

IMPROVING LIVES SELECT COMMISSION

Date and Time:- Tuesday 28 January 2025 at 10.00 a.m.

Venue:- Rotherham Town Hall, The Crofts, Moorgate Street, Rotherham. S60 2TH

Membership:- Councillors Pitchley (Chair), Knight (Vice-Chair), Baggaley, Blackham, Bower, Brent, T. Collingham, Elliott, Fisher, Foster, Garnett, Harper, Hughes, Monk, Reynolds, Ryalls and Sutton.

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

1. Apologies for Absence

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

2. Minutes of the Previous Meeting (Pages 3 - 14)

To consider and approve the minutes of the previous meeting held on 3 December 2024, as a true and correct record of the proceedings and to be signed by the Chair.

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. Special Educational Needs and Disabilities (SEND) Ofsted Area Inspection Update (Pages 15 - 29)

To receive an update on the outcomes of the Ofsted Special Education Needs and Disabilities (SEND) Area Inspection that took place in October 2024.

7. Family Help Update (Pages 30 - 33)

To receive an update on the Family Help Strategy 2024-2029, which was approved at Cabinet in March 2024. The Strategy is currently in the design phase, this item will provide an update on the progress of the strategy, prior to it returning to Cabinet in March 2025.

8. Work Programme (Pages 34 - 35)

To consider and approve the Commission's Work Programme.

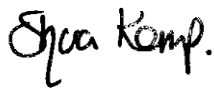
9. Improving Lives Select Commission - Sub and Project Group Updates

For the Chair/Project Group Leads to provide an update on the activity regarding sub and project groups of the Improving Lives Select Commission.

10. Urgent Business

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

**The next meeting of the Improving Lives Select Commission
will be held on Tuesday 4 March 2025
commencing at 10.00 a.m.
in Rotherham Town Hall.**



**SHARON KEMP OBE,
Chief Executive.**

IMPROVING LIVES SELECT COMMISSION
Tuesday 3 December 2024

Present:- Councillor Knight (in the Chair); Councillors Baggaley, Bower, Brent, Elliott, Fisher, Foster, Garnett, Harper, Monk, Ryalls and Sutton.

Apologies for Absence:- Apologies were received from Councillors Pitchley and Hughes.

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

41. MINUTES OF THE PREVIOUS MEETING

Resolved: - That the Minutes of the meeting of the Improving Lives Select Commission, held on 29 October 2024, be approved as a correct record of proceedings.

42. DECLARATIONS OF INTEREST

There were no declarations of interest.

43. EXCLUSION OF THE PRESS AND PUBLIC

There were no items of business on the agenda that required the exclusion of the press and public from the meeting.

44. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS

There were no questions from members of the public or press.

45. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) STRATEGY UPDATE

The agenda item provided an update on the draft SEND Strategy and included a high-level overview of the strategy consultation response, following the public consultation on the proposed strategy.

The Chair welcomed Cary- Anne Sykes to the meeting, who was the Head of Service for Special Educational Needs and Disabilities (SEND).

The Chair invited the Head of Service for Special Educational Needs and Disabilities to introduce the item and present the update, during which the following was noted:

- The consultation had gone very well; however, the consultation period was disrupted by a three week SEND Ofsted Inspection.
- The SEND Ofsted Inspection graded the Local Authority at a One, which was the highest grade. The Local Authority would be

inspected again in five years' time.

Overview of the proposed SEND Strategy, My Life, My Rights 2024-2028:

- The Strategy, "My Life, My Rights", set out the vision for children and young people with Special Educational Needs and Disabilities (SEND) in Rotherham.
- It would drive forward the improvements that had already started across the local area and would help services in education, health, and social care, to work together to make the required changes, to ensure children and young people in Rotherham would achieve the very best outcomes.
- The proposed SEND Strategy had been approved for consultation.

Consultation:

- Consultations took place via an online consultation form, face to face and over Microsoft Teams, to ensure the engagement of a wide range of people.
- Consultations included children and young people, parents and carers, Social Care and Early Help, Health and Therapy Services, education professionals, schools, partner agencies and members of the Improving Lives Select Commission.
- There had been cohorts of people who were harder to reach and did not want to attend any sessions in person or over Microsoft Teams. In these instances, the Head of Service for SEND briefed the leaders of community groups, who then shared the information with those cohorts. An example was provided of Ferham Primary School's parents coffee morning, the group did not feel it would be appropriate for a local authority officer to attend the coffee morning and present, therefore the school shared the information with the group on the local authority's behalf in a relaxed environment.
- 152 responses were received from online consultation forms and 13 consultation group sessions were held, with 137 people attending the sessions in total.

Consultation Feedback:

- Four people opposed the way that the strategy was written in the voice of the child and/or young person. It was advised by the service that the young people wanted the strategy to be written in that way, in their voice. Everyone else who provided consultation feedback had strongly agreed with the way that the strategy had been written in the young person's voice.
- Overall, the feedback on the draft strategy was very positive and included the following:
 - *"All positive, brilliant use of inclusion with the strategy and the wording Ambition, Inclusion and Equity"*.
 - *"The SEND strategy is beacon of hope for outstanding SEND services in Rotherham"*.
 - *"I like the priorities; they feel young person centred and aspirational for supporting young people to achieve high quality lifelong skills"*.

- *"I like the way it is expressed through 'I have and I am...'"*
- *"It is clear and concise"*
- *"Would like to see evidence of the SEND Co-ordinators gaining permission from young people (over the age of sixteen) prior to speaking or emailing their parents/carers who may act on their behalf to ensure that they are aware. I would also like to see all students from a minimum of Y9 having access to the Hub. Where young people have assumed capacity"*

Amendments to the draft strategy following the consultation:

- The Vision would remain the same and no changes would be made to the outcomes of the draft strategy.
- The health key performance indicators listed below, were adjusted following the consultation, to ensure the measures could be measured against regional partners and national data.
 - The percentage of children receiving the checks, to show good coverage.
 - The percentage of children achieving the expected level in communication skills at 2 - 2 and a half years, as anyone who did not achieve this would be referred for support.

