

Friday, 18 March 2022

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY BOARD

A meeting of **Children and Young People's Overview and Scrutiny Board** will be held on

Monday, 28 March 2022

commencing at **9.30 am**

The meeting will be held in the Meadfoot Room - Town Hall

Members of the Board

Councillor Bye (Chairman)

Councillor Barnby
Councillor Mandy Darling

Councillor Douglas-Dunbar
Councillor Mills (Vice-Chair)

Co-opted Members of the Board

Tatiana Wilson, Church of England Diocesan Representative

Laura Colman, Primary Parent Governor Representative

Together Torbay will thrive

Download this agenda via the free modern.gov app on your [iPad](#), [Android Device](#) or [Blackberry Playbook](#). For information relating to this meeting or to request a copy in another format or language please contact:

Governance Support, Town Hall, Castle Circus, Torquay, TQ1 3DR

Email: governance.support@torbay.gov.uk - www.torbay.gov.uk

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY BOARD AGENDA

1. **Apologies**
To receive apologies for absence, including notifications of any changes to the membership of the Board.
2. **Minutes** (Pages 4 - 7)
To confirm as a correct record the Minutes of the meetings of the Children and Young People's Overview and Scrutiny Board held on 24 January 2022.
3. **Declarations of Interest**
 - a) To receive declarations of non pecuniary interests in respect of items on this agenda

For reference: Having declared their non pecuniary interest members may remain in the meeting and speak and, vote on the matter in question. A completed disclosure of interests form should be returned to the Clerk before the conclusion of the meeting.
 - b) To receive declarations of disclosable pecuniary interests in respect of items on this agenda

For reference: Where a Member has a disclosable pecuniary interest he/she must leave the meeting during consideration of the item. However, the Member may remain in the meeting to make representations, answer questions or give evidence if the public have a right to do so, but having done so the Member must then immediately leave the meeting, may not vote and must not improperly seek to influence the outcome of the matter. A completed disclosure of interests form should be returned to the Clerk before the conclusion of the meeting.

(**Please Note:** If Members and Officers wish to seek advice on any potential interests they may have, they should contact Governance Support or Legal Services prior to the meeting.)
4. **Urgent Items**
To consider any other items that the Chairman decides are urgent.
5. **Our Promise to You - The Torbay Pledge to cared for and care experienced children/young people 2021-2022** (Pages 8 - 27)
To receive an update on the implementation of the Pledge.
6. **Updated Response to Care Quality Commission and Ofsted Joint Area SEND Inspection** (Pages 28 - 69)
To receive an update on the progress on the written statement in response to the CQC and Ofsted Joint Area SEND Inspection and the progress of the SEND Strategic Partnership Board.

(Note: Graham Pirt, SEND Strategic Lead, Hannah Pugliese, Head of Women and Children's Commissioning, NHS Devon Clinical Commissioning Group and Darryn Allcorn, Chief Nursing Officer, NHS Devon Clinical Commissioning Group will be in attendance for this item.)

7. Review of Child Safeguarding Practice Review Child C80 Action Plan (Pages 70 - 76)

To review the implementation of the Action Plan arising from the issues raised as a result of the Child Safeguarding Practice Review in respect of Child C80.

8. Exploitation Update (To Follow)

To receive an update on Exploitation to cover:

- a. reporting outcomes and challenges arising from the work of the Exploitation Team and multi-agency partnership; and
- b. hidden impacts of Covid-19 and what action has been taken to address this.

(Note: Katie Buckley, Exploitation Team Manager will be present for this item.)

9. Children and Young People's Overview and Scrutiny Board Action Tracker (Pages 77 - 80)

To receive an update on the implementation of the actions of the Board and consider any further actions required (as set out in the submitted action tracker).

Meeting Attendance

Whilst national Covid-19 restrictions were lifted on 19 July 2021, Torbay Council has taken the decision to continue operating in a Covid-19 secure manner in order to protect staff and visitors entering Council buildings and to help reduce the spread of Covid-19 in Torbay. This includes social distancing and other protective measures (e.g. wearing a face covering (unless exempt), signing in and using hand sanitiser). Our public meetings will continue to operate with social distancing measures in place and as such there are limited numbers that can access our meeting rooms. Also, to help prevent the spread of the virus, anyone attending meetings is asked to take Covid lateral flow test the evening before - if you have a positive test result please follow the Government's guidelines and do not attend the meeting.

If you wish to attend a public meeting please contact us to confirm arrangements for your attendance.

Minutes of the Children and Young People's Overview and Scrutiny Board

24 January 2022

-: Present :-

Councillor Bye (Chairman)

Councillors Barnby, Mandy Darling, Douglas-Dunbar and Loxton

Co-opted Members

Tatiana Wilson, Church of England Diocesan Representative
Laura Colman, Primary Parent Governor Representative

Non-Voting Co-opted Members

Jo Morrell, Torbay Youth Trust
Dave Hammond, Devon and Cornwall Police

(Also in attendance: Councillor Law)

33. Apologies

It was reported that, in accordance with the wishes of the Independent Group, the membership of the Board had been amended to include Councillor Loxton instead of Councillor Mills. An apology for absence was also received from Mike Cook (non-voting co-opted Member, who was represented by Jo Morrell).

34. Minutes

The Minutes of the meeting of the Board held on 22 November 2021 were confirmed as a correct record and signed by the Chairman.

35. Education and Learning

Jane Inett, Head of the Virtual School, outlined the submitted final Annual Report (2020-21) of the Virtual School Governing Body and responded to Members' questions in relation to the following:

- What happens if a child was placed outside of Torbay and does not get a school place straight away.
- Torbay has a lot of academies, were there different arrangements for each school in terms of a designated teacher for cared for children.
- The merit of including data on local authority area for children placed out of Torbay and if such placements had a positive or negative impact on the child.

- There were a lot of Year 11s being permanently excluded, what was the strategy to help keep Year 11 pupils in school so that they can continue to attend school and take their exams.
- How the family were supported as a whole, when sometimes the parents may also have suffered from trauma such as domestic violence.

The Board thanked Jane Inett and the Virtual School team for their hard work to support our cared for children and young people.

Nancy Meehan, Director of Children's Services and Rachael Williams, Divisional Director of Education, Learning and Skills, gave a presentation in response to the Care Quality Commission (CQC) and Ofsted Joint Area SEND (Special Educational Needs and Disability) Inspection in Torbay. This was an inspection of all partners involved in the delivery of SEND which identified a number of areas for improvement as well as recognising some good work already being undertaken. Members noted that the formal response (known as the written statement was due within 70 working days from 13 January 2022 and had to be accepted by the CQC and Ofsted in order for it to be taken forward) would be led by the SEND Strategic Partnership to ensure a collective and codesigned approach across all agencies. Nancy and Rachael responded to questions in respect of the following:

- The report was disappointing and highlighted the lack of clear ownership of the service as it was not clear who had overall responsibility and a need to ensure clear governance structures.
- The report did reflect that some areas were working well but that this was not consistent across all areas.
- Where do schools fit in with the inspection, especially as many of Torbay's schools were academies.
- The inspection had identified a weakness and lack of consistency of support across some of the schools in Torbay but this was not reflected in the Ofsted results of those schools, what was being done to address this and ensure a consist level of support.
- The challenges facing schools with increasing numbers of children with additional needs, some of whom have an Education and Health Care Plan (EHCP).
- What support was available to help parents prior to formal assessment for additional needs such as the SENDIAS service which was run through the Torbay Community Development Trust and how this could be expanded wider.
- How you enable a fair and consistent approach to change and working with children and families with additional needs when each school and community was different.
- How the Council and partners were going to engage more positively with carers and parents to ensure they receive the support they need.
- How the number of children with SEND compares to other areas.

Councillor Law, Cabinet Member for Children's Services and Rachael Williams outlined the submitted report on exclusions and home schooling and responded to the following questions:

- What action was being taken to take a more in-depth look at why children were being excluded, what was happening in schools around those children who were being permanently excluded.
- How the links between speech, language and trauma were impacting on exclusion and what was being done to look at early identification of issues and providing support at an earlier stage.
- The reasons behind why so many exclusions related to children with SEND.
- The reasons for the increase in number of parents home educating their children and what checks and balances there were to ensure the child was receiving appropriate education and to identify any potential safeguarding issues or risks.
- How GPs were involved in diagnosis of anxiety and finding the best ways to support children.
- How the managed move process worked and if the children and family were involved in the decision-making process.

Members noted the links across all three areas discussed under the theme of 'Education and Learning' especially around the impact on children and families with additional needs and the importance of ensuring consistent and early help was available to help prevent the need for formal intervention later in the child's journey.

Resolved (unanimously):

1. that officers be recommended to include details of the local authority area where children who are placed when they are placed outside of Torbay and provide information on whether this has a positive or negative impact on those children in future Virtual School Annual Reports;
2. that progress on the written statement in response to the CQC and Ofsted Joint Area SEND Inspection be brought back to the Board meeting on 28 March 2021 and the progress of the SEND Strategic Partnership Board; and the Director of Children's Services be requested to identify relevant partners from health and to represent the schools to be invited to attend the meeting;
3. that the SEND Board be requested to give consideration as part of the wider codesign of services to utilising the skills of the Imagine This Partnership;
4. that the Divisional Director of Education, Learning and Skills be requested to present the exclusion appeal data to the Board once it has been qualified in July 2022 and also to obtain the views of those children who have been excluded; and
5. that the report on Elected Home Education to be brought back to a future meeting of the Board once it has been through the Children's Continued Improvement Board.

36. Children's Improvement Plan Quarterly Update

Nancy Meehan, Director of Children's Services and Matt Fairclough-Kay, Divisional Director for Corporate Services provided an update on the implementation of the LiquidLogic software and the impact that it had on the ability to present quality assured data in respect of Children's Services and responded to questions in respect of the following:

- Why was the original configuration not correct and once the user acceptance testing failed, why was the roll out not stopped at that point.
- When would officers have confidence in the data and reporting from the software.
- What additional work was required to ensure that the data was accurate whilst the investigation work continued to be explored.
- What was the additional cost to the Council of the delay in the roll out and the consultants employed to find out where the errors in configuration were and what action was required to put it right.
- What was the training requirement for staff to ensure that there was good quality data and the software was used correctly.

