

Thurrock - An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future

Children's Services Overview and Scrutiny Committee

The meeting will be held at **7.00 pm** on **1 December 2021**

Training Room, Beehive Community Resource Centre, West Street, Grays, RM17 6XP

Membership:

Councillors Sara Muldowney (Chair), Graham Snell (Vice-Chair), Abbie Akinbohun, Alex Anderson, Susan Little and Lee Watson

Sarah Barlow, Church of England Representative
Kim James, Chief Operating Officer, HealthWatch Thurrock
Nicola Cranch, Parent Governor Representative
Sally Khawaja, Parent Governor Representative

Substitutes:

Councillors Augustine Ononaji, Elizabeth Rigby, James Thandi and Lynn Worrall

Agenda

Open to Public and Press

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To approve as a correct record the minutes of Children's Services Overview and Scrutiny Committee meeting held on 12 October 2021.	
3 Items of Urgent Business	
To receive additional items that the Chair is of the opinion should be	

considered as a matter of urgency, in accordance with Section 100B (4) (b) of the Local Government Act 1972. To agree any relevant briefing notes submitted to the Committee.

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5	Youth Cabinet Verbal Update	
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Queries regarding this Agenda or notification of apologies:

Please contact Lucy Tricker, Senior Democratic Services Officer by sending an email to Direct.Democracy@thurrock.gov.uk

Agenda published on: **23 November 2021**

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DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

Breaching those parts identified as a pecuniary interest is potentially a criminal offence

Helpful Reminders for Members

- *Is your register of interests up to date?*
- *In particular have you declared to the Monitoring Officer all disclosable pecuniary interests?*
- *Have you checked the register to ensure that they have been recorded correctly?*

When should you declare an interest *at a meeting*?

- **What matters are being discussed at the meeting?** (including Council, Cabinet, Committees, Subs, Joint Committees and Joint Subs); or
- If you are a Cabinet Member making decisions other than in Cabinet **what matter is before you for single member decision?**



Does the business to be transacted at the meeting

- relate to; or
- likely to affect

any of your registered interests and in particular any of your Disclosable Pecuniary Interests?

Disclosable Pecuniary Interests shall include your interests or those of:

- your spouse or civil partner's
- a person you are living with as husband/ wife
- a person you are living with as if you were civil partners

where you are aware that this other person has the interest.

A detailed description of a disclosable pecuniary interest is included in the Members Code of Conduct at Chapter 7 of the Constitution. **Please seek advice from the Monitoring Officer about disclosable pecuniary interests.**

What is a Non-Pecuniary interest? – this is an interest which is not pecuniary (as defined) but is nonetheless so significant that a member of the public with knowledge of the relevant facts, would reasonably regard to be so significant that it would materially impact upon your judgement of the public interest.

Pecuniary

If the interest is not already in the register you must (unless the interest has been agreed by the Monitoring Officer to be sensitive) disclose the existence and nature of the interest to the meeting

If the Interest is not entered in the register and is not the subject of a pending notification you must within 28 days notify the Monitoring Officer of the interest for inclusion in the register

Unless you have received dispensation upon previous application from the Monitoring Officer, you must:

- **Not participate or participate further in any discussion of the matter at a meeting;**
- **Not participate in any vote or further vote taken at the meeting; and**
- **leave the room while the item is being considered/voted upon**

If you are a Cabinet Member you may make arrangements for the matter to be dealt with by a third person but take no further steps

Non- pecuniary

Declare the nature and extent of your interest including enough detail to allow a member of the public to understand its nature



You may participate and vote in the usual way but you should seek advice on Predetermination and Bias from the Monitoring Officer.

Our Vision and Priorities for Thurrock

An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future.