Four Cornerstones:

- The service would continue to embed the Four Cornerstones.
- The service recognised that when the values of the cornerstones were achieved and integrated into practice, trust would be developed and progress in achieving outcomes for children and young people would be made. Without trust systems, partnerships, organisations, and families could not work together effectively and meaningful partnership work could not be achieved.

The Working Group:

- There would be four working groups which would monitor the action plan that would sit alongside the strategy, the working groups would be:
 - **Health and Wellbeing Working Group**, led by the Designated Clinical Officer and a Principal Psychologist. In the first six months the group would focus on waiting well and emotional based school avoidance. Start and finish groups would be developed to embed the work across schools and services.
 - **Voice and Participation Working Group**, led by the Voice and Participation Educational Psychologist and the Operational Manager at the Rotherham Parent Carers Forum. The focus of the group would be person centred planning and accessibility of information.

- **Inclusion Working Group**, led by the Head of Service for SEND and the Education, Health and Care Plan (EHCP) SEND Manager. The group would focus on the threshold of need, to provide an understanding of what provision is available, from ordinarily available provision in the classroom, to the most complex special school provision, across all SEND.
- **Independence Working Group** led by a SEND Governance Lead and the Service Lead for Inclusion Support Services. The group would focus on transitions within each phase of school. For example, early years to Key Stage One, Key Stage One to Key Stage Two and Key Stage Two to Key Stage Three. The group would also focus on independence in life and learning.

The Chair thanked the relevant officer for the presentation and invited questions, this led to the following points being raised during discussions:

- The working groups would have key focused pieces of work, to ensure a focus on engagement with communities, young people and families.
- Stakeholder engagement had been completed and all feedback had been received, which was very positive.
- The service was also working on a new SEND Sufficiency Plan and SEND Sufficiency Strategy. Robust work was in place relating to sufficiency, all available data was used to monitor the level of exclusions and all support packages in place, this was reported into available provisions.
- Nationally SEND provision was a challenge, however, Rotherham had a good level of provision in comparison to national figures.
- The next steps detailed within the presentation and report, would be amended to include any potential changes that may be required in future as a result of statutory or national changes in the area of SEND, to ensure the service would respond to any changes when required.

Resolved: That the Improving Lives Select Commission considered the report and update.

46. ABSENCES FROM EDUCATION UPDATE

The agenda item considered an update on all types of absences from education.

The Chair welcomed to the meeting Councillor Cusworth, Cabinet Member for Childrens and Young Peoples Services, Sarah Whitby, Head of Access to Education and Rebecca Braithwaite, Senior Officer for Home Education and Children Missing from Education.

The Chair invited the Head of Access to Education to introduce the report and give the presentation, during which the following was noted:

- The report provided an update on elective home education across Rotherham and the elective home education dashboard provided figures on the cohort of children and young people who were electively home educated across Rotherham in the 2023-2024 academic year. The report also provided an update on children who were not accessing their full entitlement of school, this included children missing education, children missing out on education and children educated otherwise than at school. All the types of absences from education listed within the report were a key focus for the service.

Children Missing Education:

- Children missing education were children of statutory school age who were not on a school roll and were not being educated otherwise.
- The Education Act 1996 S436a was the relevant legislation and stated the following, "*Duty on the LA to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school age but are not registered pupils at a school and are not receiving suitable education otherwise than at a school*". This was also outlined in the Department of Education Children Missing Education Statutory Guidance in 2024.
- Rotherham had a Children Missing Education Policy which was updated in September 2024, the policy was updated to reflect changes to national attendance guidance. The service had ensured that all schools and partners were aware of the relevant updates and associated referral processes into the Council.
- There was a Children Missing Education Officer, located in the Access to Education Team.
- There was process assurance through the Elective Home Education and Children Missing Education Governance Group, this was Council managed and included partners across several services. The group met on a regular basis to review the current picture of elective home education within the borough, to raise any potential concerns and any changes required in ways of working.
- There was performance assurance via the Childrens and Young Peoples Services performance scorecard. The service also reported on a termly basis to the Department of Education, this was a statutory requirement to provide data on children missing education and children who were electively home educated, this information was available to access publicly.
- It was noted that Rotherham had a high transiency of families moving in and out of the borough, the days out of education for children missing education was a key performance indicator, which had reduced from 36.6% to 26.9% between the period of the

Autumn Term 2023 and Summer Term 2024. During this period there were changes to process relating to how schools worked with the service when children were removed from a school roll due to moving out of the borough with their families, this had supported an improvement in process and resulted in the minimisation of days in which children were missing education.

Children Missing Out on Education:

- Children missing out on education were children of Statutory School age who were on a school roll and were not accessing their full educational entitlement, for reasons of poor attendance, part time timetable or alternative provision.
- The Education Act 1996 was the relevant legislation and stated the following, "Provides that all children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have".
- There was national framework of the Working Together to Improve School Attendance 2024 guidance.
- The Local Authority had a Rotherham School Attendance Matters Pathway, Rotherham Inclusion Pathway which provided the framework to support schools to work with children who were at risk of not being included fully within their education and a Rotherham Alternative Provision Strategy which was in development and aligned with the SEND Strategy.
- There was a School Attendance Team located in Early Help which monitored children missing out on education, it was planned for the Team to move to the Access to Education Service. There was a Strategic Lead for Inclusion and Alternative Provision, located in the Access to Education Service.
- Children missing out on education continued to be an area of focus in Rotherham and the movement of the Attendance Service to Access to Education would align with education processes.
- There was process assurance through the Early Help Steering Group, Local Authority School Attendance Panel who provided support and enforcement in situations where parents were not ensuring a child's attendance at school and the Alternative Provision and Inclusion Steering Group, which was driving the Alternative Provision Strategy.
- There was also performance assurance through Childrens and Young Peoples Services performance scorecard. The OFSTED Inspection also provided assurances.
- There was revised reporting and follow up for children who were offered part-time provision or alternative provision by school, during the recent SEND Inspection assurance was provided to Ofsted on the revised reporting and Ofsted advised that the service was working in a way which aligned with the Ofsted Framework within this area. An online form was provided to schools which cited all relevant advice and guidance for schools in one place, this resulted in more timely data being provided from schools to the service,

relating to children who were not accessing their full education entitlement but were on a school roll. This change allowed the service to provide advice, support and challenge where needed and in a timely manner.