Nancy Meehan provided an overview to the background of the Review of Leadership, Management and Governance and the Board noted the progress made as set out in the submitted update report and Nancy responded to the following questions:

- Was the Council still expecting the roll out of LiquidLogic to be completed by May 2022.
- How the audits worked and linked together.
- What sort of areas were being explored by the Sub-Groups, particularly around child exploitation.
- The CAMHS (Child and Adolescent Mental Health Service) was the formal process what support was available, including through the voluntary sector, to help provide support before CAMHS was involved.
- Young people have identified the desire to have some after school sessions to talk about issues outside of school, how this could be explored further.

Chairman

TORBAY COUNCIL

Update on The Pledge

Date prepared: 14 March 2022

Meeting: Children and Young People's Overview and Scrutiny Board

Date of meeting: 28 March 2022

1. Purpose

- 1.1 To provide an update on the Pledge launch event and associated communications.

2. Update

- 2.1. Torbay's Cared for Community came together to celebrate the commitment of the Youth Pledge made by Torbay Council and partners.
- 2.2. On Tuesday 7 December Torbay's Cared for Community hosted a small celebration to mark the commitment of the Youth Pledge. This corporate promise is made by Torbay Council and partners to the Cared for and Care experienced children and young people of Torbay.
- 2.3. The small celebration took place at The Boathouse in Preston with a festive meal and games, following the latest COVID-19 safety guidelines. Council Leader, Steve Darling; Head of Regulated Services, Becky Thompson and Cllr Judith Mills, Member of the Corporate Parenting Board were also in attendance. As valued members of the Cared for Community, a selection of foster carers also joined in the with pledge celebration.
- 2.4. This community event followed on from a series of engagement initiatives to launch the Youth Pledge with the Cared for Community including three podcasts with involvement from the Corporate Parenting Board.
- 2.5. The pledge outlines principles for Torbay Council and partners to follow as a corporate parent such as always acting with honesty and approachability, in addition to tangible commitments like accessibility to dental appointments, educational and healthcare plans (Appendix A).

- 2.6. Torbay Children's Services are still currently looking for a wide range of new foster carers to care for local, vulnerable children who are unable to live with their birth families. Torbay foster carers are financially supported with an allowance to meet the needs of the foster child and receive training and ongoing support from a dedicated fostering Social Worker and an experienced foster carer as a mentor.
- 2.7. Pledge leaflet (Appendix B) designed for wide dissemination to Children's Services teams and for sharing with cared for CYP.

OUR PROMISE TO YOU

Torbay Council and Partners:
Our Pledge to you, our cared
for and care experienced
children and young people
2021 to 2022

BEING IN CARE YOU SAID



- Explain things to us in a way that we can understand
- Help us to feel comfortable and listen to us
- Treat us as you would your own child
- Always involve us where we want it, so we don't need to ask
- Find out about our story first so we don't have to repeat it, unless we want to

OUR PLEDGE

- We will come prepared, and we will listen
- Your views will come first, but we will be honest about what we can do
- We will ask you about what your goals are and support you to achieve them
- We will work with your carers to ensure your home is the best it can be
- We will explain your rights using language that is easily understood
- We will use Language that Cares*

Page 11

OUR WELL-BEING YOU SAID



- Help us to feel safe, secure and supported
- Support us to find a balance of healthy choices and informed decisions
- Help us to feel good about ourselves and loved
- Support us to be resilient, able to deal with uncertainty and to learn from our own experiences

OUR PLEDGE

- We will work together to help to support your sense of well-being and personal identity
- We will work together to keep you safe (safety planning)
- We will develop a plan to ensure you are healthy and wanting to have good choices called a Personal Health Plan
- We will ensure you have support and advice, so you are less likely to take certain risks or be open to exploitation by others
- We will support you to access regular health and dental checks and any appointments or treatment you may need –virtually and in person

OUR SUPPORT AND LEARNING YOU SAID



- Treat us just like any other children and young people, and as individuals
- We have our own history, but it may or may not define us
- Help us to stay at our current school or college if we like it - if we have to move, please provide us with clear reasons why
- Help us to enjoy our learning

OUR PLEDGE

- We will respect your privacy and work to ensure that you are not singled out or bullied at school, college, or in any other setting
- We will work closely with your school, college or provider and offer you easy to understand reasons for any changes
- We will always listen and take your views into account
- We will develop a Personal Education Plan of the things you do in school, so you are helped to do well
- We will use our training to be thoughtful about the challenges you have faced

OUR TIME YOU SAID



- Support us to find activities that enable us to have fun, be creative and have our say
- Respect our relationships with any family and friends we may have, including if we have any brothers and sisters who may not live with us
- Please enable us to have choices about any family time or social time that we want
- Arrange activities and any family time we may have in advance and to fit it around the things that we like

OUR PLEDGE

- We will work with your carers to ensure you have opportunities that you enjoy and enable you to have your voice if you want to
- We will plan visits in advance and involve you in those plans
- We will help you to stay in contact with any family you may have if you want that and explain the reasons if this is not possible

OUR FUTURE YOU SAID



- Please be positive about our lives and our goals
- Support us to grow and become independent as we get older
- Give us guidance when we want it, when we don't just let us know you are there for us
- Support us to become confident and equip us to deal with challenges, but allow us the freedom of our own direction too
- Let us fail sometimes, as everyone does, but celebrate our talents and skills

OUR PLEDGE

- We will support you to know that challenges and uncertainty are part of life and growth
- We will celebrate your achievements with you in the ways that you would like
- We will encourage and support you to take up opportunities in education, employment and training until the age of at least 21, in ways that suit you
- We will work with you to develop the life skills we all need to achieve our goals and have the best opportunities for the future

Your chance to have your say and meet with decision makers

The Pledge has been reviewed by The Circle as part of a Torbay wide (and out of area) consultation with young people in care and care experienced adults. Thank you for all your contributions.

The Cared for Community and The Circle are delivered by Torbay Youth Trust as part of our commissioned work for Torbay Council.

The Children in Care Community is open to all children and young people aged 8 to 18 years who are cared for by Torbay Council, wherever you live. You are welcome to be involved and have some fun regularly, occasionally or online through our monthly Clubs, Virtual Space and The Circle.

The Circle is Your chance to have your say and meet with decision makers.

My Voice is a new group for young people aged 16+ years and is your chance to get involved in social action, explore your aspirations for the future and have your voice.



Understanding who
we are together





**TORBAY
YOUTH
TRUST**

Putting Children &
Young People First

TORBAY

COUNCIL

PLEASE GET IN TOUCH

Please contact us for an easy read format

Please email us at admin@torbayyouthtrust.org.uk

Telephone us on (01803) 895299

Please ask for our social media / WhatsApp details

TYT Facebook, Discord, WhatsApp or Instagram

Our website - Contact Us Section torbayyouthtrust.org.uk

The Pledge Celebration Edition

**Our Community is open to you regularly,
occasionally or virtually**

**The Circle is your chance to have your say
and meet with decision makers**

**My Voice is about listening to care
experienced young people aged 16 years plus**

**Our Virtual Space means we are here for you
wherever you live... via text, phone or on
social media.**



**We have been having lots of
great times this year and
here is our update to share
some of this with you over
the next few pages. We will
send out our next update in
Spring 2022**

Our New Look in 2020/21

A Big **Thank you** to our 3 amazing Logo and Slogan designers from our competition

We now have our fabulous names, logos and our Cared for Community Slogan

**CARED FOR
COMMUNITY**

Understanding who
we are together

The Children in Council had lots of discussion about the 3 Logo designs and decided on the slogan entry:

“Understanding who we are together”



The Circle is used to describe the circle of young people coming together and this also follows the original circular design from our design winners



For care
experienced
young people

Page 19

My Voice is also all about your say if you are aged 16 plus

The Pledge Celebration Edition

Your Say

last year cared for and care experienced young people were asked about how to review the Pledge from Torbay Council.

Our Children in Care Council took the comments from children and young people and reviewed the Pledge on your behalf. After this they then went on to interview the Corporate Parenting Board.

These are a Board of lovely people in the Council and other partners who come together to explore actions and ideas to support young people in care or those who are care experienced and to listen to them.

What could the Pledge mean for you?

When the Pledge was signed off by the Local Authority, The Circle met with the members of the Board again to bring you a summary of its contents and what you could expect the Pledge can mean for you.

The Pledge Podcasts

Introduction to the Pledge

<https://pod.co/sound-communities-showcase/introduction-to-the-pledge>

The Interview....

<https://pod.co/sound-communities-showcase/pledge-podcast-2-interviews>

Summing up the Pledge

<https://pod.co/sound-communities-showcase/cared-for-community-podcast-with-the-circle>

Please
see the
Links
Page
attached
to listen



The Promise to YOU



For care experienced young people



What does the Pledge mean for you?

You said that you wanted the Pledge to mean something and not be just words.

Over this year the Corporate Parenting Board want to ensure that everyone supporting you follows the guidelines from the Pledge.

They will also check in to see how you feel it is working through The Circle and My Voice.

Language that Cares

We know that language is important to young people in care and care experienced young people. Language that Cares is a national agenda (*programme*) and Torbay has taken it on too of course. Everyone that supports you is being asked to use language that is caring and not full of jargon (*words that may not be easy to understand*).

One of our partners - Devon Participation Team - created this wonderful film to tell you all about it and you may have already heard it. We are excited to say that members from The Cared for Community are featured here too alongside young people from Devon:

<https://youtu.be/orMW-sUrygw>

*Please see the
Links Page
attached to
view*

Reviewing Forms

The Circle were also asked to update the reviewing forms used by your independent reviewing officers and social workers with you. These are the forms you fill out before or when you go to your reviews to make sure everything is going the way that is best for you.

Activities Programme 2021



Of course, our Cared for Community is all about having fun to, such as....

Club Sessions at the YMCA



Outdoor arts and food

Beach walks,
outdoor arts and
cooking!



Summer Programme 2021



Coasteering, Surf Camps at Bigbury, Beach Art and Body Boarding



Summer Programme 2021

Plus

Giant paddleboarding with members of the Corporate Parenting Board present



The Cared for Community Team would love to meet you
Cat , Sophie & Jenny

Please get in touch....