1. **People** – a borough where people of all ages are proud to work and play, live and stay
 - High quality, consistent and accessible public services which are right first time
 - Build on our partnerships with statutory, community, voluntary and faith groups to work together to improve health and wellbeing
 - Communities are empowered to make choices and be safer and stronger together

2. **Place** – a heritage-rich borough which is ambitious for its future
 - Roads, houses and public spaces that connect people and places
 - Clean environments that everyone has reason to take pride in
 - Fewer public buildings with better services

3. **Prosperity** – a borough which enables everyone to achieve their aspirations
 - Attractive opportunities for businesses and investors to enhance the local economy
 - Vocational and academic education, skills and job opportunities for all
 - Commercial, entrepreneurial and connected public services

Minutes of the Meeting of the Children's Services Overview and Scrutiny Committee held on 12 October 2021 at 7.00 pm

Present: Councillors Sara Muldowney (Chair), Graham Snell (Vice-Chair), Abbie Akinbohun, Alex Anderson, James Thandi (substitute for Sue Little) and Lee Watson

Sarah Barlow, Church of England Representative
Nicola Cranch, Parent Governor Representative
Sally Khawaja, Parent Governor Representative

In attendance:

Priscilla Bruce-Annan, Local Safeguarding Children's Partnership Business Manager
Lee Henley, Strategic Lead, Information Management
Michele Lucas, Assistant Director of Education and Skills
Sheila Murphy, Corporate Director of Children's Services
Janet Simon, Interim Assistant Director, Children's Social Care and Early Help
Grace Le, Senior Democratic Services Officer

Before the start of the Meeting, all present were advised that the meeting may be filmed and was being recorded, with the audio recording to be made available on the Council's website.

The Chair stated that there was a time limit for the use of the Beehive venue which was until 9.30pm. She said that if the items on the agenda were not concluded by 9.30pm, the meeting would be adjourned and would recommence at the next Children's Services Overview and Scrutiny Committee meeting on 1 December 2021.

13. Minutes

The minutes of the meeting held on 13 July 2021 were approved as a true and correct record.

14. Items of Urgent Business

There were no items of urgent business.

15. Declaration of Interests

There were no declarations of interests.

16. Youth Cabinet Update

The Youth Cabinet sent their apologies.

17. Report from Thurrock Local Safeguarding Children's Partnership (LSCP)

The report was presented by Priscilla Bruce-Annan.

Councillor Watson felt that there was little detail in the report and asked to see more details in future reports, particularly the action plan with a RAG rating. The Chair sought more details on the Serious Case Reviews (SCR) of Shae and Ashley and Frankie in regards to the actions taken so far. Priscilla Bruce-Annan explained that upon the completion of a SCR report, a task and finish group was set up to look into the details of the report to identify the action plan to be implemented. The action plan was due to be signed off for Shae and Ashley soon. With the SCR of Frankie, the progress of the action plan had started at the end of last year.

Referring to the Participation and Engagement section of the report, the Chair noted that there was a good engagement between young people and Grangewaters. She commented that previous committee reports had also highlighted the importance of Grangewaters for SEN children. She proposed that the Committee undertake a formal site visit to Grangewaters to view the provisions available there as previous reports had highlighted Grangewaters as an essential service. Councillor Snell felt that a site visit to Grangewaters was not within the remit of Children's Services O&S and had no bearing on the report. He said that Grangewaters could be visited at any time individually as he had been there before. Councillor Watson disagreed and said that it would be good to see the provisions that Grangewaters offered to Thurrock's SEND children.

As most of the Committee Members were not in favour of a committee site visit to Grangewaters, Democratic Services advised the Committee that they would be able to visit Grangewaters outside of a formal site visit if they wished to do so.

RESOLVED:

That the Committee noted the briefing update.

18. 2020-21 Annual Complaints and Representations Report - Children's Social Care

The report was presented by Lee Henley.

Referring to the table on page 28, Councillor Anderson noted that the timeliness in responding to complaints had improved from the previous year. He recalled that the service had aimed to focus on this area from last year's report and asked what improvements had been made since the report last year. Lee Henley answered that the volume of complaints was low and that the 75% was based on 8 complaints closed and 6 of those were responded to within the timeframe. He explained that Children's Services complaints were complex and that the report showed an improvement from last year.

