

IMPROVING LIVES SELECT COMMISSION

- Date and Time :-** Tuesday, 27 October 2020 at 5.30 p.m.
- Venue:-** Microsoft Teams Meeting.
- Membership:-** Councillors Atkin, Beaumont, Buckley, Clark, Cusworth (Chair), Elliot, Fenwick-Green, Hague, Ireland, Jarvis (Vice-Chair), Khan, Marles, Marriott, Pitchley, Senior, Simpson and Julie Turner

This meeting will be webcast live and will be available to view [via the Council's website](#). The items which will be discussed are described on the agenda below and there are reports attached which give more details.

Rotherham Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair or Governance Advisor of their intentions prior to the meeting.

AGENDA

There will be a pre-meeting for all members of the Improving Lives Select Commission at 2.30 p.m.

1. Apologies for Absence

To receive the apologies of any Member who is unable to attend the meeting.

2. Minutes of the previous meeting held on 22 September 2020 (Pages 1 - 8)

To consider and approve the minutes of the previous meeting held on 22 September 2020 as a true and correct record of the proceedings.

3. Declarations of Interest

To receive declarations of interest from Members in respect of items listed on the agenda.

4. Exclusion of the Press and Public

To consider whether the press and public should be excluded from the meeting during consideration of any part of the agenda.

5. Questions from Members of the Public and the Press

To receive questions relating to items of business on the agenda from members of the public or press who are present at the meeting.

6. Communications

To receive communications from the Chair in respect of matters within the Commission's remit and work programme.

7. Elective Home Education (Pages 9 - 15)

8. Rotherham Education Strategic Partnership (Pages 16 - 34)

9. Work Programme (Pages 35 - 45)

To consider and approve the Commission's Work Programme.

10. Improving Lives Select Commission - Monitoring Report (Page 46)

To monitor the progress of recommendations made by the Improving Lives Select Commission.

11. Improving Lives Select Commission - Sub and Project Group Updates (Pages 47 - 49)

For the Chair/project group leads to provide an update on the activity regarding sub and project groups of the he Improving Lives Select Commission.

12. Urgent Business

To consider any item(s) the Chair is of the opinion should be considered as a matter of urgency.

13. Date and time of the next meeting

The next meeting of the Improving Lives Select Commission take place on Tuesday 15 December commencing at 5:30pm as a Microsoft Teams meeting.



Sharon Kemp,
Chief Executive.

IMPROVING LIVES SELECT COMMISSION
Tuesday, 22nd September, 2020

Present:- Councillor Cusworth (in the Chair); Councillors Jarvis, Atkin, Buckley, Clark, Elliot, Marles, Pitchley, Senior, Simpson and Julie Turner.

Apologies for absence:- Apologies were received from Councillors Fenwick-Green and Marriott.

The webcast of the Council Meeting can be viewed at:-
<https://rotherham.public-i.tv/core/portal/home>

90. MINUTES OF THE PREVIOUS MEETING HELD ON 28 JULY 2020

Resolved: - That the Minutes of the meeting of the Improving Lives Select Commission, held on 28 July 2020, be approved as a correct record of proceedings.

91. DECLARATIONS OF INTEREST

There were no declarations of interest.

92. EXCLUSION OF THE PRESS AND PUBLIC

There were no items requiring the exclusion of the public or press.

93. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS

Mr Liam Harron asked:

“How do you as the Chair of the Improving Lives Select Commission ensure the accuracy of the information that is included in the reports submitted to the committee?” Mr Harron noted that he had particular concerns regarding the accurate recording of safeguarding issues detailed in reports.

In response the Chair provided information of the thorough processes that all reports went through before being published on a committee agenda, with reports being signed off at Strategic Director and Assistant Director level. The Chair noted the robust challenge that the Improving Lives Select Commission and the other scrutiny committees carried out regarding service delivery across council services.

As a supplementary question Mr Harron asked:

“If you received a report that contained errors regarding safeguarding issues that was subsequently considered by Cabinet or Council, what would be the implications for the committee?”

In response the Chair noted the remit of the committee and advised that any issues with the commissioning process would be picked up through other channels and challenged elsewhere in the Council, and not by the Improving Lives Select Commission. The Chair advised that with regard to the errors in the draft needs analysis that had been highlighted at the March 2020 meeting of the Improving Lives Select Commission that these had been amended before the report proceeded to Cabinet, and that other than that issue she was not aware of any further errors in the draft needs analysis.

94. COMMUNICATIONS

The Chair advised that an update on the recent meeting of the Corporate Parenting Panel would be circulated to members.

95. UPDATE REPORT REGARDING CHILDREN'S SOCIAL CARE SERVICE IN THE LIGHT OF COVID-19 PANDEMIC

The Interim Strategic Director for Children and Young People's Services and the Assistant Director for Children's Social Care attend the meeting to present a report that provided an update regarding the provision of the Children's Social Care Service in the light of Covid19 pandemic. It was noted that report provided an update on the current position following a briefing paper that had been presented to the members of the commission in June 2020. The briefing paper considered in June was attached as an appendix to the officer's report.

The report provided information on the number of social work visits that had been carried out since 23 March in person and remotely. The Assistant Director noted that during August the huge majority of visits had had been conducted in person, with appropriate risk assessment and safety measure in place and advised that all social work visits were now carried out in person. The Assistant Director advised that while virtual visits had now ceased, they had enabled essential contact to be maintained with families during the pandemic and that the use of technology would continue to be used to interact with families in the future in between visits.

The Assistant Director advised that face-to-face family time (contact) for looked after children and their birth families had been successfully recommenced, but that due to limitations on the building not currently possible to facilitate as many sessions as previously as the risk assessment of the building has meant that some rooms are not useable and the number of people that can use the building in a day has also been reduced. Therefore, physical family time was being complemented with virtual family time through phone call or video call.

The Assistant Director noted that close multi-agency partnership working had continued with a weekly meeting bringing senior staff from across the partnership together with a focus on problem identification and resolution

and that these meetings had successfully facilitated by remote technology.

The report noted that the service had continued to progress work in key areas, and that this had meant that some significant legal decisions for children had been able to be made during the pandemic. It was noted that some legal decisions had been delayed due to lack of court time to hold these hearings, but that work had taken place in order to enable these hearings to be scheduled in order to ensure that the children impacted had the right legal permanency in place.

The Assistant Director advised that on 3 August we a pilot programme had commenced to enable more social workers to be able to have some office-based time, with case holding social workers from First Response, Locality/Disability and the Looked after Children's service having been able to be able an office-based environment at Riverside House on a rota basis. The Assistant Director noted that while successful team and wider service networking had been enabled by the use of technology during the pandemic that social workers, due to the nature of their roles benefitted significantly from having the opportunity to have face to face interaction with colleagues. The Assistant Director advised that at the end of the pilot project feedback had been sought from participants that had shown strong support from social workers of being able to have office based time at Riverside, even if that was not their usual base and that looking to the future the majority of social workers would like a mixture of home and office working. The Assistant Director than the extension of access to office time would be impacted by local or national guidance surrounding the pandemic, but assured members that the individual needs of staff would always be considered when considering the allocation of office-based time.

The Assistant Director advised that there were some areas of concern for the department. One concern noted was the increase in the number of contacts received by MASH over the summer and the potential for referrals to increase further with the reopening of schools and the likely increases in contact with MASH and the subsequent increase in the flow of work to children's social care and early help. The Assistant Director also noted that more support activities took place with children, young people and their families in order to ensure that there can be assurance that the required work to intervene and support families was in place to progress plans forwards in a positive way and timely way.