Telephone (01803) 895299

Contact Cat on 07485305291

Email us at admin@torbayyouthtrust.org.uk

TYT Facebook & Discord & Instagram

Our website torbayyouthtrust.org.uk



Page 26

Lastly it's over to My Voice....

My Voice 2021

Following on from our
Great My Voice Launch
Night in September



For care
experienced
young people

What is My Voice?

My Voice is delivered by Torbay Youth Trust working together with Torbay Council's Care Experienced Team to offer....

Care Experienced Young People 16 +

Adventures ~ Fun ~ The chance to meet new friends
Open up new opportunities ~ have your say about the
real issues that effect you ~ Legal Advice is also
available from our lovely partners "Avocados
Advocacy"

Please Don't forget

Pick up your pair of free ear buds
Remember to keep your ticket to claim back your
travel costs.

When?

My Voice takes place on the 4th Tuesday of the month
6-8pm. Please ask for a Programme

Please call /Message Cat from Torbay Youth Trust on
07485305291 for more information

You can also ask your PA or Supporting Worker
about My Voice.....

Email: admin@torbayyouthtrust.org.uk

Website: torbayyouthtrust.org.uk

Torbay Youth Trust Facebook /Discord/Instagram



Highlight Report

Production of the SEND Local Area Written Statement of Action

Version:1.1

Date: 14th March 2022

Authors: Graham Pirt, Kate Reynolds, Hannah Baker

Client: Torbay Council

TORBAY COUNCIL

Highlight Report

Torbay Local Area SEND Inspection took place in November 2021. The inspection report was published in January 2022, with an outcome of a request for a Written Statement of Action (WSOA) to be produced to address the serious weaknesses identified across the local area in order to improve outcomes for children and young people with SEND and their families. A copy of the report is attached as Appendix 1.

The purpose of this document is to report on progress towards completing the WSoA. The WSoA has to be submitted to the DfE by 14 April 2022

Reporting Period

From:	21 ST February 2022	To:	14 th March 2022
-------	--------------------------------	-----	-----------------------------

1. Schedule status

The Written Statement of Action is due to be submitted on the 14th April 2022. The schedule of activities (see appendix 1) are all on track for completion by this deadline.

2. Activities completed during this period

- Since mid-February 2022, two strategic leads have been appointed to coordinate and push forward the work needed to produce the WSoA in readiness for its implementation.
- There are two distinct phases of work; firstly, the production of the WSoA with submission to Ofsted for sign off by the 14th April 2022 and secondly the implementation of the Statement of Action over the following 18 months that the local area will carry out and against which they will be regularly monitored.
- A Project Manager was appointed and started work in the week commencing 28th February.
- To ensure effective co-production of the written statement of action, workshops have been organised focused on each of the four pillars identified in the Local Government Association peer review undertaken in July 2021.
- These workshops started in mid-February and will be completed by the end of March 2022.
- The first workshops took place in the week commencing 28th February exploring the key issues and very early identification of actions following a series of prompts where the strategic leads facilitated a discussion examining some of the key issues in each pillar and possible solutions and actions.
- Given the importance of cultural change as identified by the inspection report a separate workshop has been held with this as the main focus. As well as

TORBAY COUNCIL

having its own action plan, the issue of cultural change will be woven throughout all elements of the WSoA to ensure a fundamental shift in approach that enables and supports co production and has children and young people with SEND and their families at the centre of everyone's work.

- In addition to the formal meetings others were held with:
 - SEND Family Voice Torbay (two meetings thus far with a weekly update meeting scheduled until submission of the WSOA),
 - “First Steps” Health Initiative with Lisa Teoh (Consultant Paediatrician, Torbay Hospital),
 - Further Health Update meetings have been scheduled for the coming weeks to ensure this sector is fully integrated into the Creation of the Written Statement of Action (Hannah Pugliese, Head of Women’s and Children’s Commissioning, NHS).
 - “Turning Heads” with Alan Tilley (parent of SEND child and Director and Chief Executive of Turning Heads),
 - School Improvement Meeting (with Debbie Horn, Torbay Council).
 - The Director of Children’s Services is also being regularly updated.
 - An Advisers meeting with the DfE and CWC has occurred with a further two meetings also scheduled before the submission (Keith Thompson, SEND and Disability Professional Adviser and Marc Tucker, Care Quality Commission Adviser)
 - One of the strategic leads has also attended Torbay Schools Forum.
- Regular reporting of progress to the SEND Strategic Board is in place.
- A working draft of an action plan has been formulated from all these meetings and will be further developed at the second WSoA meetings this week (see Appendix 2).

3. Activities expected in the next period

- Second round of WSoA Workshops (Week commencing 14th March) –
 - Building on the work in the first workshop a series of potential actions has been drafted. This workshop will look at refining those actions ensuring they meet the weakness is identified in the report.
 - Define the expected outcomes of the actions.
 - State the desired impact to maximise the changes in outcome for children and young people and their families.
- Lead Officers in Health, Social Care and Education will provide the introductory paragraphs, including governance structures to hold the work accountable.
- Third round of WSoA workshops (Week commencing 28th March) -
 - These will finalise the actions ensuring they have the maximum impact and that the timelines for achievement are realistic and attainable.
 - An accountable officer will be identified for each action, reporting monthly to the lead for each pillar who will in turn report to the SEND partnership board.

TORBAY COUNCIL

- Outcomes and impact will be fully clarified.
- Director Children's Services will provide a joint introduction with Health to the WSoA.
- To ensure that the voices of children and young people with SEND and their families drive the written statement of action, the strategic leads are holding regular weekly keep in touch meetings with SEND Family Voice Torbay and will continue to add their input into the process.

4. Key issues

- The increased recognition of the importance of cultural change has been addressed by providing extra workstreams for this area for improvement.
- It will be important to ensure this strand is exhibited through each workstream as the Written Statement of Action is created.

5. Key risks

- A key risk is that the voices of young people are not fully embedded within the developmental process. This is being mitigated by:
 - A Participation Plan to gather the views of young people and their families. The participation plan on young peoples' voice closes on 30th March. The views will be collated and included into the final Written Statement of Action workshops.
 - Continued close work with the Torbay youth Trust (Director Joanna Morrell)
 - The "First Steps" health initiative which aims to collect young peoples' views.
- Because of potential issues arising from the forthcoming Ofsted inspection there may be increased difficulty in representatives attending meetings. This will be mitigated by alternative routes for input being created based on the strong groundwork already in place.

6. Decisions required

- Receive this report for information.
- A further update on the progress will be given at the Interim SEND Strategic Board on Wednesday 23rd March 2022.

Appendices

APPENDIX 1 – Schedule of Meetings for the WSoA

APPENDIX 2 – Draft template of the WSoA to date with a summary of key issues.

The inspection raises significant concerns about the effectiveness of the area.

The area is required to produce and submit a WSOA to Ofsted that explains how it will tackle the following areas of significant weakness:

- the lack of a suitably ambitious SEND strategy based on robust self-evaluation, and open co-production, and with the buy-in of all services across education, health and care and that includes measurable criteria for success
- the deep cultural issues leading to weak co-production and the inability of children and young people with SEND and their parents and carers to be equal partners in strategic and local decision-making
- the lack of joint working between services, which prevents area leaders working collaboratively to secure more consistent outcomes for children and young people with SEND and their families
- the variability in the implementation of the graduated response, leading to slow identification, high levels of exclusion, some poor inclusive practices, and inequitable access and experience of the system across education, health and care
- the poor range of opportunities and choice for children and young people with SEND when they reach 16 or transition to adulthood
- the wide variances in the quality of EHC plans caused by weaknesses in joint working, fair access and the timeliness of assessments
- poor joint commissioning arrangements that limit leaders' ability to meet area needs, improve outcomes and achieve cost-efficiencies
- the lack of impact and of resilience to sustain improvement of recent initiatives due to low capacity in area teams.

1st March – 14th April

Date	Activity	Lead
1 st March 7pm	SFVT	Tanny
2 nd March 10am-12pm	Joint Commissioning	Graham and Kate
2 nd March 1pm-3pm	Community Engagement & QA	Graham and Kate
3 rd March 9am-11am	Inclusion	Graham and Kate
3 rd March 1pm-3pm	Transition	Graham and Kate
8 th March 9-10.30am	SEND Strategic Board	Full board
8 th March 1.00-1.30pm	Torbay SEND Family Voice Meeting	Graham, Kate, Hannah
8 th March 2-3pm	Additional Meeting on Culture Change	Graham, Kate and Hannah (& WSOA partners)
Potential 8 th March 11:30-12:30	Cordelia Update	Graham and Kate
8 th March 1.00-1.30pm	Torbay SEND Family Voice Meeting	Graham, Kate, Hannah
10 th March 2-2.30pm	WSOA Advisers Meeting	Graham, Kate, Hannah
15 th March 2022 1-1.30pm	Torbay SEND Family Voice Meeting	Graham, Kate, Hannah
16 th March 2022 8.30-9.30am	WSOA Catch up Meeting	Nancy, Graham, Kate, Hannah
16 th March 2022 10-10.30am	WSOA – Health meeting	Hannah Pugliese, Graham, Hannah
16 th March 2022 1-1.30pm	WSOA – School Improvement meeting	
17 th March 10am-12pm	Community Engagement & QA	Graham and Kate
17 th March 2:30pm-4:30pm	Joint Commissioning	Graham and Kate
18 th March 10am-12pm	Inclusion	Graham and Kate
18 th March 1pm-3pm	Transition	Graham and Kate
22 nd March 1-1.30pm	Torbay SEND Family Voice Meeting	Graham, Kate, Hannah
Potential 22 nd March 2-3pm	Cordelia Update	Graham and Kate
23 rd March 12-12.45pm	Interim SEND Strategic Board	Full board

24 th March 2-2.30pm	WSOA Advisers Meeting	Graham, Kate, Hannah
28 th March 9.30-12.30	Children's Overview and Scrutiny – verbal update	Graham, Rachael and Nancy
29 th March 10am-12pm	Community Engagement & QA	Graham and Kate
29 th March 1-1.30pm	Torbay SEND Family Voice Meeting	Graham, Kate, Hannah
29 th March 2pm-4pm	Joint Commissioning	Graham and Kate
30 th March 10am-12pm	Inclusion	Graham and Kate
30 th March 2pm-4pm	Transition	Graham and Kate
31 st March 2:30-3:30pm	Cordelia Update (briefing) – circulate draft report to Cabinet members if possible	Graham and Kate
4 th April	Informal Cabinet draft report clearance	Rachael and Nancy?
5 th April 12-12.30pm	Torbay SEND Family Voice Meeting	Graham, Kate, Hannah
5 th April 12.30-2pm	SEND Strategic Board	Full board
7 th April 2-2.30pm	WSOA Advisers Meeting	Graham, Kate, Hannah
12 th April 1-1.30pm	Torbay SEND Family Voice Meeting	Graham, Kate, Hannah
12 th April 2-2.30pm	WSOA Advisers Meeting	Graham, Kate, Hannah
12 th April	Additional Cabinet Briefing	Rachael and Nancy?
14 th April	WSOA submission	Graham and Kate
17 th May	SEND Strategic Board	Full board
20 th June	SEND Strategic Board	Full board
8 th July 10.30-12	Local Education Board Meeting	Full board
18 th July	SEND Strategic Board	Full board

LEB meeting for Easter term was postponed – awaiting new date.

