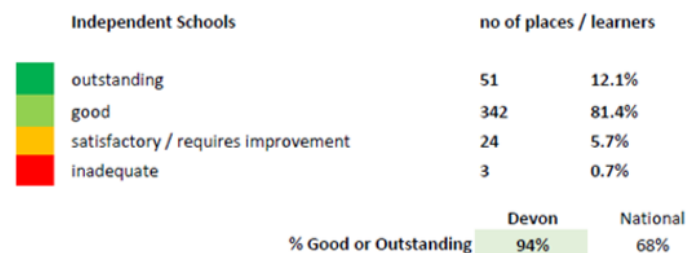
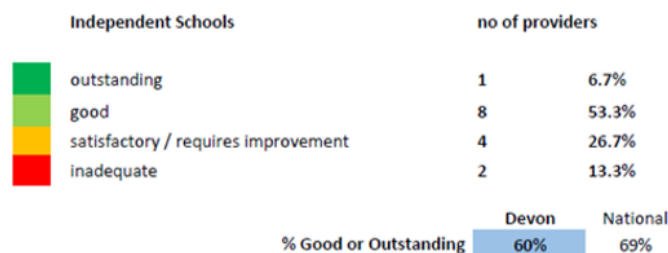
The % attending FE & Skills and Independent Schools are similar to the previous year. Fewer children are attending other LA mainstream schools (5.4% compared to 7.6% previously), whilst the percentage attending other AP has risen (2.7% compared to 0.3% previously).

The charts below show the quality of provision in Devon and of the quality of Devon provision where our pupils attend.

### Special Schools



### Independent Schools - including Other Independent Special schools - (as at 31st Aug 2018)



## **Devon Education and Learning**

### **Education and Learning Performance Report Quarter 3 - 2018/19**

### **Discussion Brief**

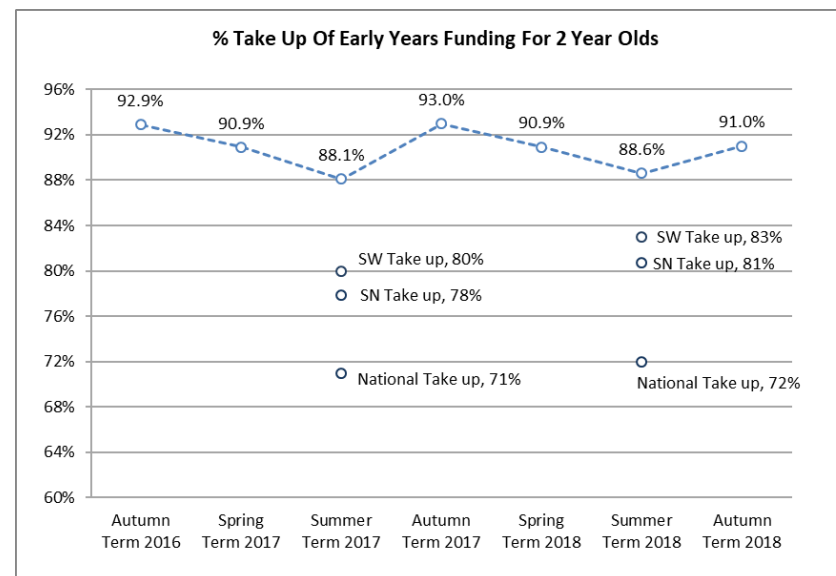
# 1 Closing The Gap Early Years

## Take up of Early Years Funding for 2 year olds

The take up of funding for two year olds has increased in the Autumn Term 2018 to 91%. This is slightly lower than the same period last year (93%). Devon continues to perform significantly better than latest national (72%) and regional (83%) take up rates.

Take up of two year old places is a parental choice. Therefore we would not expect all 2 year olds to be accessing a place, as some parents will prefer to wait until their child is older.

Data sources: Devon take up: Early Years Team, DCC, Feb 2019, national and regional benchmarks DfE LAIT at 12/09/18



Data source: Early Years Team, DCC, February 2019, DfE LAIT 12/09/18

# 1 Closing The Gap Key Stage 4 pupil characteristics results 2017/18

Outcomes for disadvantaged pupils and those on free school meals have seen a decrease this year. This along with lower progress figures for all pupils is a significant concern.

Work is therefore being undertaken to better understand the changes in the context/cohort in order to inform a revised strategy and support programmes that will be available to any school. The areas being looked at include:

- cohort variations (Mobility, SEN, isolated disadvantage, prior attainment, higher percentage of boys)
- understanding the context including locality variations (deprivation scores, funding levels etc.)
- Impact of teacher and support staff reduction to inform teacher training both from LA, Devon Schools Alliance and Teaching schools
- Isolation – are we outward looking, peninsula work
- Recruitment, especially English and Maths
- Developing existing good practice

## Attainment Outcomes – Disadvantaged\* Pupils

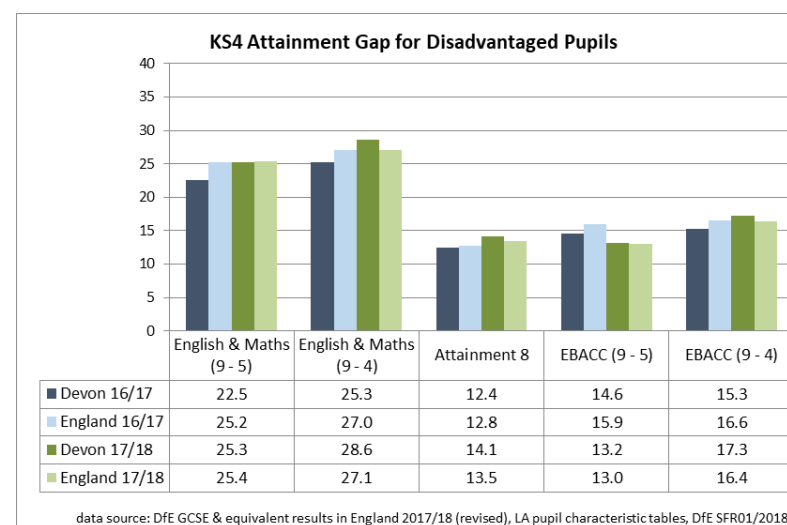
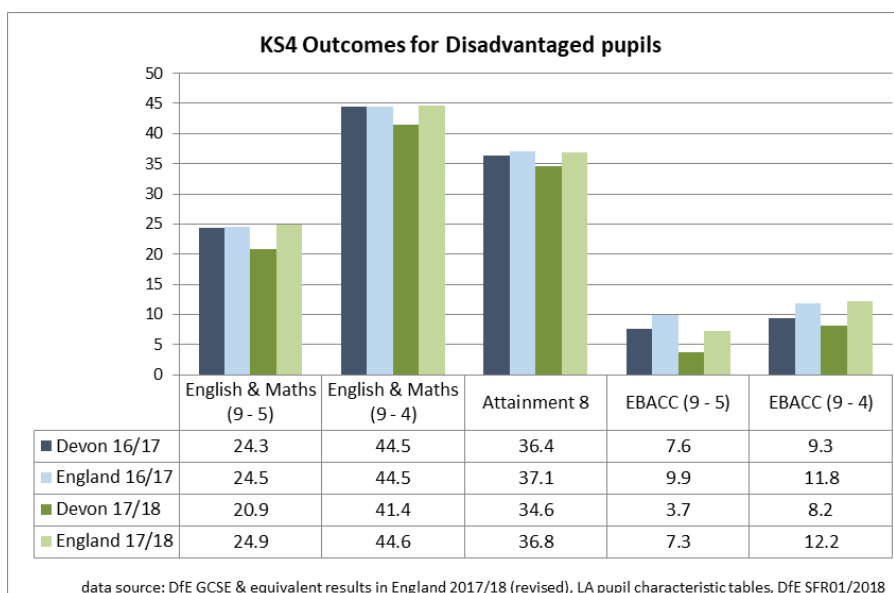
Recently published information indicates that Devon's disadvantaged pupils are not performing as well as last year or as well as nationally. The DfE advise that some caution is needed when comparing Attainment 8 against 2016/17, due to changes in the maximum point scores.

**English Baccalaureate:** A smaller percentage of disadvantaged pupils entered the EBACC compared to nationally (21.6% compared to 26.4% nationally), however Devon's pupils achieved an average point score close to the national figure (2.9 compared to 3.1 nationally).

**Progress 8:** Devon's average Progress 8 score per disadvantaged pupil is -0.69 compared to a national figure of -0.44.

**Attainment gap:** whilst Devon's attainment gap between its disadvantaged pupils and their counterparts has widened in the last year, it is close to the national picture in the English & Maths (9 – 5) and EBACC (9 – 5) measures.

\* those registered as eligible for free school meals at any point in the last six years, children looked after by the LA and children who left care through adoption or via a Special Guardianship or Child Arrangements Order.



# 1 Closing The Gap Key Stage 4 pupil characteristics results 2017/18

## Attainment Outcomes – Free School Meal Pupils

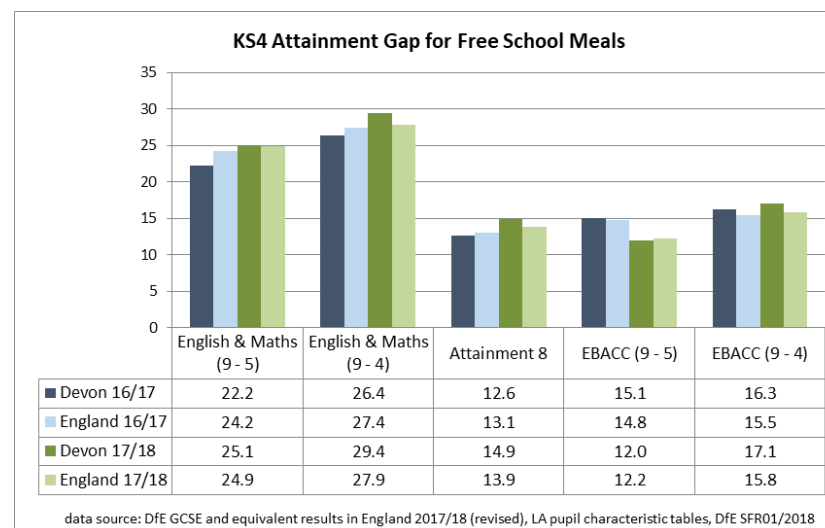
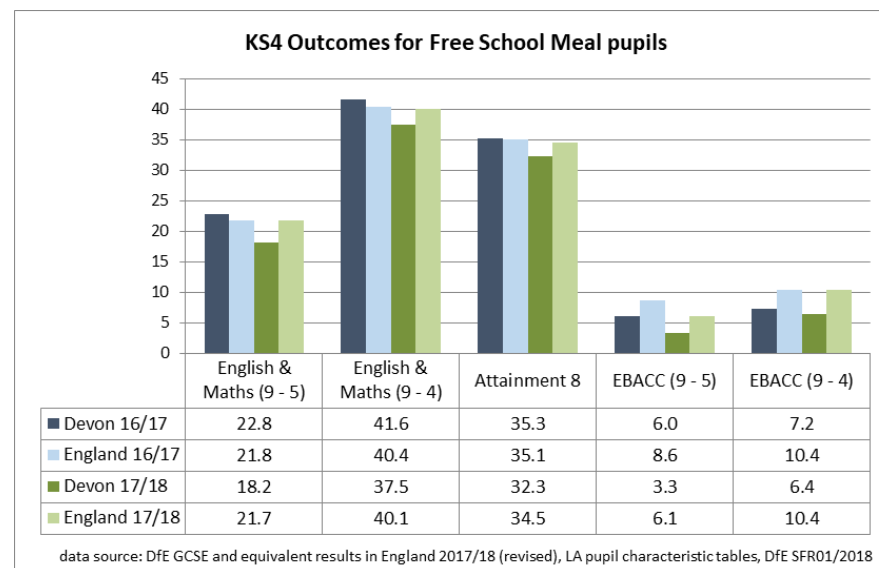
The performance of Devon pupils in receipt of free school meals has fallen slightly in the last year and they are not achieving as well as nationally.

Note: the DfE advise that some caution is needed when comparing Attainment 8 against 2016/17, due to changes in the maximum point scores.

**English Baccalaureate:** Whilst a smaller percentage of free school meal pupils entered the EBACC compared to nationally (20.3% compared to 23.6% nationally), Devon's pupils achieved an average point score close to the national figure (2.7 compared to 2.9 nationally).

**Progress 8:** Devon's average Progress 8 score per free school meal pupil is -0.79 which indicates that Devon pupils are making less progress than average. This is also reflected nationally where the Progress 8 score is -0.53.

**Attainment gap:** the attainment gap between Devon's free school meal pupils and their non-FSM peers has widened in the last year. Devon's attainment gap is close to the national picture in the English and Maths (9 – 5) and EBACC (9 - 5) measures.





## Attainment Outcomes – Special Educational Need Pupils

Devon pupils with Statements/EHCPs continue to perform better than nationally in each of the measures at Key Stage 4. Devon pupils with Statements/EHCPs are in the top performing quartile for the attainment 8 measure. Devon pupils with SEN support did not achieve as well this year.

Note: the DfE advise that some caution is needed when comparing Attainment 8 against 2016/17, due to changes in the maximum point scores.

## English Baccalaureate

A similar percentage of pupils with Statements/EHCPs were entered for all components of the EBACC as nationally (3.5% compared to 3.6% nationally). Devon pupils are performing better than nationally, achieving a better average point score (1.24 compared to 1.04) and achieving better in the EBACC (9 – 5) measure (1.3% compared to 1% nationally).

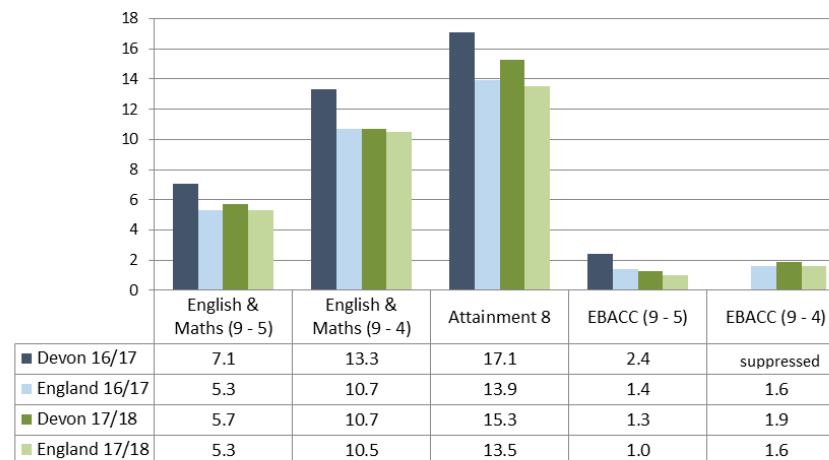
Fewer pupils with SEN Support entered the EBACC in Devon than nationally (13.5% compared to 15.6% nationally). Devon pupils achieved an average point score of 2.52 compared to 2.61 nationally.

## Progress 8

Devon's average Progress 8 score for Statemented/EHCP pupils is -1.09. This is in line with the national average (also -1.09).

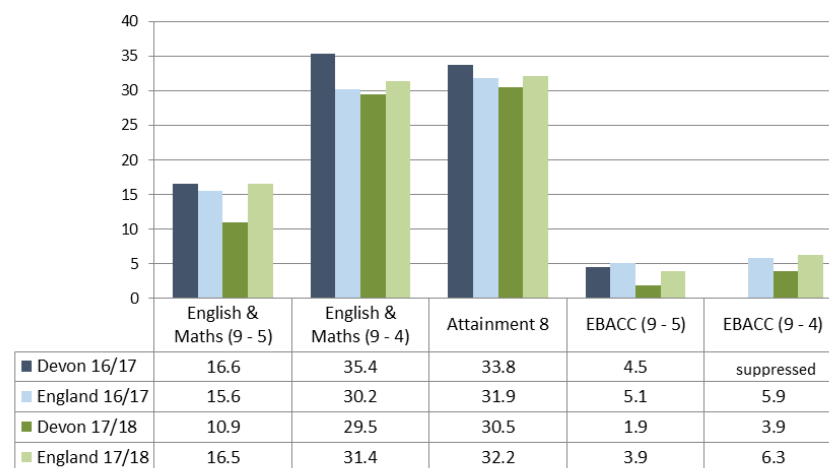
Devon pupils with SEN Support are making better progress than their Statemented/EHCP peers, with an average score of -0.61. This is also reflected nationally where pupils with SEN Support have an average Progress 8 score of -0.43.

KS4 Outcomes for Pupils with Statements / EHCPs



data source: DfE GCSE & equivalent results in England 2017/18 (revised), LA pupil characteristic tables, DfE SFR01/2018

KS4 Outcomes for Pupils with SEN Support



data source: DfE GCSE & equivalent results in England 2017/18 (revised), LA pupil characteristic tables, DfE SFR01/2018

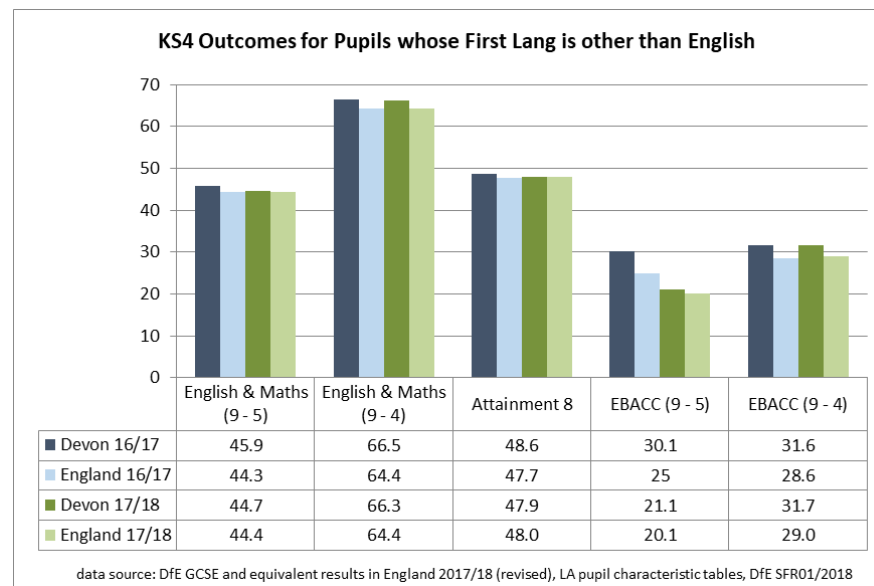
# 1 Closing The Gap Key Stage 4 pupil characteristics results 2017/18

## Attainment Outcomes – First Language Other Than English

Devon pupils whose first language is other than English are performing in line with or better than nationally in each of the performance measures. Devon pupils continue to make better progress than nationally with an average Progress 8 score of 0.80 compared to 0.49 nationally.

As could be expected a significantly higher percentage of pupils whose first language is other than English entered the EBACC than their first language is English counterparts (55.8% compared to 37%). Devon pupils whose first language is other than English perform much better than their peers in each of the EBACC measures. 21.1% achieved the EBACC (9 – 5) measure (compared to 14% for their counterparts), with an average point score of 4.38 (compared to 3.97).