The Assistant Director noted that the continued presence of coronavirus in the community could result in children and families having to self-isolate, which could impact on the ability of a social worker to visit and work with a family. The Assistant Director assured members that contact with families would be maintained and that any delays to the progression of support related to the impact of the pandemic would be recorded as such on file.

The Interim Strategic Director for Children and Young People's Services noted how impressively staff had risen to the challenges, such as extended periods of home working presented by the pandemic and advised that it was essential that all staff were supported effectively in the current situation. The Interim Strategic Director noted the wider challenges impacting on children and young people during the pandemic including having to spend periods of time out of school. The Interim Strategic Director noted that guidance regarding children having to stay at home if another child had tested positive for the virus had now been changed so that only close contacts, and not an entire year group had to self-isolate.

The Interim Strategic Director also noted that the year groups who would be taking exams in 2021 faced significant disruption and as such may be impacted more significantly by the pandemic in regard to their exams than the students who had had exams cancelled in 2020.

Members asked for further information about virtual and in-person visits and sought assurance that every looked after child had had a face to face visit. The Assistant Director confirmed that all looked after children had received a face to face visit during the pandemic. The Assistant Director advised that if a child, or family member were unwell, that unless there was a safeguarding concern an in-person visit would not be made with the social worker using another form of contact. The Assistant Director advised however that only in-person visits were recorded as visits, with other forms of contact recorded as case notes.

Members asked if there were any plans to open the office bases in the community. The Assistant Director advised that there were no current plans to do so and that before they could reopen that Covid risk assessments would need to take place. The Assistant Director noted that staff had welcomed the flexibility in managing their caseloads and visits that home working had provided and advised that staff would continue to have that flexibility.

Members asked for further information on the staff survey had taken place and whether the responses had been submitted anonymously. The Assistant Director advised that the survey had been anonymous in order to enable honest feedback to be submitted. The Assistant Director noted however that informal feedback had noted the challenges of always working from home and that staff had welcomed the opportunity to have some time the office to network with and support colleagues in what was frequently a very challenging role.

Members asked how access for children with their birth families had evolved throughout the pandemic. The Assistant Director advised that options had increased as restrictions had eased, but that due to limitations on accommodation and the need to be Covid secure, the council's facility for facilitating access could now only host six visits a day, whereas before the pandemic it had been able to host 21 visits a day. The

Assistant Director advised that alternative options were used and depended on the individual needs of the child and the level of supervision needed.

The Chair commended the way in which staff had been supported during the pandemic and how they had embraced new ways of working as well as and how the service had continued to provide children and families with a high level of support.

The Chair thanked the Interim Strategic Director for Children and Young People's Services and the Assistant Director for Children's Social Care for attending the meeting and answering members questions.

Resolved: -

- 1) That the report be noted.
- 2) That a further progress report be brought to the December 2020 meeting of the Improving Lives Select Commission.

96. COMPLEXITY OF YOUNG PEOPLE IN YOUTH OFFENDING COHORT

The Assistant Director - Early Help, Family Engagement and Business Support and the Service Manager – Youth Offending and Evidence Based Hub attended the meeting to present a report that provided information on the changing demand for Youth Offending Services, the increase in numbers of complex cases in the current cohort of young offenders and current re-offending rates.

The Service Manager noted that as the overall number of young offenders being supported by the service had decreased it had meant that a much higher proportion of current caseloads were comprised of complex cases than had been the case in the past when caseloads were higher. The report provided a breakdown of the characteristics demonstrated in the current cohort of cases based on factors including substance misuse, being a "looked after child" and having identified physical needs, amongst other factors.

The Service Manager advised that every young person with the Youth Offending Team (YOT) received an individual support plan, based around their specific needs that would support them not to reoffend. The Service Manager advised that the YOT always looked to utilise existing services to address the identified risks and needs of the young people it was working with, for example DIVERT would support young people with substance misuse.

The Service Manager provided information on the current cohort of young people that the YOT were working with and advised that the most common offence in this cohort of young people was violence against the person, with nine young people receiving a conviction for this plus a

further three young people being recorded with a robbery offence.

The Service Manager provided information on levels of reoffending and noted that the most up to date data showed levels of reoffending, in both the overall number of offences committed and in the number of individuals committing these offences reducing. The Service Manager assured members that reducing levels of reoffending was a key area of focus for the team but noted that as the current cohort of young people being worked with were the more complex cases, reoffending was more likely to occur. The Service Manager advised however that in the current cohort of young people who were being worked with, all of those who had reoffended had committed a less serious crime subsequently than their initial offence. The Service Manager assured members that Rotherham YOT continued to monitor re-offending via the YOT Management Board, and that information was sent on a monthly basis to case managers in the YOT so that this data could be used to inform intervention and risk management plans.

The Assistant Director commended the Service Manager for how the Youth Offending Service was being managed and how by attending several meetings of the Improving Lives Select Commission the Service Manager had opened up the service to members by providing information on how the service operated and on the challenges that it faced. The Assistant Director also thanked the Service Manager for all the work that she and her team had put in during the recent external inspection of the Youth Offending Team, noting that the inspection had been more challenging to manage due to the current restrictions related to the pandemic.

Members asked whether young people currently in young offender's institutions outside the borough were counted in the current cohort. The Service Manager advised that they were but noted that the numbers in an institution were very low, with the YOT carrying out effective work in keeping young people out of custody.

Members asked if there were any patterns in offending behaviour regarding the victims of crime. The Service Manager advised that there were no discernible patterns regarding victims of crime but assured members that there was extensive support available for victims of crime and that restorative justice and other positive ways forward following an offence were frequently utilised.

Members asked for further information on how the YOT were addressing the issue of members of BAME communities being overrepresented in the statistics regarding youth offending. The Service Manager assured members that work was being carried out to address issues of disproportionality, and that as this was a problem that was not unique to Rotherham, that this issue, and how to address it was being discussed with other YOT's in the region and nationally. The Service Manager noted that interventions targeted at BAME groups such as mentoring and the

“Levelling the Field” initiative that engaged young people via sport, aimed to prevent young people from offending and from keeping them out of the youth offending system.

Members asked if Hate Crime was a factor in the offences committed by the current cohort of young people. The Service Manager advised that there were no indications of Hate Crimes currently being a factor but assured members that if evidence showed an indication of this then action would be taken to provide suitable interventions to address the problem.

The Chair asked for further information on the ethnic breakdown of offenders as detailed in the report regarding the group of young people who had not declared their ethnicity. The Service Manager advised that disclosure of ethnicity was voluntary and that some young people did not declare their ethnicity due to concerns regarding discrimination, but assured members this area of service delivery was monitored regularly and that there were currently no areas of concern surrounding it.

The Chair thanked the Assistant Director - Early Help, Family Engagement and Business Support and the Service Manager – Youth Offending and Evidence Based Hub for attending the meeting, answering member questions and for highlighting the work of the YOT with members.

Resolved: -

That the report be noted.

97. WORK PROGRAMME 2020/21

The Committee considered its Work Programme for 2020/21.

Resolved: -

- 1) That the Work Programme be updated as discussed.
- 2) That the Work Programme for 2020/21 be approved.

98. IMPROVING LIVES SELECT COMMISSION - MONITORING REPORT

The Committee considered the outstanding actions on the Monitoring Report.

Resolved: -

That the Governance Advisor makes the required follow up activity as required for the outstanding actions.

99. IMPROVING LIVES SELECT COMMISSION - SUB AND PROJECT GROUP UPDATES

The Chair provided a progress report on sub and project group activity.

Resolved: -

That the update be noted

100. URGENT BUSINESS

There were no items of urgent business.

101. DATE AND TIME OF THE NEXT MEETING

Resolved: -

That the next meeting of the Improving Lives Select Commission take place on Tuesday 22 September 2020 at 5:30pm as a Microsoft Teams meeting.