Councillor Watson asked how much of the received complaints had been upheld and if there was a national benchmark to compare the service's figures against. She also asked if there were improvements that had been made from complaints and whether there were plans in place to decrease the number of complaints. Lee Henley referred to page 32 and 33 and said that nine complaints had been received for Children's Services and four of those had been upheld which was 44%. He explained that there was not a national benchmark but the national public sector local government ombudsman report on complaints had shown that Children's Services received the most complaints. The average figure for this was 67% upheld across the country so Thurrock's 44% was low in comparison. He went on to say that the service learnt from complaints as detailed in the report including the learning from ombudsman findings. The theme for upheld complaints for this report was delays.

The Chair sought more detail on the complaints in regards to disabled children and whether the significant rise in Members enquires were due to the Covid-19 pandemic. Lee Henley answered that there had been 4 complaints in the disabled children team and 3 of those had been upheld. The learning theme was delays in communicating with parents which the service would be focussing on. In regards to Members enquiries, he said that this was increasing across all council departments but was not Covid related.

The Chair commented that complaints should be encouraged to enable the service to learn from these. Councillor Anderson asked if the service had made changes to processes to reduce the number of delays in complaints. Janet Simon said that there were tracking of complaints and processes in place to ensure complaints were on track. Staff were trained and awareness was raised to ensure people knew about the complaints process. She mentioned that the service also received compliments.

Nicola Cranch queried whether the delays in communicating messages to complainants were due to staff being wary of giving bad news. Janet Simon explained that delays tended to be a result of not being able to reach a family by phone. The service aimed to communicate messages in writing to ensure that a response was provided.

Councillor Akinbohun asked whether future reports could include a comparison of complaints to other neighbouring boroughs. Lee Henley answered that this could be looked at in future reports.

Councillor Watson questioned whether there were any Freedom of Information (FOI) requests and the turnaround times for these. Lee Henley explained that there were FOIs in Children's Services and across the council the council's performance in responding to FOI's was strong with 96% responded to within timeframe. However, FOIs differed to complaints and were not covered in this report. He said that FOI formed part of an Information Governance Report which was covered under the Standards and Audit Committee.

RESOLVED:

That scrutiny committee considered and noted the report.

19. Children's Services Savings - Education and Skills

The report was presented by Michele Lucas.

The Vice-Chair asked what constituted safe and unsafe routes. He also asked if children would still have access to Michele Lucas explained that the service looked at the walking and public transport routes that enabled a child to go safely from their home to school. This involved legal advice to check what was deemed a safe route. For children that were unable to access these routes, individual assessments would be carried out. She firmly stated that the service would not let children travel on unsafe routes.

Councillor Watson mentioned that some children were not able to travel on public transport due to personal and mental health issues. She sought clarification on the service's criteria for vulnerable children. Michele Lucas answered that safe routes were assessed for mainstream schools and that SEND pupils were assessed to identify whether they could access public transport. Where SEND pupils could not, the service would support. She went on to say that there were travel plans in place from schools and parents had approached the service for support in encouraging independence for post-16 SEND pupils. The service would support young people who were not able to access public transport.

The Chair commented that the report was lacking in details and asked what the operating model was and why it had not been brought to scrutiny earlier as the work on this had been ongoing for the past 12 months. She said that a previous work programme meeting had suggested that the report would include organisational charts. She noted that Michele Lucas had mentioned that 12.5 full time equivalent (FTE) places had been removed and sought clarity on this. She said it was hard to scrutinise the changes proposed and the impact of these on education and skills. She commented that the report did not highlight what services were being offered and which ones were a statutory service. She went on to say that the report's recommendation was for noting but felt that the report was serious and commented that paragraph 7 suggested that there would be more reductions to come in the future. She stated that she was not happy to recommend the report or the proposals to Cabinet and that the Committee had not been able to fully assess the proposals before Cabinet in December.

Sheila Murphy explained that different versions of reports went through various checks before a final version was completed which was the version that was before Committee. She said that the 12.5 FTEs were vacancies but could not name the posts due to the current HR process going on. With the operational model, there were no charts to compare the difference as the proposals were still in the consultation stages but these could be presented

once the operating model was confirmed. She explained that every directorate in the Council had a budget gap to close hence Children's Services' proposals in the report. With school effectiveness, most of the duties now lay with academies as the funding no longer came to the Council, therefore Children's Services was looking at how to run their statutory duties more effectively.