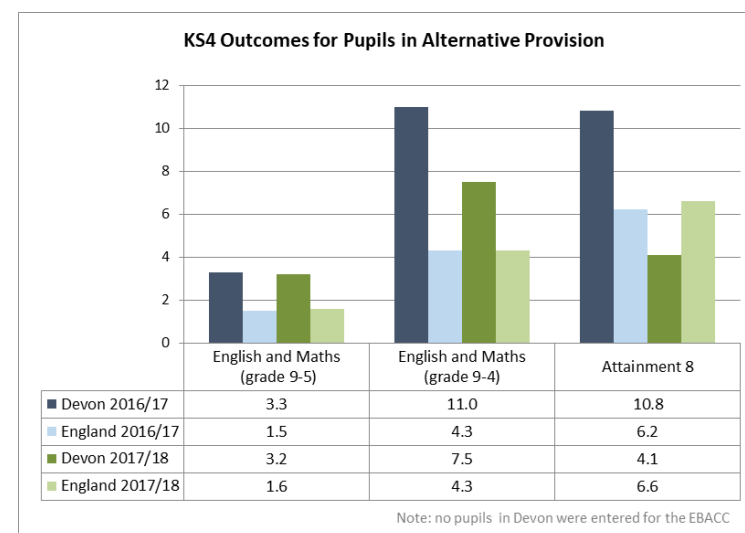
Devon pupils also perform better than their peers in English and maths grades 9 – 5 (44.7% compared to 40.9% for their counterparts) and Attainment 8 (average score of 47.9 compared to 45.7).



## Attainment Outcomes – Pupils in Alternative Provision

Devon pupils in Alternative Provision continue to perform significantly better than nationally in English & maths, in both the strong (9 – 5) and good (9 – 4) pass measures. The progress made by Devon pupils in Alternative Provision continues to be below the universal average, with a progress 8 score of -3.7. This is also reflected nationally where pupils have a progress 8 score of -3.1.

Note: no pupils in Devon were entered for all the EBACC components.



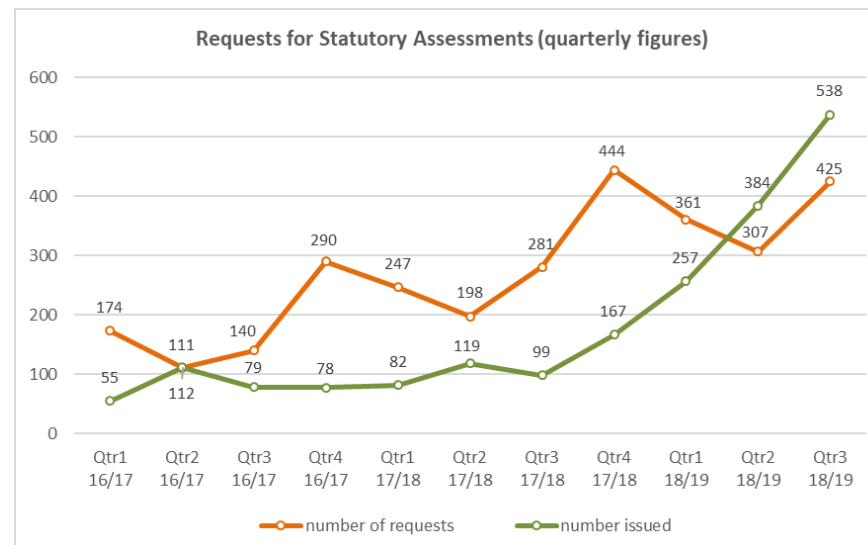
Data source: GCSE and equivalent results in England 2017/18 (revised) and 2016/17 (revised), AP Tables

### Requests for Statutory Assessments

The volume of requests for assessments continues to be high. There have been 1,093 new requests for statutory assessments in the financial year to date, compared to 726 for the same period last year. This represents a 51% increase on the same period last year. Of the new requests in this financial year to date 83% (908) are progressing compared to 90% (655) for the same period last year.

The work rate of issuing plans within the 20 week national timeline still requires significant improvement. The chart opposite shows the number of plans being issued has seen significant improvements and is now at a higher rate than those received. There is still a backlog of work to complete and therefore due to the time it takes to complete an assessment (20 weeks) there will be a delay before the numbers completed within timescales is reflected in that data.

Further information on the timeliness of EHCPs can be found in the SEN section of the scrutiny papers.



Data source: DCC SEN Quarterly Scorecards, 0-25 SEN Team, Oct 2018

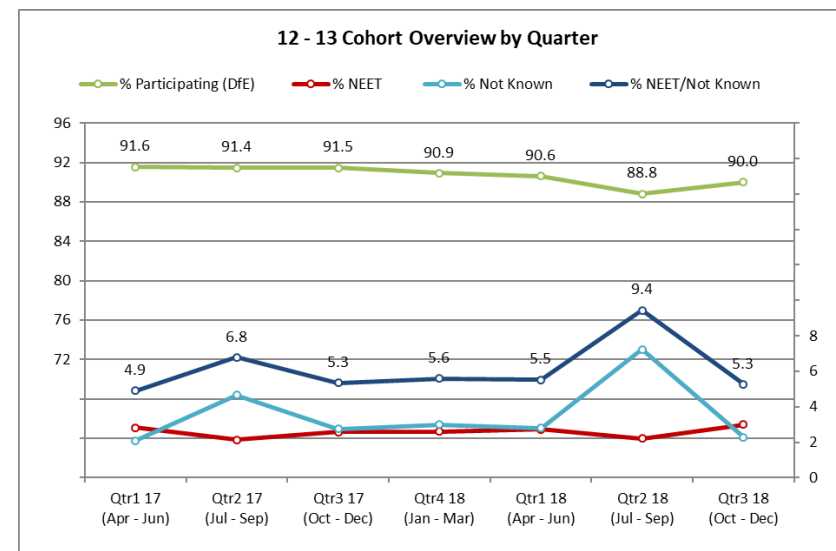
## 2 Inclusion Not in Employment, Education or Training

### Overview (16 and 17 year olds<sup>1</sup>) Dec 2018

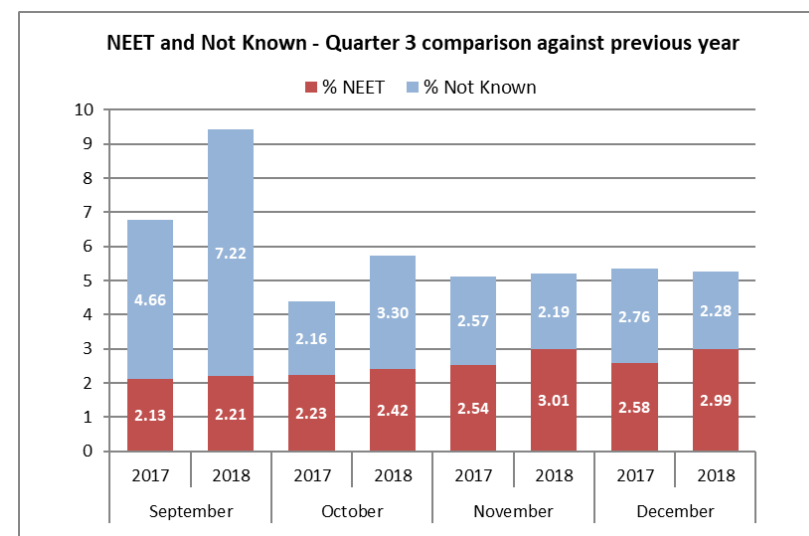
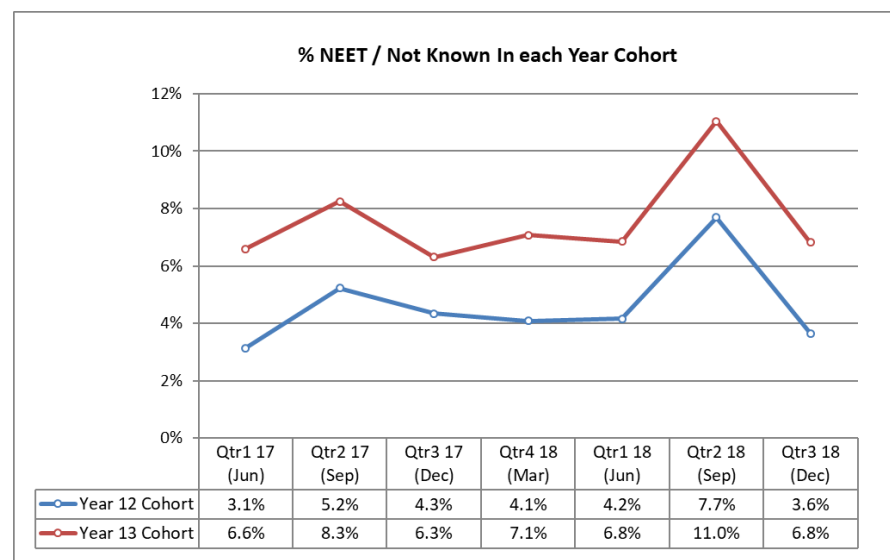
Latest information from Careers South West (Dec 18) indicates that the percentage of young people who are NEET in Devon is slightly higher than the same period last year (3.0% compared to 2.6% in Dec 2017). However, the Not Known rate is lower (2.3% compared to 2.8%). The combined NEET / Not Known measure for the overall cohort is in line with the same period last year (5.3%).

When reviewed by cohorts, Year 12 has the lower NEET / Not Known rate with a rate of 3.6%, lower than the same period last year (4.3%). The NEET/Not Known rate for Year 13 is slightly higher than last year (6.8% compared to 6.3% in Dec 2017).

<sup>1</sup> data for years 12 and 13 are now regarded as targets by the DfE in line with the statutory duty on local authorities to track young people destinations



Note: the peak in the NEET/Not Known rate is due to young people leaving education / training at the end of the academic year and obtaining confirmation of ongoing study/employment.



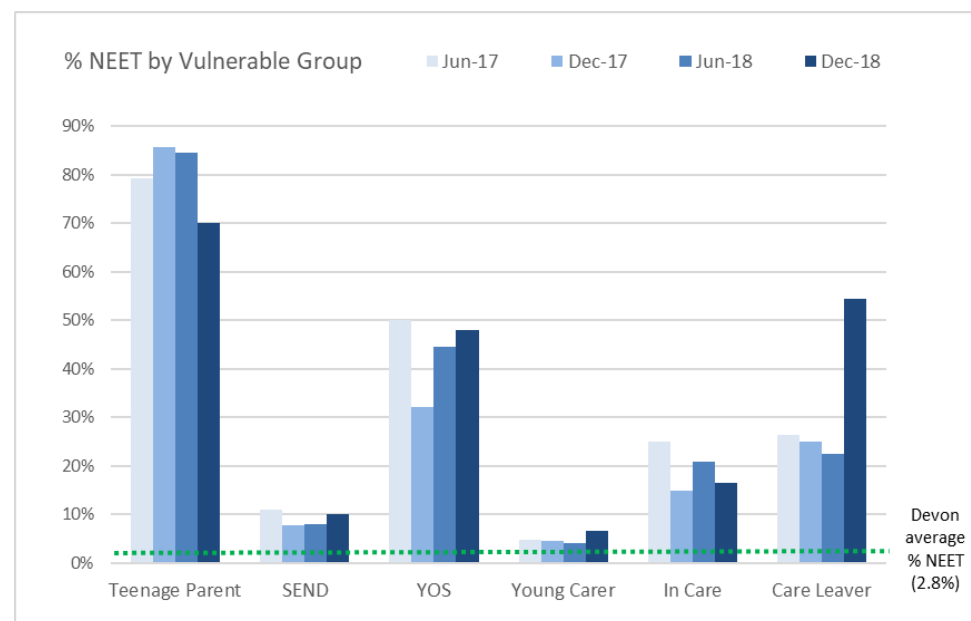
Data Source: CSW Monthly Scorecard Dec 2018 and Dec 2017

## 2 Inclusion Not in Employment, Education or Training

### NEET by Vulnerable Groups (Years 12 and 13)

Young people from vulnerable groups are significantly more likely to be NEET than the overall cohort of young people;

- Whilst teenage parents continue to be the vulnerable group with the highest NEET rate (70% of teenage parents) their cohort numbers are low (26 in June 18 and 20 in Dec 18). Additionally, mothers often want to spend time with their new babies and return to education at a later date. Their NEET rate has improved in the last year.
- Youth Offending (YOS) has seen a slight increase in their NEET rate (48% of young offenders) but they also have consistently low cohorts (27 in June 18 and 25 in Dec 18).
- SEND is the vulnerable group with the largest cohort and has consistently low NEET rates compared to the majority of the other vulnerable groups. The percentage NEET has risen slightly in the last year, with 10% in Dec 18 compared to 8% in Dec 17 (SEND cohort sizes of 779 and 750 respectively).
- Young carers have consistently the lowest NEET rates with substantial sized cohorts. In Dec 18, 6.6% of young carers were NEET (cohort of 122). This is a slight increase on previous years.
- Year 12 and 13 young people in care to Devon. There are currently 161 young people in this category, 38 of which are NEET. 23.6% The Virtual School holds an Education, Employment and Training panel each month. Attendees include Young Devon, CSW, social care and ALAs and the PEPCO for post 16. This group meets to ensure that young people have a route back into employment or training. This includes Focus5, Prince's Trust, work experience and Young Devon courses. The Virtual School also arranges for tuition where necessary for young people who need to re-take maths or English at GCSE. For the current Year 11 the Virtual School is reviewing the most vulnerable young people to ensure that support goes in before the end of the academic year. 38% have an EHCP and 20% attend special schools. In view of this the Virtual School will work closely with the 0-25 SEN team and CSW.



Data Source: CSW Monthly Scorecard Dec 2018 and Dec 2017

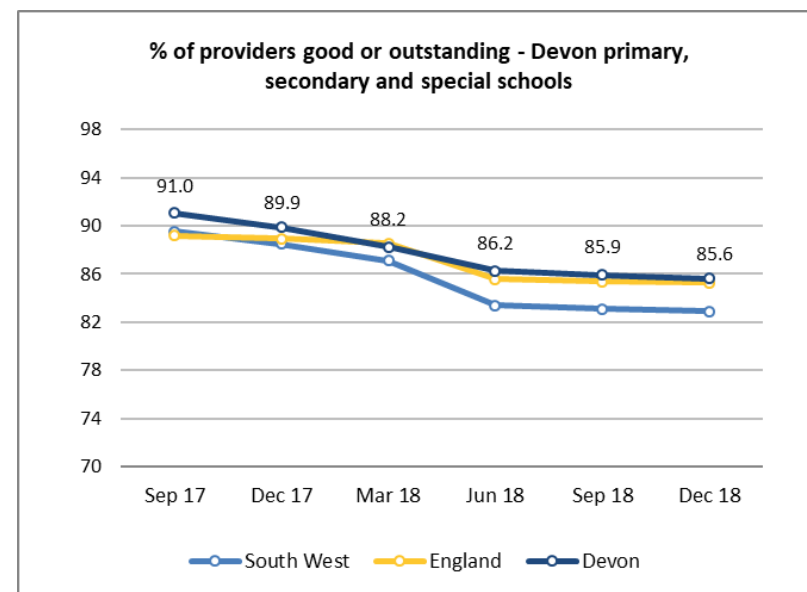
### 3 Quality Ofsted Outcomes

#### Devon Primary, Secondary and Special Schools

The overall percentage of Devon primary, secondary and special schools, judged by Ofsted as good or outstanding, whilst lower than in September by 0.3%, has begun to stabilise reflecting the national trend. Devon continues to perform better than regionally and nationally with 85.6% of Devon schools currently good or outstanding (82.9% regionally, 85.6% nationally).

*Data source: Monthly Management Information: Ofsted's school inspections outcomes, Management Information – Schools – 31<sup>st</sup> Dec 2018.*

86.5% of Devon primary schools have been judged as good or outstanding, which is close to the national average (86.9%). Devon secondary schools are performing slightly better than nationally with 76.2% judged as good or outstanding (compared to 75.2% nationally). 100% of Devon maintained special schools are judged to be good or outstanding.



Data Source: DfE Monthly Management Information: Ofsted School Inspection Outcomes, 31 Dec 2018

#### Devon Early Years Providers

Local information tells us that currently 97.5% of Early Years registered providers are judged good or outstanding. Updated official information is due to be published in March 2019 so performance will be covered in the next report.

### 3 Quality Ofsted Outcomes

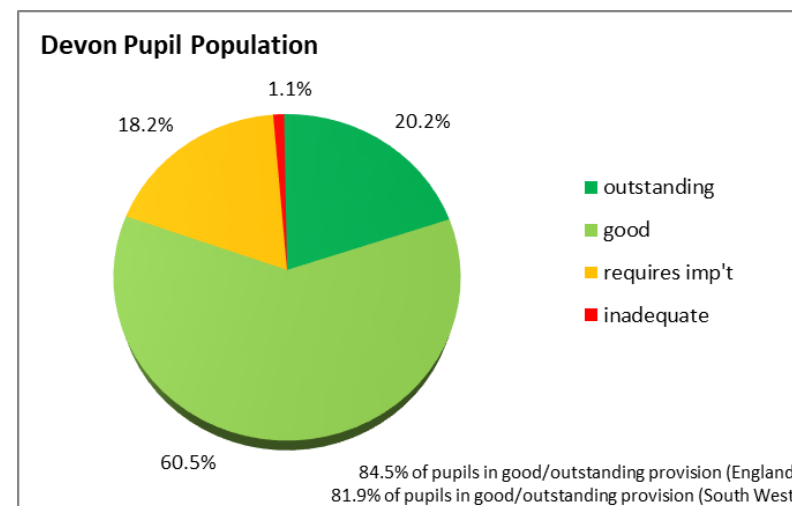
#### Devon Pupils in Primary, Secondary and Special Schools

80.7% (78,278) of Devon pupils<sup>1</sup> are attending schools that have been judged as good or outstanding. This is not as good as the national picture (84.5%) but is close to the regional picture (81.9%). This reflects the fact that some large secondary schools are currently graded as requiring improvement.

77.2% (15,764) of disadvantaged children<sup>2</sup> in Devon are attending good or outstanding schools. These are pupils who are Free School Meal children, children currently in care, adopted from care or service children.

86.3% (2,269) of pupils with statements of special educational needs or education, health and care plans<sup>3</sup> are attending good or outstanding schools.

Note: no national benchmarks are available for disadvantaged children and children with SEN.