<h1>BRIEFING</h1>	TO:	Improving Lives Select Commission
	DATE:	27 October 2020
	LEAD OFFICER:	Dean Fenton Head of Service, Access to Education dean.fenton@rotherham.gov.uk
	TITLE:	Elective Home Education
1. Background		
1.1	Elective home education (EHE) is the term used to describe a legal choice by parents to provide education for their children at home - or at home and in some other way which they choose - instead of sending them to school full-time. This is different to education provided by a local authority (LA) otherwise than at a school - for example, tuition for children who are too ill to attend school.	
1.2	2019 Government guidance highlights that <i>'Parents have a right to educate their children at home, and the government wants the many parents who do it well to be supported. They devote time, financial resources and dedication to the education of their children. Most parents who take up the weighty responsibility of home education do a great job, and many children benefit from being educated at home.'</i>	
1.3	Local Authorities (LA's) have a statutory duty under section 436A of the Education Act 1996, inserted by the Education and Inspections Act 2006, to make arrangements to enable them to establish the identities, so far as it is possible to do so, of children in their area who are not receiving a suitable education.	
1.4	Following increased interest in EHE from ministers, media and a variety of professional interest groups, including the national Association of EHE Professionals (AEHEP), an attempt had been made through parliamentary processes to amend the underlying legislation related to EHE. The proposed changes, including mandatory registration of EHE children, proceeded through the House of Lords and onto the House of Commons, supported by various consultations. The proposal was delayed numerous times before being closed in Spring 2019, due largely to more pressing parliamentary business.	
1.5	Taking some of the issues arising through the proposal to amend legislation and consultations, in April 2019 the Government published new guidance on EHE . Two documents were published: One for LA's and one for parents: https://www.gov.uk/government/publications/elective-home-education	
1.6	The new guidance documents are clear that there has been no change in legislation but clarified the role and duties of LA's. The guidance recognises that some families do use EHE well for a variety of reasons and through a range of educational methods. It is also clearer that the LA must proactively take action to identify where education is unsuitable and take steps to rectify an unsuitable education.	

1.7	<p>The 2019 guidance goes further than the preceding guidance in clarifying that a lack of suitable education could possibly constitute neglect causing significant harm:</p> <p><i>4.4 In particular, local authorities should explore the scope for using agreements with health bodies, general practitioners and other agencies, to increase their knowledge of children who are not attending school. Some local authorities already actively encourage referrals from doctors and hospitals of children whom there is reason to think may be home educated. Under s.10 of the Children Act 2004, local authorities should have arrangements in place to promote co-operation between the authority and its partners who deal with children, and under section 11, arrangements should be in place to ensure that functions are discharged with regard to the need to safeguard and promote the welfare of children. These arrangements should include information sharing protocols and it is possible for these to allow sharing of data on children who appear to be home educated and about whom there is a concern as to the suitability of that education which amounts to possible neglect causing significant harm....</i></p>
1.8	<p>The LA has an established EHE structure within the Access to Education Service which also includes the Children Missing Education, School Admissions and Exclusions functions.</p>
1.9	<p>Rotherham's EHE Officers continue to play a significant role at regional and sub regional EHE forums and have contributed to developments in practice through these forums.</p>
1.10	<p>The EHE policy was refreshed in 2018 and procedures link closely to other relevant CYPS procedures including Early Help and Safeguarding. With the issuing of the 2019 DfE guidance, the policy is currently being reviewed and revised accordingly following a period of consultation with EHE families and stakeholders.</p>
<h2>2. Key Issues</h2>	
2.1	<p>Section 5.1 of the 2019 EHE guidance states that: <i>The duty under s.436A dealt with above means that local authorities must make arrangements to find out so far as possible whether home educated children are receiving suitable full-time education.</i></p>
2.2	<p>The 2019 guidance for LA's is a much larger document than the 2007 version, with more emphasis on actions that LA's must and should take, making a clearer distinction between informal enquiries (typically from home visits) and formal education enforcement processes to be followed where an informal approach is unsuccessful in assuring the LA that the education is not <i>unsuitable</i>.</p>
2.3	<p>The AEHEP continues to discuss the possibility of changes to legislation, but largely welcomes the new guidance for the clarification it gives all partners about application of the current legislation.</p>
2.4	<p>Local, Regional and National developments</p> <p>Rotherham has taken part in all regional consultations and regularly attends regional network meetings.</p>
2.5	<p>In 2017 a multi-agency Governance Group for EHE was established. The group led a review of RMBC's EHE policy, staffing and re-establishing local partnership contacts. The Governance Group discuss issues relating to EHE which include, impact of other</p>

	service area changes on EHE work, reducing overlap of officer activity between service areas, cases where the education provided by a family is unclear, or where a family is having difficulty in accessing other services and has asked for help. The Governance group also serves a role as critical friend of the EHE Officer, offering both support and challenge when necessary to ensure the LA's statutory duties are met.
2.6	There has never been a statutory fixed point or requirement to collate data related to EHE, this means that there is no formal comparative data for EHE regionally or nationally. A summary of the RMBC data position at the end of the academic year (31 August 2020) as a fixed point each year is provided. (Appendix 1)
2.7	What are we worried about? The number of parents requesting information about EHE or considering alternatives to their current schools and hence EHE Officer involvement continues to increase. These contacts enable parents to discuss issues rapidly, receive support to resolve issues, access school admissions / other services support, or gain a full understanding of EHE prior to making a decision. Many families would have elected to home educate without a full understanding of the implications of this decision or the education options and support available to them, often at a time of crisis without the early conversations. (See Appendix 1 - Involvements data).
2.8	Taking public examinations from EHE is possible but requires an understanding of exam board and syllabus choices along with expertise to deliver teaching in a range of subject areas. Whilst progress to further education (FE) and training without evidence of qualifications is possible locally due to partnership working with local colleges, children may be disadvantaged if they are required to evidence academic achievement for other employment or training. Local college criteria means that learners have to be in EHE for 6 months prior to starting part time college within their EHE programme for Y10 and/or Y11.
2.9	As private candidates, EHE learners are included in Autumn GCSE exam guidance and will be able to arrange to take GCSE examinations, should they wish to.
2.10	A small but increasing number of families decline EHE Officer visits/contacts or refuse to send actual evidence in support that their child is receiving a 'suitable education' when requested.
2.11	Parents do not have to inform the Local Authority if they choose to home educate. The vast majority do, and they accept and welcome contact with the EHE Officer, there have been cases whereas a result of CME enquiries it has been established that a child is EHE and has subsequently been recorded as such. Although the EHE legislation hasn't changed, the 2019 Guidance to LA's and parents is a welcome step. Separate consultation on possible mandatory registration will be followed along with ADCS research into issues of Exclusions, Off-rolling, SEN provision and the increasing EHE cohort.
2.12	If a child has attended a school, the school has a duty to inform the LA of a withdrawal to EHE. Support and information about options, including EHE, alternative education providers, SEN support etc. can be given to parents in a timely manner and issues