One Torbay; working for all Torbay

Draft Template Version 2.4

March 10th 2022

1. Our Vision and Values
2. Governance
3. What We Are Aiming To Achieve
4. Action Taken
5. Linked Programmes – The Vehicles for Change
6. Written Statement of Action to address the areas of weakness identified during the inspection
Pillar 1:
Pillar 2:
Pillar 3:
Pillar 4:
Workstream membership
Glossary

Improvement Pillar 1 – Joint Commissioning

AFI 7 - Poor joint commissioning arrangements that limit leaders' ability to meet area needs, improve outcomes and achieve cost-efficiencies

Progress (BRAG)

Complete and Embedded

Completed

Progressing to Timescale

Little or no progress/delayed

- Joint commissioning is underdeveloped. (P4 MF7)
- there remains a lack of joint working between services to tackle the issues with the pace of change that is needed. (P2 MF 1)
- This does not reflect what is needed to secure cost- efficiencies across the area to tackle bigger problems.(P4 MF7)
- opportunities to improve outcomes for children and young people with SEND and their families at the same time as saving money through joint ventures are under-utilised. (P4 MF7)
- Area leaders do not have a comprehensive knowledge of the needs of children and young people who receive support for their special educational needs but donot have an EHC plan (SEN support) in schools. (P6 AFD 2)
- Area leaders cannot commission with accuracy the services and support needed for this key group. (P6 AFD 2)
- Weaknesses in joint working across education, health and care, and the systems and processes for assessing children's and young people's needs are not strong enough (P13 AFI 6)
- Leaders' overall plans are not joined up enough to tackle the depth of these issues (P12 AFD16)
- Some young people with complex needs have little or no meaningful provision once they are 20 P12 AFD 17)

Page 39

Focus Area 1. Establish a vision, strategy and a framework for joint strategic planning and commissioning and planning of services between education, health and care

Ref	Milestone	Accountable Officer	Milestone Start	Milestone End Date	RAG	Evidence of Impact	Overall Impact of FocusArea
-----	-----------	---------------------	-----------------	--------------------	-----	--------------------	-----------------------------

	Action		Date				
1A	Task and finish group of all partners to review and co-produce with Parents, carers and young people the existing SEND joint commissioning strategy to build a shared understanding and agreement on the definition of commissioning and how and where commissioning decisions are made					What evidence will we need and how will we demonstrate impact?	
1B	Mapping of current joint commissioning activity and opportunities for future joint commissioning (in line with SEND Code of Practice					What will be done about any gaps that are identified?	
1C	Embed effective quality assurance throughout all commissioning decisions					What measures can be used to identify the impact and learning from the QA?	

Focus Area 2 Establish clear and agreed governance and decision-making for joint strategic planning and commissioning for children and young people with decisions / progress well-communicated to the SEND community

Ref	Milestone Action	Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of FocusArea
2 A	Map the governance and decision making systems to align appropriately (in line with SEND Code of Practice)					Which bodies should be integrated into this – how will decision making be aligned? What impact are we looking for?	
2B	Agree principles and processes for how commissioners across the local area will work together to design and deliver services to meet need.					How will this be achieved – what should be the impact – how will it be measured?	
Page 41	Ensure information on commissioned services is shared to prevent the need for commissioning at an individual level and is understood by parents, carers and young people					Where do Comms fit and does it link with Local Offer – Impact measures?	

Focus Area 3. Create an effective SEND JSNA demonstrating current and future health, education and social care needs of those living with SEN and Disability around which Commissioning is informed.

Ref	Milestone Action	Accountable Officer	Milestone eStart Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of FocusArea
3 A	Renew the JSNA and expand it to integrate and incorporate education and social care data and link this to the development of a data suite that is shared and understood by all stakeholders that can drive strategic and operational planning (Determine whether SEND should be mainstreamed throughout the JSNA or become a discreet element)					How can we ensure that the JSNA incorporates all data that is necessary to plan for effective joint commissioning and planning? Impact?	
3B	Collate and review all existing datasets and determine whether they are fit for purpose and, if so, how they can be incorporated in a data suite (cross ref: 3A)					What do you need to do to get greater clarity about the usefulness of datasets?	
3C	Examine how to build best practice data into the data arrangements such that the information aids early intervention and appropriate commissioning and determine the most appropriate arrangements for monitoring performance against data and KPIs (cross ref;					How will this be done, what will the impact be and what sort of outcomes will we see?	

Improvement Pillar 2 – Inclusion

AFI 1 - The lack of a suitably ambitious SEND strategy based on robust self-evaluation, and open co-production, and with the buy-in of all services across education, health and care and that includes measurable criteria for success

Progress (BRAG)	
	Complete and Embedded
	Completed
	Progressing to Timescale
	Little or no progress/delayed

- Children and young people with ASD, SEMH difficulties or similar associated needs do not experience improved outcomes as a result of the reforms. (P12 AFD 16)
- Poor timeliness in identification and variability in inclusive practice (P12 AFD 16)
- There is too much variability in the implementation of the reforms across services. (P9 AFD 16)
- Some schools show a lack of commitment to the reforms.(P3 AFD 3)
- The rate of exclusion of pupils with SEND from school is too high (P3 AFD 6)
- The need to improve children’s social care services has contributed to the stalled development of a useful SEND strategy. (P7 SFD 8)
- Children’s needs are not met well, particularly in the mainstream school system (P7 AFD 8)
- Variability in the desire to be inclusive among some schools. However, there is a lack of a coherent strategy to improve this (P7 AFD 8)
- There is not a strategy in place to address this (exclusion) as robustly as is needed (P9 AFD 19)
- The proportions of children and young people excluded from school in the area are high and much higher than is typical (P9 AFD 19))
- Too often, this presentation (behaviour) is seen as a SEMH need or owing to weaknesses in parenting, rather than understanding that it has come about because of an underlying unmet need (P9 AFD19)

Focus Area 4. Create an ambitious co-produced SEND Strategy

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
4A	Task and finish group created to develop a co-produced aspirational vision for SEND in Torbay so that there is a shared understanding in order to develop a shared set of key values that will underpin our work with children, young people and their families. (ambition, leadership, vision, accountability, achievable)					How will this be done? How will it be shared and agreed? What will the impact be?	
4B	Representatives from all agencies in the Local Area along with parents, carers and young people develop a co-produced SEND strategy which enables inclusive practice in all parts of the system					What are the areas that need covering in the SEND Strategy? How will we define them? What will the impact be?	
4C	Build a cross-authority agreement on shared values and outcomes involving all key stakeholders					How will we go about achieving shared values? What will the impact be?	
4D	Embed vision and values for children and young people across all Council departments and CCG					What is needed to embed this ? What will the impact be?	
4E	Involve parents, carers and young people in the development of the local offer					How do we get their views? What will the impact be?	

Focus Area 5 – Establish a Self-Evaluation process to ensure the effectiveness of the Strategy

5A	Establish a co-production group with children and young people and their families (built on listening and respect in order to hear all voices) to drive and embed the strategic approach				<p>How will this be established? How will the evaluation be embedded? What will the impact be?</p>	
----	--	--	--	--	--	--

Improvement Pillar 2 – Inclusion

Area for Improvement 2 – Cultural Change

The deep cultural issues leading to weak co-production and the inability of children and young people with SEND and their parents and carers to be equal partners in strategic and local decision-making

Progress (BRAG)	
	Complete and Embedded
	Completed
	Progressing to Timescale
	Little or no progress/delayed

- Area leaders have only just started to work together to implement the SEND reforms. (P2 MF1)
- Leaders have been slow to turn their focus to this important work the impact of this new commitment is limited. Consequently, there remains a lack of joint working between services (P2 MF 1)
- The views of parents and carers are often treated as trivial in the decisions that are made about their children and young people. (P2 MF2)
- Many front-line professionals express views that parents and carers are difficult to engage with because of their social deprivation and own personal needs.(P2 MF 2)
- Too often, this is used as an excuse for poor co-production. (P2 MF 2)
- However, a lack of central leadership over many years has led to an entrenched culture among services to solve the challenges they face on their own. (P2 MF 3)
- The rate of exclusion of pupils with SEND from school is too high (P4 MF 7)
- Too many pupils are not accessing education because they are excluded. (P4 MF 7)
- Occasionally, parents state that school leaders are a barrier to children’s and young people’s needs being identified. (P6 AFD 5)
- too often, the default position is that presentation by children is assumed to be a behavioural issue because of poor parenting, rather than an indication of need. (P4 MF 7)
- children’s needs are not met well, particularly in the mainstream school system (P7 AFD 8)
- variability in the desire to be inclusive among some schools. However, there is a lack of a coherent strategy to improve this (P7 AFD 8)
- A legacy of mistrust and poor identification and meeting of needs means that many families still feel that they need to fight for their children’s rights (P8 AFD 14)

Focus Area 6 - Does the lived experience of families inform all operational and strategic work across the SEND System?