Data Source: DfE Monthly Management Information: Ofsted School Inspection Outcomes, 31 Dec 2018

<sup>1</sup> Ofsted MI Report uses Spring 2017 pupil cohorts

<sup>2</sup> Pupil Numbers from DfE Pupil Premium July 2018

<sup>3</sup> Pupil Numbers as at Spring Census 2018





## Self-Assessment and Evaluation and the Ofsted Annual Engagement Meeting

### Report of the Head of Children's Social Care (Deputy Chief Officer)

*Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.*

#### 1. Background to the Report

- 1.1 Children's Services complete a self-assessment each year as a part of the Sector-Led Improvement (SLI) programme put in place by the South West Region ADCS (Association of Directors of Children's Services). This is subject to peer challenge.
- 1.2 Ofsted introduced a new framework for the inspection of local authority children's services (ILACS) in January 2018 that requires children's social care services to produce a self-evaluation of social work practice in advance of the *Annual Conversation* (referred to in the ILACS framework as the annual engagement meeting) with Ofsted.
- 1.3 The annual engagement meeting covers:
  - the content of the self-evaluation – what do leaders know about practice and outcomes, and the evidence that supports this
  - the impact of the self-evaluation – what leaders are doing to address weaknesses in practice and maintain or improve good practice, including evidence demonstrating the effectiveness of their actions
  - actions taken in response to previous inspections
  - the local authority's current financial, political and professional practice context
  - the broader issues that affect delivery of children's social care services, for example schools and early years provision
  - the possible scope of a focused visit
  - the approximate timing of the next self-evaluation and annual engagement meeting.

#### 2. Regional SLI peer challenge

- 2.1 The Regional Peer Challenge event took place on 7 December 2018. Devon was grouped with Bristol and with Wiltshire with each Local Authority challenging the self-assessment of another whilst the third observed and provided feedback. The Devon self-assessment was challenged by colleagues from Bristol whilst we in turn challenged the Wiltshire self-assessment.
- 2.2 The challenge to our self-assessment included identifying three areas of strength and three areas for development. Peers from Bristol identified the following:

# Agenda Item 8

## Strengths

1. Strong strategic vision and sign up leading to huge strategic investment and trusted by corporate centre.
2. Credible, transparent self-assessment. Leadership know themselves.
3. Real pace this year and awareness on sustainability of improvement and aware of areas for further development.

## Areas for development

1. Buy in to sustainable and sufficient provision will take work and time.
2. Disconnect between the verbal self-assessment and presentation and the written.
3. Noted the challenge of rurality and scale – questioned whether we are focussed on holding rather than reducing need.

### **3. Annual Engagement Meeting (Annual Conversation)**

- 3.1 Our meeting took place on 31 January 2019 and at the time of preparing this report the final version of the letter from the Regional Director that reflects back to the local authority the points that Ofsted have noted, together with any next steps, has not been received. Ofsted do not publish this letter.
- 3.2 The meeting was a positive one during which the Regional Director remarked that the children's services leadership team 'know their service well'. Subsequent communication confirms that Ofsted "left with a clear sense of the key milestones in the local authority's improvement journey, the challenges that remain, and plans for future improvement."
- 3.3 During the meeting, local authorities are invited to discussed with Ofsted representatives the potential areas of focus if there were to be a Focused Visit in the following year. We have indicated that we believe a focus on children in need services or services for disabled children would be of most support and benefit to our continuing improvement activity.

### **4. Self-Assessment (Appendix 1)**

- 4.1 The South West Region ADCS Self-Assessment includes a summary of key personnel and key documents together with a brief outline of the local demography and progress against areas for improvement identified in the previous years' assessment. The main focus of the document is a self-assessment of Education, Early Help, and SEND provision, with accompanying data. An assessment of social work services was not included in the most recent self-assessment because the introduction of the Inspection of Local Authority Children's Services (ILACS) framework placed a new requirement on social work services to produce a self-evaluation of social work practice as a standalone document.

### **5. Self-evaluation of social work practice (Appendix 2)**

- 5.1 With the introduction of the ILACS framework, Ofsted will each year ask local authorities to share a self-evaluation of social work practice with them and meet with their regional representatives to discuss it. This part of the framework is

voluntary but plays an important role in their understanding of local authorities and how they work.

- 5.2 The published guidance for the ILACS states “We ask local authorities to share an annual self-evaluation of social work practice with us. This will help us to see whether leaders and managers have a grip on practice and are taking suitable action.”
- 5.3 The guidance indicates that the self-evaluation should draw on existing documentation and activity. It should reflect the local authority’s business as usual so as to avoid additional burden.
- 5.4 Inspectors look at a local authority’s most recent self-evaluation when preparing for the next inspection or focused visit.
- 5.5 The self-evaluation should answer three questions:
  - What do you know about the quality and impact of social work practice in your local authority?
  - How do you know it?
  - What are your plans for the next 12 months to maintain or improve practice?
- 5.6 If a self-evaluation identifies weaknesses in practice and the local authority has credible plans to take clear, appropriate and effective action in response, Ofsted treat this as effective leadership rather than an automatic trigger for an inspection or focused visit.

**Darryl Freeman**

Head of Children’s Social Care (Deputy Chief Officer)

Children’s Services

Electoral Divisions: All

Cabinet Member for Children’s Services and Schools: Councillor James McInnes

## LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS

None

Contact for Enquiries: Darryl Freeman, Head of Children’s Social Care (Deputy Chief Officer)

email: [Darryl.freeman@devon.gov.uk](mailto:Darryl.freeman@devon.gov.uk) Tel: 01392 383000

**Appendix 1: South West Region ADCS Self-Assessment**

**Appendix 2: Devon County Council Self-evaluation of Social Work Practice  
(updated January 2019)**



## SOUTH WEST REGION ADCS CHILDREN'S SERVICES SELF-ASSESSMENT 2018

<b>Local Authority:</b>	<b>Devon County Council</b>
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Self-Assessment Contact name:	Darryl Freeman, Head of Children's Social Care (Deputy Chief Officer)
Telephone:	01392 383000
Email:	<a href="mailto:Darryl.freeman@devon.gov.uk">Darryl.freeman@devon.gov.uk</a>

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## INTRODUCTION

This self-assessment provides an up to date evaluation of the needs of children and families within our area, the effectiveness of current service provision and performance in improving outcomes for children and young people. As part of the South West Region annual programme of sector-led improvement, it also provides an opportunity to receive peer challenge within the region; share good practice; and identify regional priorities and programme of support for the coming year.


The Self-Assessment has been completed by senior officers from within the department, with wide collaboration. The document has had sign off from the Lead Member and Chief Executive.

## PART A: CONTEXTUAL INFORMATION

### 1. Key Personnel

Job Title	Name	Start date in current role
Director of Children's Services (Chief Officer)	Jo Olsson	September 2016
Lead Member	Councillor James MacInnes	March 2014
LSCB stood down October 2018, replaced by Devon Children and Families Partnership	Jo Olsson	July 2017
Chief Executive	Phil Norrey	February 2006
Head of Children's Social Care (Deputy Chief Officer)	Darryl Freeman	December 2017
Head of Education and Learning (Deputy Chief Officer)	Dawn Stabb	September 2016

### 2. Key Documents

Publication of key over-arching documents		
Document	Date	Link to website or document where appropriate
Corporate Plan	June 2014-2020	<a href="#">Better Together</a>
Joint Strategic Needs Assessment	June 2018	<a href="#">JSNA Assessment</a>
Health and Well-being strategy	November 2016	<a href="#">Health and Well-being strategy 2016-2019</a>
LSCB Annual Report	October 2018	 DSCB Annual Report 2018.pdf

DCFP Safeguarding Arrangements	2018	 Devon Safeguarding arrangements FINAL v
SEND Multi Agency Strategic plan	2017-2020	<a href="https://new.devon.gov.uk/supportforschools/services-and-contacts/send">https://new.devon.gov.uk/supportforschools/services-and-contacts/send</a>

### 3. About the Local Area and Services for Children

*Demographic and Service Information: About the local area, demographic information, deprivation, diversity within communities and understanding well individual needs of children and young people (e.g. disability, ethnicity, faith, gender, language, race and sexual orientation) are identified, and key local issues. This is about telling your local story, similar to the initial section in Ofsted reports and evidences how well the LA understands its local community and specific areas/groups of children*

#### Information about this local authority area

##### Children living in this area

- Approximately 144,720<sup>1</sup> children and young people under the age of 18 years live in Devon. This is 18.4% of the total population in the area.
- Approximately 14% of the local authority's children are living in poverty<sup>2</sup>.
- The proportion of children entitled to free school meals<sup>3</sup>.
  - in primary schools is 9.6% (the national average is 13.7%)
  - in secondary schools is 8.8% (the national average is 12.4%).
- Children and young people from minority ethnic groups account for 7.6% of all children living in the area, compared with 32% in the country as a whole<sup>4</sup>.
- The largest minority ethnic groups of children and young people in the school-age population are Mixed and Asian or Asian British.
- The proportion of children and young people with English as an additional language<sup>4</sup>:
  - in primary schools is 4.2% (the national average is 21.2%)
  - in secondary schools is 3.3% (the national average is 16.6%).
- Additional contextual statement: The local authority's coastal areas have a transient population due to seasonal work and this is echoed in the agricultural areas of the county. There are a significant number of children from other authorities who are looked after in Devon.

##### Child protection in this area

- At 31 March 2018, 3,983 children had been identified through assessment as being formally in need of a specialist children's service. This is an increase from 3,816 at 31 March 2017.

■ At 6 September 2018, 2513 children and young people were the subject of a child protection plan. This is an increase from 488 at 31 March 2018.

<sup>1</sup> HM Revenue and Customs (Personal Tax Credits Related Statistics: Child Poverty Statistics), 2014

<sup>2</sup> Performance Tables 8, School pupil characteristics Jan-18 by the Office of National Statistics.

<sup>3</sup> Local Authority Interactive Tool, Sept-18

- At 31 October 2018, 56 children lived in a privately arranged fostering placement. This is a minor decrease from 62 at October 2016.

#### **Children looked after in this area**

- At 6 September 2018, 718 children are being looked after by the LA (a rate of 49.6 per 10,000 children). This is an increase from 694 (48.3 per 10,000 children) at 31 March 2018. Of this number:

- 175 (or 24%) live outside the local authority area

- 68 live in residential children's homes, of whom 21% live out of the authority area

- 9 live in residential special schools, of whom 2% live out of the authority area

- 308 live with foster families, of whom 32% live out of the authority area

- 19 live with parents, of whom 1% live out of the authority area

- 3 children are unaccompanied asylum-seeking children.

- In the last 12 months, there have been:

- 42 adoptions

- 18 children became subjects of special guardianship orders

- 277 children have ceased to be looked after, of whom 7.2% subsequently returned to be looked after

- 33 children and young people have ceased to be looked after and moved on to independent living

- 15 children and young people who ceased to be looked after are now living in houses of multiple occupation during the year 2018-19.







## PART B: SUMMARY

### 1. Review of the last year (October 2017 to October 2018)

#### 1.1 Progress on LA Areas for Improvement from Last Self-Assessment

*What improvements have been made in your key areas for improvement last year? Please reference relevant section in the self-assessment document. You may wish to add a short summary paragraph here of inspection/evaluation/improvement planning or intervention as appropriate.*

Area for Improvement	Outcome	Reference to further information
<b>Early Help</b>	<p>The Early Help Improvement Board has created a robust partnership of providers and services to ensure an improved early help system and much wider understanding of everyone's role in it.</p> <p>Achievement of Troubled Families Payments by Results are on target</p>	<p>Section 5</p> <p><a href="#">Early help website</a></p> <p> Early Help Maturity Matrix .pdf</p> <p> SEN Improvement Plan.pdf</p> <p> Early Help Improvement Board Roadshows Locality meetings Training</p>
<b>Increased consistency in the quality of core social work</b>	<p>The consistency in quality of core social work remains a priority, progress has been made, there is more to do</p>	<p>See separate evaluation of social work practice</p>
<b>Reduction in the number of children entering care as adolescents</b>	<p>The Council has agreed a very significant investment to be supported by partner contributions to enable the development of a full edge of care service. This will allow us to accelerate our progress</p>	<p> Edge of Care and Crisis Care Proposal</p>
<b>Improved timeliness and</b>	<p>Significantly increased numbers have impacted on improvements in respect</p>	<p>Section 4</p>

<b>quality of Education and health Care Plans (EHCPs)</b>	<p>of the timeliness of plans. 1400 new plans have been issued this year, the percentage of these issued within the statutory 20 weeks is very low. The main contributing has been the timeliness of professional advice, (95% late in academic year 17/18) however the use of escalation routes and changed processes reduced this to 25% by Dec 2018. We expect that 95% of new plans will be issued on time by Oct 2019.</p> <p>In spite of this, the number of tribunals has not increased. The SEND improvement board is an example of effective multiagency working. Educational outcomes are above the national average.</p>	<p><a href="#">SEND webpages</a></p> <p><a href="#">SEND Multi-Agency Strategy</a></p> <div data-bbox="1050 315 1110 376" data-label="Image"> </div> <p>SEND Implementation Plan</p> <p><a href="https://new.devon.gov.uk/supportforschools/services-and-contacts/send">https://new.devon.gov.uk/supportforschools/services-and-contacts/send</a></p>
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## 1.2 Regional Areas for Improvement Last Year

*What improvement has been made in your LA against regional priorities?*

Area for Improvement	Outcome	Reference to further information
Tackling and Preventing Neglect	Neglect strategy and toolkit published and disseminated across the partnership	<a href="#">Neglect Strategy</a> <a href="#">Neglect Toolkit</a>
Improving recruitment and retention in the social care workforce	Excellent progress has continued in relation to ASYE and overseas recruitment leading to reduced staffing turnover. Recruitment of experienced social workers remains a significant challenge; we have had to set aside the MOU for agency staffing, once to secure safe staffing in the North Locality and more recently in the South.	<div data-bbox="1086 1205 1147 1265" data-label="Image"> </div> <p>Workforce Profile Dara.docx</p>




## 1.3 Top Three Outcomes We Are Proud Of Achieving This Year

*Please include ways that you think your success can benefit others in the region and learning shared, including innovation.*

Strength or Outcome	Reference to further information
Key investments confirmed by Council <ul style="list-style-type: none"> <li>• Edge of Care Service</li> <li>• Crisis Care provision</li> <li>• Early Help 4 Mental Health</li> </ul>	
Successful re-tendering of Children's Community Health Services and agreement to in-source Public Health Nursing from 1.4.19	
Significantly strengthened multi-agency partnerships, strategic and operational <ul style="list-style-type: none"> <li>• DCS leads the CYP workstream of the STP</li> <li>• Early Adopter for new safeguarding arrangements; DfE resource allocated</li> <li>• SEND Improvement Board</li> <li>• Early Help Improvement Board</li> </ul>	Safeguarding Arrangements   Devon Safeguarding arrangements FINAL \
Foster carers' fees restructure	

## 1.4 Summary of Reviews, Evaluations and Inspections

### a) Ofsted Social Care, School Improvement Inspections, CQC inspections of health services, peer reviews, etc.

Title	Date	Outcome Reference to further information
Focussed Visit – Services for Care Leavers	September 2018	<a href="#">Focussed Visit letter.</a>
Peer Review – Services for Care Leavers	June 2018	
CQC Inspection of Children's Community Health Services, good rating achieved	February 2017	 CQC REPORT.pdf
Peer Review SEND	2017	 Review of SEN Provision 2017 Repo
Deep dive SEND commissioning practice	August 2018	 Final Devon review of placements - Kari

### b) School Inspections

Source: <http://www.ofsted.gov.uk/resources/latest-monthly-management-information-outcomes-of-school-inspections>

	Total number inspected	Outstanding	Good	Requires improvement	Inadequate	% Good or Better
Nursery	2	1	1	-	-	100%
Primary	304	55	210	35	4	87.2%
Secondary	42	6	26	8	2	76.2%
AP academy/ Hospital school	4	-	1	1	2	25%
Special Schools (LA maintained)	10	1	8	1	-	90%
Non-Maintained Special Schools	3	-	2	-	1	66.7%

## 2. Looking Forward To 2019

### 2.1 Top Three Outcomes We Need To Improve

Please provide reference to the chapter/page in the self-assessment which provides further information about current performance, reasons and what you will do to improve.

Area for Improvement	Reference to further information
1. Further strengthen core social work practice (assessments, plans and supervision)	
2. Embedded QA culture	
3. Timeliness of EHCPs	

### 2.2 Top Three Risks For The Future

Risk	Reference to further information
Recruitment against specific skills and capacity shortages <ul style="list-style-type: none"> <li>Experienced social workers</li> <li>Health Visitors</li> <li>Residential staff</li> <li>Education leaders and teachers</li> </ul>	
Sustained improvement within the context of increasing demand and significant budget pressures (DSG/HNB and CiC Placements)	

Further depletion of early help resource/capacity	

### 3. INNOVATION, PILOTS AND GOOD PRACTICE

*This is optional additional information to capture what is being done well, involvement in regional pilots, good and innovative practice. The region may wish to collate some of these so that it can be shared with others*

Title and Description	Start and completion date
Personal health budgets for children in care	May 2017 - March 2019
UASC initiatives	January 2018 – March 2019
Early adopter investment, a new approach to multi-agency practice audit	June 2018 – March 2019

## PART C: CURRENT ILACS SELF-EVALUATION

[see separate document]

## PART D: MOST RECENT OFSTED ANNUAL CONVERSATION LETTER.



2017-11-17 Letter to  
Jo Olsson DCS Devo

Next Annual Conversation scheduled for 30 January 2019

## PART E: CURRENT SELF-ASSESSMENT FOR SERVICE AREAS

### 4. EDUCATION – STRATEGY AND SUPPORT TO SCHOOLS

**Self-assessment    Good**

6.1) There are sufficient school places, with appropriate school place planning,

6.2) There is a high proportion of children attending a school which is good or better.

6.3) The LA promotes high standards in schools in their area. Strategies, support and challenge are effective in raising standards in schools and other providers and the LA has clearly defined its monitoring, challenge, support and intervention roles. There are regular meetings between schools and the School Improvement Service to review performance and provide challenge and support. Evidence of action where appropriate to tackle issues within schools, including the use of formal powers.

6.4) There is evidence of the effectiveness of support for schools (including Governor Services, Education Welfare, Educational Psychology, Safeguarding and other advice and support).

6.5) Available funding, including DSG and pupil premium, are used to effect improvement, including on areas of greatest need.

***Summary and evidence:***

6.1 - 94% of pupils gain their first-choice place and 98.9% gain one of their first three choices this is significantly better than national and regional averages. Devon has the lowest rate of admission appeals in the South West<sup>1</sup>, with only 0.8% of admissions resulting in an appeal being lodged and 0.5% of admissions resulting in an appeal being heard. This is significantly better than the national picture with 4% of admissions resulting in an appeal being lodged and 2.9% of admissions resulting in an appeal being heard.

Early Years sufficiency planning ensures appropriate places are available [Childcare Sufficiency report 2018 –](#)

[SEN strategic review](#) of provision shows clear planning for SEN places. Delivery however is sometimes delayed through the Free school delivery model.

6.2 - 86.2% of children attend schools rated good or better – in line with national figures and better than figures across the South West. This does however reflect a drop from previous years and is the result of some large secondary schools moving from good to RI. The downward trend is of concern and the revised School Improvement Programme is being piloted as part of the Devon Schools Alliance work.