	resolved if the EHE team is aware quickly. The Rotherham EHE policy also advises a 'cooling off period' whereby the vacated school place is not reallocated in case the parent changes their mind. Schools generally contact the EHE and CME service for help and advice. This is assisted as the CME Officer is located within the Access to Education Service.
2.13	Rotherham had its first formal case of a primary school agreeing to a Flexi-Schooling arrangement with a family starting on a trial basis in late Summer 2018. Flexi-Schooling is legal and is at the discretion of the headteacher and governors. A Flexi-Schooled child remains solely on the school roll. School maintains full responsibility for outputs and achievements but an agreement with parents is in place about the times when a child will be educated by the parents. The case created an opportunity to share learning from neighbouring LA's with more experience of Flexi Schooling to inform the headteacher who was keen to support the family in this case.
2.14	As there is no national comparative data it can be difficult to comment on local trends in any data field.
2.15	Previous work to consider locality issues demonstrated no significant patterns and withdrawals were spread across the whole borough.
2.16	Although there is no duty to collate ethnicity of EHE learners, the vast majority of declarations when a child was in school and anecdotal evidence indicates the overwhelming majority of Rotherham EHE learners are from the white British community.
2.17	Numbers of secondary age children in EHE is higher than primary ages. Rotherham data mirrors other local authorities trends.
2.18	The gender balance in Rotherham indicates slightly more boys in EHE than girls, again this mirrors other local authorities trends.
3. Key Actions and Timelines	
3.1	To continue to monitor staff capacity to ensure that EHE Officers can act quickly to give advice to parents about EHE and other options, including sign-posting to other services.
3.2	To continue to work with Local Colleges and Early Help Services in relation to Y10/11 children, to support progress and transition to post 16 education or training.
3.3	To continue to work with Early Help colleagues to ensure that the process flow of actions from informal enquiries by EHE Officers through to formal enforcement action by Early Help Services is robust and seamless. (Section 436 to Section 437 Education Act). Two cases referred to Early Help for enforcement action have resulted in subsequent court proceedings during the 2018/19 academic year (none in 2019/20). It should be noted that enforcement is only used as a last resort where education is believed to be unsuitable and the majority of these cases are resolved at an informal stage level and the child subsequently returns to school via an application for a school place with the mutual agreement of parents that this is in the best interests of the child.
3.4	To continue involvement with the Regional and National AEHEP (albeit virtually at the present time) and maintain a watching brief in relation to the progress of the EHE-related

	developments. Rotherham has contributed to all consultations with regard to possible changes in legislation, research into links between Exclusions, Special Educational Needs and, proposed mandatory registration for children not attending mainstream education. The EHE Officers will continue to play an active part in these developments.
3.5	To continue to seek guidance from DfE and RMBC legal services where necessary in relation to the parameters of statutory duty. The co-location of CME and EHE functions has created a robust system of identifying children and establishing education status.
3.6	To continue to review the EHE Policy and guidance as part of its 2 yearly cycle, to ensure it continues to link effectively to Early Help and legal processes, captures key learning points and reflects best practice.
3.7	To continue to report to CYPS DLT and Rotherham Local Safeguarding Children's Board in relation to EHE.
4. Recommendations	
4.1	The report on Elective Home Education be noted.

Appendix 1: Elective Home Education (EHE) end of academic year summary data table.

Rotherham summary	End of August 2015 (2014/15)	End of August 2016 (2015/16)	End of August 2017 (2016/17)	End of August 2018 (2017/18)	End of August 2019 (2018/19)	End of August 2020 (2019/20)	Update at close of business Friday 11th Sept 2020
Current EHE recorded	123 (Y0-Y10)	149 (Y0-Y10)	145 (Y0-Y10)	167 (Y0-Y10)	183 (Y0-Y10)	201 (Y0- Y10)	230
Returned to School (or started in a school)	38	30	49	74	58	53	3
Referred to CME	5	5	4	4	8	0	0
Transferred LA	9	8	16	27	23	21	2
Y11 Leavers June	19	24	31	27	28	41	N/A (32 Y11)
Total in EHE at some time during the academic year	194	216	245	297	300	316	235
EHE Officer 'Involvement'. Supported, but child has not become EHE.	83	113	109	142	144	111	9
Pending 'Involvements' to be resolved.	0	4	10	13	12	25	30
Total children known to EHE Team through Academic year	277	333	364	452	456	452	274

**Number of Pupils Per NCY Group at
11/09/2020**

	1	2	3	4	5	6	7	8	9	10	11	Total
Total	16	19	15	24	13	17	18	26	26	23	33	230

<h1>BRIEFING</h1>	TO:	Improving Lives Select Commission
	DATE:	27 October 2020
	LEAD OFFICER:	Nathan Heath Assistant Director for Education nathan.heath@rotherham.gov.uk
	TITLE:	Rotherham Education Strategic Partnership (RESP) Update
1. Background		
1.1	This report has been requested by the Strategic Director of Children's and Young People's Services in order that the Improving Lives Scrutiny Committee should have an overview of and a regular update on the progress of RESP against its strategic priorities.	
1.2	The Assistant Director Education is the lead officer with responsibility for RESP.	
1.3	RESP has brought together key partners from across Rotherham's education system into a coherent and effective strategic partnership. It aims to maximise outcomes and improve life chances for children and young people, promote inclusion and reduce inequalities. Critically, it will ensure that no school and no child or young person will be left behind.	
1.4	RESP created subgroups to focus on seven key priority areas, these areas are; SEND, GRT, Early Years, Primary, Secondary, Post 16 and SEMH. (Appendix 1)	
1.5	This report is to provide a brief update and forward plan in light of the recent appointment of the ADCS.	
2. Key Issues		
2.1	The last meeting of RESP took place on 17 December 2019 when participants reviewed the key actions from their plans. Another meeting was scheduled for March 2020 but was postponed due to the COVID outbreak.	
2.2	A significant number of the key partners have since changed and are no longer in post.	
2.3	COVID-19 has taken precedence and a meeting to update actions has not taken place because of this.	
2.4	There is a new Chair of RESP who started in post on 6 September 2020	
3. Key Actions and Timelines		
3.1	Following the comments in the DLT meeting dated 9 May 2019 in response to the Improving Lives Paper dated 11 June 2019, it was recommended that the following actions be taken:	

3.2	Due to the changes in leadership within Rotherham over the forthcoming months, establish a clear LA position regarding the role of RESP within the changes brought about by the Super Teaching School, withdrawal of Teaching School funding to ensure that the remit of RESP is fit for purpose and can bring about the improvements needed. To be completed by 30 th November 2020.
3.3	If RESP is to continue clarify the purpose and remit of the RESP group, given that it has no powers or funding linked to its actions.
3.4	Review the membership of RESP to ensure appropriate engagement.
3.5	Review key action plans under the 7 areas to ensure the priorities are still current.
3.6	Discuss representation from ESFA colleagues in relation to Tier 1, Tier 2 and Tier 3 funding streams.
3.7	Consider links with the Super Teaching School which already encompasses many of the partners within RESP to ensure no overlap in actions.
4. Recommendations	
4.1	It is recommended that the contents of this report are noted to ensure that the committee is fully informed of the current situation and planned strategy for RESP over the Autumn term.

Glossary of terms:

RESP – Rotherham Education Strategic Partnership
SEND – Special Education Needs and Disability
GRT – Gypsy, Roma and Traveller
SEMH – Social, Emotional, Mental Health needs
ADCS- Assistant Director Children Service
DLT – Directorate Leadership Team
ESFA – Education and Skills Funding Agency

Appendix 1
RESP Update for Improving Lives
11th June 2019

SEND

Key Priority	Action Point	Update
<p>In 5 years the high needs block funding for out of authority placements have doubled in cost. This is unsustainable by the authority. Out of authority place funding is 64% of the whole special school budget for Rotherham schools.</p>	<ul style="list-style-type: none"> • Map out the out of authority placements in terms of location, potential return, cost and care needs. • Enhance the QA procedures for out of authority placements. • Identify team to support QA of PCRs / EHCP review for out of authority students. 	<p>All special school heads signed up to SEND review training. All committed to supporting commissioners on QA of out of authority places. Map of where out of authority placements are and reasons why they are there is currently being worked on by commissioning. This data will allow commissioners to assess where placements could be better supported within the LA rather than expensive out of authority.</p>
<p>2. SEND sufficiency review to be re-evaluated and areas sustainable growth to be identified from 0-25 years.</p>	<ul style="list-style-type: none"> • Review LA SEND provision with discussions for potential growth areas matched to need. • Clear report on what we have and what we are missing to be devised working backwards from ideal to positive and possible. • Schools to commit to what they can offer, timescales 	<p>Up to date figures by data team show key growth for MLD, ASD, SEMH. Schools committed to original expansion plans but this won't be enough to meet growth and return children back from out of authority places. No more special schools to open to work has to be on moving services to support inclusion in mainstream. Special school Heads interested in developing opportunities for services to be delivered and based within the special schools therefore allowing the level of expertise to be shared within mainstream.</p>