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of FocusArea
6A	Task and finish group, led by families, identifies, through a report to Strategic Board, how the lived experience of families can be embedded in the work of all Local Area agencies to inform their work.					How will we define lived experience? How can it be captured? How can it be reported? What will the impact be?	
6B	Report to be presented to SEND Strategic Board to monitor the application of the report findings across the Local Area.					What is expected when the report is presented? What will be the outcome? What will be the impact?	
Page 47	Ensure that there is shared communication of all developments for parents, carers, young people and the wider professional body, including strategies such as Restorative Practice.					How will this be carried forward? What will be the impact?	
6D	Explore improvements in the use of both written and spoken language in communication with parents and young people, including the use of 'restorative language' in line with 'Language that Cares'					How can this be achieved? What will be the impact?	

Focus Area 7 - Partners agree a set of values led behaviours which are the basis of creating a shared culture across the local area leading to a co-produced SEND system

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of FocusArea
7A	Task and finish group of all partners established to co-produce an agreed set of values led behaviours, that are embedded across all parts of the Local Area so that parents, carers and young people are listened to and heard. <i>(What would it feel like if the culture was right?)</i>					What types of values led behaviours are we looking for? What will be the impact?	
Page 48	Develop strategies to provide peer to peer support for parents to remove the fear that mainstream schools will not be able to provide for their children and young people					What kind of strategies are needed? How will we know they are working? What will be the impact?	
7B	Develop and agree an action plan to implement the values across all parties.					How will we do this? How will we measure its success? What impact will we measure? How?	
7C	All agencies to co-produce changes to their interactions with families, which will implement the agreed values led behaviours, to cover all forms of communication					Will these be published? How will they be agreed? How will they be measured? Impact?	
7D	Create a Local Area assessment process to review and assess the impact of changes and report to SEND Strategic Board on a regular basis.					What will it look Like? How will it be evidenced and reported?	

Focus Area 8 - What do we need to establish so that Leaders across the Local SEND Area understand the impact of culture work and hold each other to account?

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of FocusArea
8A	Identify in a Workforce Development Plan that agreed values are embedded at all stages from appointments through to 1:1 /Supervision / Appraisal meetings <i>(Consider a People Plan?)</i>					What agreement is needed to get it embedded? How will we measure the impact? How will it be demonstrated?	
8B	Determine whether there are other authorities where this culture is in place, or examples in this Local Area, that could help in delivery. <i>(Build in examples of work that are already in place in Torbay)</i>					Implementation stage?	
8C	Work with parents, carers and young people to assess how well values led behaviours are being implemented.					What process is needed? How will we measure the implementation?	
8D	Work with Local Area agencies, schools and settings to develop the values led behaviour model so that there is trust by parents, carers and young people across the system					Implementation Stage? How? What impact will be seen?	

Improvement Pillar 2 – Inclusion

Area for Improvement 3 – Joint Working The lack of joint working between services, which prevents area leaders working collaboratively to secure more consistent outcomes for children and young people with SEND and their families	Progress (BRAG)	
		Complete and Embedded
		Completed
		Progressing to Timescale
		Little or no progress/delayed

- Area leaders have only just started to work together to implement the SEND reforms. (P2 MF 1)
- Children and young people with SEND and their families are not at the centre of leaders' work to implement the reforms. There are no formal arrangements in place for leaders to engage with children and young people with SEND. (P2 MF2)
- Too often, this is used as an excuse for poor co-production (P2 MF2)
- children and young people with SEND and their parents and carers are not able to contribute to strategic and individual planning. (P2 MF2)
- The views of parents and carers are often treated as trivial in the decisions that are made about their children and young people (P2 MF2)
- Joint working between services is limited.(P2 MF3)
- Some schools show a lack of commitment to the reforms (P4 MF4)
- However, a lack of central leadership over many years has led to an entrenched culture among services to solve the challenges they face on their own. (P2 MF3)
- This leads to inequality and varied access for children and young people with SEND in the area. (P2 MF3)
- The quality of education, health and care (EHC) plans reflects the lack of joint working between education, health and care. (as in section 6)
- they do not include the holistic outcomes that are planned to be achieved through joint working between services. (as in section 6)
- slow autism spectrum disorder (ASD) assessment pathway, have led to a lack of timeliness in identifying the needs of children and young people.
- Variability in the strength of school provision means that some pupils go through the system without their needs being properly understood or met. (As in Section 4)
- Little evidence that children and young people with SEND and their families benefit from a more joined-up experience.
- Area leaders' response to the pandemic has been hampered by weaknesses in joint working and checks on the effectiveness of their initiatives
- The 0–19 service now has two teams in response to challenges created by the pandemic, this did not help services reach the children and young people with SEND and their families in the way that was intended.
- many children and young people with SEND needing support as a result of their additional needs were not identified
- Weaknesses in joint working across education, health and care, and the systems and processes for assessing children's and young people's needs are not strong enough (As in Sections 6 & 7)
- those working with families are not able to contribute fully to meeting children's and young people's wider needs, particularly in preparation for adulthood (As in Section 5)
- There is variability in the implementation of the SEND reforms across health and care services. (As in Section 8)

- The uptake of the annual health review for young people with SEND aged 14–25 years with their GPs is lower than is typical.
- Area leaders have failed to sustain effective ways of engaging with parents and carers. Weaknesses in parental engagement leading into the pandemic meant that when PCF members needed to look after their own children, the PCF stopped operating.
- Parents and carers have not been involved in the development of the website
- Leaders' overall plans are not joined up enough to tackle the depth of these issues

Focus Area 9. Ensure we understand and embed the lived experience of families so that it informs all operational and strategic work across the SEND system?

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
9A	Ensure information on pathways to other services is easily accessible through updating the local offer using children, young people and their families as advisors (cross ref to 5a)					How will this be done? Where will it be available? How will we know it is working? What impact?	
9B	Explore the possibility of training 'peer support parents and carers' to attend meetings to support parents and provide a continuity of support					How? Where? Impact?	

Page 52

Focus Area 10. Implement a tell it once approach

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
10A	Task & Finish group to review the processes within SEND across all agencies and schools to taking a 'tell it once' approach, addressing how families currently experience telling their story					What will we see? How well is it covered across agencies? Impact?	

10B	Implement a consistent system, with input from parents and carers and young people so that relevant information is carried forward to those who are involved with the family.					Is it working across all agencies?	
-----	---	--	--	--	--	------------------------------------	--

Focus Area 11 – Do we need to consider Workforce Development needs so the agreed values are embedded through partnership wide workforce development?

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
11A	Design a People Plan, embodied in policy; including arrangements to co-ordinate the learning opportunities and monitor the uptake and impact of training						
11B	Ensure that the People Plan is implemented and the vast majority of staff are in permanent and established positions and there is a high level of satisfaction in working conditions						
11C	Move away from 'them and us' culture to develop a shared approach using a programme of workforce development and training that is based on children and young people and their families 'lived experience' and develops trust between services and agencies.						

Page 54

Focus Area 12. All stakeholders to be committed to the principles of working together with equal voices, to shape a co-produced approach to meeting the needs of children young people and their families at all levels?

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
12A	Ensure health and social care are embedded in EHCPs and that they are involved at earlier stage through co-production.						
12B	Ensure the voluntary and community sector are seen as equal partners by developing a shared culture of respect and dignity (cross ref: 5a and 4a – will also go into culture)						
12C	Co-production task and finish group creates a partnership plan for communication to and with families, including a central point of contact.						
12D	Partnership Plan is implemented across all teams in a co-ordinated manner						
12E	The Council and CCG issue a public statement of commitment to working with a wide range of parent carer groups						
11F	The Council and CCG agree respective senior officers, within SEND Startegic Board, with lead responsibility for co-production in their organisations, who receive regular reports on the outcomes of the quality assurance framework for co-production.						

Improvement Pillar 2 – Inclusion

Area for Improvement 4 – Graduated Response

The variability in the implementation of the graduated response, leading to slow identification, high levels of exclusion, some poor inclusive practices, and inequitable access and experience of the system across education, health and care

Progress (BRAG)	
	Complete and Embedded
	Completed
	Progressing to Timescale
	Little or no progress/delayed

- The rate of exclusion of pupils with SEND from school is too high (P3 MF6)
- Variability in the strength of school provision means that some pupils go through the system without their needs being properly understood or met. (P3 MF6)
- some children and young people with SEND develop behaviours that challenge. Others lack self-esteem because their needs have not been met for prolonged periods of time. (P3 MF6)
- the high proportion of pupils identified as having primary social, emotional or mental health (SEMH) difficulties.....there is a high demand on (CAMHS), (P3 MF6)
- Too many pupils are not accessing education because they are excluded. (P3 MF6)
- Many children and young people's needs are not identified accurately or quickly enough. This contributes to challenges in the behaviour because their needs are not met well or early enough. (P5 AFD 1)
- A higher proportion of children and young people than is typical being issued with an EHC plan. (P5 AFD 1)
- The neurodevelopmental pathway, which includes the ASD pathway, is not effective. (P5 AFD 3)
- The effectiveness of early identification in schools is too varied. (P5 AFD 5)
- Too often, the default position is that presentation by children is assumed to be a behavioural issue because of poor parenting, rather than an indication of need. (P5 AFD 5)
- Several parents experience shock and feelings of isolation when their children's needs are identified late. (P5 AFD 5)
- Not enough is being done to enable children and young people, particularly those who are disadvantaged, to have their needs identified in a timely manner. (P5 AFD 5)
- The implementation of the graduated response reflects the lack of consistency in the area (P7 AFD 8)
- A legacy of mistrust and poor identification and meeting of needs means that many families still feel that they need to fight for their children's rights (P8 AFD 14)
- Too often, this presentation (behaviour) is seen as a SEMH need or owing to weaknesses in parenting, rather than understanding that it has come about because of an underlying unmet need (P9 AFD 19)

Focus Area 13 - . The Graduated Response used effectively so that needs are identified in a timely way to enable children, young people, parents, carers and professionals to access appropriate support and resources

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
13A	Task and finish group established of Local Area officers, partners, schools, colleges, parents, carers and young people to review the implementation of the current Graduated Response documents.						
13B	Broaden the graduated response to include health and social care and ensure it is known and used throughout the system						
13C	Build training to develop the knowledge in schools, to ensure a level playing field for children and young people with SEND, mapping available pathways to provision and fill any gaps (cross ref 1B)						
13D	Schools, settings and other agencies, along with parents and carers, agree to implement the outcomes of the review and use the Graduated Response as part of any requests for assessment						
13E	Develop a more accessible, on- line version of the documents, linked to information on strategies and support to aid providers and inform parents, carers and young people.						
13F	Move to a needs led rather than diagnosis led approach with children and young people at the centre						

Focus Area 14 – Identification of support through social prescribing

14A	Identify how teachers./SENDCOs/parents can identify and access support for SEMH needs support when it is emerging.						
14B	Identify how teachers./SENDCOs/parents can identify and access support for mental health needs support for pupils with autism.						