6.3 - EAP – Excellence for All Program - <https://www.babcockldp.co.uk/improving-schools-settings/improving-schools/excellence-for-all-programme-primary>

Defines the current school improvement offer and is available to all schools. The revised version ONE DEVON is being launched this autumn. The Devon Schools Alliance brings together the LA,

our commissioned provider Babcock LDP, the Teaching Schools and the Diocese on a regular basis to work on strategic basis to deliver school improvement across the county. In addition, they review information held across the organisations, identify schools in need or hotspots and co-ordinate support for schools across the county and MAT areas.

Through the contract the LA still employs School Improvement Officers and Advisors, this means we know our schools well and are able to offer timely support. Letters of concern and formal warning notices are used but are rarely necessary.

Champion All Our Children - <http://www.devon.gov.uk/championing-all-our-children-2014.pdf>  
Sets out of current vision of support for all children. This is being revised this year.

#### 6.4 – Effective support for Schools

Through the joint venture with Babcock LDP the Local Authority has been able to sustain effective support for schools across a wide range of areas including governance.

<https://www.babcockldp.co.uk/improving-schools-settings/improving-schools>. This support was recognised in a recent independent review as shown below.

*“Unlike many Local Authorities across the country, Devon Council continues to commission support services such as EPs, EWS, safeguarding in education, EMAS, sensory support services, literacy and numeracy leads and school improvement. Their work is focused on four key priority areas identified by the Local Authority: narrowing the gap, safeguarding, inclusion and governance. The Local Authority Management Board oversees the effectiveness of the support services delivered by Babcock.*

*The Local Authority has introduced a new governance structure of boards and strategic groups, which provides a good opportunity for partners to be fully engaged. They have a strong membership from across the Local Authority, schools, multi academy trusts, teaching schools and support services (Babcock).*

*There are good partnership arrangements of schools (primary and secondary associations, special schools SENient) and SEN networks for school SENCOs. These are appropriate forums to debate local strategic and operational matters .....This means that Devon Council is able to maintain good level of communication with all schools in Devon.”*

Overall, governance in Devon schools is strong, almost all governors of maintained Devon schools have accessed high quality training, support and advice which leads to more effective governance. This training is also available to Academies. Ofsted comments in inspection reports recognise the effectiveness of governance and very rarely does Ofsted comment on weak governance - even when schools are judged RI. Regular governor meeting, online training combined with weekly updates from the Devon Association of Governors ensure regular and accurate updates.

<https://dagdevon.uk/>

An area of concern is the number of children registered as Electively Home Educated (EHE). The number of children who, at some point during the academic year were registered as EHE has more than doubled since 2014 (as shown in the table below). The biggest percentage increase has been seen in KS4 where numbers have risen from 139 in 2014 to 407 in 2018.

Academic Year	Number of registered EHE students	% of total school population
2013/14	750	0.4
2014/15	766	0.4

2015/16	1018	1.1
2016/17	1275	1.4
2017/18	1588	1.6

The most common reason provided for children being Electively Home Educated is Lifestyle/Cultural/Philosophical, however 272 families cited dissatisfaction with the school environment as the reason for becoming EHE and a further 148 families said emotional or behaviour challenges were the cause.

Last year approximately 400 children returned to school following relatively short periods of time as EHE. The Devon Inclusion Project is seeking to identify the underlying causes for this type of move to EHE in order to try and ensure young people are appropriately supported in school.

#### 6.5 Effective use of DSG.

Average funding through the DSG means Devon receives £304 per pupil less than the national average. However, the council works closely with the Schools Funding Group and the Devon Schools Alliance to ensure this is used effectively. Commissioning is outcomes based and focused on 4 specific areas. Safeguarding, narrowing the gap, quality and leadership and inclusion. Each workstream is monitored by senior leaders on spotlight (6 weekly) and quarterly contract reports and meetings. Amendments are made to arrangements as needed. In addition, the partnership board review outcomes on an annual basis. Support linked to SEN is also reported to SEND Improvement Board. Quarterly Education performance reports are also monitored by Children's Scrutiny.

To ensure the effective use Pupil Premium, reviews are offered to schools. These can be undertaken at the request of the LA or traded by schools. The virtual school monitors the use of pupil premium plus payments and this is only released when the PEP has been assessed as good quality.

6.6) The LA fosters an inclusive and aspirational environment, ensuring fair access to opportunity for education and training in schools and other providers that meets the needs of all pupils. This includes appropriate provision for excluded children; children with special educational needs; and children who may have English as an additional language.

6.6) There is evidence of an effective 'narrowing the gap' strategy to improve educational outcomes for vulnerable students.



**Summary and evidence:**

6.6 Championing All Our Children - <http://www.devon.gov.uk/championing-all-our-children-2014.pdf> . Defines the LA vision for all children and this is supported by our Fair Access policy - [https://drive.google.com/file/d/1CBlu7UM\\_pTYJX5Xgaahwk3cZ89Xklka1/view](https://drive.google.com/file/d/1CBlu7UM_pTYJX5Xgaahwk3cZ89Xklka1/view) .

In recent years, Devon has seen an increase the number of permanent exclusions which is being addressed though the school and multi-agency Devon inclusion project, led by the LA. This has included a protocol to prevent exclusion for Children in Care and an agreement based around Early Help to reduce all exclusions. It also involves a pilot between 10 schools to form a localised solution to support a no exclusion policy and an interactive toolkit to support schools. Whilst yet to fully launch; the work completed to date has seen permanent and fixed term exclusion in the academic year 17/18 reduce from the levels seen in 16/17.

A newly formed medical workstream bringing together Public Health Nursing, Education welfare, CCG, Hospital School, CAMHs and Early Help amongst others to secure better ways of providing early intervention, particularly in relation to anxiety-based cases.

The LAs provision for pupils excluded from school is sourced through a Multi Academy AP Trust. The quality of provision in the trust has been a significant cause of concern and has limited the placement of pupils causing increased pressure in the system. The Trust has now been re- brokered to an experienced AP group who currently have outstanding schools.

6.7 Outcomes for disadvantaged children are in line with or just below the national average and there is a significant gap between boys' and girls' attainment and progress. Addressing these issues is part of the narrowing the gap workstream within the Babcock contract and identified as a priority for improvement.

Provisional tables for 2018. The previous years National values are shown in brackets in blue, 2018 provisional figures if available in green.

	All	Boys	Girls	Disadvantaged
Good level of Development	71.8 (70.7)	65.1	79.1	55.2
Phonics	83.8 (81)	79.7	88.1	70.8
KS1 reading (teacher assessed)	74.7 (76)	70.5	79.2	58.1
KS1 Writing (teacher assessed)	69 (68)	62.1	76.4	50.7
KS1 Maths (teacher assessed)	74.6 (75)	74.2	75.1	56.6
KS2 Reading, Writing, Maths	64 (64)	60 (60)	68 (68)	47.2
English (ave Eng and Lit) 5+	60.4 (50.1)			44.81
Maths 5+	48.1 (40.3)			31.68
Progress 8	-0.03 (0.13)			-0.39 (-0.4)
Attainment 8				
A level Ave point score	33.44(31.14)			

## 5. EARLY HELP

*This section is taken from the Early Help Service Transformation Maturity Model - DCLG (November 2016).*

**The Devon Early help maturity matrix has been completed and provides detailed analysis of the service complete with evidence links. A summary of the key points are provided in the sections below**

### Self-assessment Requires Improvement to be good

#### 8.1) The family experience of transformed services

To assess the maturity of the impact of services for a family, we recommend local areas use evidence sources that capture the following:

The extent to which services are integrated around families – and having one person focusing on the family rather than several (one worker).

A recognition from services that individuals are operating in the context of a family and so need to be dealt with as such (one family).

Clarity of focus across all relevant services on what the family needs to change and a common endeavour around families (one plan).

#### **Summary and evidence:**

*Families now experience fewer “touch points” The family knows who their keyworker is and for those families there is a clear family plan.*

- All partners can access the Right for Children (multi-agency electronic case recording system) to share family information and support coordinated activity. The use of the system has significantly increased but is not yet fully embedded with all partners. Overall there are 3,653 current user accounts with an average 122 new user accounts created each month since the start of 2018.
- 93% of cases on Right for Children have a nominated Lead Practitioner. For those families with a Lead Practitioner there is a clear family plan that the family has developed with the Lead Practitioner. The family plan includes goals and milestones - including getting back into work. Children’s Centres and some other providers additionally make good use of the Outcome Star and increased use of worry scales on Right for Children.
- Pinpoint is a web-based community directory for families to identify local support and provision. Some services offer support for families to access the information they need.

#### 8.2) Leadership

To assess the maturity of the leadership strand, we recommend that local areas provide evidence of:

a clear focus on services that best meet local need

a visible commitment from leaders across partners to outcome-focussed, whole family working, which may include collaborative commissioning processes and shared or pooled budget arrangements

an understanding of demand management, using evidence and analysis to anticipate and manage future demand locally

an appreciation of links to wider local and national transformation programmes, including adult social care and health integration and reform of children's services

**Summary and evidence:**

Overall governance for the children and families' agenda is provided by the Devon Children and Families Partnership (DCFP) Executive (successor to the now stood down LSCB). The DCFP Executive is made up of senior leaders from core partners. Specific Early Help governance arrangements are in place through the Early Help Improvement Board. This sub group of the DCFP has a broad strategic membership with members from across all partnerships including community groups. Its senior officers are committed to leading Early Help transformation. In order to drive forward improvement in certain areas, subgroups have been set up to specifically look at Data, Inclusion in schools and Multi Agency Quality Assurance.

In addition, the Children and Families Partnership Commissioning Group provides the leadership for Devon's joint commissioning strategy and delivery of commissioning intentions. There is a strong track record of focusing on outcomes through our commissioning processes; with some good examples of co-production and engagement with children, young people, families and providers. The STP transformation programmes have determined, from needs analysis and engagement, phase one priorities of communication, emotional health and wellbeing and asthma. The focus in these areas is to strengthen delivery at a system level and to shape future service design and commissioning intentions. The Commissioning Group of the DCFP evaluate the STP footprint and the 3 LA boundaries asking the "do it once or do it three times?" question for areas of strategic change.

There is a better understanding of the Early Help system, and breadth and knowledge is growing. Links with the Safer Devon Partnership have been further strengthened, for example community risk plans are jointly constructed.

Joint strategic needs assessments are used routinely to evidence the needs of the population, including thematic needs assessments which allow a 'deep dive' in to particular areas of need to better inform commissioning of services.

The 'Early Help for Families in Devon: Outcomes Framework' sets out how families who need support will be identified, and what a good result or positive outcomes for families looks like. The outcomes framework is framed around six themes: crime and anti-social behaviour, education and attainment, specific support need, work and finance, being safe, and physical and mental health. A performance book at county, and local level supports this work.

Locality Partnerships provide governance at a local management level. The relationship between the Early Help Improvement Board and the Locality Partnerships is developing well and there are many good examples of partnership working at a local level. Attendance at partnership meetings is good. Practitioners are committed to working together to achieve a common purpose; however, whilst developed, this is not yet embedded across all agencies. The in-sourcing of Public health Nursing is an opportunity to further strengthen leadership and ownership of early help across the health economy.

Work is ongoing to embed consistent language to describe Devon's Early Help Offer and the use of Right for Children and associated systems, tools, outcomes and processes. One Minute Guides to

Early Help, Outcome Plans and Right for Children have been produced to support practitioners with basic information and signposting. Joint working with adults and newly appointed DCFP partnership managers have supported this work.

### 8.3) Strategy

To assess the maturity of the strategy strand we recommend that there is evidence of clear strategic commitments by all local partners to:

- deliver integrated family-focussed, outcome-based services
- commission services based on sound evidence of what works, working collaboratively with partners and service users on service design and delivery
- prioritise and commission services that manage future demand using data to measure and forecast demand on services
- use cost benefit analysis to understand the effectiveness of local services and act on the results

#### ***Summary and evidence:***

A whole family approach is evident in Devon's Early Help Offer and the commissioning of some services provided by local partners. Strengthening the Early Help system is a priority for the Devon Children and Families Partnership, and strategies relating to children and families align with the partnership's broader strategic delivery Plan. They also run as the golden thread through the local areas approach to improving outcomes for children and families.

Key partners have a commitment to integrated, whole family working and a recognition of an outcome focused approach to family working is evident but not yet consistent across services. The Troubled Families Programme and principles are included in Devon's overarching Early Help Programme, rather than a stand-alone programme.

There are good examples of joint commissioning focused on outcomes, and there is a broad spectrum of contracted and local plans in place for services to deliver Early Help, assess needs of children and young people and engage families with programmes of support. However, a strategy has not yet been described for wider system level commissioning to ensure that all partner organisations deliver coherent joined up services for children, young people and families. This is emergent in the STP children's mandate and will be resolved by the development of the Devon Children and Families Partnership Plan (publication April 2019).

The Early Help performance book has been developed which aims to evidence the impact of Early Help at a strategic, local and organisational level. Work has been commissioned to make all the performance data available via Power BI reports. This will mean that organisations and locality teams have access to their own geographical data to ensure local issues are spotted and addressed through locality plans. This strategy will also provide additional evidence of how partners are implementing the new Working Together 2018 guidance.

#### 8.4) Culture

To assess the maturity of the culture strand local areas should look for evidence that:

the principles that underpin meaningful system and cultural change are communicated clearly across partners and to the community in a way that is accessible and meaningful

staff are taking personal responsibility and ownership to ensure they work across boundaries to support families effectively

##### ***Summary and evidence:***

There is a shared vision and ambition from DCFP Executive, and from services working with children and families in relation to strengthening the Early Help system. Whilst this is communicated to staff, and across local organisations, this is yet to be seen consistently in practice and is not yet fully embedded.

There is a strong commitment to embed a strengths-based approach across the partnership. This has begun to roll out widely, but further work is needed to embed this as common practice.

Culturally there is still a lack of confidence in managing higher levels of risk within the Early Help system. However, there is an improved understanding of roles and responsibilities in some agencies and more generally there is much less resistance to change across agencies, who are very well motivated to improve outcomes for families.

Communication about Early Help has improved and publications including Early Help leaflets and newsletters along with multi-agency roadshows and website improvements have helped ensure better awareness of expectations and direction of travel. A newsletter has also been introduced.

Innovation and collaboration is encouraged and there is growing resilience to change. There are some real champions and examples of good practice in schools and across different services which need to be communicated more regularly. The subscription rates for the new newsletter for services and agencies are encouraging with 142 signing up in the first couple of weeks.

### 8.5) Workforce Development

To assess the maturity of the workforce development strand areas should look for evidence that frontline staff have:

- a clear understanding of the principles of family working (family intervention factors) – a focus on a whole family assessment and family plan and an understanding of the impact of their work

- access to the right training at the right time

- the ability to use sound evidence-based, outcome-focussed practice and learning from their own experience as well as from peers

#### ***Summary and evidence:***

Evidence based practice is emerging and there is shared training between professionals, the emerging approach to quality assurance in early help will enable us to better evidence the impact of training and development and the effect it has on performance across the county. It is important to note that our rate of referral into statutory social work, while increased, continues to be lower than the national and statistical neighbour rates which suggests that early help is successfully preventing escalations into statutory services

The DCFP Executive has identified a need to focus on workforce development and is committed to developing opportunities that include the voluntary and community sector. Training themes identified by the Locality Partnerships are based on local needs and determined by each area. Practitioner forums with representation from many agencies are in place in each of the local areas (North, Exeter, East/Mid, South/West) for those working directly with families. They provide opportunities to share knowledge, best practice and learning. The impact of the joint training programmes particularly evident through our Domestic Violence (as part of operation Encompass) and Prevent training.

Multi-agency work teams are developing improved Early Help practice in schools to support a reduction in exclusions and poor school attendance. Almost all schools have engaged in Early Help for Mental Health training. Many staff across children's community services are trained in the THRIVE approach to support emotional development and wellbeing of children. Inappropriate referral rates to MASH have decreased across all agencies but especially schools. The threshold tool is currently being updated.

Multi-agency training encompasses information about Early Help. Dates/venues are advertised on the website for multi-agency practitioners. VOYC deliver approved safeguarding training to the voluntary and community sector which also encompasses Early Help. Over 500 partner representatives attended the Early Help Roadshows held this autumn.

Job Centre Plus delivered Welfare Reform upskilling events to key workers across Devon. Presentations have been delivered to children's centres and private child minders, the purpose of which is to increase knowledge of how to support and signpost families. Job shadows have been undertaken by staff across services.

Devon is a partner in the South West Reducing Parental Conflict Contract programme.

## 8.6) Delivery Structures and processes

To assess the maturity of the delivery structures and processes strand, areas should look for evidence of:

- a clear commitment by partners to deliver integrated working structures with sound evidence based practice in place

- shared ambitions for outcomes for families, using the local Troubled Families Outcome Plan

- delivery structures that enable staff from different disciplines to work together to shared priorities and outcomes

- high-quality whole family assessments in a shared format across partners

- agreed data sharing protocols supported at strategic and operational level

- shared data systems enabling identification and prioritisation of families needing help, monitoring of family progress and outcomes and cost benefit analysis of interventions

### ***Summary and evidence:***

Professionals from different disciplines/organisations work together to achieve specific goals for complex families. There is evidence of shared commitment to analyse need/ deliver an integrated response and measure impact and early work to develop systems to support this.

There is evidence of shared commitment to analyse need, deliver an integrated response, measure impact and to further develop systems to support Early Help. Work to deliver services through shared data and case management systems from lead core partners is developing well. Right for Children, our system which holds family information and supports coordinated activity, is operational and can be accessed by a wide range of practitioners from different organisations. The system supports effective data sharing between professionals. Recent improvements will allow partners to drill down in to their organisational data and review hotspots by post code or district.

Devon's Early Help Assessment provides a single agreed tool to complete high quality, whole family assessments, electronically enabled by the Right for Children system. Enhancements to this system will shortly provide improved reporting and monitoring features that can be accessed through a BI interface.

Working Practice Agreements support effective data sharing. There is a clear understanding and confidence of information sharing between professionals, resulting in fewer agencies raising issues (GDPR temporarily slowed progress in this respect).

Locality Partnerships provide a multi-agency structure to coordinate approaches, these are aimed at managers to share best practice and improve service practice. Practitioner forums are in place and led by locality officers for those working directly with families. These enable practitioners to discuss any issues or obtain support and advice on cases.

Locality Early Help Hubs in four locality areas, support a centrally retained MASH and improved access to Early Help. Development in this area is still needed to further improve access to Early Help and reduce inappropriate contact with the MASH. This would provide a more efficient and cost-effective service whilst improving outcomes for children, young people and their families

***Summary and evidence:***

Overall Devon's Early Help Maturity Matrix has moved to Developing with some level of Maturing in all elements. Areas for improvement are covered in the Early Help Improvement Plan and the Troubled Families Recovery Plan, which is monitored by the multi-agency Early Help Improvement Board. Progress is monitored with the Early Help Performance Workbook, which is being developed further.