Education Otherwise Than at School (ETOS):

- Education Otherwise Than at School were children who could not attend school due to illness, because they had been permanently excluded or for another appropriate reason, such as a small number of children on an Education Health and Care Plan, who were unable to attend school as that was defined within their plan.
- The Education Act 1996, S19 was the relevant legislation and stated the following, "Duty on the LA to make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them".
- The Service had a Rotherham Education Health Care Plan, Education Otherwise Than at School Pathway, a Rotherham Medical Home Tuition Pathway which was shared with schools, in situations where there was a child on a school roll who was unable to attend for reasons of illness, and a Rotherham process for provision of education from day six of permanent exclusion.
- There was an Education Health Care Plan, Education Otherwise Than at School Co-ordinator located in the Special Educational Needs and Disabilities Service (SEND).
- The Strategic Lead for Inclusion and Alternative Provision was in the Access to Education Service, there was tutors available within this service who could provide tuition to children who were unable to access school for a period of time.
- There was an Aspire Pupil Referral Unit and Exclusions Team, located in Access to Education. The local authority had a statutory responsibility to provide education for all children permanently excluded from day 6 of exclusion, an offer of education was made for all permanently excluded children in Rotherham via Aspire Pupil Referral Unit. The Exclusions Team, the Strategic Lead for Inclusion and Alternative Provision and employees from Aspire, ensured that children had access to the offer and attended that offer, or that they attended an alternative arranged by the parents.
- There was process assurance through the SEND Panels, Annual Review's, Medical Home Tuition Reviews which took place on a termly basis, and work was completed with the General Practise's Group to oversee the Medical Home Tuition shared pathway and guidance.
- Performance assurance was provided through the Childrens and Young Peoples Services performance scorecard and OFSTED Inspection assurance through the SEND channels, which was in addition to the Pupil Referral Unit Inspection through the school inspection framework. There had been a recent positive inspection

of the Aspire Pupil Referral Unit.

Elective Home Education:

- Rotherham's Elective Home Education Policy was due for review. The service was awaiting changes to the national guidance on elective home education, a recent direction of travel had been announced and the service were awaiting a timeframe. The service had made the decision due to the announcement, to review the Elective Home Education Policy in the New Year. The national direction of travel would be monitored closely, and the policy would be adapted to align with any changes to national guidance as required.
- Stakeholder engagement for the policy review would begin in January and would include engaging with children, young people and families who were involved in elective home education, engagement would also take place with schools, partners in health and social care and elected members. A period of public consultation would take place after the initial stages of engagement.
- Once completed, the policy revision would be presented back into the Improving Lives Select Commission, before being presented to Cabinet in July 2025, provided that there would be no major changes to the national guidance.
- The Elective Home Education Team was located in the Access to Education Service. The Team aligned to national guidance and offered an annual contact to all families who were electively home educating children in Rotherham.
- In situations where parents had de-registered children from school, the team would offer an initial contact to talk through the decision, followed by a home visit. This would either provide the service with the assurance required of the suitability of the home education offered to the child, or if the service was not satisfied, statutory guidance would be followed via a formal set of proceedings. Further information would be requested to satisfy the service of a level of suitable education, or the children would be required to return to school.
- There had been an increase in the number of situations where the formal pathway had been initiated, it was noted that some of the situations related to parents who had made a quick decision to home educate, without a full understanding of what electively home educating required. Other situations related to understanding what would constitute a suitable education, it was advised that there had been recent case law that supported the 2019 guidance and provided a clear pathway for local authorities to act within and a robust set of guidance.
- The service worked closely with the Early Help Service and a new dedicated school attendance pathway was developed, this wasn't shared with schools and ensured that the service could act in a timelier manner where required.
- There was process assurance through the Elective Home

Education and Children Missing Education Governance Group and the Safeguarding in Education Delivery Group.

- There was performance assurance through the Childrens and Young Peoples Services Performance Scorecard, and OFSTED Inspection assurance through the SEND Inspection. The service also reported on a termly basis to the Department of Education.
- The rate of elective home education on the Census Data for the 2023-2024 Autumn Term was as follows:
 - England- 1.1%
 - Yorkshire and the Humber- 1.0%
 - Rotherham- 1.0%.
- This showed that Rotherham as a borough was lower than the national rate and similar to other neighbouring local authorities. The service attributed this to work that the Elective Home Education Team did, to support parents understanding of what elective home education was and what it meant for parents and children. The team provided early support and intervention where possible and encouraged parents to get in touch with the team if they were considering elective home education. The team asked schools to put the service in touch with parents when required and the team would attend schools for meetings with parents before they made the formal choice to home educate. As a result of this intervention, in the context of rising numbers of children who were electively home educated nationally and locally, 248 children remained on a school roll in Rotherham because of intervention and support from the Team. This was an increase of 93 from the previous year.

The Chair thanked the relevant officer for the presentation and invited questions, this led to the following points being raised during discussions:

- It was clarified that the term 'suitable' which was referenced across the report and PowerPoint had the same definition when referring to all types of absences from education.
- In relation to the term 'suitable' education, the guidance for elective home education stated that the education provided must suit a child's age, ability and considering any special educational needs or disabilities. Suitable education did not have to mirror a school-based curriculum.
- The performance scorecard monitored high-level performance across children's and young people's services. If the service identified any exceptions to tolerance levels, focused work would be completed. The service also completed detailed in depth reporting within teams on an on-going basis. There was also an Assurance and Performance Board which reviewed and interpreted extensive data.
- There had been an impact of children returning to school nationally following the pandemic and a rise in parents who felt aggrieved with schools, the Elective Home Education Team worked with schools and parents to mediate and maintain good relationships. A

written response would be provided to the Commission detailing further information on the themes and trends of elective home education.