Improvement Pillar 3 – Becoming an Adult

Area for Improvement 5 – Becoming an Adult

The poor range of opportunities and choice for children and young people with SEND when they reach 16 or transition to adulthood

Progress (BRAG)	
	Complete and Embedded
	Completed
	Progressing to Timescale
	Little or no progress/delayed

- Their EHC plans focus too much on education, rather than on supporting independent living as they move into adulthood. (P3 MF 4)
- Progress in delivering a cohesive offer for young people with SEND post-16 and up to age 25 across education, health and care has been slow. (P3 MF 7)
- Some areas of strength, such as the specialist school offer, are not maintained for young people when they turn 19. (P3 MF 7)
- Many areas of the health offer for young people end when they turn 20. (P3 MF 7)
- The uptake of the annual health review for young people with SEND aged 14–25 years with their GPs is lower than is typical. (P8 AFD 10)
- Opportunities and choices for young people as they transition into adulthood are limited. (P3 MF 8)
- Limitations in provision within the area. (P4 MF 8)
- Those working with families are not able to contribute fully to meeting children’s and young people’s wider needs, particularly in preparation for adulthood (P7 AFD 7)
- Opportunities and choices for children and young people in the area when they reach 16 significantly reduce. (P8 AFD 12)
- There is very little choice for young people to access education post-16. Some young people with complex needs have little or no meaningful provision once they are 20. (P8 AFD 12)
- Area leaders’ work to improve the life chances of young people with SEND as they move into adulthood has had limited impact. (P9 AFD 18)
- The proportion of young people with learning disabilities who secure paid employment is low (P9 AFD 18)
- Some young people with complex needs have little or no meaningful provision once they are 20 (P9 AFD 17)

Focus Area 15 – There a comprehensive approach to the provision of Post 16 opportunities for those with SEND in Torbay

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
15A	Map post 16 provision to identify gaps including health and social care gaps using the Children and Family Health Devon as a basis						
15B	Establish a preparing for adulthood panel that identifies need from age 14 if not earlier, and, enables effective commissioning and focusing on supporting young people to become independent young adult						
15C	Explore the establishment of a 'one stop shop' for post-16 opportunities through use of community hubs						
15D	Explore curriculum change in schools to open up more vocational offers and work with secondary schools to capture information on aspiration for post-16 so provision can be effectively aligned						
15E	Develop a co-produced joint protocol between children and adult services to enable young people to be supported as they move from one service to another						
15F	Analyse 'ceased' plans to identify what has worked well and what could be better						

Improvement Pillar 4 – Quality Assurance and Community Engagement

Area for Improvement 6 – Quality of Education, Health & Care Plans

The wide variances in the quality of EHC plans caused by weaknesses in joint working, fair access and the timeliness of assessments

Progress (BRAG)	
	Complete and Embedded
	Completed
	Progressing to Timescale
	Little or no progress/delayed

- The quality of education, health and care (EHC) plans reflects the lack of joint working between education, health and care. (P3 MF 4)
- Plans are generally education plans, with little and often no input from health and care. (P3 MF 4)
- The views of parents and carers are often treated as trivial in the decisions that are made about their children and young people. (P2 MF 2)
- Many front-line professionals express views that parents and carers are difficult to engage with because of their social deprivation and own personal needs (P2 MF 2)
- EHCPs do not include the holistic outcomes that are planned to be achieved through joint working between services. (P3 MF 4)
- Joint commissioning is underdeveloped (P3 MF 5)
- slow autism spectrum disorder (ASD) assessment pathway, has led to a lack of timeliness in identifying the needs of children and young people. (P3 MF 6)
- Their EHC plans focus too much on education, rather than on supporting independent living as they move into adulthood. (P3 MF 4)
- A higher proportion of children and young people than is typical being issued with an EHC plan. (P5 AFD 1)
- Weaknesses in joint working across education, health and care, and the systems and processes for assessing children's and young people's needs are not strong enough (P5 AFD 4)
- Children and young people with ASD, SEMH difficulties or similar associated needs do not experience improved outcomes (P9 AFD 16)
- Many service leaders have lost faith that any central direction will now make a difference. (P7 AFD 8)
- parents talk about meeting several different social workers and having to retell their stories each time. (P3 MF 3)
-

Focus Area 16. The assessment process results in high quality EHCPs and Annual Reviews that fully meet the statutory requirements and is part of a co-produced, consistent and cohesive Torbay policy

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
16A	End to end review of EHCP and Annual Review processes across partners including parents, carers and young people. (cross ref to 13F)						
16B	Review the current formats for seeking parent, carer and young people's views to ensure it is fully accessible and seeks a breadth of information and implement, building in the 'tell it once' action.						
16C	Create a system where parents, carers and young people understand and feel part of the process creating a feeling of trust in the system and publish on the Local Offer.						
16D	Explore the possibility, with all agencies, of developing 'drafting meetings' to create more collaborative EHCPs and look to implement these.						
16E	Ensure regular high quality assurance of EHCPs by SEND Team Managers is undertaken before issue (cross ref to 14A and 13F)						
16F	Create a rigorous quality assurance process, involving senior managers, that ensures that EHCPs and the processes are of high-quality specifying needs, provision and outcomes clearly and including the 'Golden Thread' of young people's, and parents' and carers' aspirations.						

Focus Area 17. There is high quality co-produced advice from all providers (particularly with parental and young people's views) within timescales where provision and outcomes are clear from 0-25

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
17A	Develop processes for early identification building on the strengths identified in Early Years						
17B	Develop the graduated response so that it is an agreed response reducing differences in policies and expectations in schools so that consistency and agreed approaches are based on what works for children. (cross ref: 12A)						
17C	All agencies to consider the quality of their listening to the views of parents, carers and young people.						
17D	Local Area agencies to implement quality assurance processes to ensure good quality advice is provided in a timely manner and devise and implement co-produced training to support and advise professionals. (cross ref 1B)						
17E	Task & Finish group to review the processes within SEND across all agencies and schools to taking a 'tell it once' approach, addressing how families currently experience telling their story						

Focus Area 18. There is a clear thread throughout the plans that reflects the desired outcomes for the young person, through to becoming an adult

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
18A	Work with SENDIASS and College to build on their experience of increasing life chances for young people, particularly for those with Autism						
18B	Attach greater importance to each child and young person's aspirations so that they are fully considered and are individual to the plan.						
18C	Review the current processes for including PfA at all relevant stages, ensuring that PfA includes all young people including those not in settings or those in alternative provision.						
18D	Promoting the use of apprenticeships and internships for young people with SEND, within the Council, health and schools.						

Page 66

Focus Area 19. There is a training and development programme for all teams to address consistency in advice, plan writing, Annual Reviews and casework

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
19A	Implement a training and development programme for all teams to address consistency identification, provision of advice to support plan writing and raising standards.(cross ref 1B)						

Improvement Pillar 4 – Quality Assurance and Community Engagement

Area for Improvement 8 – Impact, Improvement and Capacity

The lack of impact and of resilience to sustain improvement

Progress (BRAG)

Complete and Embedded

Completed

Progressing to Timescale

Little or no progress/delayed

- The rate of exclusion of pupils with SEND from school is too high (P2 MF 6)
- There is too much variability in the implementation of the reforms across services. (P2 MF 3)
- Area leaders have only just started to work together to implement the SEND reforms. (P2 MF1)
- Leaders have been slow to turn their focus to this important work the impact of this new commitment is limited. (P2 MF1)
- The quality of EHC plans needs improving. (As in Section 6)
- The implementation of the graduated response reflects the lack of consistency in the area. (As in Section 4)
- There is variability in the implementation of the SEND reforms across health and care services (As in Section 3)
- The outcomes for children and young people with SEND are not improving as a result of the implementation of the SEND reforms by area leaders. The system in Torbay remains disjointed. (P9 AFD 20)
- Children and young people with ASD, SEMH difficulties or similar associated needs do not experience improved outcomes. (P9 AFD 16)
- Poor timeliness in identification and variability in inclusive practice. (P9 AFD 16)
- The outcomes for children and young people with SEND are not improving as a result of the implementation of the SEND reforms by area leaders. (P9 AFD 20)
- Area leaders' response to the pandemic has been hampered by weaknesses in joint working and checks on the effectiveness of their initiatives. (P2 MF 4)
- Area leaders do not have a comprehensive knowledge of the needs of children and young people who receive support for their special educational needs but do not have an EHC plan (SEN support) in schools. (P5 AFD 2)
- many service leaders have lost faith that any central direction will now make a difference (P2 MF 8)
- Turnover of staff in some services - parents talk about meeting several different social workers and having to retell their stories each time. (P2 MF 3)

Focus Area 20- Exclusion data is analysed sufficiently to direct input so that exclusion rates are reduced?