<p>3. Dual funded places to have clarity in their procedure and policy.</p>	<p>and what target pupils will be.</p> <ul style="list-style-type: none"> • Evaluate how many dual funded places are currently in place and where best practice is. • Working party to write procedures and policy in relation to safeguarding, attendance, funding of dual placements. • Dual placement growth to be included within key priority 2. 	<p>Guidance sought from Dean Fenton and Kathryn Wiltshaw. For PRU – element 3 funding stays in the host school too long or not shared equally following the child. Clarity now needed for responsibility of host school to give a child sense of belonging to their community. Involvement for some is just at CIN meetings which isn't conducive to dual placement. Work with Mary Jarrett / Kathryn Wiltshire for clarity on dual registered provision.</p>
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GRT

Key Priority	Action Point	Update
1. Improving reading ages of GRT students	<ul style="list-style-type: none"> • Set up reading project with Secondary pupils leading primary students reading • Train Secondary reading ambassadors • Coordinate reading programme with catchment schools 	John Greaves (RMBC Libraries) spoke of a proven successful school/setting offer of “novel study” engaging GRT/disadvantaged/EAL boys. Presentation from Wales High School Literacy coordinator
2. Early Years- improve educational 2&3 year old take up	<ul style="list-style-type: none"> • Agree GRT advocates for educational offer take up • Coordinate work with Children’s centres and Primaries 	Aileen Chambers: The take up of 2yr old places in Eastwood remains a challenge so the team are swiftly switching to home working, supported by additional funding (South Yorkshire Funding bid) “Parent child plus” home learning. Paula Williams interviewed for “Family lives” coordinator on 29.3.19 Staff are now having training currently to deliver the 2 sessions per week to families. York and Durham University will evaluate the home learning project.
3. Agree Positive role models to attend assemblies and promote positive engagement	<ul style="list-style-type: none"> • Identified GRT role models to arrange to visit schools and lead assemblies/ rewards presentations 	No update – non-attendance of Clifton Learning Partnership
4. Improve communication with ‘Confident Communities’ meeting	<ul style="list-style-type: none"> • Agree programme to reduce tension between GRT and APKN communities • Agree with Police partners to attend schools in Clifton Learning Partnership for pro-active, positive presence • Agree participation in ‘Sophie Lancaster Project’ 	No update – since attendance of Sam Barstow and his sharing of Eastwood plan.
5. Address unfair	<ul style="list-style-type: none"> • Pursue DfE and ESFA to 	Dean Fenton and team spoke of changing the Admissions form to include information

funding	<p>address issue of post census date arrivals</p> <ul style="list-style-type: none"> • Ensure admissions procedures include SEN (early)assessment 	<p>about SEND/SEMH needs. Pathways were now being introduced to support the screening of Newly arrived families with specific HI/S+L needs etc.</p> <p>Amanda Benton fed back on the conference call with Pepe and an MP. Focus: there are challenges facing a number of schools across the borough in that a large proportion of children/students are of a transient population – mainly from Eastern Europe - that arrive post census date in October.</p> <p>Many of the children arriving after census date present a number of issues to the existing staff: SEND/EAL/Hi. Individual schools are facing major challenges with provision with no recognised funding available because of the way funding is connected to the census and paid the following April.</p> <p>Participants in the conference call suggested the funding may need to be addressed differently. A model exists with LAC funding.</p> <p>One school gave the example of 292 children on the census, rising to 321 by the following April.</p>
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Early Years

Key Priority	Action Point	Update
<p>1. Develop System Wide approaches to improving speech, language and communication skills within the Early Years</p>	<ul style="list-style-type: none"> • Complete the Early Intervention Foundation maturity matrix • In partnership with South Yorkshire Futures and the LA's in the combined authority (Sheffield City Region) develop and submit a bid for the Early Outcomes fund • Explore the opportunity to be a partner with York partnership for the Early Outcomes fund • Develop Strategic Partnerships with a specific focus on speech, language and communication. 	<p>Matrix completed for the bidding process and collated as a South Yorkshire overview.</p> <p>Bid submitted and conformation was received to say the bid had been successful.</p> <p>South Yorkshire bid was successful as it was built on the current South Yorkshire Futures partnership so Rotherham didn't bid with York.</p> <p>The project start date was April 1st 2019 so work is currently underway to set up the outcomes of the project and key staff are just being sourced to begin the work.</p>
<p>2. Improve language, social and emotional development for disadvantaged 2 year olds through the South Yorkshire Funding bid for Home Visiting.</p>	<ul style="list-style-type: none"> • Provide an overview of data for disadvantaged 2 year olds • In partnership with South Yorkshire Futures and SY Local Authority colleagues ensure Rotherham's access to the successful bid. Roll out the project within Rotherham. • Access to the Home Visiting scheme in line with the bid. 	<p>Initial work has started to identify the children within the scope of the project.</p> <p>Rotherham were invited to be on the interview panel for the designated Co-ordinator and the successful candidate is from services in Rotherham and will commence post in May 19.</p> <p>The direct work with the families will begin June 19.</p>

<p>3. Improve children's early language, literacy and numeracy through high quality, evidence-based professional development support for early year's practitioners in pre-reception settings.</p>	<ul style="list-style-type: none"> • Access the Professional Development Fund • Identify suitable local practitioners to take on the role of Early Years CPD Champions • Identify and bring schools and PVI settings together as CPD partnerships, paying staff backfill costs for practitioners to attend CPD free of charge. • Roll out the project in line with the requirements set out nationally 	<p>DFE funding has been received to set up the initial parts of the Partnerships.</p> <p>CPD champions criteria has now been received and the selection process will now commence.</p> <p>The National Training provision has had a contract delay and so this will delay the information being cascaded in relation to the commitment of the CPD champions.</p>
<p>4 Through regional developments set up 'Action Learning' sets to increase early identification of speech, language and communication needs through developing an whole setting approach to supporting SEND, working with parents, improving the local offer information around EY</p>	<ul style="list-style-type: none"> • Work with regional colleagues to be part of the project • Access the 'Action Learning Sets' • Disseminate the learning to Rotherham providers 	<p>The Action Learning Sets work commenced February 19.</p> <p>Rotherham SEND colleagues met with Regional and Humber colleagues and worked through a matrix for identifying SEND issues and key priorities in Early Years. Priorities identified include – Funding – Data – Transitions between PVI and Schools. Rotherham was successful in then submitting an additional request for support for Whole Setting Approach to inclusion and was successful. This piece of work begins May 19 with NASEN.</p>

<p>5. Develop Social Mobility through Strategic Partnerships with South Yorkshire Futures to close the 'word gap' in the early years.</p>	<ul style="list-style-type: none"> • Work with key partners in South Yorkshire to further develop the Strategic work of South Yorkshire Futures • Join together the work of the 4 projects above. 	<p>Rotherham is working with South Yorkshire futures on the Early Outcomes project which is still developing the SYF work. All 4 projects above link into the work of the SYF remit.</p>
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Primary