- The service had no concerns of any schools that were suggesting to parents to electively home educate, the service had good relationships with all schools in Rotherham and the Ofsted Inspection did not find any concerns relating to this.
- All types of absences from education were on the rise nationally prior to the pandemic.
- The Cabinet Member was concerned with school uniform and behaviour policies and the rising numbers of elective home education and would welcome a further focus by scrutiny in this particular area.
- The Local Government Association requested a national register of children who were electively home educated, the newly formed government agreed to develop this.
- The service worked closely with partners across the borough such as Health, Social Care, Early Help and the voluntary sector. The service provided all partners with good information that they would distribute if they encountered parents who were considering electively home educating, this encouraged parents to get in touch with the Service for support, advice and guidance.
- Academy Trusts could determine their curriculum and way of teaching, the local authority did not have any power to influence that process. However, the service monitored data closely and ensured good relationships were maintained with all schools in the borough, the service would support and challenge a school if any concerns were identified. The service was also in regular contact with the Department for Education and if required concerns would be raised there also.
- The Regional Schools Director could be invited to Scrutiny at the request of the Commission.
- The service encouraged anyone with concerns relating to a child receiving or accessing education to contact the team, this would ensure appropriate actions could be taken by the service.
- The 2019 guidance for local authorities on elective home education was non-statutory guidance, it suggested that the local authority make contact with parents who home educated on an annual basis. Statutory pathways would be implemented if there were any concerns that a child was missing education. The government were looking at making the non-statutory guidance statutory and putting in place further safeguards for children subject to child protection planning who were electively home educated.
- Managed moves were considered in the data provided on exclusions.
- There were Integrated Working Leads within Early Help who were aligned to schools and Early Help managers across the locality who held termly meetings with schools.
- The service would make a positive contact to each child who was

electively home educated to discuss post sixteen opportunities, access to exams and preparation for adulthood. Not in Education, Employment or Training (NEET) was gathered, the number of electively home educated children not in education, employment, or training post sixteen was extremely low.

- If the parents of child in receipt of an Educational Health and Care Plan (EHCP) decided to electively home educate, the request would be submitted to the EHCP panel to be scrutinised, the panel would either refuse or accept the request. If the Panel agreed and the child was home educated, the funding would cease. The EHCP would be monitored and tracked, and an annual review process would be completed.
- There were 75 children whose parents did not consent to a home visit and the service could only communicate with them via writing. The service acknowledged that it could be more difficult to determine whether the education offer was suitable on written information alone, however the service would challenge where concerns were identified around the information provided.
- The Fair Access Process was highly effective in returning children to school where required, the process was participated in by all schools across the borough.
- The service would provide a written response to the data requested relating to NEET's that enter employment and then leave employment.

Resolved:- That members of the Improving Lives Select Commission:

- 1) Consider the content of the report.
- 2) Request that an additional session be arranged on the upcoming review of the Elective Home Education Policy.
- 3) Request the service to provide a written response to the questions raised relating to specific trends and themes for elective home education and the data around NEETs and employment.
- 4) Request that the service reports back into the Commission if there are any significant changes.

47. WORK PROGRAMME

The Committee considered its Work Programme, and the following was noted:

- The work programme was included in the agenda pack.
- The suggested items for January's meeting were the Family Help Proposal and the SEND Ofsted Inspection Outcomes.
- An off-agenda briefing would be circulated via email to members of the Commission, following the changes to the Rotherham Safeguarding Children's Partnership presented to Cabinet in November 2024.

Resolved: - That the Work Programme for 2024/2025 be approved.

48. 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.

49. URGENT BUSINESS

There was no urgent business.

Public Report
Improving Lives Select Commission

Committee Name and Date of Committee Meeting

Improving Lives Select Commission – 28 January 2025

Report Title

SEND Inspection Update

Is this a Key Decision and has it been included on the Forward Plan?

No

Strategic Director Approving Submission of the Report

Nicola Curley, Strategic Director of Children and Young People's Services

Report Author(s)

Niall Devlin, Assistant Director Education and Inclusion
01709 254235 or niall.devlin@rotherham.gov.uk

Ward(s) Affected

Borough-Wide

Report Summary

The October 2024 Ofsted Area SEND Inspection of Rotherham Local Area Partnership found that children and young people typically have positive experiences and outcomes. Where there was a need for further development the local area partnership was judged as taking appropriate actions. This outcome placed the Rotherham area partnership among the highest performing areas nationally. However, significant national and local challenges remain.

Recommendations

1. That the committee acknowledges the outcome of the SEND Area Inspection

List of Appendices Included

Appendix 1 Rotherham Area SEND Full inspection report – September 2024

Background Papers

List of previous relevant ILSC papers:

- Ofsted inspection 06.12.22
- Written Statement of Action update 12.09.2023
- External inspections, reviews, and audits update 27.07.2023.
- Scrutiny Review - Preparation for Adulthood for Children and Young People with Special Educational Needs and Disabilities (SEND) 14.10.2024.

- SEND Joint Commissioning Strategy for Rotherham 2024 – 2027 10.06.24.

Background documents

Area SEND Inspection: Framework and Handbook [Area SEND inspections: framework and handbook - GOV.UK](#)

Consideration by any other Council Committee, Scrutiny or Advisory Panel

No

Council Approval Required

No

Exempt from the Press and Public

No

SEND Inspection Update

1. Background

1.1 The previous Rotherham Joint Local Area SEND inspection took place in July 2021. This inspection identified 13 areas of strengths and 16 areas that requires improvement. To address the areas of development the local area was required to produce a written statement of action (WSOA) prioritising the following four areas for action:

- Quality of Education Health and Care Plans (EHCPs)
- Communication of Local Offer
- Preparation for Adulthood
- Graduated Response

1.2 In September 2023 the Improving Lives Select Commission noted the feedback from advisors Department for Education (DfE) and NHS England and successful achievement of the required improvements in the WSOA & successful discharge of priority actions.

1.3 In January 2023, Ofsted and the Care Quality Commission (CQC) adopted a new inspection framework for the inspection of local area arrangements for children and young people with special educational needs and disabilities (SEND). This new inspection would be over three weeks and have three possible inspection outcomes:

- the local area partnership's SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.
- the local area partnership's arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.
- there are widespread or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.

1.4 On the 16th of September 2024 the local authority was notified that there would be a local area SEND inspection. Over three weeks the inspection assessed the progress made since the last inspection, the effectiveness of the written statement of action and the how the local area is performing using the new framework. The local area SEND inspection concluded on the 4th of October 2024.

1.5 The outcome of a local Area SEND Inspection can have significant implication for a local authority as it can shape strategic direction and

identify priority areas of development and the subsequent allocation of resources.