## 7. SEND

### Self-assessment Requires Improvement to be good

The Local Area can demonstrate its compliance with the Children and Families Act through its JSNA, SEND SEF and SEND strategy, which together evidence that:

18.1) The special educational needs / disabilities of children, young people and young adults aged 0-25 are identified and assessed early and efficiently, in partnership with families, health and social care

18.2) Co-production with parents, children, young people and young adults is embedded in all planning, review and improvement processes related to SEND outcomes and that

18.3) Agreed outcomes address individual needs in preparing for adulthood, promoting life skills and opportunities to enable independence, further training and employment

#### **Summary and evidence:**

The SEND Improvement Plan and Strategy (2017 to 2020) was created in full collaboration and consultation with parents/carers and young people and includes family performance indicators which were created by families linked to their vision.

<https://new.devon.gov.uk/supportforschools/services-and-contacts/send>. The strategy covers priorities for Education, Health and Care and includes links to advice and a graduated response toolkit for use by schools.

Partnership working is well established via the SEND Improvement Board and this includes representatives from parent and carer groups sitting on the board and on the workstreams. Local SENCO forums and the SENTIENT TRUST ensure good collaboration with schools. SEN Advisors support work in school and monitor the implementation of the principles of the SEND code of practice. Their work includes visits to follow on any complaints made by parents about a failure to meet the requirements in the EHCP plan etc.

Co-production is an integral part of the SEND strategy and clearly evident in strategic leadership however at individual level for children with EHCPs there is still some inconsistency. Parents report a clear improvement and commitment to a partnership approach to the SEND Board. Devon's early response to the 2014 reforms was too low-key; progress significantly accelerated from 2016, with interruption to progress on ASC through the re-procurement of children's community health services in 2018. This has left a powerful legacy of parental (and to some extent professional) dissatisfaction

There is some good evidence of early and efficient identification of SEN for example;

- in schools, through use of the graduated response, the number of pupils receiving SEN support has risen
- in 0-5, where multi agency assessment and partnership working is clearly working to support children with complex needs
- for children with sensory needs where work with parents has been undertaken to improve and align services.

There are however still some areas of need, for example ASC, when although identification can be timely, there are delays in the assessment processes. The DEAP project in Devon has ensured a level of awareness in schools about ASC and we have seen increased identification of these

children. However, the ASC pathway in particular has been adversely affected by the re-procurement of children's community health services.

There has been exponential growth in the number of requests for statutory assessment. 1161 EHCPs were issued between Jan 2018 and Nov 2018 (compared to 263 in 2015). The statutory 20 week timeframe was not met in the majority of cases. The timeliness of EHCP assessments therefore requires significant improvement. Additional staffing within the Local Authority and other services has been allocated and an action plan is in place to deliver this across all agencies.

Escalation processes to address the timeliness of professional advice resulted in a significant improvement in response times. (In 17/18, 95% of professional advice was late; by December 2018 this reduced to 25%, with only 12 outstanding late pieces of EP advice in Jan 2019.)

Clear targets and milestones for timeliness have been set, predicated upon:

- the team issuing 35 plans per week. This is based on our current delivery rate and analysis of capacity within the team. There is confidence that we will maintain this figure.
- since September 2018, on average 17 assessments per week have been accepted to proceed to full assessment.

All overdue assessments in the system (existing and those generated over the coming months due to the current delays) will be cleared by Oct 2019. Over that period, the balance between those issued on time and late will obviously improve as the number of overdue plans reduces week on week.

Date	Target % meeting statutory timescales	Total plans issued	Plans issued on time per week
Dec-18 to Mar-19	30%	490	10
Apr-19 to Jul-19	45%	595	16
Aug-19 to Nov-19	80%	630	28





A multi-agency team conducts a bi-monthly deep dive into SEND cases, these in-depth audits provide a window into the system to facilitate wide systemic learning and development. The number of cases is small but there is demonstrable evidence of improving quality standards. Weekly moderation is in place which identifies and tracks quality across all parts of the system with feedback to operational leads. We intend to strengthen our scrutiny of the impact of actions agreed from moderation and deep dives.

Educational outcomes for children with SEND have been consistently above the national average in all age ranges. Outcomes that demonstrate preparation for adulthood are evident in some EHCPs but there are inconsistencies. There has been considerable work done with local FE Colleges to improve the provision and opportunities for 16-25 learners with EHCPs (growth in numbers from 350 to 543 in last two academic years). While the provision has been developed to meet needs there is still further work to do ensure the outcomes for young people prepare them sufficiently for adulthood.

A detailed multi-agency improvement plan outlines the key actions being taken. A “Back to Basics” review is planned for January to clearly measure the impact of the work and projects to date and identify key areas of improvement moving forward.

## PART F: PERFORMANCE INFORMATION

Attach three performance scorecards.

1. Children's services – this should be presented using the Chat Tool for your most recent Annex A report.	 2018 ChAT (ILACS v3.2).xlsb
2. SEND – attached your local authority scorecard.	 SEN Scorecard  2017-18 SEN annual report part A and B FI
3. Educational outcomes for vulnerable children – attach your local authority scorecard.	 CSLT Performan Framework

## PART G: REQUEST FOR REGIONAL OR PARTNER IN PRACTICE SUPPORT

*Include here any request for support from within the region or the partner in practice programme.*

*Please describe the focus, scale and expected outcomes of the requested support.*

*Please indicate if the request has been ongoing or is awaiting confirmation.*

A request for support from the Partners in Practice programme has been made and has been recently discussed with local representatives of the DfE.

The four areas identified for additional support are:

**Disabled Children's Service** – consideration of the process of assessment and resource allocation, together with how finance-only cases are monitored and reviewed.

**Quality Assurance Framework** – further development of the framework to focus more on the qualitative experiences of children and understanding what is making a positive difference in order to inform the development and improvement of services.

**Early Help** – accelerate deeper integration, to further strengthen multi-agency partnership, increased uptake of the early help assessment, and a fully consistent application of thresholds across the partnership.

**Care Leavers** – build on the improvements made in the past 18 months to further develop the service in line with current best practice.

## FINAL WORDS

Ofsted Annual Conversation November 2017

“...you recognise that to achieve your clear ambition to ensure that children in Devon receive a consistently good or better service, a wholesale cultural change is needed. You noted a positive shift in organisational culture that has accelerated due to increased stability within the senior leadership team. You anticipate that this will continue and you have recently appointed a permanent Assistant Director of Children’s Services who is due to take up the post in December 2018. However, you identify that this positive cultural change is recent and does not yet result in consistently good frontline practice throughout the county”

One year on, the ambition remains the same and good progress has been made. The recent acceleration in improvement is recognised in the Focused Visit letter October 2018.

“Following a period of changes to the organisational structure and senior management turnover, the local authority has recently made purposeful and well targeted progress in improving services for its care leavers. Corporate parenting is now a key strength in Devon and leaders have also ensured that this has been embraced by partner agencies. Senior leaders have good awareness of the key strengths and weaknesses in the service”

We anticipate more challenging feedback in our SEND inspection letter, which of course is an area, not a Local Authority, inspection. Our starting point in SEND in 2016 was very weak and there is still much for us to do, as a Local Authority and as a partnership. We are confident that the plans we have in place will continue the accelerated improvement we started in 2016.

Consistently good frontline practice throughout the county? Not yet.

Ofsted Annual Conversation November 2017

“You have identified that this (case management) system does not create the conditions for good practice to flourish and the council has commissioned a new electronic recording system which will go live in January 2018. You anticipate that this will be fully functional within six months”

For six months, January to June 2018, we moved resource in order to accelerate progress on the implementation of the CMS, a purposeful and calculated strategic risk management strategy. In that period, we relied on local systems to monitor and report on a narrow range of key performance measures. Not surprisingly this period saw a drop in our performance against some key performance indicators. The drop will not be entirely recovered by year end.

One year on, the implementation date has been put back to January 2019 and we anticipate being fully functional within 6 months! Meanwhile, “Senior leaders have invested in an interactive and user-friendly performance information tool that can be accessed by all practitioners in order to scrutinise performance across the service” (Focused Visit letter, October 2018).

Devon has a history of good performance in almost all aspects of education. However, the current educational landscape, along with national changes to funding, has reduced the levers for change the LA can utilise to bring about improvement. Whilst still working in close partnership with

schools and regional colleagues, there is a growing concern that standards in attainment and Ofsted outcomes will not be sustained.

Devon has very strong and sustained performance in adoption. In recognition, Devon is hosting the Regional Adoption Agency for four peninsula local authorities (Somerset, Devon, Plymouth and Torbay). The RAA went live at the beginning of October 2018. The fostering service has successfully undertaken a very challenging restructure of foster carer fees this year, evidence of its significantly increased confidence and competence.

Last year we identified two areas that required significant improvement to be good, early help and quality assurance. Both have been the focus of determined and tenacious management action at all levels and across the partnership, resulting in strong progress. We were delighted to get some DfE Early Adopters resource which we are using to work with Research in Practice to further develop authentic, systemic multi-agency learning that will sustain. We think this will give us something that is genuinely innovative.

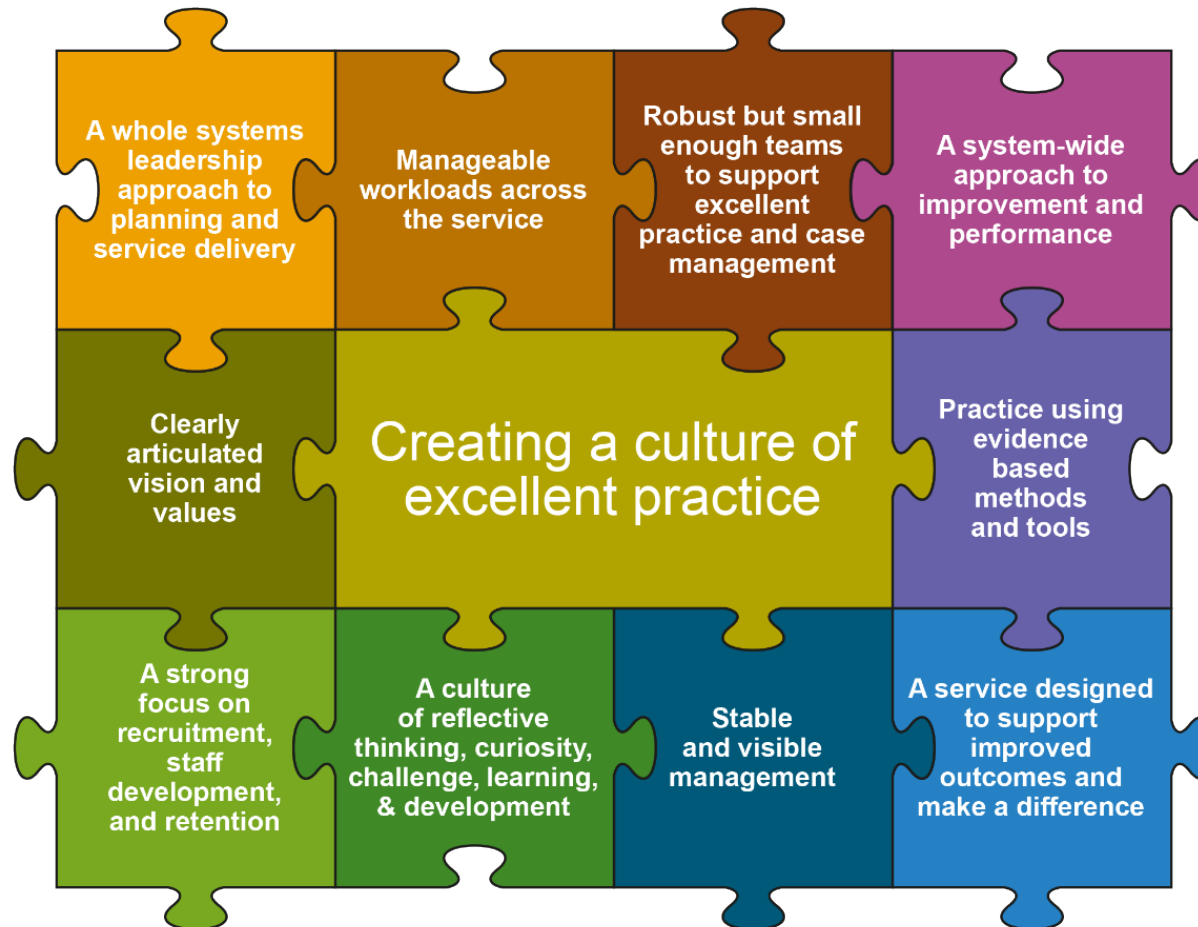
Last year partnership and commissioning were both self-assessed as RI because whole system thinking, culture and practice was under-developed. As a consequence, those things that are dependent upon strong partnership and whole system practice were inevitably also RI. Again, determined and tenacious action by leaders across the system has achieved step change. The recent joint commissioning of children's community health services was described as 'ground-breaking', the Devon STP is nationally recognised as one of the national system leaders, with strong leadership of the children and young people's agenda and Devon is a recognised early adopter of the Wood reforms. We have published our Safeguarding Arrangements and are thereby fully compliant with Working Together 2018.

We self-assessed leadership and governance as good last year; these have continued to be strengths and we have secured further investment in the third and fourth tier infrastructure. In the coming year a focus for the DCS and lead member is the relationship between services and the parents of children with SEND.

Devon continues to be very proud of all staff and managers in Children's Services and in all the support services that have contributed to the excellent progress that has been made.

# SELF-EVALUATION OF SOCIAL WORK PRACTICE

November 2018 (updated January 2019)



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## FOREWORD

Devon County Council children's services were most recently inspected by Ofsted in February 2015 and were judged then as requiring improvement to be good overall (adoption was good, care leavers and the LSCB inadequate). Previously, in 2013, the authority had been judged to be inadequate.

The service has changed and improved since 2015 and, as always, this has not been linear; the pace of change inevitably moves through the gears with planned changes to structure and leadership. Political and executive leadership is very stable, the Locality Leaders have been in place for 18 months and the Deputy Chief Officer (Head of Service) for a year; as a consequence, improvement is being driven at pace.

Leaders are demonstrating a determination to improve outcomes for children and this has been supported by purposeful corporate investment and commitment.

Our commitment and determination to improve services for the children, young people and families we serve across Devon can be seen and measured within this self-evaluation, which offers a transparent and honest overview of the steps taken to develop services, the level to which this has been achieved and the progress we have made in securing the consistency needed to provide the right service to the right child at the right time, for all children.

Our ambition is to provide a social work service that is at least good. Our self-assessment is that we are in a stronger position in all areas, notwithstanding some setbacks on the way (examined in more detail later), we nevertheless require further improvement to be judged good.

**Jo Olsson**

Chief Officer – Children's Services

**Darryl Freeman**

Deputy Chief Officer – Children's Social Care

- We want the best start in life for all Devon's children and young people and they are at the heart of everything we do.
- We believe children should live with their family or someone who knows them best and we will help to support families to achieve the changes they want to see for themselves and their children
- We will take swift action when children need to be protected from harm
- We do everything we can to make sure that children in our care and care leavers are set up for life.



## SERVICE PRIORITIES

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- **Every** child will have an up-to-date Assessment of need that informs the current intervention.
- **Every** child will have a SMART plan that clearly sets out the reason for the intervention and the outcomes to be achieved.
- **All** practitioners will receive regular supervision that is of a high standard and that supports excellent practice. This will include observation of practice where appropriate, and appraisal.



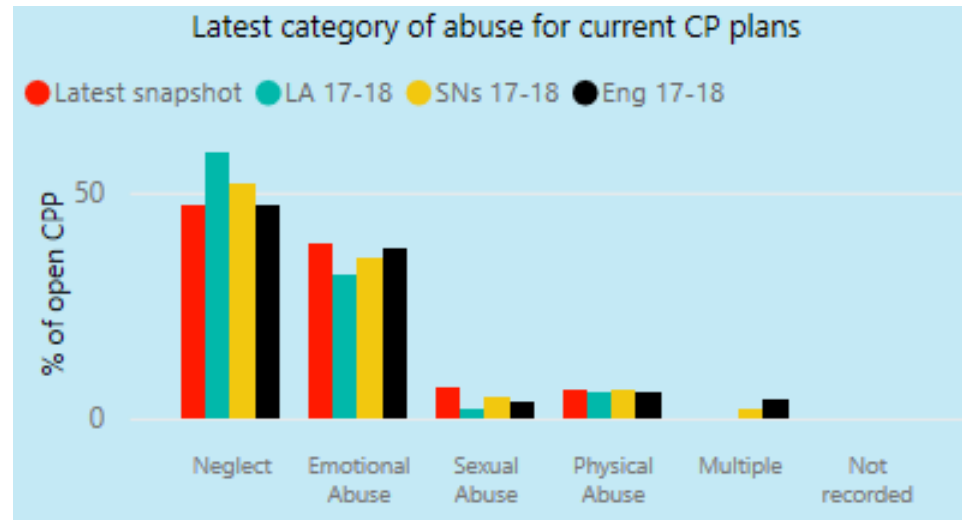
## 1. THE EXPERIENCES AND PROGRESS OF CHILDREN WHO NEED HELP AND PROTECTION

- 1.1 Children's services saw a 5.5% increase in the number of referrals received during the year to 31 March 2018 compared to the previous year together with a rise in the rate of re-referrals (to 24% compared to 21% in the previous year) (CIN01.01). Our rate of referrals is lower than national and statistical neighbours, which suggests that partners have a good understanding of threshold and that the needs of children and families are being better met through the early help system. Last year we noted that early help needs significant improvement to be good. We still want to do better but the need for improvement is not of the same order. This year the trend of increased referrals continues, which reflects the national picture of increased demand for social care.
- 1.2 There is a timely and effective response to referrals, including out of normal office hours. When children's needs escalate, staff in the multi-agency safeguarding hub (MASH) make appropriate decisions about the level of intervention required to safeguard children. Some work completed by the MASH could be managed in other parts of the service or by other agencies. When concerns for children escalate, multi-agency responses to information requests on referrals are monitored effectively by a visual RAG (red, amber, green) rating system. This ensures that all partners in the MASH know of, and share accountability for, the progress of requests for information.
- 1.3 Professionals' understanding, and application of thresholds continues to grow. The partnership has recognised that the threshold document needs revision to better support professional decision-making and following a period of multi-agency development activity a revised threshold document will be published in Spring 2019.
- 1.4 Many children and families in Devon access a range of early help services when they need support. We have fully embedded EH4MH (early help for mental health) in our schools. EH4MH is an online resource, plus face to face counselling for children and young people, with accompanying clinical supervision for staff in school. The whole package has been very warmly welcomed by children, young people and frontline staff and is designed to support staff in schools to manage higher levels of need and complexity in school without referring to CAMHS, which, nationally and locally is under very intense pressure. We hope to be successful in a CCG led Green Paper trailblazer bid (wave two) to further extend the scope of this project, alongside the CCG's roll-out of a resilience framework. CHAT Health, a text service for young people, provided by the School Nursing Service, has also been rolled out successfully.