Key Priority	Action Point	Update
<p>1. Building on improvements made in attainment in 2018, secure further gains in reading at both EXS+ and GDS/HS at both KS1 and KS2</p>	<ul style="list-style-type: none"> • RoSIS Teaching and Learning Consultant and SLE support for schools in phonics including: bespoke training in schools, school-based workshops to support parents / carers to help their children to use phonics to decode, central training for Teaching Assistants, central training for teachers new to the phonics screen check, school-based phonics reviews, additional mentoring and support for some phonics leaders and phonics training for foster carers. • A wide range of reading-focused CPD opportunities for staff available from RoSIS to schools to support improvements to teaching of reading at both KS1 and KS2. These include: Reading for Enjoyment training provided by the National Literacy Trust, Building an Outstanding 	<p>The 'Enhancing Language Acquisition' project was a successful DfE SSIF bid that has run from Jan 2018 to April 2019. A final evaluation of its impact on vocabulary growth on pupils involved in the project (from Y4-Y9) will be completed by end of May 2019. Interim evaluations have been very positive in schools that have fully engaged in the project (24/32 schools). Participating schools will be able to continue working with Bedrock Learning on the project from April 2019 and a new cohort of schools can join from September 2019 as part of the RoSIS Traded Service offer for 2019-20.</p> <p>Rotherham primary schools have become involved recently in the work of the new DfE-funded literacy hubs whose work focuses on improving provision and outcomes in phonics and reading in EYFS and KS1. They have attended launch events at either Whiston Worrygoose J&I School or St. Wilfrid's Catholic Primary School (Sheffield). Further CPD is planned through both of these local literacy hubs.</p>

	<p>Reading School CPD by James Clements, Teaching and Learning Consultant and SLE support in schools around the teaching of reading comprehension, assessment support for Y2 and Y6 teachers, school reading reviews with senior and middle leaders, provision of resources (written by LA Consultants) to support quality planning in reading, school-based work to support parents in helping their child with reading and targeted support workshops for KS1 and KS2 reading.</p> <ul style="list-style-type: none"> • 'Enhancing Language Acquisition' project – building pupils' knowledge and understanding of academic vocabulary for KS2 and KS3 pupils (Y4-Y9). 	
2. Improve outcomes in KS2 mathematics in order to address the decline at both EXS+ and HS in 2018	<ul style="list-style-type: none"> • A wide range of mathematics-based CPD opportunities for staff available from RoSIS and the South Yorkshire Maths Hub to support 	The key message that has been delivered to schools is that in order to improve pupil outcomes at both KS1 and KS2, children need to be taught mathematics really systematically and effectively so that their mathematical fluency / recall is well developed as well as their reasoning skills and ability to solve mathematical problems.

	<p>improvements in teaching of maths at both KS1 and KS2. These include: Roadmap to Mastery CPD, Working with a trained Mastery specialist, SY Maths Hub and NCETM work groups, assessment support for Y2 and 6 in mathematics, maths reviews with senior and middle leaders, school-based workshops to support parents/carers when helping their children with maths, a targeted support workshop for KS2 mathematics, central training on bar modelling and developing children's fluency in mental maths, subject knowledge training for NQTs and RQTs.</p>	
<p>3. Close the gap between the achievement of disadvantaged pupils and others at KS1 and KS2</p>	<ul style="list-style-type: none"> • Organisation of PP Reviews in schools as part of the RoSIS 2018-19 Traded Services offer by team of trained nationally accredited PP reviewers. • Standing agenda item for RoSIS termly 1:1 meetings with school leaders – 	<p>13 PP Reviews have already taken place since September 2018 and a further 18 are scheduled for before the end of the autumn term 2019.</p> <p>46 delegates from 31 schools attended the targeted support workshops held in January 2019 focusing on improving the performance of disadvantaged pupils in KS1 and KS2. 7 different schools shared their 'best practice' in this area.</p>

	<p>focused discussion around provision for and outcomes of disadv pupils.</p> <ul style="list-style-type: none"> • Hosting of school-based professional learning “best practice” sessions at two primary schools with a proven track record of high performance for disadv pupils • Targeted support workshops with focus on improving the performance of disadvantaged pupils in KS1 and KS2. • All governing boards encouraged / advised to appoint a designated governor with responsibility for the provision and outcomes for disadv pupils. 	
<p>4. Improve performance at HS/GDS at KS2 in all subjects but especially the core subjects ie reading, writing and mathematics</p>	<ul style="list-style-type: none"> • RoSIS Teaching and Learning Consultant and SLE support for schools in reading, writing and mathematics, science, history and geography including: central subject knowledge training, bespoke support / training in schools, subject leader network meetings, assessment and moderation support for Y2 	<p>Presentation at the Primary Heads’ meeting in February 2019 from a senior leader of a primary school in Sheffield on how to construct an outstanding curriculum that leads to outstanding outcomes for pupils. 64 Headteachers / Senior Leaders attended the meeting. 3 Heads have already visited the Sheffield primary school and a further 24 senior leaders are booked on to visit there in June 2019.</p>

and Y6 teachers, provision of resources (written by LA Consultants) to support quality planning in reading and writing.

- Visits by primary Associate HT workforce to outstanding schools outside of Rotherham eg Sheffield and Birmingham.

Secondary

Key Priority	Action Point	Update
1. Improve Progress in Core Subjects at KS4	<ul style="list-style-type: none"> • Appoint Lead practitioners in Core Subjects • Agree Job descriptions and appointment schedule • Agree funding model with Secondary schools • Agree KPI & action plans for Summer 2019 	<p>Core Subject Leads have been advertised in schools and expressions of interest requested.</p> <p>Feedback on the process and potential applicants will be discussed at the Sec Heads meeting on 23rd May.</p>
2. Improve Attendance	<ul style="list-style-type: none"> • Re structure attendance strategy to align more closely to school leadership • Review use of FPN • Improve information sharing between schools and RMBC 	<p>Attendance is on the agenda for the Sec Heads meeting on 23rd May.</p> <p>The LA will be present to discuss new strategies to support an increase in attendance and decrease in persistent absenteeism across the authority.</p>
3. Improve Recruitment & retention	<ul style="list-style-type: none"> • Establish more close working partnerships with TSA, Hallam and Sheffield University • Use Lead practitioners to identify and develop aspiring leaders 	<p>Please see Priority 1 (Lead Practitioner).</p>
4. Improve performance of disadvantaged	<ul style="list-style-type: none"> • Key focus for Lead practitioners • Attendance/GRT and SEMH strategies to support this 	<p>See GRT priority</p> <p>See Priority 1 (Lead Practitioner)</p>
5. SEMH	<ul style="list-style-type: none"> • Work closely with the SEMH group to establish and embed the SEMH strategy 	<p>See SEMH priority</p>

Post 16

Key Priority	Action Point	Update
1. Ensuring continued broad curriculum offer for Post 16 students in Rotherham.	Share information about curriculum offers (level 2 and level 3) from the different providers. By sharing this information, we can spot possible gaps in provision where 1 centre may have a specialism.	Timetable alignment and sharing students was discussed but not considered to be a practical option in this next academic year
2. Careers and work experience	<p>To share access to large Careers Fairs</p> <p>To develop and build the relationship with South Yorkshire Futures (SYF) to create a central hub for work experience and apprenticeship opportunities for students</p>	South Yorkshire Futures have agreed to join the next Post 16 network meeting to agree a plan to improve access to work experience
3. Post 16 SEN and mental health provision	<p>Create links with GP groups to try to limit the practice of 'signing off' students with anxiety and mental health problems. In most cases students do better when they come in and access support.</p> <p>Conduct a survey at the start of the new academic year to find</p>	<p>Support has been brokered from local GP groups</p> <p>A plan has been agreed to survey and audit current provision and then analysing results of survey.</p>