With the open vacancies, the Chair questioned whether this had contributed to closing the budget gap and savings in the last financial year. She asked how many vacancies had been held in Education and Skills last year and whether any staff had been put on notice. Sheila Murphy answered that the vacancies may have offset another budget but was not considered savings as it was a post that would still be spent. She explained that holding vacant posts were for redeployment purposes to enable staff at risk of redundancy an opportunity to fill these vacant posts. Staff in Education and Skills were not currently at risk of redundancy.

Councillor Watson sought more detail on the proposed closure of two nurseries in Tilbury in regards to savings and the number of staff currently employed there. She also asked whether placements would be found for the children that was currently attending the nurseries. Sheila Murphy answered that councils no longer managed nurseries and Thurrock was one of the few left that did. She said that there were 33 part time staff in both nurseries and that there would be a saving of around £130,000. She said that placements would be found for children. She went on to say that the service would go through the consultation stage to find a provider to manage each nursery. If there were no providers to take over the nurseries, then the Council would look to closing the nurseries in the summer term next year but the consultation process had not started yet.

Councillor Watson stated that she was not happy with the nurseries closing and that the report was not detailed enough as it was unclear on what the operating model would be. She said that the criteria for vulnerable children needed to be widened. She asked what services would be provided by Children's Services following the reductions. Michele Lucas answered that the operating model would focus on SEND learners and vulnerable children. She explained that the Council's statutory duties included SEND education, educational psychology and support services for education welfare. There would still be some services under education that was funded such as youth and skills. She went on to say that it was the Council's duty to provide nursery placements but not to run nurseries.

The Chair asked whether the 33 part time staff in the nurseries would go if there was no provision found. Councillor Anderson asked whether there were enough placements in the borough for the children in the two nurseries. Sheila Murphy confirmed yes to both questions.

Councillor Snell felt that there was enough detail in the report and pointed out that the Council had a budget deficit. He commented that the service was looking to retain staff and that the Council's statutory duties remained. Councillor Akinbohun sought clarification on the position of the staff members

if another provider was found. Councillor Thandi sought clarification on the funding placements for children. Michele Lucas explained that a negotiation process would take place to ensure that staff were protected and that there was a HR and legal process involved for this. She said that the funding placements followed the child as part of the Early Years scheme.

The Chair proposed a new recommendation which was, 'That the Children's Services O&S Committee recommend that Cabinet does not move forward with these savings which potentially would risk the Council's ability to fulfil its statutory duties.' Councillor Watson seconded this. Councillors Snell, Akinbohun, Anderson and Thandi did not support this new proposed recommendation.

UNRESOLVED:

1.1 That Children's Overview and Scrutiny Committee noted the proposals identified to contribute to savings to offset the funding gap.

1.2 This report to this committee seeks specific comment on the relevant items which fall within its remit and which requires further member scrutiny prior to final cabinet decisions being made on the relevant items.

20. Proposed Budget Reductions for Children's Social Care and Early Help

The report was presented by Janet Simon.

Referring to page 50, the Vice-Chair noted the target figure for fostering households and commented that the figure was optimistic and asked why this was the target figure. Janet Simon answered that the impact of Covid had impact on the target figure last year but the service was now looking to recruit new foster households. She said that the figure was optimistic but possible with the recent council tax exemption.

The Chair asked what the current number of foster households were and commented that the target figure was optimistic. She asked for an update in future reports. Janet Simon said that she did not have the current figure on hand but that the service was halfway to the targeted figure. She explained that the proposals in the report was for the next financial year.

Referring to paragraph 3.2, Councillor Watson noted that the Council statutory duties were now rated as Good from the recent Ofsted inspection and asked why the service was changing its services now. She also sought clarification on a relationship approach. Janet Simon explained that the four strategic areas of the service would remain in place and that the plan was to bring services together in house to enable the Council to deliver a more streamlined service from one place. She referred to paragraph 3.10 which detailed the internal and external services provided. This would ensure that families received a complete service. In regards to a relationship approach, Janet

Simon explained that this meant a team that would work closely with a family to deliver a more efficient service and with one point of contact for the family.