Schools continue to be the major contributor to early help assessments. In April 2019, the Council will in-source, from Virgin Care, its Public Health Nursing Service. This will give us an excellent opportunity to further consolidate the ownership of early help assessment and intervention. An increasing number of children benefit from coordinated multi-agency early help. Children's Centres, which have been redesigned to provide a more targeted service for vulnerable families, are a strong player in this space. A short-term, accelerated improvement plan for the Troubled Families programme has seen a transformation in Devon's position nationally. Senior managers recognise much has been achieved and more will be done to further develop the early help offer and to increase the number of impactful early help interventions.

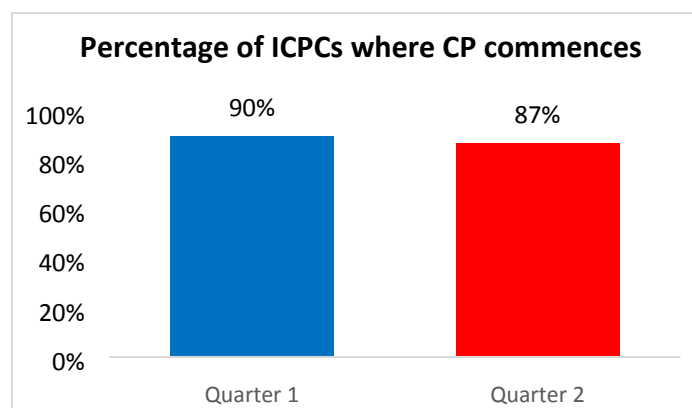
- 1.5 All partners can access *Right for Children* (multi-agency electronic case recording system) to share family information and support coordinated activity. The use of the system has significantly increased but is not yet fully embedded with all partners. Overall there are 3,653 current user accounts with an average 122 new user accounts created each month since the start of 2018 (CIN01.04)
- 1.6 93% of cases on Right for Children have a nominated Lead Practitioner. For those families with a Lead Practitioner there is a clear family plan that the family has developed with the Lead Practitioner. The family plan includes goals and milestones. Children's Centres and some other providers additionally make good use of the Outcomes Star and there is increased use of worry scales. We have an increased focus on quality assurance and impact, though there is more to do on this.
- 1.7 The implementation of Eclipse, our new case management system, has presented us with some challenges. In the last quarter of 17/18 and first quarter of 18/19 we stood down some of our performance reports to scope and build the new performance reporting arrangements. This was a measured strategic risk decision and wasn't without expected impact. Eclipse goes live on 21.1.19.
- 1.8 5282 Single Assessments were started in the year to 31 March 2018; our rate of completion within timescales fell from 89% (in 2016/17) to 77% at year end, with similarly reduced performance in quarter one. The re-instating of performance reporting and renewed focus is recovering the position which is currently at 68% (CIN01.02) and further improvement is expected during the year. We are satisfied that the performance decline reflects a fall in compliance with recording requirements rather than any drift in practice quality.

- 1.9 Quality assurance activity tells us that an increasing proportion of our assessments are of a good quality, but some do not yet show consideration of the impact of a child's history or the use of information to analyse the capacity of parents to do things differently in the future. The lived experience of children is not always described or considered and does not always inform analysis of risk.
- 1.10 We have invested in the development of our frontline and middle managers during the past year having continued the roll-out of our Frontline Managers Development Programme and introduced a new development programme for our Area and Operations Managers. Decisions are made by suitably qualified and experienced managers. Quality Assurance activity tells us that evidence of management oversight is seen in many more cases but is not yet consistently evidenced in all case files. Managers authorise assessments and plans but are not yet always ensuring consistent quality.
- 1.11 Average caseloads have reduced significantly, particularly during the period August – October 2018. Management action has specifically focussed on this and the three service priorities. The average caseload in social work teams is 18 (as at 31 December 2018) with fewer individual workers having caseloads significantly higher than the average. The caseload reductions are evidence of stronger housekeeping by team and area managers, they do not reflect a shift in the pattern of demand.
- 1.12 Quality Assurance activity consistently indicates that our practitioners know children and young people well and have a good understanding of their lived experience. Children are consistently seen and seen alone, where it is in the best interests of the child. Recording of direct work in children's case records is not yet consistently achieved and we know that the introduction of Eclipse will better support this.
- 1.13 The number of children subject of a Child Protection Plan (CPP) rose in the year to 31 March 2018 to 483 (a rate of 33 per 10,000 compared to 31 per 10,000 in the previous year). There has been a further increase to 521 as at 31 December. The increased rate matches national increases and is still lower than both the Statistical Neighbour and England averages, as we might expect given Devon's demographic profile (CIN01.01). The pattern of category of registration (see table below) has shifted this year, we are seeing more explicit recognition of sexual abuse and less use of neglect as a catch all. This reflects partnership work we have focused on in the last couple of years.



- 1.14 The percentage of Child Protection Plans commencing at conference, (see table below) has shown a slight improvement during Q1 and Q2 from 86% overall for 2017/2018, a figure already in line with good authorities, to 89% average during Q1 and Q2. This figure sits just above good authorities and acknowledges the reality that some thresholds are finely balanced and need a rigorous multi agency forum to agree the best way forward. These figures provide evidence of stability of thresholds achieved by the screening process (discussed below).





1.15 Our re-registration rates for CPP (ever) rose slightly from a rate of 25% in 2016-17 to 26% in 2017-18.

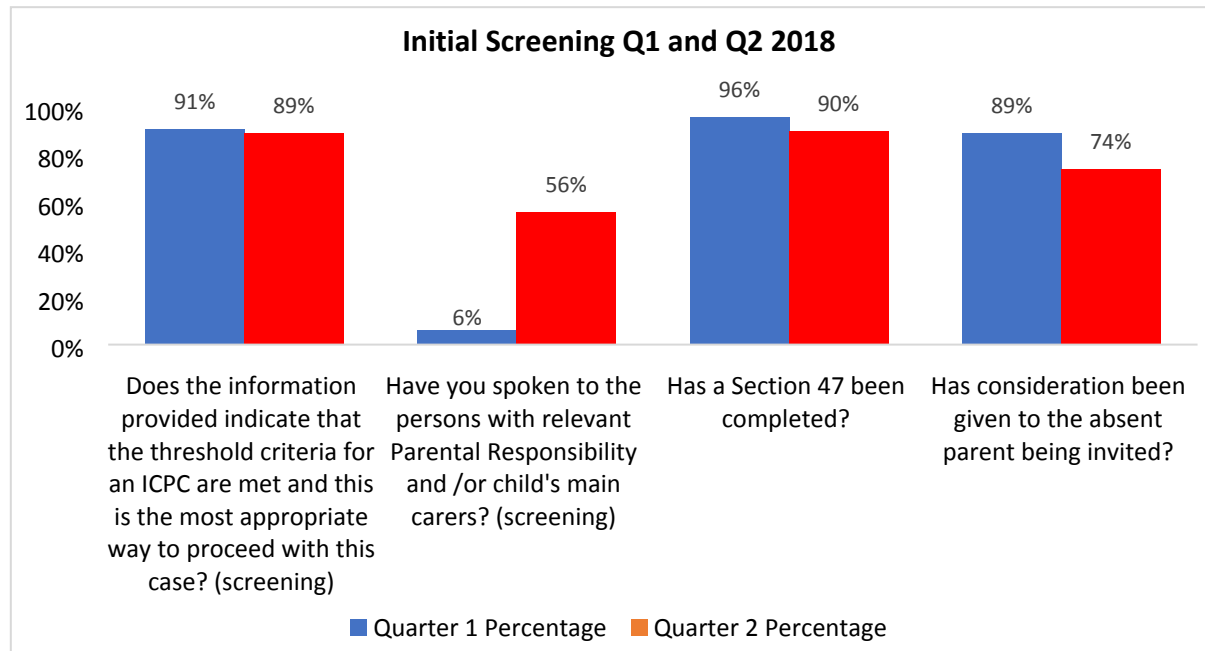
1.16 We have taken firm action to address the rate at which the service was convening Initial Child Protection Conferences (ICPCs) within 15 working days of a Strategy which had fallen to 67% in 2017-18 compared to 85% in the previous year (CIN01.01). This is another example of the decision to stand down performance reporting for a period. Notwithstanding Q1 performance, we have seen month-on-month improvement since July and we achieved a rate of 90% in December 2018.

As part of our drive to strengthen and make more purposeful our Quality Assurance function, a new strengths-based conference model (Stronger Families: Safer Children) was introduced for Initial Child Protection Conferences, Core Groups and Review Child Protection Conferences in February 2017. The model brings together a range of approaches including systemic, solution focussed, relationship based and restorative practice. A recent deep-dive considering the impact of this model so far reported that “Professionals highlighted that they found it to be a much more collaborative and less punitive way of working with families. Families are encouraged to find their own solutions. The focus was felt to be on working “with” and not “to” or “for” families which in the longer term should lead to more sustained changes being made.” (CIN01.05)

1.17 A Quality Assurance screening tool is the critical threshold gateway and mechanism by which we aim to improve the quality, participation and effectiveness of meetings. It is designed to be an inclusive and collaborative decision-making tool, involving both locality teams and parents. Significant improvement work, including cross-service workshops and in-service development sessions, has

taken place over the last two quarters to improve the consistency of decision making between the Initial Response, Children and Families and QA Service and to strengthen the preparation work for families that the tool should ensure.

A snapshot of key information derived is shown below;



- 1.18 The data shows the impact of the development work in this area, with an improvement in the number of requests for ICPC resulting in a meeting up to an average of 90% over Q1 and Q2 from 77% overall during 2017/2018 and the proportion of requests with a completed s47 recorded up from 75 % during 2017/2018 to an average of 93% during Q1 and Q2.
- 1.19 Strong improvements are also shown in relation to pre-meeting contact with parents, an area of weakness identified in the annual data for 2017/2018 and further targeted improvement work linked to the QA Service's participation priority will continue over the coming year.

- 1.20 In response to the findings of the Independent Service Review 2017, CiN IROs are already contributing to more effective tracking of CiN cases, reducing drift and delay. In addition, they are facilitating workshops to drive practice improvement and undertaking a range of quality assurance activities.
- 1.21 Internal audit activity indicated that pre-proceedings were not always used early or proactively enough to manage risk. A small minority of children experienced drift and delay in achieving permanence. This was particularly evident for unborn babies, where pre-birth assessments and planning was not always sufficiently timely or rigorous. Management oversight of pre-proceedings arrangements has been strengthened to ensure that plans for children are progressed swiftly to ensure that in all cases children's circumstances improve substantially and in an appropriately timely way.
- 1.22 We have recognised that for some children, transition planning into adulthood did not start soon enough and therefore did not always provide the needed reassurance to children and families about future adult care and educational placement arrangements. We have been working with our colleagues in Adults' Services and in the Education and Learning services to further develop this area of our service. This activity includes testing a revised system-wide approach to transitions for a small number of children and young people under the overarching Purposeful Systems programme and a separate piece of work considering possible service options for the future (0-25).
- 1.23 Educational outcomes for children with SEND are well above the national average for both those with EHCP plans and those on SEN support. Partnership working is well established via the SEND Improvement Board and this includes representatives from parent and carers groups. Local SENCO forums and the SENTIENT TRUST ensure good collaboration with schools. SEN Advisors support work in school and monitor the implementation of the principals of the SEND code of practice. The timeliness of EHCP assessments however needs significant improvement. Additional staffing has been provided to address the rise in requests and an action plan is being put in place to deliver this across all agencies. (CIN01.04)
- 1.24 Our Youth Offending Service (YOS) is performing well and is committed to exploring alternative intervention wherever possible to avoid criminalisation and is working increasingly closely with colleagues within children's services and our partners to deliver good outcomes. *"Devon YOS are amongst the highest performers in the country in relation to the National Indicator set produced quarterly through PNC and YJB return data. YJB local intelligence has uprated frequency offending and FTE ratings to reflect an enhanced qualitative element*

*of practice to the raw data returns. Alongside the impressive national data, the YJB recognise that Devon YOS are performing well across the basket of measures above. Significant changes have taken place in the delivery model of the YOS but core practice activity is maintained to an appropriate level. Development of a tri-YOS strategic approach and work to embed JAC provision is in hand which could bring further benefits". (YJB Performance report, January 2018).*

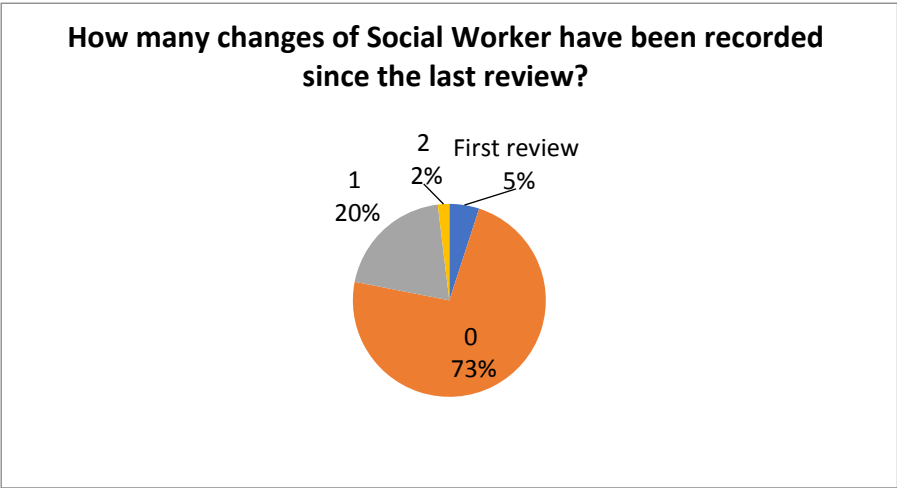
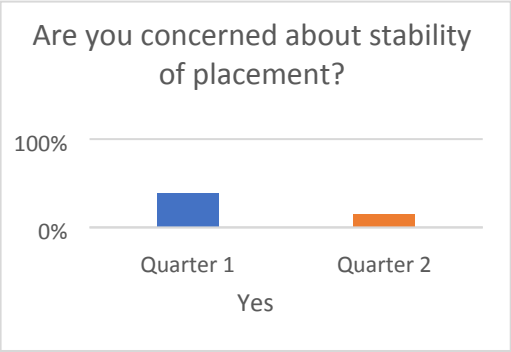
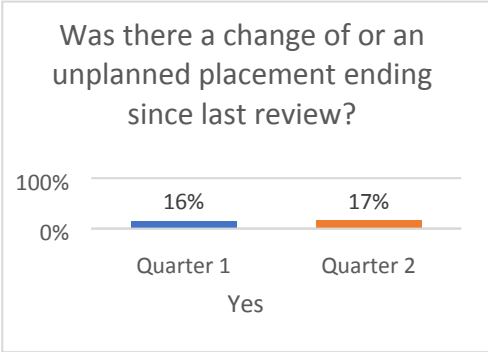
- 1.25 Over the past two years there has been increasing evidence of child criminal exploitation through emerging County Lines. A multi-agency group 'The County lines Strategic Forum' was set up with representatives across all partners to ensure a cohesive response to this threat. Protocols were put in place to ensure that children found subject to this exploitation were viewed as victims and protected and disruption activity was undertaken by Devon and Cornwall police. This swift multi-agency work has been viewed by the Government as innovative and is being copied by other Local Authorities. A new Exploitation Strategy is in place and is supported by training and online information (due to go live in February 2019). The introduction of Eclipse in January 2019 will support the timely generation of performance and management information for this and other areas of practice.
- 1.26 The delays in Eclipse implementation have required managed strategic risks, that impacted on reported performance data. This does not imply any deterioration in practice standards, rather slippage in recording compliance. We can see the very positive progress that continues to be made from last year and earlier years.

## 2. THE EXPERIENCES AND PROGRESS OF CHILDREN IN CARE AND CARE LEAVERS

*“Corporate parenting is now a key strength in Devon, and leaders have also ensured that this has been embraced by partner agencies.”*  
(Ofsted, Focused Visit, September 2018)

- 2.1 The number of children in care rose slightly in the year 2017/18 to 694 (at 31 March 2018) from 682 the previous year. Stability of placements (3+ moves) has been steadily improving year on year and in 17/18 improved to 12% of the cohort but is not yet as good as either statistical neighbour or the England average rates (CLA02.03). Overall placement stability (length of placement) is 60% (64% in the previous year) (CLA02.03). Strong performance in other aspects of permanence affects this indicator.
- 2.2 Placement stability remains a key priority. We are investing in a senior leader for children in care and care leavers to further accelerate our progress; this was a recommendation from our peer review. We have also just published our Sufficiency Strategy. Placement sufficiency is a key driver of stability and it remains a very vexed strategic challenge, locally, and across the Region. The use of unregulated placements and/or exceptional arrangements continues to be an area of operational focus. Purposeful systemic action in 2018 has led to a dramatic reduction in the use of exceptional arrangements. All of these children are personally overseen by the Deputy Chief Officer.
- 2.3 The Stability Index, 2017, an initiative by the Children’s Commissioner to measure the stability of the lives of children looked after by local authorities, measures three aspects of children’s experiences of care - placement moves, school moves, and changes in social worker;

Data from this period shows a significant and positive shift, (39% of IROs concerned about stability in quarter one compared to 15% in quarter two) though the actual percentage of unplanned moves remains unchanged.



- 2.4 These figures are consistent with 2017-2018. The profile of the workforce, predominantly young and female makes some changes inevitable. A maternity leave could see three changes of social worker in a year, with a second social worker holding the case for the duration of the maternity leave, pending the return of the original social worker. Our workforce strategy is successfully maintaining a secure permanent workforce, without losing the benefits that high quality, experienced locums bring.
- 2.5 Most children in care and care leavers receive a good service. Despite significant pressures on the availability of placements, most children live with carers who meet their needs effectively.
- 2.6 Earlier this year Devon was involved in the Bright Spots survey (CLA02.06), led by Coram in partnership with Bristol University, administered through designated teachers and supported by the Virtual School. This has given us a very rich and authentic picture of children's experience, unmediated by adult interpretation or influence. Because Bright Spots is used in many Local Authorities, we can interrogate the data for difference. The summary data is attached as [appendix 3](#) as it is the clearest voice of the Devon child in care.
- 2.7 In the year to 31 March 2018, 91% of Children in Care aged 5-plus and 100% of children in care aged under 5 had an up-to-date health assessment. (CLA02.03).
- 2.8 Our local offer for care leavers was published in September 2018. (CLA02.05)
- 2.9 Proposals to develop edge-of-care and crisis care services have been accepted and investment committed from April 2019.
- 2.10 As at 31 December 2018, 18 of our Children in Care were unaccompanied asylum-seeking children, being 2% of our children in care population (CIN01.02). Ofsted inspectors conducting a focused visit to Devon in September concluded that *"The level of support and expertise offered to unaccompanied asylum-seeking young people in Devon is a strength. Partnership working is effective and assessments and plans for this group of young people are routinely clear, specific and measurable, and result in consistently good outcomes for them"* (CLA02.01).
- 2.11 The majority of care leavers live in good-quality accommodation, and most have a choice from a range of options. The vulnerability of individuals is considered, and care leavers are supported to find suitable accommodation. Personal advisers are tenacious in exploring options and supporting young people to be successful in achieving independence.