2. Key Issues

2.1 The inspection found that children and young people typically have positive experiences and outcomes. Where there was a need for further development the local area partnership was judged as taking appropriate actions. It was recognised that Children and young people are valued and visible in their communities and that there was a genuine shared determination across the partnership that all children and young people with SEND are happy, successful and thrive.

2.2 Leaders in Rotherham are dedicated to supporting children and young people with Special Educational Needs and Disabilities (SEND). They have a clear strategy based on four cornerstones:

1. Welcome and Care
2. Value and Include
3. Communicate
4. Work in Partnership

They regularly gather and monitor data to measure success and make necessary adjustments.

2.3 Key points include:

- **Engagement:** Leaders actively seek the views of children and young people through surveys and feedback groups like 'Guiding Voices'.
- **Co-production:** Collaboration across education, health, and social care to improve services and decision-making.
- **Parental Support:** Positive feedback from parents on the support and accessible information provided.
- **Attendance:** Focus on improving attendance for children with SEND through innovative support packages.
- **Early Intervention:** Early Help practitioners provide timely support, working with various services to assist children back into education.
- **Specialist Support:** Effective provision for children with visual and/or hearing impairments and strong support from the school nursing service.
- **Mental Health:** Good access to mental health services for young people through self-referral or referrals by parents and practitioners.

2.4 Overall, the partnership is committed to improving the quality of life and education for children and young people with SEND in Rotherham. However, there were still areas where the local partnership needed to do better.

2.5 The inspection found that the local area needed to ensure that there was consistency in the quality of Education, Health, and Care (EHC) plans. This was because the perspectives of children, young people, and their families are often not well-represented, making it difficult to understand their needs. Many EHC plans have generic outcomes without clear steps to achieve them. The inspection report also identified delays for young people across the age range to access a diagnosis of their neurodevelopmental needs, accessing occupational therapy and speech and language therapy advice and support. However, it was acknowledged that the partnership have clear oversight and action plans to mitigate these delays.

2.6 The local area partnership has been asked to update and publish our strategic plan based on the recommendation set out in the inspection report. The SEND and AP Strategy is currently being reviewed and will be presented at Cabinet on the 10th February 2025 for ratification.

3. Options considered and recommended proposal

3.1 The Improving Lives Select Commission is asked to note the contents of the inspection report.

4. Consultation on proposal

4.1 Consultation is not required as this is an update on an inspection.

5. Timetable and Accountability for Implementing this Decision

5.1 Not applicable

6. Financial and Procurement Advice and Implications

6.1 There are no direct financial or procurement implications with this report.

7. Legal Advice and Implications

7.1 There are no direct Legal implications with this report.

8. Human Resources Advice and Implications

8.1 There are no direct HR implications with this report.

9. Implications for Children and Young People and Vulnerable Adults

9.1 The implications for children young people and vulnerable adults are:

- **Positive Experiences and Outcomes:** The inspection found that children and young people typically have positive experiences and outcomes, indicating that the local area partnership is effectively supporting their needs.
- **Areas for Improvement:** There are still areas that require improvement, such as the consistency in the quality of Education, Health, and Care (EHC) plans and reducing delays in accessing diagnoses and therapies.
- **Support and Inclusion:** The partnership is committed to ensuring that children and young people with SEND are valued, included, and supported in their communities.

10. Equalities and Human Rights Advice and Implications

10.1 There are broad implications for:

- **Inclusion and Accessibility:** Ensuring that all children and young people with SEND have equal access to education, health, and care services.
- **Non-Discrimination:** Upholding the rights of children and young people with SEND to be free from discrimination and to receive support tailored to their individual needs.
- **Participation:** Promoting the active participation of children, young people, and their families in decision-making processes that affect them.

11 Implications for CO₂ Emissions and Climate Change

11.1 There are no direct implications linked to this report

12. Implications for Partners

12.1 The implication for partners are:

- **Co-Production:** Collaboration across education, health, and social care sectors to improve services and decision-making.
- **Engagement:** Active engagement with children, young people, and their families to gather feedback and make necessary adjustments.

Strategic Planning: The need for partners to update and publish a strategic plan based on the recommendations from the inspection report.

13. Risks and Mitigation

13.1 There are three identified risks which are set out below with the suggested mitigations.

13.1.1 **1. Inconsistency in the Quality of Education, Health, and Care (EHC) Plans**

Risk: The inspection found that there is inconsistency in the quality of EHC plans, with many plans having generic outcomes and lacking clear steps to achieve them. This can lead to inadequate support for children and young people with SEND.

Mitigation:

- **Training and Development:** Provide comprehensive training for staff involved in creating EHC plans to ensure they understand how to develop specific, measurable, achievable, relevant, and time-bound (SMART) outcomes.
- **Quality Assurance:** continue to implement the adapted and more robust quality assurance process to regularly review and improve the quality of EHC plans.
- **Feedback Mechanism:** to build on the established feedback mechanisms for children, young people, and their families to ensure their perspectives are well-represented in the plans.

13.1.2 **2. Delays in Accessing Diagnoses and Therapies**

Risk: The inspection found children wait too long for neurodevelopmental assessment and therapies.

Mitigation:

- **Maintain investment and capacity:** to deliver the trajectory for the 5-19 neurodevelopmental assessment pathway.
- **Implement the trajectory:** embed the re-designed 0-5 neurodevelopmental pathway and secure investment to increase capacity and reduce waits in the Child Development Centre.
- **Intensify service improvements:** Review service specifications and re-define the offer for occupational therapy and speech and language therapy at a universal and targeted level to implement the graduated response and reduce waiting times.

13.1.3 **3. Maintaining Positive Outcomes Amidst Challenges**

Risk: Despite positive outcomes, ongoing national and local challenges may impact the ability to sustain and improve support for children and young people with SEND.

Mitigation:

- **Continuous Improvement:** Foster a culture of continuous improvement by regularly evaluating and enhancing services.
- **Adaptability:** Remain adaptable to changing circumstances and challenges, ensuring that strategies and actions are responsive to emerging needs.
- **Stakeholder Engagement:** Maintain strong engagement with all stakeholders, including children, young people, families, and partners, to ensure a unified approach to addressing challenges.