The Chair sought clarification on the difference between the operating model and the current structure. She asked why the changes had not taken place two years before. Janet Simon answered that two years ago, the service had other priorities following the Ofsted inspection which included safeguarding children and managing social workers' caseloads. These were now in place and the service was now looking at how services could be enhanced. She stated that the proposals in the report were proposals only and could change through the consultation process.

The Chair asked whether the proposals would expand caseloads for social workers and what was an unacceptable number of caseloads. Officers explained that there were no plans to increase caseloads and that there were spans of control in place before the Ofsted 'Good' rating was given. An acceptable number of caseloads was up to six which would ensure the quality of social work carried out would be good.

The Chair asked what services would be impacted by the proposals and clarity on the number of posts at risk of redundancy. Officers explained that there was a total of 22 posts at risk with a maximum of 13 redundancies. Staff at risk of redundancy would be offered the vacant posts as mentioned in the previous report. None of the posts would impact upon the Council's ability to carry out its statutory duties, spans of control in social work or social workers' caseloads. The posts were in the consultation process and was a combination of posts from qualified and unqualified posts but not from the Early Help Team as it was important this team continued to operate.

Councillor Watson asked how much savings would be made from the proposals and if there were a high number of agency social workers in the service. She commented that there would be savings made from the vacant posts held as the funding for those were still available and could have been used elsewhere in the service. She asked whether there would voluntary redundancies. Officers were unable to confirm how much savings would be made as the proposals were not confirmed yet. The service did not have a high level of agency staff and where there was previously, this was at 15 – 16% which was low for social care. The managers in social care were predominantly permanent. Officers stated that the vacant posts were covered by agency staff or temporary staff and that permanent staff would be offered these posts if they were redeployed. Staff were able to take voluntary redundancy if that was their preferred option.

Councillor Snell sought confirmation that the proposals would not put the Council at risk of performing its statutory duties; would not impact on the children using these services; would not impact upon staff delivering these services; and that the service would continue to operate at a good level. Sheila murphy confirmed yes to all this.

The Chair proposed a new recommendation which was, 'To recommend that Cabinet do not move forward with these savings which would essentially risk the ability of Children's Services to adequately safeguard children and young people.' Councillor Watson seconded this. Councillors Snell, Akinbohun, Anderson and Thandi did not support this new proposed recommendation.

UNRESOLVED:

1.1 That Children's Overview and Scrutiny Committee noted the proposals identified to contribute to savings to offset the funding gap.

1.2 This report to this committee seeks specific comment on the relevant items which fall within its remit and which requires further member scrutiny prior to final cabinet decisions being made on the relevant items.

21. Ofsted Focused Visit on children at risk from extra-familial harm 30 June - 1 July 2021

The report was presented by Janet Simon.

The Chair noted the earlier transition planning process for Looked After Children and said well done to the service on this work. In regards to care leavers, she noted that some had to move homes several times in a short period of time. She asked what plans were in place to address this. Janet Simon answered that the Transitions Panel worked with the Council's Housing and Adult Social Care Teams that looked at these issues for young people. These discussions took place before young people reached 18 years old and there were pathway plans in place. This also involved young people in the process to ensure that they were able to manage a tenancy and to identify other housing options if they were not ready such as supported accommodation or staying in their fostering placement. The service also looked at their housing sufficiency to check that the accommodation was right for their young people. She explained that the service had worked on these plans prior to the Ofsted inspection and was now in the process of embedding these. Since the Ofsted inspection, the service was planning to work on some new initiatives with the Adult Social Care Team.

In regards to return home interviews, the Chair asked whether there were ideas in place to engage young people in these. She also asked if Thurrock could learn how other local authorities undertook these interviews. Officers answered that the service was looking at the best ways to engage young people such as through their social worker. There was no data on return home interviews and the service could only compare against other local authorities through what was publically available. However, neighbouring eastern region authorities had similar levels of engagement as well.

RESOLVED:

1.1 That the Children's Overview and Scrutiny Committee considered the

Ofsted Focus Visit letter and provide comment or challenge in respect of the outcomes.