	<p>out where students would go to access mental health support (common survey) so we can all act on findings</p> <p>Share the good practice that was outlined in the meeting (Trailblazer, Mental health advocate training, training for Looked After Children with attachment issues)</p> <p>Create an SEN post-16 sub group?</p>	<p>Jenny Lingrell to present brief overview of SEN sufficiency strategy with post 16 focus to next meeting</p>
<p>4. Knife crime awareness / prevention</p>	<p>On agenda for next meeting to try and take coordinated action.</p>	<p>Police and LA and other organisations have been scheduled to support post 16 providers with this issues</p>

SEMH

Key Priority	Action Point	Update
1. SEND Sufficiency Strategy	<ul style="list-style-type: none"> • Develop a clear understanding of current and projected levels of need for C&YP with EHCP & SEND Support • Consult to match data with school experience • Map need against current provision • Market position statement and commissioning intentions 	Sufficiency data prepared Sufficiency Strategy published including commissioning intentions Permission to consult with schools requested by RMBC Cabinet (May 2019) School Proposals to be submitted and evaluated (July 2019)
2. SEND Provision Development (new school places – LA led)	<ul style="list-style-type: none"> • Sub-regional work to engage with development of Free Schools • SEND Capital Development Strategy 	See above
3. Flexible Provision (school led)	<ul style="list-style-type: none"> • SEND Sufficiency Strategy • (Internal) Market development event 	See above
4. SEMH Partnerships	<ul style="list-style-type: none"> • Map primary and secondary SEMH Partnerships • Agree & formalise terms of reference • Define interface with pupil management / strategy management groups 	AD for Education & AD for Commissioning, Performance & Inclusion continue to consult with stakeholders Timpson Review published May 2019

	<ul style="list-style-type: none"> • Specify funding requirements • Options appraisal for inclusion incentives • Build in check & challenge 	
5. Inclusion Support	<ul style="list-style-type: none"> • SEND Sufficiency – does provision meet demand • New models of support • Effective interfaces with flexible provision / SEMH Partnerships • Review traded offer 	<p>Draft SEND Sufficiency Strategy also references inclusion services</p> <p>Workshop with RESP (April 2019)</p> <p>Workshop to establish principles prior to full Project Initiation (May 2019)</p>

Work programme – Improving Lives Select Commission UPDATED: 13 OCTOBER 2020

Meeting Date	Agenda Item	Purpose/ Outcomes	Recommendations
16 June	Response to Domestic Abuse during the pandemic	To receive an update on the Council's work regarding domestic abuse during the pandemic.	<p>Resolved: -</p> <ol style="list-style-type: none"> 1) That the report be noted. 2) That up to date figures on Domestic Abuse Incidents, Domestic Abuse Response (referrals) and Domestic Abuse Commissioned Service Caseloads be circulated to the members of the Improving Lives Select Commission in four weeks' time. 3) That information on the number of Domestic Abuse incidents and referrals for support services relating to male victims of Domestic Abuse during the pandemic. be circulated to members of the Improving Lives Select Commission.
	Performance Monitoring	<p>To receive briefing paper addressing areas of poor performance identified previously e.g. rereferrals into Child in Need/Child Protection Plan.</p> <p>To agree a method and frequency of performance monitoring based on the CYPS tracker.</p>	<p>Resolved: -</p> <ol style="list-style-type: none"> 1) That the report be noted. 2) That the Children and Young People's Services Vision Tracker continues to be circulated on a monthly basis. 3) That the Children and Young People's Services Vision Tracker, along with the monthly scorecards be circulated to all members of the Council. 4) That after receiving the Children and Young People's Services Vision Tracker and the monthly scorecards, members of the Improving Lives Select Commission should, if required, request a meeting with lead officers to undertake a performance clinic type discussion based on the particular measures or interest or concern.

			5) That the revised methods of monitoring performance be reviewed at the June 2021 meeting of the Improving Lives Select Commission.
	Re-referrals and repeat child protection planning - Progress report	To provide a progress report on actions that had been taken regarding re-referrals and repeat child protection planning	<p>Resolved -</p> <p>1) That the report be noted.</p> <p>2) That a progress report on re-referrals and repeat child protection planning be provided at the December 2020 meeting of the Improving Lives Select Commission.</p> <p>3) That information on the outputs and development opportunities highlighted by the audit work completed in relation to re-referrals be circulated to members of the Improving Lives Select Commission.</p>
	Work Programme	To consider the committee's work programme	<p>Resolved: -</p> <p>1) That the Work Programme be updated as discussed.</p> <p>2) That the Work Programme for 2020/21 be approved.</p>
	Project group updates	For the Chair/project group leads to provide an update on the work of the project groups.	<p>Resolved: -</p> <p>1) That the update be noted.</p> <p>2) That the scope for the review of Early Help be circulated to members of the Improving Lives Select Commission once completed.</p>

ILSC Monitoring Report

To monitor the progress of recommendations made by ILSC.

Resolved: -

That the Governance Advisor makes the required follow up activity as required for the outstanding actions.

28 July	Update on LAC Sufficiency	To monitor progress and to assess any impact on capacity due to Covid-19.	<p>Resolved: -</p> <ol style="list-style-type: none"> 1) That the progress made in delivery of the LAC Sufficiency Strategy be noted. 2) That the risk that demand for placements will increase as lockdown eases be noted, and, that in addition to members of the Improving Lives Select Commission monitoring performance in this area using the established performance monitoring procedures, that managers proactively raise any concerns that they have with the Improving Lives Select Commission if they arise. 3) That a summary of the meeting with the National House Project be circulated to members of the Improving Lives Select Commission.
	Youth Offending Team – Progress report	<p>To monitor progress and highlight an area for further scrutiny.</p> <p>Specifically, to check progress of recommendations made last year and to seek assurances around a changing demand due to the apparent decrease in numbers of first-time young offenders and the increase in the complex nature of a this reduced cohort of young offenders.</p>	<p>Resolved: -</p> <ol style="list-style-type: none"> 1) That the report be noted. 2) That a further report be brought to the 22 September 2020 meeting of the Improving Lives Select Commission to provide assurances around changing demand for Youth Offending Services due to the apparent decrease in numbers of first time young offenders and the increase in the complex nature of a this reduced cohort of young offenders. 3) That further information on the Mentors in Violence programme be circulated to members of the Improving Lives Select Commission. 4) That a more detailed narrative in regard to table 13a of the Youth Offending Performance Report, as included in the agenda pack, be circulated to the members of the Improving Lives Select Commission.

	Work Programme	To consider the committee's work programme.	<p>Resolved: -</p> <ol style="list-style-type: none"> 1) That the Work Programme be updated as discussed. 2) That the Work Programme for 2020/21 be approved.
	Project group updates	For the Chair/project group leads to provide an update on the work of the project groups.	<p>Resolved: -</p> <ol style="list-style-type: none"> 1) That the update be noted. 2) That the scope for the review of Early Help be circulated to members of the Improving Lives Select Commission and that members of the commission contact the Governance Advisor with expressions of interest for taking part in the review.
	ILSC Monitoring Report	To monitor the progress of recommendations made by ILSC.	<p>Resolved: -</p> <p>That the Governance Advisor makes the required follow up activity as required for the outstanding actions.</p>

22 September	Youth Offending Team	To seek assurances around a changing demand due to the apparent decrease in numbers of first-time young offenders and the increase in the complex nature of a this reduced cohort of young offenders.	Resolved: - 1) That the report be noted.
	Children's social care service in the light of Covid-19 pandemic – Progress Report	To provide a progress report on activity detailed in the briefing to members received on 4 June 2020.	Resolved: - 2) That the report be noted. 3) That a further progress report be brought to the December 2020 meeting of the Improving Lives Select Commission.
	Work Programme	To consider the committee's work programme.	Resolved: - 1) That the Work Programme be updated as discussed. 2) That the Work Programme for 2020/21 be approved.
	Project group updates	For the Chair/project group leads to provide an update on the work of the project groups.	Resolved: - 1) That the update be noted.
	ILSC Monitoring Report	To monitor the progress of recommendations made by ILSC.	Resolved: - That the Governance Advisor makes the required follow up activity as required for the outstanding actions.