13.2 By addressing these risks with the proposed mitigations, the local area partnership can continue to improve the quality of life and education for children and young people with SEND in Rotherham.

Accountable Officer(s)

Niall Devlin – Assistant Director, Education & Inclusion

Approvals obtained on behalf of:

	Name	Date
The Strategic Director with responsibility for this report	Nicola Curley	05/12/24
Consultation undertaken with the relevant Cabinet Member	Cabinet Member for Children and Young People - Councillor Cusworth	09/12/24

Niall Devlin, Assistant Director Education and Inclusion
01709 254235 or niall.devlin@rotherham.gov.uk

This report is published on the Council's [website](#).

Area SEND inspection of Rotherham Local Area Partnership

Inspection dates: 30 September 2024 to 4 October 2024

Dates of previous inspection: 5 July 2021 to 9 July 2021

Inspection outcome

The local area partnership's special educational needs and/or disabilities (SEND) arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.

The next full area SEND inspection will be within approximately five years.

Ofsted and the Care Quality Commission ask that the local area partnership updates and publishes its strategic plan based on the recommendations set out in this report.

Information about the local area partnership

Rotherham Metropolitan Borough Council and NHS South Yorkshire Integrated Care Board (ICB) are responsible for commissioning and planning the services for children and young people with SEND in Rotherham.

Over the past four years, there have been several changes to senior leadership positions in the local authority's services for children and young people. A new director of children's services was appointed in March 2023. Recently, a new assistant director for education and inclusion has been appointed.

The commissioning of health services changed across England in 2022. On 1 July 2022, NHS South Yorkshire ICB became responsible for the commissioning of health services for Rotherham, taking over responsibility from Rotherham Clinical Commissioning Group (CCG).

The local area partnership commission Rotherham Aspire Pupil Referral Unit to provide education for children or young people who are at risk of or have been permanently excluded. Schools also commission their own alternative provision (AP). They are responsible for their own checks on the suitability of any AP that they commission independently, although they are frequently supported by the local authority.

What is it like to be a child or young person with SEND in this area?

Children and young people are valued and visible in their communities. There is a genuine shared determination across the partnership that all children and young people with SEND are happy, successful and thrive. Leaders listen to children and young people and their families. For example, they are at the front and centre of leaders' decisions around services that affect them.

Most children's and young people's needs are identified and assessed quickly and accurately. Leaders ensure that there are opportunities for health visitors to identify children's needs at the earliest opportunity through additional visits. Professionals work in collaboration, ensuring that children and young people access timely and effective support. For example, children born with a physical disability benefit from strong partnership working between hospital and community services. Where children are born with sensory and communication difficulties, the appropriate support is provided in a timely manner. Many families find this invaluable. However, some children and young people wait too long for assessments and support from occupational or speech and language therapists. Leaders are aware of these waits and are working closely with therapy leaders to improve children's and young people's access to the therapy services that they need.

Some children and young people wait too long to receive a diagnosis of their neurodevelopmental needs. Despite this, significant work is underway to transform not only the diagnostic waits but also to meet the needs of children and young people with or without a diagnosis. For example, some children and young people access instant support while they wait through 'With Me in Mind', a mental health service.

Many children and young people with SEND enjoy attending a range of mainstream schools and specialist provisions. SEND specialist advisers are instrumental in identifying areas where children and young people are not achieving as well as they could. They work with schools to develop strategies to address this, such as enhancing the reading offer for children with education, health and care (EHC) plans so that they make improved progress.

Disabled children who receive services from the children with disability team benefit from child-focused support from social workers who know them well. When children and young people are identified to be at risk of harm, social workers respond in a timely manner to reduce risk. There is an appropriate safety net around those children and young people with SEND who are missing education or electively home educated. Children in care live in settled homes, where they feel they belong, and their needs are met well.

Children and young people are successfully supported to move on to their next stage of education, employment or training through a range of events, including a highly inclusive annual careers fair, the 'Leaf Event'. The specialist inclusion team work directly with young people so that they can access a range of services, such as housing, care and

independent living. Young people who may need support and do not meet the criteria for adult services benefit from access to alternative pathways. For example, some young people are supported to obtain documents such as passports, open bank accounts and develop skills for independent living. Young people with a physical disability are supported to independently manage their physical health needs through an increase in therapeutic support provided by Occupational Therapy and Physical Therapy.

Children and young people enjoy a range of after-school and holiday activities. Schools speak highly of activities provided by Rotherham Parent Carer Forum (RPCF). Leaders proactively support families – whose members might otherwise struggle – through the process of employing personal assistants.

What is the area partnership doing that is effective?

- Leaders are ambitious for children and young people with SEND across the borough. They have a strategy in place that reflects their clear priorities, based on rigorous data that they regularly monitor. This enables the partnership to measure their success and make the necessary changes when required. This is based on their four cornerstones: Welcome and Care, Value and Include, Communicate and Work in Partnership. The RPCF is a committed and compassionate group living and breathing the four cornerstones that influence the culture for children and young people in Rotherham.
- Leaders are tenacious in gathering the views of children and young people in a variety of ways, such as the targeted survey, 'Voice of the Child'. Leaders receive regular feedback about services that children and young people experience from 'Guiding Voices', a passionate group of children and young people with SEND. When children and young people proactively participate in decision-making, this helps drive improvement.
- Co-production is widely understood across the partnership and used as an effective tool to inform decision-making and the commissioning of services. All stakeholders, including education, health and social care come together under the Rotherham Together Partnership to improve the quality of life for children and young people. They make the best use of resources available and plan for and respond to children's and young people's needs. For example, leaders have set up a working party that includes schools and health to review Rotherham's AP strategy. Schools feel valued and part of this process.
- Many parents report positively on the effective support that their children receive from a range of services. They appreciate the information that is provided in accessible formats such as easy read documents from the SEND information, advice and support service. Schools value the range of training, guidance and bespoke packages provided by the partnership. For example, the educational psychology and specialist inclusion team work with practitioners and parents on supporting children and young people with SEND. As a result, children and young people benefit from a consistent approach to meeting their needs.
- Attendance is a priority across the partnership for children and young people with

SEND who attend APs, are in care, or those who receive their education out of the borough. Primary and secondary inclusion panels identify and support children and young people whose attendance is at risk of decline, through innovative ways such as the 'emotional preparation for learning package', for children and young people who are struggling to attend school. This has improved attendance.