- 2.12 Care leavers receive assistance and support to strengthen their journey into full independence. The proportion of young people aged 16 to 18 who are not in education, employment or training is decreasing. 50% of young people aged between 19 and 21 are not in education, employment or training. This is in line with statistical neighbours and the England average.
- 2.13 Apprenticeships for care leavers are available within the council and work is underway to increase the number of these with employers other than the council.
- 2.14 Most children in care benefit from good educational placements. Personal education plans are of good quality and are routinely reviewed and revised according to children's changing needs. The virtual school maintains an ongoing dialogue with schools. The service has developed effective systems for assessing the risk of each child missing education, and they work well with other agencies to trace the whereabouts of missing children.
- 2.15 The virtual school leads on the coordination of work to celebrate the achievements of children in care. For example, the annual awards evening acts as a focal point to celebrate the individual and group achievements of children in care across the county. Children, carers and staff highly value this event.
- 2.16 Foster carers are recruited, assessed and approved within appropriate timescales. Assessments are comprehensive and analytical, and consideration is given to the impact of fostering on the whole family. Connected carer assessments take account of both the potential carer's history and the needs of the children to be placed. The partnership is undertaking a local learning review in a case of a newly placed child, subject of an SGO, who sustained significant injuries. We will test whether the practice indicates the need for wider system learning.
- 2.17 A revised fees and allowances framework for foster carers was agreed by Cabinet in October 2018, to be introduced in January 2019, that will deliver a fair and equitable support package, linked to the needs of the child. This will place Devon in a stronger and more competitive position to be able to increase our recruitment of in-house foster carers, which is a key plank in the Sufficiency Strategy. The framework includes elements linked to participation in training events and support activities which will contribute to the continuing development of a highly skilled and well supported group of carers.



- 2.18 Adopters are well prepared. They are given a good understanding of the needs of adopted children and the impact of early trauma. Experienced practitioners have a very good understanding of children's needs and provide comprehensive advice and support packages for adoptive families. For children placed for adoption, stable and secure placements with their adoptive families ensure positive outcomes.
- 2.19 The average time between a child entering care and moving in with its adoptive family in Devon was 448 days, compared to the England average of 529 days. (2014-17 Scorecard).
- 2.20 Last year, we recognised in our self-assessment the need to significantly strengthen the Quality Assurance function. Leadership changes have enabled excellent progress to be made. During the year we have listened to practitioners and managers and worked with them to develop a more flexible and locally-owned approach to quality assurance and audit activity which has resulted in changes to some processes and forms and more peer-to-peer audit activity in locality or service areas. We are also introducing Appreciative Inquiry – identifying what has gone well in an intervention and supporting the sharing of this across the service. We shall evaluate this activity early in the spring 2019 before publishing a revised Quality Assurance Framework. Embedding IROs in the localities is facilitating a culture of problem solving without compromising independence or risking collusion and the introduction of Eclipse again provides a further opportunity to develop and extend quality assurance activity, through case recording and manager oversight.
- 2.21 There were 117 formal escalations commenced in the service during the period 1 April 2018 to 30 September 2018. September saw the highest number (42) commenced in any one month. This is partly due to the introduction of key lead managers for IROs and CP chairs as well as the CIN IRO role, which has accounted for 16 formal escalations in the year to date. Most escalations are resolved at an informal stage, stage 1 or 2 (up to Area Manager level). Four escalations have required resolution at Locality Director or Head of Service level in this same period, with some key themes emerging that are used to shape to the practice development responsibilities of IROs:
- Quality and issues of drift in planning (n=25)
  - Delays in achieving agreed outcomes (n=14)
  - Delay in achieving permanence (n=3)
  - Quality of Assessment (n=8)

- Stability of placement (n=7)

- 2.22 The data during Q2 shows a 10% improvement (to 60%) of children and young people attending their reviews throughout 2017/2018. A small but significant (around 10%) proportion of children and young people continue to make no contribution to their review, unchanged from 2017/2018. Some of these children will have highly complex communication needs, making true participation extremely difficult and some choose not to participate. For some, we need to reach out more robustly, creatively and persistently. A fuller and more ambitious participation strategy is one of the key priorities for the QA Service for 2018/2019.
- 2.23 Devon uses the Strengths and difficulties (SDQ) measure as one indicator of emotional wellbeing and despite variations over the years, has seen an increase in higher scores over the past three years (more difficulties). This mirrors the national picture. In Devon, the average difficulty score is 16.7, a score higher compared to the South West (15.1) and England average (14.0). While this may be because we have not fully triangulated the administration of the SDQ, the data chimes with the well-being findings in the Bright Spots survey and suggests that our response to the emotional health and well-being of children in care needs to be further strengthened. In recognition of this critical area of development risk for Children in Care, Devon initiated a CAHMS pathway to ensure the emotional wellbeing needs of Children in Care are recognised and addressed at care entry, it is too early to see the impact of this.
- 2.24 We have also been engaged as one of the seven pilot sites for the Children in Care Wellbeing project, a joint venture with NHS (England). This provides additional resources to support children in care with mental health support need to access personal health budgets. To date, over 170 young people have been accepted and allocated a budget and nearly 100 have live plans, which are based on their analysis of what resources will support their well-being. They are able to access these budgets and often use them in very creative and imaginative ways, very different to more traditional therapeutic treatment interventions.
- 2.25 Inspectors from Ofsted carried out a Focused Visit<sup>1</sup> in September 2018, looking at our arrangements for care leavers. They concluded that we had *'recently made purposeful and well-targeted progress in improving services for care leavers...'* and that *'Senior leaders*

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<sup>1</sup> Focused visit to Devon county council children's service. Published letter. <https://files.api.ofsted.gov.uk/v1/file/50030100>

*recognise the need to increase the momentum of improvement so that good-quality practice is routinely delivered in Devon.'* Inspectors identified five areas where improvement was needed:

- Managers' use of performance information and quality assurance processes.
- The quality and timeliness of case recording and pathway planning for young people.
- The quality and timeliness of return home interviews when young people go missing.
- The range of training for personal advisers and social workers, specifically in relation to working with care leavers.
- The updating of assessments of care leavers to reflect their current needs and to inform well targeted plans for young people effectively.

2.26 The findings and recommendations from the focused visit have been shared with the Children's Scrutiny Committee and the Corporate Parenting Board as well as with the Leadership Group and managers and practitioners across children's services. The service has acted swiftly in response to the recommendations and has:

- Held a learning event for the managers of Permanency and Transition Teams and for Area managers on the use and understanding of performance and management information. The introduction of Eclipse marks a watershed in the cultural change journey in Devon.
- Clarified expectations regarding needs assessments to inform pathway planning at the first review following the 15<sup>th</sup> birthday. A themed audit carried out in November/December 2018 shows some improvement in this area.
- Commenced a wider piece of work on our responses to children who go missing.
- Prepared an initial training plan for Personal Advisers which will be further developed using the feedback from the Bright Spots survey of care leavers that concludes at the end of January and findings from the workforce survey carried out over the summer 2018.

### 3. THE IMPACT OF LEADERS ON SOCIAL WORK PRACTICE WITH CHILDREN AND FAMILIES

*“Senior leaders have good awareness of the key strengths and weaknesses in the service... Senior leaders recognise the need to increase the momentum of improvement so that good-quality practice is routinely delivered in Devon.*

*The chief officer and her team acknowledge that the service historically lacked a culture of challenge and professional accountability, and they are working to embed the use of performance information and quality assurance processes.”*

(Ofsted, Focused Visit, September 2018)

- 3.1 Senior leaders and elected members have a clear focus on prioritising support, including additional financial resources, for Devon’s most vulnerable children. Senior managers are held to account through a clear governance structure that includes the Children’s Scrutiny Committee, the Corporate Parenting Board, and the Executive of the Devon Children and Families Partnership.
- 3.2 Following a period of change there is a stable and effective senior leadership team in place which is driving improvement at pace. Leaders have a strong understanding of strengths and weaknesses and are working hard to create the conditions for social work practice to thrive.
- 3.3 The Portfolio Holder is a strong advocate for children, chairing the Corporate Parenting Forum (CPF), the Corporate Parenting Board (CPB) and the governing body of the Virtual School, the CPB is co-chaired by a young person. The Portfolio Holder maintains a relationship of ‘high support, high challenge’ with both the Chief Officer and Deputy Chief Officers.
- 3.4 The CPB meets regularly, and work is underway to reinvigorate the activities of the Children in Care Council (CiCC). The Chief Officer, Portfolio Holder and elected members of the CPB undertake an annual Summer Walkabout. These walkabouts enable members to have direct contact with young people, parents, foster carers and frontline staff and managers in all services to probe and test the quality of the lived experience. This makes excellent use of members’ expertise and ensures they can triangulate their experience with the data and the reports of officers in more formal meetings.

- 3.5 The Children's Scrutiny Committee takes a keen interest in developments and progress across the service and provides clear and direct challenge of senior leaders as well as monitoring performance. The Children's Scrutiny Committee has an independent advisor which ensures their scrutiny is focused and purposeful. The Children's Scrutiny Committee visit frontline social work offices annually, holding senior officers to account on key issues raised with them (caseloads, staffing, parking, staff morale and well-being and so on). These visits are hugely valued by members and by staff.
- 3.6 The Principal Social Worker is an important link between frontline practitioners and senior leaders and is engaged in activities across the county, developing practice and liaising with strategic partners, such as CAFCASS and the local judiciary. During the past year the PSW has played a key role in leading the development of our Practice Model to be launched in the Spring of 2019.
- 3.7 The Head of Service, together with the Principal Social Worker lead a monthly Service Development Meeting for all managers that has a focus on practice development and includes contributions from partner agencies. It is also used as a forum for sharing and discussing key service-related information including performance and budget management.
- 3.8 Management action taken during the late spring and summer of 2018 and a period of accelerated improvement (October - December 2018) together with increased capacity in targeted parts of the service has reduced caseloads and pressure on frontline teams. We have acted to address the longstanding issues experienced with performance reporting by commissioning a new children's recording system (Eclipse) to be launched in January 2019 and a powerful new business information system that is currently being rolled out to frontline managers and staff. There is evidence that managers are now actively monitoring performance and caseloads using the new business information and through performance meetings.
- 3.9 We are focussing attention on maintaining a strong, stable workforce, creating an environment for social work practice to flourish. Workforce stability is improved, with a relatively low turnover rate (16%); temporary staff account for 20% of the social work workforce. Social workers are positive about working for Devon. Leaders and managers are visible and available. Supervision and management oversight are evident in many children's case records but not yet consistently in all. Social workers receive regular supervision, recording of this is not always reflective or timely. Managers will be undertaking a programme of restorative supervision training during the winter, ahead of the launch of our new practice model training in the spring of 2019.

- 3.10 The rigour and challenge of frontline managers in monitoring and driving social work practice to ensure that services are consistently good is critical. Supervision is delivered consistently and, in some cases, provides good reflection and direction. Recordings don't always clarify sufficiently the actions necessary to improve outcomes for children. We want to further develop management capacity to ensure clear, reflective and directive supervision that impacts on social work practice, service quality and outcomes for children every time. We have further developed the Frontline Managers Development Programme and introduced in 2018 a development programme for Area and Operations managers for this purpose.
- 3.11 Continuing our drive to move beyond compliance to capture the lived experiences of children and how we are making a difference is the intention in our refreshed audit tools and quality assurance framework. Leaders have worked with members of the Children's Scrutiny Committee and the Corporate Parenting Board to support them to develop their approaches to considering the impact of services in the work that they do.
- 3.12 Devon County Council is proud to be hosting the Adopt South West Regional Adoption Agency which was launched on 1 October 2018. The RAA is a partnership between Devon County Council, Plymouth City Council, Torbay Council and Somerset County Council. The Head of Service leads on these arrangements, which we believe places the local authority in a strong regional position.
- 3.13 Devon is part of the South West Region Sector Led Improvement group and regularly takes part in its support and challenge activities including networking groups and the self-assessment challenge. This provides us the opportunity to share approaches to improvement and good practice
- 3.14 Devon, as an early adopter of the Woods Report recommendations, moved away from the traditional LSCB structures in 2017 and established the Devon Children and Families Partnership (DCFP). This was an opportunity to refresh and reinvigorate the partnership. Our new safeguarding arrangements were published on 1.11.18, they represent a very fundamental shift from the LSCB arrangements that were judged inadequate in 2015.

Partnerships and commissioning were identified as areas requiring improvement in last year's self-assessment. There remains more to do to build a partnership that really flies, with complete coherence between all its parts vertical and horizontal, but excellent progress

has been made. The partnership is now in a position to develop its strategic plan and this work is underway with a planned publication date of 1.4.19.

- 3.15 The DCFP Commissioning Group provides the leadership for Devon's joint commissioning strategy and delivery of commissioning intentions. There is a strong track record of focusing on outcomes through our commissioning processes; with some good examples of co-production and engagement with children, young people, families and providers. The STP transformation programmes aims to strengthen delivery at a system level and to shape future service design and commissioning intentions.
- 3.16 Leaders and managers are working hard to further develop an environment in which good-quality social work can flourish and have been successful in making improvements to many areas of the service. With the introduction of Eclipse and the Devon practice model, early in 2019, firm foundations are secured.

## 4. OUR PLANS TO MAINTAIN OR FURTHER IMPROVE PRACTICE

- 4.1 We know from information gathered from a range of sources including quality assurance audits, performance and management information, review by peers and a focused visit by Ofsted that focused attention on some areas of practice will accelerate our improvement:
- Ensuring that no child of family receives an unnecessary statutory intervention by further strengthening early help and a fully embedded understanding of thresholds.
  - The timeliness and effectiveness of pre-proceedings work, including the early identification and response to concerns regarding unborn children.
  - The quality of management oversight of social work practice, including supervision and the use of qualitative auditing to give a better understanding of the impact of practice.
  - The timeliness and quality of assessments so that they better inform the child's plan where an intervention or support is required.
  - The quality of children's plans so they are explicit about desired outcomes, how these outcomes will be achieved and the timescales for completion.
  - Transitional planning for disabled children as they approach adulthood.
  - A consistent high-quality response when children and young people go missing from home and care.
- 4.2 Having discussed in our Annual Conversation with Ofsted in October 2017 the improvements made to our services for care leavers (SWP03.01) and the recommendation of the CPB Summer Walkabout 2017, we invited peers from Cornwall County Council to undertake a peer review focusing in our services for Care Leavers to cast an independent and objective eye over our service. We will be reciprocating by carrying out a peer review in Cornwall in 2019. Participating in peer reviews provides us an excellent opportunity for exposure to different ways of working and the Senior Management Team have been encouraged to complete LGA (Local Government Association) training as Peer Reviewers during 2018 so that we can make the most of this opportunity in the future.



- 4.3 We have been in discussion with regional representatives of the Department for Education (DfE) and Essex County Council children's services to make use of the *Partners in Practice* resource in 2019. It has been agreed that the following practice will be the focus of support initially, with the expected outcomes being currently under consideration:
- Support for Care leavers
  - Access to services and assessment for disabled children
  - Further development of the Early Help Offer and partnership
  - Further development of our Quality Assurance and Learning framework
- 4.4 A revised Improvement and Development Plan was presented to the Council's Leadership Group in September 2018 re-focussing our activities having taken into account the findings from the 2017 Service Review and the Peer review in June 2018 together with a consideration of the impact of changes in senior leadership and delays to the planned introduction of a new case management system. This *Hard Re-set* Improvement and Development Plan built upon the existing Improvement Plan and responds to the three core issues identified in the development of the plan:
- The leadership capacity to address the challenges
  - The consequence of the complexities in Eclipse implementation
  - The consequence of the changed market in social work recruitment.
- 4.5 The plan includes:
- Proposals and additional resources to strengthen social work practice in both the North and the South Locality areas.
  - Proposals to introduce an Edge of Care service and a Crisis Care resource
  - Initiatives to boost recruitment and retention of social workers and other practitioners
  - The introduction of a practice model built on Restorative Practice and using motivational interviewing as one of a range of tools, from Spring 2019.
  - Proposals to increase senior management capacity in order that improvement can continue to be driven at pace.

- Activity to fundamentally review our placement brokerage systems coupled with the development and publication of our Sufficiency Strategy, and
- More robust management arrangements for the Disabled Children's Service.

- 4.6 The total corporate investment of additional resources being made available to children's social care services over the next five years to support this plan is £44m.
- 4.7 The Children's Services Leadership Team (CSLT) will commission a further independent and service-wide review in the Spring of 2019 if the service has not yet had an ILACS inspection by Ofsted, to provide objective feedback on the progress of the Improvement and Development Plan and continuing practice improvement.
- 4.8 Following our Focused Visit, a period of Accelerated Improvement was commenced at the beginning of October and continued through December 2018 focussing on the core priorities that we know will make the biggest difference. Already, at the time of preparation of this evaluation report, positive impact can be observed including a further reduction in caseloads; increased recruitment activity and a stronger focus across the service on our service priorities. The leadership team recognises that this level of increased improvement activity is not sustainable over a prolonged period. We intend to repeat a time limited programme of intense and focused activity annually.
- 4.9 We will introduce Eclipse, our new Case Management System on 21 January 2019. Eclipse will replace CareFirst and as the development partner working with the system providers we have worked to create a system that has practitioners and good practice at its core. It will contribute to a reduced burden of recording and provide a further mechanism to support practice improvement.
- 4.10 Our ambition is that every child and family in Devon receives a social work service that is at least good every time they encounter us. We know that in some parts of our service, we are achieving our ambition; but overall we are not there yet, though we continue to take major strides in the right direction.

## APPENDIX 1: SELF-EVALUATION EVIDENCE CATALOGUE

Reference	Evidence
<b>CIN01. The experiences and progress of children who need help and protection</b>	
CIN01.01	Child in Need Statutory return (2018)
CIN01.02	ChAT report (31/12/18)
CIN01.03	Sufficiency Strategy
CIN01.04	SW Region Devon Self-assessment 2017-18
CIN01.05	Deep dive report – Stronger Families : Safer Children
<b>CLA02. The experiences and progress of children in care and care leavers</b>	
CLA02.01	Ofsted Focused Visit September 2018 Published Letter
CLA02.02	Adoption Scorecard (2014-2017)
CLA02.03	CLA Statutory return (2018)
CLA02.04	Peer Review feedback letter
CLA02.05	Care leavers Local Offer

CLA02.06	Bright Spots Survey
<b>SWP03. The impact of leaders on social work practice with children and families</b>	
SWP03.01	Ofsted Annual Conversation 2017
SWP03.02	Workforce survey 2018
<b>IMP04. Plans to maintain or improve practice</b>	
IMP04.01	Children's Services Improvement Plan

## Children's services Analysis Tool (ChAT)

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## Comparisons of headline figures and performance data to published statistics

The table below shows the Local Authority's latest data for each indicator as calculated in ChAT, and the direction of travel since the latest published statistics (where available).