Milestone Actions		Accountable Officer	Milestone Start Date	Milestone End Date	RAG	Evidence of Impact	Overall Impact of Focus Area
20A	Explore how there can be parity of behaviour and policy/practices across schools.						
20B	Explore how those things that are already working, such as restorative processes and practices and training on attachment awareness can be utilised more fully. (cross ref: 1B)						
20C	Review the quality and use of alternative provision and its impact.						
20D	Create an increased knowledge of exclusions across all agencies. (cross ref 3A)						

Page 69

C80 TSCP Action Plan Briefing Update, 13/03/22

1. **Completed.** There is now an established restorative language framework with Children's Services that is being rolled out across the partnership. Restorative Practice champions have been established within Children's Services. Agencies across the partnership are developing an awareness of trauma informed practice.
2. **In Process.** Awaiting update at the next CSPR panel on 01/04/22.
3. **In Process.** Awaiting update at the next CSPR panel on 01/04/22.
4. **Completed.** A Tracking document has been established that maps therapeutic interventions for all care experienced children and identifies any gaps in provision. A Life Story Work strategy has been devised and recent audits undertaken to check on the evidence of life story work in children's files.
5. **Completed.** Harmful Sexual Behaviour (HSB) MACA completed and linked multi-agency Best Practice Forum (BPF) held on 23rd November 2021. Content of BPF has been shared across the partnership for those that were unable to attend.
6. **In Process.** The HSB T+F group have reviewed options and are of the opinion that the partnership should invest in the AIM3 model of intervention, rather than the Brook Traffic Light tool. The primary advantages of AIM3 are that it is generally considered to be the best current HSB model available, it was developed in conjunction with Simon Hackett, who presented at the recent partnership BPF, and it is a model used by Devon SCP which will support more effective cross 'border' working. This view has been supported by the TSCP.
7. **Completed.** Children's Services have appointed a Placement Auditor who ensures that all post 16 requirements are in order and contributes to the QA framework. The Transitions Panel oversees and tracks transition planning for all care experienced children from the age of 14 and a new Preparation for Independence strategy has been devised and implemented.
8. **In Process.** Feedback due at next CSPR panel on 01/04/22.
9. **Completed.** Children's Services have appointed a Placement Auditor who undertakes QA visits to placements and contributes to the QA framework in respect of all residential provision. The Placement Auditor also QA's 'expressions of interest' and Ofsted reports whenever a provision is being considered for a Torbay child.
10. **Completed.** Early Years training event held on 25/11/21. LADO and police presented at the event in respect of responding to concerns and the role of the LADO. Five LADO fact sheets have been written, shared with Early Years providers, and published on the TSCP website.
11. **Completed.** Early Years settings have been advised of the process and procedure for contacting LADO advice and support, both within and outside 'office hours.
12. **Completed.** TSCP Business Manager wrote to the DfE on 11/02/22 requesting that statutory guidance is issued for post 16 education providers relating to safer recruitment procedures. Response awaited.
13. **Completed.** Safer recruitment processes covered in the Early Years briefing session held on 08/03/22, presented by Torbay Council HR staff. Tri-X online policies and accessibility were shared, and HR have offered further support to Early Years settings similar to that provided to schools.
14. **In Process.** Reference process covered with Early Years settings at the briefing session on 08/03/22. TESS to replicate this process with schools.
15. **In Process.** Reference process covered with Early Years settings at the briefing session on 08/03/22. TESS to replicate this process with schools.

- 16. Completed.** TSCP Business Manager wrote to the DfE on 11/02/22 requesting that they review that Early Years framework/guidance in respect of safer recruitment, 'competent and responsible' staff, use of CCTV and building design. Response awaited.
- 17. Completed.** Reflection on the learning points from C80's review was included in the Early Years briefing on 18/11/2, along with a linked checklist. Evidence of reflection on C80 learning will form part of the next Early Years safeguarding auditing cycle.
- 18. Completed.** Whistleblowing procedures were included in the Early Years briefing session held on 08/03/22.
- 19. In Process.** Early Years safeguarding team are undertaking a series of focussed safeguarding audits from February 2022 onwards to review practice and the effect of the themed support provided to Early Years providers by the TSCP. Audit feedback to be provided between March and November 2022.
- 20. In Process.** Feedback due at CSPR panel on 25/04/22.
- 21. Completed.** TSCP Professional Differences policy has been reviewed, updated, and signed off by the TSCP Business Group. The updated policy has been published on the TSCP website, disseminated across the partnership via email and newsletter and presented at a BPF on 09/03/22. The policy will be further shared with Early Years providers at the Early Years forum on 24/03/22.
- 22. Completed.** TSCP Business Manager wrote to Ofsted on 11/02/22 requesting that they review the lessons learned within the C80 process and update practice accordingly. Response awaited.
- 23. In Process.** D+C Police are in consultation with the national policing lead for child protection regarding the development of a joint protocol with Ofsted in respect of responding to serious incidents in regulated settings. Further feedback due at the next CSPR panel on 01/04/22.

Child Safeguarding Practice Review Action Plan: C80

Acronym's key:				
CSPR: Child Safeguarding Practice Review CSC: Children's Social Care EYFS: Early Years Foundation Stage HSB: Harmful Sexual Behaviour HoS: Head of Service KCSIE: Keeping Children Safe in Education LA: Local Authority		LADO: Local Authority Designated Officer MACA: Multi-Agency Case Audit MASH: Multi-Agency Safeguarding Hub S&SF Teams: Safeguarding and Supporting Families TESS: Torbay Education Safeguarding Service TSCP: Torbay Safeguarding Children Partnership		
72	CSPR Recommendation	Action	Agency and Timescale for Completion	Impact
	1. Develop a partnership wide restorative / trauma informed approach in systems for care experience children, specifically: <ul style="list-style-type: none"> • Education (pre and post 16) relating to behaviour / disciplinary approaches. • Placements and suitability assessments. • Working with hostile and coercive parents. • Language used and recording concerns. 	Quality Assurance Task and Finish group to seek initial feedback from agencies on their current progress in this area and then work alongside CSC Regulated Services to agree and implement a roll-out of restorative / trauma informed practice across the partnership. Learning and Development group to review current training access and open-up relevant training to all local agencies.	HoS Regulated Services / TSCP Quality Assurance Group chair / TSCP Learning and Development Group chair 7 th June 2022	All children in Torbay will gain a better service from agencies, as professionals will have a greater understanding of need and how to respond to this.
	2. Raise awareness of the impact and indicators of child sexual abuse with practitioners and carers of care experienced children.	TSCP to formulate a briefing document on the impact and indicators of child sexual abuse for sharing across the partnership.	TSCP Learning and Development Group chair 8 th March 2022	Improved understanding of child sexual abuse will aid improved identification, victim support and care planning.

<p>3. Seek assurance of partners responses to sexual abuse particularly the communication of a child's experience in referrals, plans and assessments.</p>	<p>MASH to undertake a dip sample of contacts/referrals to check quality of partners responses. Children's Services Safeguarding and Supporting Families Team to undertake the related dip sample regarding plans and assessments.</p>	<p>HoS Front Door and HoS S&SF teams 8th March 2022</p>	<p>Improved agency responses to sexual abuse that include the voice of the child.</p>
<p>4. Ensure timely delivery of Life Story Work with care experienced children, and that where therapy is commissioned for a care experienced child that:</p> <ul style="list-style-type: none"> • It is completed when there is placement disruption • Recommended assessments take place • Progress of this informs care planning 	<p>CSC Regulated Services to undertake a dip sample to check and inform practice where Life Story books are completed. Audit to be used to ensure compliance with prescribed timescales and therapy, if commissioned, occurs, and has outcomes that are acted on.</p>	<p>HoS Regulated Services 25th April 2022</p>	<p>Further opportunity to ensure identification of historical abuse of care experienced children and associated care planning that will better meet need.</p>
<p>5. Consider ways to improve the confidence of local practitioners in distinguishing between 'normal' age-appropriate relationships and behaviour that may cause concern.</p>	<p>TSCP have completed a Harmful Sexual Behaviour MACA and linked Best Practice Forum that supports practitioners to distinguish between normative and concerning behaviours. TSCP Learning and Development group to share the contents of the Best Practice Forum with practitioners who were unable to attend.</p>	<p>TSCP Learning and Development Group chair 8th March 2022</p>	<p>Higher quality local services in respect of identification and support where harmful sexual behaviour is present and the avoidance of labelling where it is not.</p>
<p>6. Ensure that consideration is given to implement best practice tools for assessment (incl. Brook Traffic Light Tool) within TSCP's current review of HSB policy / procedures.</p>	<p>Funding to be reviewed to include potential purchasing of the Brook Traffic Light tool. If purchase of the tool is agreed a planned implementation phase is required that will need to be time focussed.</p>	<p>TSCP Harmful Sexual Behaviour Group chair 7th June 2022</p>	<p>Agencies will be better able to assess need and risk from an evidence-based perspective.</p>
<p>7. Seek assurance of the implementation of improvements to the post 16 offer to care experienced children – specifically personal advisor provision, pathway planning and virtual school.</p>	<p>Children's Social Care to dip sample and review post 16 provision to ensure the improvements required are met or planned for implementation.</p>	<p>HoS Regulated Services 8th March 2022</p>	<p>Improved support and care planning for post 16 care experienced children.</p>
<p>8. Request assurance of quality and timeliness of handover of safeguarding information between secondary and post 16 education providers.</p>	<p>TESS to dip sample and review current Torbay process to ensure it complies with statutory guidance and disseminate guidance to relevant school and post 16 education providers to ensure compliance.</p>	<p>TESS Team Manager 8th March 2022</p>	<p>Safer practice regarding the management of need and risk in post 16 settings.</p>

9. Seek assurance that robust commissioning processes are in place for independent residential care providers and that this includes requirements of the placing LA to meet needs of child in standard operating procedures as well as use of the TSCP Allegations Management Procedure.	Torbay Children's Services to review and if necessary, update placement procurement procedures to ensure these are compliant with statutory requirements.	HoS Regulated Services 24 th April 2022	Higher quality residential services that better meet children's needs and comply with statutory guidance for care providers.
10. Ensure all practitioners, including early years and childcare settings, understand how to respond to concerns relating to under 18's / apprentices working in positions of trust, and the role of the LADO.	Torbay Early Years team to hold a specific training event and a focussed good practice programme of events for Early Years providers beginning w/c 22nd November 2021. The programme will cover actions 10, 11, 13, 14, 15, 17, 18 and 21. Programme has been shared and agreed with the CSPR panel.	Torbay Early Years Safeguarding Officer 7 th June 2022	Safer services for children, as concerning staff can be better identified and their actions responded to proportionately.
11. Ensure 'out of hours' access to LADO related advice and support.	See Action 10	Torbay Early Years Safeguarding Officer (Action completed)	Safer services for children, as concerning staff can be better identified and their actions responded to proportionately.
12. The Department for Education (DfE) should provide statutory guidance for post 16 education providers relating to safer recruitment procedures for students enrolling on childcare courses.	TSCP Business Manager to write to the DfE requesting that they provide statutory guidance for post 16 education providers regarding safer recruitment for students enrolling on childcare courses and feedback to the TSCP confirming this action has been agreed.	TSCP Business Manager 8 th March 2022	Statutory guidance will support the creation and maintenance of a safer childcare work force.
13. Ensure all early years and childcare settings are aware of TSCP Safe Recruitment procedures specifically in relation to standards relating to seeking pre-employment references.	See Action 10	Torbay Early Years Safeguarding Officer 7 th June 2022	Following safer recruitment procedures will enable childcare settings to employ higher quality, safer staff.
14. Seek assurance from schools and colleges to ensure there is proactive contact with employers when references are refused or sent incomplete as a student is deemed as not suitable for work in a position of trust with children or other vulnerable people.	See Action 10	Torbay Early Years Safeguarding Officer 7 th June 2022	Following safer recruitment procedures will enable childcare settings to employ higher quality, safer staff.
15. Provide clarity to education settings and other partners regarding GDPR and what can be included in references relating to students.	See Action 10	Torbay Early Years Safeguarding Officer 7 th June 2022	Following safer recruitment procedures will enable childcare settings to employ higher quality, safer staff.