27 October	Rotherham Education Strategic Partnership	<p>That a report detailing key timelines, milestones and outcomes to reflect the difference that RESP is making be submitted to this Commission in December 2019. December meeting cancelled.</p> <p>To assess the impact that the service is having.</p>	
	Elective Home Education	To seek assurance that children who are elective home educated are being effectively safeguarded/educated	
	Work Programme	To consider the committee's work programme	
	Project group updates	For the Chair/project group leads to provide an update on the work of the project groups.	
	ILSC Monitoring Report	To monitor the progress of recommendations made by ILSC.	

15 December	Children's social care service in the light of Covid-19 pandemic – Progress Report	To provide a progress report on activity detailed in the briefing to members received on 22 September 2020.	
	Progress report on the implementation of the recommendations arising from the SEND Peer Review conducted in March 2020.	Peer review circulated to members April 2020.	
	Re-referrals and repeat child protection planning – Progress report	Resolved at June 2020 meeting to receive a progress report at December 2020 meeting.	
	Rotherham Children's Safeguarding Partnership – Annual Report	To receive and consider the annual report.	
	Work Programme	To consider the committee's work programme.	
	Project group updates	For the Chair/project group leads to provide an update on the work of the project groups.	
	ILSC Monitoring Report	To monitor the progress of recommendations made by ILSC	

26 January	CYPS Directorate workforce strategy	Progress report	
	Invitation to Regional Schools Commissioner to attend meeting		
	School Performance	Progress report on latest figures	
	Work Programme	To consider the committee's work programme.	
	Project group updates	For the Chair/project group leads to provide an update on the work of the project groups.	
	Adult Safeguarding Annual Report	To receive and consider the annual report.	
	ILSC Monitoring Report	To monitor the progress of recommendations made by ILSC.	

9 March	Pause Progress report	Resolved in March 2020 to bring a further report after May 2021.	
	Work Programme	To consider the committee's work programme and to reflect on work programme for 2020/21	
	Project group updates	For the Chair/project group leads to provide an update on the work of the project groups.	
	ILSC Monitoring Report	To monitor the progress of recommendations made by ILSC.	

Items pending schedule or removal

Item	Details	Status
Safer Rotherham Partnership	<p>Resolved at OSMB July 2019</p> <p>That an update be provided to the Improving Lives Select Committee on the actions and recommendations to address stalking and harassment.</p>	To be scheduled
CSE Support Services	Resolved at Cabinet in June 2020 that the ILSC monitor the operation of the new support services.	To be scheduled for December 2021 meeting.
Performance Monitoring	Resolved June 2020: That the revised methods of monitoring performance be reviewed at the June 2021 meeting of the Improving Lives Select Commission.	To be scheduled for June 2021 meeting.
Missing from Home/Education (Update from Strategic Missing Group)	Progress report	To be scheduled
Counter extremism in schools	<p>Resolved in September 2019</p> <p>That a report be submitted to this Commission as part of 2020/21 work programme outlining how the local authority was meeting its Prevent duty.</p> <p>That an update on its counter extremism work be submitted to this Commission as part of 2020/21 work programme.</p> <p>That this update includes an evaluation of the work in schools and further details of the work with adults and neighbourhoods and any specific work with parents and carers.</p> <p>Focus to be on work being done in schools.</p>	To be scheduled
Rotherham Education Strategic Partnership	Resolved in June 2019 - That the evaluation of the Early Years Home Visiting Project be submitted to this Commission.	To be scheduled December 2021 meeting.

IMPROVING LIVES SELECT COMMISSION RECOMMENDATIONS – IMPLEMENTATION MONITORING SCHEDULE
UPDATED: 13 OCTOBER 2020

Decision Date	Item	Scrutiny Recommendation	Completion date for actions	Action/Response Completed	Further action required by Scrutiny
03/03/20	Early Help and Social Care Pathway	That an update be provided to members of the Improving Lives Select Commission on the implementation and use of the Liquid Logic case management system.		<p>Requested and written briefing will be circulated.</p> <p>Chased 17 June</p> <p>Chased 6 July</p> <p>Written information provided to Chair. Briefing for members being arranged.</p>	<p>One off review being arranged. Action transferred to Sub and Project Group tracker.</p>

Sub and Project Group Work

Updated: 13 October 2020

Project	Details	Status
<p>One off spotlight review involving the Youth Cabinet and off camera to understand the impact of school closures due to COVID19 on Rotherham pupils.</p>	<p>To specifically involve and loom at the impact on those who would have sat exams this year and bring back the YOT specifically to check progress of recommendations made last year and to seek assurances around a changing demand due to the apparent decrease in numbers of first time young offenders and the increase in the complex nature of a this reduced cohort of young offenders.</p>	<p>October 2020 - Questions for the survey have been written and are being consulted on with RYC. Support is also being sought via Children, Young People and Family Consortium to ensure that the survey is circulated as widely as possible.</p> <p>Survey created in Survey Monkey and ready to circulate.</p>
<p>CSE – post abuse support (task and finish to feed into commissioning process)</p>	<p>Task and finish group established. Interviews undertaken with 3 local authorities (July/August 2019)</p>	<p>October 2020 - Authorities selected for conversations with officers and members on post CSE support selected. Questions drafted. Contact details for discussions collated.</p> <p>Subgroup to be comprised of Councillors Cusworth, Clark and Andrews.</p>
<p>Liquid Logic</p>	<p>One off spotlight review to provide assurance to members on how the system is working in CYPS.</p>	<p>October 2020 - Meeting held with CYPS to agree how the review meeting will function. Review session with members of ILSC to be scheduled.</p>

<p>Domestic Abuse</p> <ul style="list-style-type: none"> • Domestic Homicide Review • Stalking and Harassment • Domestic Abuse Service Principles 	<p>Referral from OSMB and January 2019 ILSC</p>	<p>To schedule (awaiting update from Home Office on domestic homicide).</p> <p>To agree actions to complete the review.</p>
<p>Lifestyle Survey</p>	<p>Report to subgroup in January 2020</p>	<p>To arrange a meeting for January 2021 to receive the latest survey.</p>
<p>Food Poverty/Holiday Hunger</p>		<p>In scoping stage.</p> <p>20 July 2020: Update meeting with Cllr Allen, Chair, Vice-Chair, Sally Hodges, Judith Hurcombe and David McWilliams held July 2020. Next steps agreed, work to commence imminently.</p>
<p>Early Help Offer</p>	<p>Resolved in October 2019</p> <p>That a sub-group be established to undertake further scrutiny of the early help offer.</p>	<p>Report on Early Help and Social Care Pathway received in March.</p> <p>Early Help Review – use ISOS document to scope – must involve triangulation of qualitative data through speaking with partners and front-line staff.</p> <p>29 July 2020: Scope circulated to members for expressions of interest.</p>
<p>Court Procedures (pre-proceedings)</p>	<p>Resolved on 30/04/19 - To scrutinise if progress/milestones are being reached – follow on from earlier work</p>	<p>Spotlight review to be scheduled</p>

Safeguarding Adults report Safeguarding Children report	Deferred from December 2019	Reports being circulated. Once received to determine further action. Safeguarding Adults report circulated 22 June 2020
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