- Leaders work with parents and carers who are considering to electively home educate their child to understand and identify any barriers to attending school. This enables leaders to support families early, which has resulted in many children and young people remaining in full-time education and successfully completing their studies.
- Experienced and knowledgeable early help practitioners provide a wide range of timely intervention and support to children and their families with SEND. They work in partnership with services such as Evolve and social care colleagues to identify and support children and young people. For example, some young people have been successfully supported back into education following long periods of time out of school.
- There is effective provision for children and young people with visual and/or hearing impairment. The visual impairment team offers high-quality assessments and ongoing specialist support to schools. For a child who has a visual impairment identified in pre-school, the team works with the family in the home.
- The school nursing service effectively supports schools to bridge the gap between schools and health practitioners when needed.
- Through the Dynamic Support Register, children and young people receive timely support to prevent acute hospital admission or to plan hospital admission when needed.
- Young people have good access to front door child and adolescent mental health services through a self-referral or a referral by parents or practitioners. They receive swift support.

What does the area partnership need to do better?

- There is variability in the quality of EHC plans. The voice of the child or young person and their families is sometimes not carefully reflected in the EHC plans. This limits the reader's ability to understand the child or the view of the parent/carer. Many EHC plans have generic outcomes and rarely include steps in which outcomes will be achieved.
- While leaders are successful in working with young people and their families to access post-16 provision this is not always reflected in their EHC plans. EHC plans are often generic and lack detail. For example, the strategies to support young people to transition to adulthood, including vocational training and independent living skills, are unclear. This potentially leads to outcomes and support not being maintained when a child or young person changes their educational setting.
- Despite some recent improvements to the quality of EHC plans, while education input is clear, many plans do not provide a holistic view of the child or young person's needs across health and social care. Leaders are aware that there is a need to further

develop their systems to share information across education, health and social care and ensure that this is reflected in the plans.

- There are delays for children and young people across the age range to access a diagnosis of their neurodevelopmental need. There are also delays for some children and young people accessing occupational therapy and speech and language therapy advice and support. The partnership has clear oversight and action plans to mitigate these delays for children and young people. It is too soon to see the impact of these plans.

Areas for improvement

Areas for improvement
<p>Leaders across the partnership should continue to improve the quality of EHC plans. This is to ensure that:</p> <ul style="list-style-type: none"> • there is consistent and clear information from health, education and social care; • all EHC plans reflect the views of children, young people and their families; • EHC plans contain the support that the child or young person needs to prepare for adulthood; and • all outcomes include detail and are measurable so that children and young people receive consistent support.
<p>Leaders across the partnership should continue to strengthen its work to reduce the long waits for neurodevelopmental assessment pathways. In addition, leaders should intensify service improvements for occupational therapy and speech and language therapy at a universal and targeted level to reduce waiting times. This will ensure that children and young people receive support at the right time.</p>

Local area partnership details

Local authority	Integrated care board
Rotherham Metropolitan Borough Council	NHS South Yorkshire Integrated Care Board
Nicola Curley	Gavin Boyle
www.Rotherham.gov.uk	www.southyorkshire.icb.nhs.uk
Riverside House Main Street Rotherham S60 1AE	Riverside House Main Street Rotherham S60 1AE

Information about this inspection

This inspection was carried out at the request of the Secretary of State for Education under section 20(1)(a) of the Children Act 2004.

The inspection was led by two of His Majesty's Inspectors (HMI) from Ofsted, with a team of inspectors including: an HMI from social care and an Ofsted Inspector from education; a lead Children's Services Inspector from the Care Quality Commission (CQC); and another Children's Services Inspector from the CQC.

Inspection team

Ofsted

Jenny Thomas HMI, Ofsted Lead inspector
 Jacquie Brown HMI, Ofsted Lead inspector
 Patricia Head, Ofsted inspector
 Janet Fraser, Ofsted HMI

Care Quality Commission

Lesley Perry, CQC Lead inspector
 Sandra Smith, CQC inspector

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Public Report
Improving Lives Select Commission

Committee Name and Date of Committee Meeting

Improving Lives Select Commission – 28 January 2025

Report Title

Family Help Update

Is this a Key Decision and has it been included on the Forward Plan?

No

Strategic Director Approving Submission of the Report

Nicola Curley, Strategic Director of Children and Young People's Services

Report Author(s)

Kelly White – Acting Assistant Director, Early Help & Business Support
01709 254160 or Kelly.white@rotherham.gov.uk

Ward(s) Affected

All wards

Report Summary

Update on the Family Help

Recommendations

To note content and progress of presentation

List of Appendices Included

Appendix 1 PowerPoint presentation

Background Papers

None

Consideration by any other Council Committee, Scrutiny or Advisory Panel

No

Council Approval Required

No

Exempt from the Press and Public

No

Family Help Update

1. Background

- 1.1 In 2023, the Government published a new vision to transform children's social care: 'Stable Homes, Built on Love: Implementation Strategy' in response to the Independent Review of Children's Social Care. This proposes significant changes to children's social care and early help, setting out a number of key ambitions including the need to provide 'Family Help' to help ensure all children and families can get the right help, at the right time, and in an easy way.
- 1.2 Further to this, Working Together to Safeguard Children 2023 focuses on strengthening multi-agency working across the whole system of support and protection for children and their families keeping a child centred approach while bringing a whole family focus embedding strong, effective and consistent multi-agency child protection practice. The Early Help Systems Guide provides a framework, which helps to focus early help systems on common goals and progress towards these. In addition, the National Supporting Families programme is about building resilience by providing effective, whole family support at the earliest opportunity.
- 1.3 In Rotherham we are committed to ensuring that all children, young people, and families are resilient, successful, and safe, building on our key ambitions. We recognise that all families benefit from and need help from time to time to enable babies, children, and young people to thrive. We also know that moving forward most families want the resilience to be able to support themselves in the longer term, with their wider network.
- 1.4 Our Family Help strategy 2024 - 2029 was approved at Cabinet in March 2024, and we are working through the design phase as part of Phase One. The presentation provides an update on progress prior to returning to Cabinet in March 2025.