<p>16. DfE should review the EYFS framework in the light of this review, specifically in terms of:</p> <ol style="list-style-type: none"> Providing statutory guidance on safe recruitment requirements and pre-employment checks to mirror expectations in KCSIE for schools and colleges. Defining further what is meant by 'competent and responsible' in terms of those under 17 working in early years settings. Clarity of use and purpose of CCTV in early years settings. Identifying safeguarding concerns relating to the layout and design of toilets and areas used for intimate care. 	<p>TSCP Business Manager to write to the DfE requesting that they review the EYSF framework in line with this recommendation and feedback to the TSCP once completed.</p>	<p>TSCP Business Manager 8th March 2022</p>	<p>Reviewing the current framework at a national level will reduce the chances of unsuitable staff entering the childcare workforce and also support the ongoing maintenance of a safer workforce.</p>
<p>17. Early years settings and childcare providers should reflect on the learning points highlighted in this review, evaluating their safeguarding practice, and setting culture, through a lens of 'it could happen here'.</p>	<p>See Action 10</p>	<p>Torbay Early Years Safeguarding Officer 7th June 2022</p>	<p>Reflective practice will support identification of service weakness and highlight the changes required.</p>
<p>18. Raise awareness of whistleblowing procedures and the national Whistleblowing Advice Line specifically targeting frontline, early years practitioners.</p>	<p>See Action 10</p>	<p>Torbay Early Years Safeguarding Officer 7th June 2022</p>	<p>Raising awareness of whistleblowing procedures and supporting staff who need to follow this process will improve the wellbeing and safety of children.</p>
<p>19. Consider ways to develop safeguarding assurance work with Early Years settings, such as 'deep dive' audit work and practitioner involvement to address themes from this review and adherence to safeguarding related elements of the EYFS guidance, specifically regarding:</p> <ul style="list-style-type: none"> Inclusion of under 17's in staff: children's ratios Supervision of under 17's Safeguarding within supervision and observation of practice Staff feedback and monitoring of practice (including CCTV) Record keeping where physical intervention used / process for informing parents Whistleblowing practices including record keeping and Ofsted notification where statutory criteria met. 	<p>Early Years team to undertake a focussed safeguarding audit in February 2022 to address these themes, address concerns and provide the TSCP with assurance that the recommendation has been met.</p> <p>Themed C80 MACA proposed for Autumn 2022 to review and close the learning cycle.</p>	<p>Torbay Early Years Safeguarding Officer 8th March 2022 and 24th November 2022</p>	<p>Focussed audits will evidence the level of change made in respect of the themes identified in the CSPR report and provide families and professionals a level of assurance regarding the quality and safety of local early years services.</p>

<p>20. Develop a framework for responding to complex and high-profile safeguarding issues that includes from the outset.</p> <ul style="list-style-type: none"> • Assigning a single officer to take a ‘helicopter or balcony’ view of the process • Providing a single point of contact for parents / stakeholders • Ensuring communication is sent from an independent organisation • Sending proactive, coordinated communication that reaches all stakeholders • Providing specialist support to those affected. 	<p>TSCP to review local policy and process to ensure it is fit for purpose via a partnership led task and finish group.</p>	<p>TSCP Quality Assurance Group chair 25th April 2022</p>	<p>Developing an improved framework for responding to complex safeguarding concerns will enable effective identification of staff roles. A framework will also provide better support and clearer information pathways for families.</p>
<p>21. Ensure practitioners and leaders are aware of and utilise TSCP escalation policy, and that this and other escalation routes are used as necessary to safeguard children.</p>	<p>See action 10 plus TSCP to review, update and disseminate the partnership's Professional Differences policy.</p>	<p>Torbay Early Years Safeguarding Officer and TSCP Business Manager 25th April 2022</p>	<p>Promoting awareness of the escalation policy will encourage its use when required to ensure any concerns about a child are elevated promptly.</p>
<p>22. Ofsted should use the lessons learnt from the independent review to influence regulatory policy and practice, and to brief inspectors in responding to serious incidents and/or allegations in regulated settings.</p>	<p>TSCP Business Manager to write to Ofsted requesting that they review the lessons learned from this review and use this to update practice when responding to serious incidents in the future. Ofsted to provide feedback to the TSCP once completed.</p>	<p>TSCP Business Manager 8th March 2022</p>	<p>Improvements to Ofsted practice will support more effective future inspections and investigations.</p>
<p>23. Ofsted and the National Police Chiefs' Council should develop a joint protocol to support working together when responding to serious incidents in regulated settings, including:</p> <ul style="list-style-type: none"> • Opportunities for joint work within parameters of investigation • Contact points for both parties • Information sharing to enable full consideration of thresholds for interventions • Participation in local multi agency meetings • Escalation routes for local partners within Ofsted. 	<p>Devon and Cornwall police to review if there is a national lead working on this protocol and feedback to next CSPR panel.</p> <p>Action to remain open until the protocol has been developed and implemented.</p>	<p>Devon and Cornwall Police CSPR Panel representative 8th March 2022</p>	<p>A joint working protocol will ensure more effective and quicker responses to future potential serious incidents in childcare settings.</p>

Children and Young People's Overview and Scrutiny Board Action Tracker

Date of meeting	Minute No.	Action	Comments
20/9/21	22	That a copy of the action plan arising from the eight recommendations from the review of Children's Services Leadership, Management and Governance be circulated to the Board and an update on their implementation presented to the Board in three and six months time.	Action Plan to be circulated – update provided at Board meeting on 24 January 2022 - complete. Update on implementation of recommendations added to the work programme - complete
1/11/21	26	That the Action Plan arising from the Child Safeguarding Practice Review – Child C80 be circulated to the members of the Children and Young People's Overview and Scrutiny Board as soon as it is made public and that the Children and Young People's Overview and Scrutiny Board formally reviews the progress of implementing the action plan in January 2022.	Action Plan circulated 2 February 2022 - complete. Update on implementation of Action Plan added to the work programme - complete
1/11/21	27	<p>1) that the Children and Young People Overview and Scrutiny Board supports an appeal being made to landlords to consider making available accommodation to care experienced young people;</p> <p>2) that the Children and Young People's Overview and Scrutiny Board recommends to the Torbay's Housing Crisis Review Panel that accommodation for care experienced young people should be a priority for TorVista; and</p>	Complete 2 and 3 was reported to the Panel at their meeting on 23 November 2021 and they accepted these recommendations and have incorporated them into their final report which will go to Cabinet on 22 March 2022 for consideration – complete.

Date of meeting	Minute No.	Action	Comments
		3) that the issue of the lack of accommodation for care experienced young people be raised the Torbay's Housing Crisis Review Panel.	
22/11/21	30	<p>1. That the Cabinet be recommended to update the Childcare Sufficiency Report to include the following:</p> <ul style="list-style-type: none"> a. to include in next year's questionnaire how many people are supported by family members for childcare and early years support; b. relevant comparisons with previous years data with reasons behind any changes e.g. number of childcare providers; c. relevant comparisons to national data e.g. around smoking, breastfeeding etc.; d. relevant statistics in relation to cared for children; and e. to check the statistics around deprivation particularly Collaton St Mary to ensure that they are accurate. <p>2. that an update on the recruitment campaign to encourage more people to become childminders be presented to a future meeting of the Board; and</p>	<p>Complete recommendations approved by the Cabinet on 18 January 2022 – see Cabinet Response to Overview and Scrutiny Recommendations Childcare Sufficiency Report.pdf (torbay.gov.uk)</p> <p>Complete – added to the work programme</p>

Date of meeting	Minute No.	Action	Comments
		3. that copies of relevant research documents in respect of early years be provided to the Board.	Complete – emailed to Board 2 February 2022
24/1/21	35	<p>1. that officers be recommended to include details of the local authority area where children who are placed when they are placed outside of Torbay and provide information on whether this has a positive or negative impact on those children in future Virtual School Annual Reports;</p> <p>2. that progress on the written statement in response to the CQC and Ofsted Joint Area SEND Inspection be brought back to the Board meeting on 28 March 2021 and the progress of the SEND Strategic Partnership Board; and the Director of Children’s Services be requested to identify relevant partners from health and to represent the schools to be invited to attend the meeting;</p> <p>3. that the SEND Board be requested to give consideration as part of the wider codesign of services to utilising the skills of the Imagine This Partnership;</p> <p>4. that the Divisional Director of Education, Learning and Skills be requested to present the exclusion appeal data to the Board once it has been qualified in July 2022 and also to obtain the views of those children who have been excluded; and</p>	<p>Noted for future reports.</p> <p>Complete – added to work programme</p> <p>Noted</p> <p>Complete – added to work programme</p>

Date of meeting	Minute No.	Action	Comments
		5. that the report on Elected Home Education to be brought back to a future meeting of the Board once it has been through the Children's Continued Improvement Board.	Complete – added to work programme