Decreasing, low is good  
Increasing, high is good  
No change, not RAG-rated



Lowest 25% quartile, low is good  
Highest 25% quartile, high is good  
Mid 50% range, not RAG-rated



Indicator	Latest data (ChAT)			Latest published statistics for all local authorities						Date
	LA	Direction of travel		LA	SNs	Eng	LA compared to mid-50% range of all LAs			
Referrals received (annual rate per 10,000 of children)	321	Decrease	◀	369	506	553	Lower	○		2017-18
Referrals to social care that were within 12 months of a previous referral (%)	22	Increase	▶	19	21	22	In range	○		2017-18
Assessments completed (annual rate per 10,000 of children)	416	Increase	▶	340	467	532	Lower	○		2017-18
Assessments completed within 45 working days (%)	68	Decrease	◀	77	78	83	In range	○		2017-18
Children subject to section 47 enquiries (annual rate per 10,000 of children)	132	Decrease	◀	142	133	167	In range	○		2017-18
Children subject of an initial child protection conference (annual rate per 10,000 of children)	45	Decrease	◀	52	58	67	Lower	○		2017-18
Initial Child Protection Conferences held within 15 working days of the start of the section 47 enquiry (%)	70	Increase	▶	67	80	77	Lower	○		2017-18
Children in need (snapshot rate per 10,000 children)	259	Decrease	◀	275	289	341	Lower	○		2017-18
Children who are the subject of a child protection plan (snapshot rate per 10,000 children)	36	Increase	▶	33	40	45	Lower	○		2017-18
Children who became the subject of a CP plan for a second or subsequent time (%)	12	Decrease	◀	26	22	20	Higher	○		2017-18
Children who ceased to be on a CP plan whose plan lasted 2 years or more (%)	1	Decrease	◀	5	3	3	Higher	○		2017-18
Children who are looked after (snapshot rate per 10,000 children)	51	Increase	▶	48	54	62	In range	○		2016-17
Children looked after who had a missing incident in the period (%)	11	Decrease	◀	13	8	10	In range	○		2016-17
Children looked after who were away without authorisation in the period (%)	0	Decrease	◀	7	2	5	In range	○		2016-17
Children looked after who had their teeth checked by a dentist in the last 12 months (%)	62	Decrease	◀	85	79	83	In range	○		2016-17
Children looked after who had their annual health assessment (%)	89	Decrease	◀	90	87	89	In range	○		2016-17
Children who ceased to be looked after in the period who were adopted (%)	13	Decrease	◀	14	16	14	In range	○		2016-17
Children who ceased to be looked after in the period due to a Special Guardianship Order (%)	18			x	13	12				2016-17
Children leaving care over the age of 16 who remained looked after until their 18th birthday (%)	70	Decrease	◀	77	74	70	Higher	○		2016-17
Care leavers aged 19-21 in suitable accommodation (%)	81	Increase	▶	80	84	84	In range	○		2016-17
Care leavers aged 19-21 in education, employment, or training (%)	41	Decrease	◀	42	50	50	Lower	○		2016-17
A1 - Average time between entering care and moving in with family for children who were adopted (days)	-	-		448	440	520	Lower	○		2014-17
A2 - Average time between LA receiving placement order and LA deciding on a match with family (days)	-	-		156	183	220	Lower	○		2014-17

Developer Jean Mallo - Data to Intelligence project, 2018



## Your Life, Your Care:

*A survey of the views of looked after children and young people*

In 2018 all children in care in Devon were asked to participate in an online survey, mainly through

158 children and young people



In Devon, 19% of children (8-11yrs) and 32% of young people (11-18yrs) had no face to face contact with either parent.

*I think I see members of my birth family about the right amount. I sometimes think I might like to see them a bit more but I am not bothered about it at the moment.*  
8-11yrs

*Would like to see my mum and Dad more and have some more information on why I can't see them.*  
8-11yrs

## KEY FINDINGS

### Compared to other local authorities:



In other authorities, children and young people tended to record higher (although not significantly higher) well-being scores.



Only 73% of children aged 8-11yrs knew that they could speak to their social worker on their own compared to 87% in other authorities.



Compared to 11-18yrs in care in other authorities, significantly lower proportions of young people in Devon liked school.



Significantly higher proportions (91%) of young people in other authorities had access to the internet than young people (83%) in Devon.



Relatively high proportions of children (20%) aged 4-7yrs did not have a good friend.



### Low Well-Being:



There was a strong association between low well-being and not having a trusted adult.



Disliking appearance was identified as having the strongest association with low well-being in Devon



Compared to boys, girls in Devon were 12 times more likely to write that they did not like their appearance.

### What would make care better?

*It would be better if I could stick with one social worker, they change a lot.*  
8-11yrs

*More activities, getting out more, seeing my family more.*  
11-18yrs

*It's hard to change schools and lose friends and make new friends.*  
4-7yrs

*Make sure you choose the correct foster carers for each child carefully so that they match together really well.*  
8-11yrs

*Better if I had a bigger room and the computer/internet worked better.*  
11-18yrs

*Have no respite, although I don't go into it [anymore] because my carers are amazing! I used to [go to respite] but I hated it.*  
11-18yrs

## Recommendations

- **Help young people develop trusting and supportive relationships with their carers.** Young people with low well-being were more likely to record a lack of trust with their carers. Additionally, significantly lower proportions of children aged 4-7yrs and aged 8-11yrs thought that their carers failed to notice how they were feeling compared to children in other authorities.
- **Teach carers about internet safety so that they feel more confident letting children go online.** Significantly higher proportions (91%) of young people in other local authorities had access to the Internet.
- **Work with young people to boost their self-esteem and promote body positivity.** Not liking your appearance was the single factor most strongly associated with low well-being.
- **Explore why low proportions of young people (11-18yrs) liked school.**
- **Explore why low proportions of children aged 4-7yrs had a good friend.**
- **Ensure that all children know that they are able to speak to their social worker on their own.** In Devon, only 73% of children aged 8-11yrs knew this compared to 87% in other authorities.
- **Ensure social workers and teachers understand and acknowledge the stigma children can feel when identified as being in care.** 15% of young people recorded that adults did things that made them feel embarrassed about being in care.

### bright spots

This survey was developed by Coram Voice and University of Bristol together with 140 children and young people in and from care as part of the national Bright Spots programme,

It asks children in care about their life, based on the things that are important to them.

To find out more go to:  
[www.coramvoice.org.uk/brightspots](http://www.coramvoice.org.uk/brightspots)

Or email  
[brightspots@coramvoice.org.uk](mailto:brightspots@coramvoice.org.uk)

**coram**  
**Voice**   
 getting young voices heard

 University of  
 BRISTOL





## **Children and Young People's Emotional Health and wellbeing – self harm**

**February 2019**

### **Devon County Council Scrutiny Committee**

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#### **1. Purpose**

This paper has been produced by the CAMHS commissioner for NEW Devon and SDT CCG in to support the focus of Devon County Council Scrutiny Committee on self harm. The paper provides an update with regard to the current position of self-harm rates within children and young people in Devon; and the planned next steps of the CCG.

It is important to note that self harm is a specific issue which is being held within the broader context of supporting children's emotional health and wellbeing.

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#### **2. National and International Context**

- 2.1. Self-harm refers to an act of self-poisoning or self-injury carried out by a person, irrespective of their motivation. This commonly involves self-poisoning by medication or self-injury by cutting. Rates of self-harm have increased over the past decade in the UK and are amongst the highest in Europe (NICE, 2013).
- 2.2. Self-harm may be an indicator of a range of serious problems that includes mental health, dysfunctional family relationships, substance misuse, bullying and physical and sexual abuse. It is an expression of underlying emotional distress.
- 2.3. A wide range of mental health problems are associated with self harm, including borderline personality disorder, depression, bipolar disorder, schizophrenia, and drug and alcohol use disorders.
- 2.4. It is the second most common cause of death for young people <sup>1</sup>, but globally the most common cause of death for female adolescents aged 15-19<sup>2</sup>,
- 2.5. A survey of young people aged 15-16 years estimated that more than 10% of girls and more than 30% of boys had self-harmed in the previous year<sup>3</sup>.
- 2.6. Results from the Good Childhood Report (2018) who surveyed 11-15 years olds; indicated that girls (22%) were more than twice as likely as boys (9%) to self-harm.
- 2.7. The Good Childhood Report (2018) identified that children and young people who were attracted to children and young people of the same gender or both

**NHS organisations involved:**

Northern, Eastern and Western Devon Clinical Commissioning Group  
South Devon and Torbay Clinical Commissioning Group

# Agenda Item 9



genders were much more likely to self-harm; almost half (46%) of these children involved having done so.

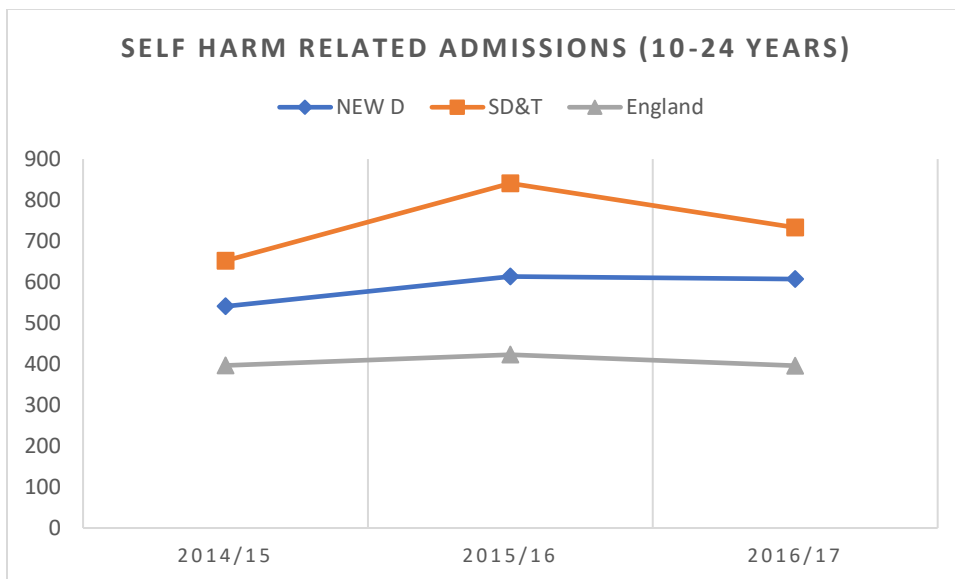
- 2.8. The UK has one of the highest rates of self-harm in Europe (at 400 episodes per 100 000 population) (Hawton et al, 2012a).
- 2.9. People who self-harm have a 50 to 100-fold higher likelihood of dying from suicide in the 12 month period after an episode than people who do not self-harm (NICE, 2013).
- 2.10. In the Child and Adolescent Self-harm in Europe (CASE) study, 87.4% of young people did not seek help from an acute hospital <sup>4</sup>.
- 2.11. A national review of evidence around the impact of social media on children and young people's mental health is being conducted.
- 2.12. Measures of subjective wellbeing are a stronger predictor of self harm, than a 20 item measure of emotional and behavioural difficulties (Good Childhood report 2018).

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### 3. Local data

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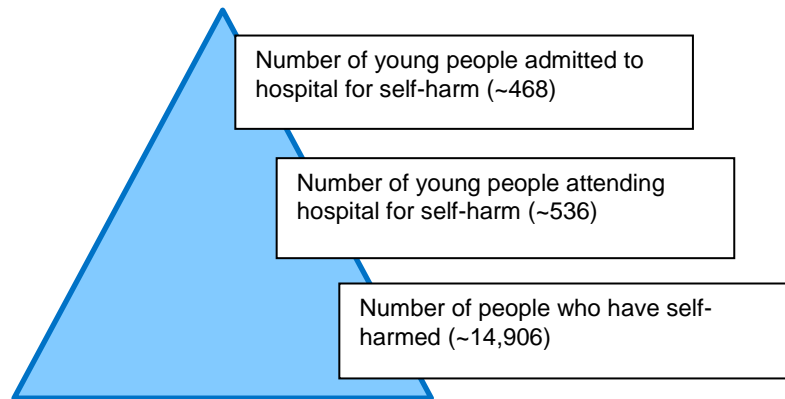
Please note: when reading the data, different age ranges are referenced.



*PHE Fingertips tool*



## Estimated numbers of young people aged 10-19 years who self-harm in Devon:



Source: Public Health, Devon County Council 2015

- 3.1. Self harm admission rates across the Devon STP footprint are higher than the England average.
- 3.2 Torbay has the highest rates in the South West.
- 3.3. Rates are higher in children and young people and those living in the most deprived areas.
- 3.4 Hospital admissions underestimate presentations by around 60% meaning that need is likely to be even greater locally.
- 3.5. Numbers of children and young people who are self-harming by poisoning seems to be increasing. Paracetamol was the main source of poisoning.
- 3.6. Admission to the local acute hospital would be expected, as medical treatment would likely be needed; as well as NICE guidance which states that under 16s who present with self harm should be admitted to a paediatric ward.

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## 4. Recommendations and Next steps

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- 4.1. Self harm should continue to be viewed as part of the wider programme of supporting children and young people's emotional health and wellbeing needs.
- 4.2. Self harm must be supported and understood in the context of being an outward expression of an underlying emotional health and wellbeing need or distress.

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- 4.3. Whilst admissions to hospital are a key indicator of the prevalence of self harm, it must be recognised that there are a number of children and young people who may be self harming that may not present to Emergency Departments and/or be known to services.
- 4.4. Given this, it is critical that we enable those who do not want to present to services to be able to access support, through a variety of channels. In terms of i-THRIVE, this would be focusing on ensuring support that would sit more within 'Getting Advice' and 'Getting Help' and ensuring that this support is not just available through usual service pathways.
- 4.5. Ensure support can be accessed and is available to the whole family; especially important given the numerous underlying challenges to a child or young person's emotional health and wellbeing.
- 4.6. Ensure that children and young people and their families are involved in the design and implementation of support.
- 4.7. Continue to review national and international best practice (currently underway); as well as key triggers to inform preventative and early intervention approaches.
- 4.8. Currently, the CCG is awaiting the outcome of national bids to implement and evaluate support based on the evidence and recommendations made within this paper.
- 4.9. Continue with the collaborative approach that is currently being undertaken with key partners to ensure a joined up, whole system response.
- 4.10. A high level action plan is detailed below. Behind each action is a detailed delivery plan which can be expanded upon at the scrutiny panel.

# Agenda Item 9



	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20
Funding plans finalised against Early Help 4 Mental Health for 19/20 delivery													
Outcome of VCSE bids known													
Outcome of self harm bid connected to NHS E suicide prevention monies													
Agreed draft of Joint Commissioning Strategy with a priority connected to CYPs who self harm													
Complete needs analysis in partnership with public health colleagues focusing on 3 levels of self harm: admitted to hospital; presenting at A&E; and those that do not present													
Mapping completed against THRIVE framework of known support available													
Work with new provider of children's community health and wellbeing services to confirm timeline and model of delivery of support													
Based on outcomes of above, joint plans to be finalised for any additional support targeted													
Planned updates to Scrutiny panel	TBC by Scrutiny panel												

## References

- 1- <http://prp.jasonfoundation.com/facts/youth-suicide-statistics/>
- 2- <https://www.who.int/news-room/fact-sheets/detail/women-s-health>
- 3- [http://www.proceduresonline.com/kentandmedway/pdfs/manage\\_self\\_harm\\_yp.pdf](http://www.proceduresonline.com/kentandmedway/pdfs/manage_self_harm_yp.pdf)
- 4- [http://www.proceduresonline.com/kentandmedway/pdfs/manage\\_self\\_harm\\_yp.pdf](http://www.proceduresonline.com/kentandmedway/pdfs/manage_self_harm_yp.pdf)
- 5- Good Childhood report (2018): [https://www.childrenssociety.org.uk/sites/default/files/the\\_good\\_childhood\\_summary\\_2018.pdf](https://www.childrenssociety.org.uk/sites/default/files/the_good_childhood_summary_2018.pdf)

**NHS organisations involved:**

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South Devon and Torbay Clinical Commissioning Group



## Childrens and Young People Plan 2019 – 2022

### Report of the Chief Officer Children's Services

*Please note that the following recommendations are subject to consideration and determination by the Cabinet (and confirmation under the provisions of the Council's Constitution) before taking effect.*

#### Recommendation:

Members of the committee are invited to comment on the draft Childrens and Young People Plan 2019 – 2022 which will be presented to Cabinet in April.

#### 1. Background/Introduction

- 1.1 The Devon Children and Families Partnership (DCFP) was established in 2018 in response to the Wood Review reforms subsequently set out in statutory guidance, Working Together 2018. The DCFP strategic plan will set out the vision and priorities for children and families in Devon for the next three years.
- 1.2 The DCFP is led by three local safeguarding partners, Devon County Council, the Clinical Commissioning Group (CCG) and Devon and Cornwall Police. Membership of the partnership spans education, including schools, social care, public health, CCG, health providers, district councils, voluntary sector, police and children and families.
- 1.3 The partnership has responsibility for to safeguard and promote the welfare of children and young people in Devon. To do this, partners need to work together effectively. The core purpose of the partnership is to ensure that children and families get the right support, in the right place, at the right time.

#### 2. Building the Plan

- 2.1 The development of the CYPP has been coordinated by the DCFP through a range of multi-agency events with key partners and stakeholders. This new plan refreshes the commitments we made and the direction we set in 2017 when we published our Delivery Plan for Devon's Children's Services 2017-2018.
- 2.2 The voice of children and families in Devon has been a critical foundation to the priorities of the plan. This has been drawn from a range of key engagement activities over the last two years. We will continue to engage with children and families about the plan and the priorities to refine and demonstrate our impact. At a partnership level we have reviewed data about our population in Devon taken from the Joint Strategic Needs Analysis and Devon Children and Young People's Sustainability and Transformation Plan Data Pack. This informed priorities within the CYPP.
- 2.3 Working Together 2018 requires independent scrutiny of the effectiveness of the partnership in safeguarding and promoting the welfare of children and young people. We intend that the independent scrutiny will precede the annual plan refresh, and will include all stakeholders, including children and young people.

# Agenda Item 10

## 3. Style of the Plan

- 3.1 The CYPP will be succinct and public facing and will clearly highlight areas that require partnership focus over the coming 3 years to deliver positive change for children and young people in Devon.
- 3.2 We will use the DCFP website to share the CYPP and use other forms of media, such as videos, to communicate our shared vision for children and their families. We will provide briefings for staff across Devon using our existing infrastructures.
- 3.3 The DCFP has a unifying purpose:  
**Ensuring children and families can get the right support, in the right place, at the right time**  
**#WeAreDevon – Working Together for Families**
- 3.4 The plan sets out our commitments to ways of working and our priorities. A presentation of the plan will be provided at the meeting.
- 3.5 The CYPP is aligned to other key plans, such as the Sustainability and Transformation Plan the Health and Well-Being Strategy and the Safer Devon Partnership Plan. Delivery plans for each priority are being created alongside partners and relevant multi-agency groups that will identify specific actions and expected timescales for reaching the goals set out in the CYPP.

**Fiona Fleming**  
**Head of Commissioning**

**Electoral Divisions:** All

Cabinet Member for Children, Schools and Skills: Councillor James McInnes

Chief Officer for Childrens Services: Jo Olsson

*LOCAL GOVERNMENT ACT 1972: LIST OF BACKGROUND PAPERS*

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