2. Key Issues

- 2.1 For most children, young people and families in Rotherham, they flourish with support from their own family and friendship network, as well as those services which are available to all families, for example GPs and Schools (universal services). Some families may need to access additional short-term support to address a specific issue, or may require more intensive, longer-term support, when experiencing more complex issues. We know that the needs of children, young people and families change over time and our established partnership approach to early help ensures that families can access the right level of support at the right time. We want families to be resilient and support them to problems solve for themselves where appropriate, acknowledging the impact of wider family and friends' network. It is anticipated that for many families this will prevent escalation of concerns, and reliance on statutory services.

- 2.2 Central to a healthy early help system is agencies working together to meet the needs of both the child and the family in order to achieve long term, sustainable outcomes. Rotherham already benefits from co-location arrangements between a range of agencies working with children and their families as part of the development of our Family Hubs in Children's Centres. Family Hubs help improve whole family support from 0 to19, including Start for Life services, through a physical network of hubs including a digital and virtual offer, as well as outreach and engagement support. Utilising universal support from our partners is key to this work.
- 2.3 Family Help in Rotherham is not a single service, but a collaborative, whole system approach that works across the partnership. This means children, young people and their families receive support at the earliest opportunity from a range of different services, dependent on their needs. It is only once all avenues of help and support are exhausted, and positive change has not been achieved, with concerns remains for the children that any escalation should be considered to statutory services. This does not include situations where there is concern of immediate harm for children. There is an established pathway to ensure these children are progressed in a timely way.
- 2.4 It is important to recognise the transition into teenage years and the difficulties some young people experience in determining a sense of self; managing peer pressure; navigating family relationship as well as friendships. We recognise the impact this has on the family as a whole and have specifically considered teenagers.

3. Options considered and recommended proposal

- 3.1 Not applicable. Update only

4. Consultation on proposal

- 4.1 The presentation provides an overview and update.

5. Timetable and Accountability for Implementing this Decision

- 5.1 Not applicable.

6. Financial and Procurement Advice and Implications

- 6.1 Not applicable.

7. Legal Advice and Implications

- 7.1 Not applicable.

8. Human Resources Advice and Implications

- 8.1 Not applicable.

9. Implications for Children and Young People and Vulnerable Adults

9.1 These are highlighted within the presentation.

10. Equalities and Human Rights Advice and Implications

10.1 There are no direct implications linked to this report.

11. Implications for CO₂ Emissions and Climate Change

11.1 There are no direct implications linked to this report.

12. Implications for Partners

12.1 Partners are part of the wider early help and integral to the support provided to children and their families.

13. Risks and Mitigation

13.1 Not applicable.

14. Accountable Officer(s)

Nicola Curley - Strategic Director of Children and Young People’s Services
Approvals obtained on behalf of:

	Name	Date
The Strategic Director with responsibility for this report	Nicola Curley	11/12/24
Consultation undertaken with the relevant Cabinet Member	Cabinet Member for Children and Young People - Councillor Cusworth	09/01/25

*Report Author: Kelly White, Acting Assistant Director.
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This report is published on the Council's [website](#).

**Improving Lives Select Commission –Summary Work Programme
2024/25**

Chair: Cllr Lyndsay Pitchley
Governance Advisor: Natasha Aucott

Vice- Chair: Cllr Stuart Knight
Link Officer: Kelly White

The following principles were endorsed by OSMB at its meeting of 5 July 2023 as criteria to long/short list each of the commission's respective priorities:

Establish as a starting point:

- What are the key issues?
- What is the outcome that we want?

Agree principles for longlisting:

- Can scrutiny add value or influence?
- Is it being looked at elsewhere?
- Is it a priority – council or community?

Developing a consistent shortlisting criteria e.g.

- T: Time: is it the right time, enough resources?
- O: Others: is this duplicating the work of another body?
- P: Performance: can scrutiny make a difference?
- I: Interest – what is the interest to the public?
- C: Contribution to the corporate plan

Meeting Date	Agenda Item
18-Jun-24	Introduction to the Improving Lives Select Commission, including the following: <ul style="list-style-type: none"> •An introduction to CYPS performance •An introduction to the Early Help Strategy •An introduction to SEND/ SEND Sufficiency
30-Jul-24	<ul style="list-style-type: none"> • The CYPS Performance Report 2023 - 2024 • The Local Government Association Care Leavers Peer Review Outcomes • The Spotlight Review Recommendations Report on Preparation for Adulthood
17-Sep-24	<ul style="list-style-type: none"> •Ofsted Focused Visit Outcomes
21st October 24	SEND Strategy Consultation Workshop with ILSC members
29-Oct-24	<ul style="list-style-type: none"> •The Rotherham Safeguarding Children Partnership Annual Report 2023 - 2024 •The Safeguarding Adults Board Annual Report 2023 - 2024
3-Dec-24	<ul style="list-style-type: none"> • Absences From Education (Elective home education, children missing education, children missing out on education, education other than at school, persistent and severe absence and exclusions) • SEND Strategy Update (including a summary of the consultation and proposed Strategy with consultation amendments)
28-Jan-25	<ul style="list-style-type: none"> • SEND Ofsted Inspection update

	<ul style="list-style-type: none"> • Family Help proposal update
4-Mar-25	<ul style="list-style-type: none"> • Kinship Care Offer (including new procedures, policies and local offer, and if meeting the expectations of Government) • Youth Justice Service Update (including an overview and update on the new inspection framework)
22-Apr-25	<ul style="list-style-type: none"> • Domestic Abuse Strategy Update • Elective Home Education- Revised Policy (scheduled for Cabinet in July 2025)

Substantive Items for Scheduling

Reviews for Scheduling

Items to be Considered by Other Means (e.g. off-agenda briefing, workshop etc)

Off-Agenda Briefing- Circulated in January	The Rotherham Safeguarding Children's Partnership Update following changes presented to Cabinet in November
Workshop	2 items- Radicalisation in Schools/ Prevent Update and Protest Recovery Response
Consultation Session	Elective Home Education Consultation with ILSC Members

Items for Future Consideration

PAUSE Update	Via off-agenda briefing
Items for Scheduling/ Future Consideration	