1.2 That the three areas for improvement identified by Ofsted were considered by the Children's Overview and Scrutiny Committee and support offered to deliver against these recommendations

22. SEND Inspection Outcome - Written Statement of Action Update

Due to the limited time left at the Beehive, the Committee agreed to defer this item to the next scheduled Children's Services O&S meeting on 1 December 2021.

23. Work Programme

An update on the nurseries consultation process would be circulated to Members as a briefing note.

There were no updates to the work programme.

The meeting finished at 9.27 pm

Approved as a true and correct record

CHAIR

DATE

Any queries regarding these Minutes, please contact Democratic Services at Direct.Democracy@thurrock.gov.uk

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1 December 2021		ITEM: 7
Children's Services Overview and Scrutiny Committee		
Fees & Charges Pricing Strategy 2022/23		
Wards and communities affected: All	Key Decision: Key	
Report Author: Kelly McMillan, Business Development Project Manager, Business Development and Innovation		
Accountable Assistant Director: Michele Lucas, Assistant Director Education and Skills		
Accountable Director: Sheila Murphy, Corporate Director of Children's Services		
This report is Public		

Executive Summary

This report specifically sets out the charges in relation to services within the remit of this Overview and Scrutiny Committee. Charges will take effect from the 1 April 2022 unless otherwise stated.

In preparing the proposed fees and charges, Directorates have worked within the charging framework and commercial principles set out Section Three of the report. We have also taken into account the effect that Covid-19 has and will continue to have on services, residents and the local economy.

Further Director delegated authority will be sought via Cabinet to allow Fees and Charges to be varied within financial year in response to legal, regulatory or commercial requirements.

The full list of proposed charges is detailed in Appendix 1, and the proposed deletion of current fees and charges are detailed in Appendix 2 to this report (*if applicable*).

1 Recommendations:

- 1.1 **That Children's Services Overview and Scrutiny Committee note the revised fees and charges including those no longer applicable; and comments on the proposals currently being considered within the remit of this committee.**
- 1.2 **That Children's Services Overview and Scrutiny Committee note that director delegated authority will be sought via Cabinet to allow Fees & Charges to be varied within a financial year in response to commercial requirements.**

2. Introduction and Background

2.1 The paper describes the fees and charges approach for the services within the Children's Services Overview and Scrutiny Committee remit for 2022/23 and will set a platform for certain pricing principles moving forward into future financial years.

2.2 The paper provides narrative for the following areas:

- Summer Playscheme for Disabled Children
- Early Years Education and Childcare
- Learning & Skills – Grangewaters
- Music services
- Thurrock Adult Community College

3. Thurrock Charging Policy

3.1 The strategic ambition for Thurrock is to adopt a policy on fees and a charge that is aligned to the wider commercial strategy and ensures that all discretionary services are operated within a framework of cost recovery.

3.2 Furthermore, for future years, while reviewing charges, services will also consider the level of demand for the service, the market dynamics and how the charging policy helps to meet other service objectives.

3.3 When considering the pricing strategy for 2022/23 some key questions were considered;

- Where can we apply a tiered/premium pricing structure
- How sensitive are customers to price (are there areas where a price freeze is relevant)
- Consideration with regards to Covid-19 and the impact on fees & charges locally & nationally
- What new charges might we want to introduce for this financial year
- How do our charges compare to neighbouring boroughs and private sector competitors (particularly in those instances where customers have choice)
- How can we influence channel shift
- Can we set charges to recover costs
- What do our competitors charges
- How sensitive is demand to price
- Statutory services may have discretionary elements that we can influence
- Do we take deposits, charge cancellation fees, charge an admin fee for duplicate services (e.g. lost certificates)

3.4 For Children's Services charges are tiered depending on the service area:

- **Grangewaters** – Have tiered charges based on the number of activities, length of stay, accommodation, catering, and the number/age of people

taking part in the activities.

- **Nurseries** – Charges are tiered around the ages of the children, and the times the children are in attendance.
- **Adult Community College** – Have tiered charges based on the community engagement and learner abilities to pay the full cost for the programmes.

3.5 The key following points should be noted for 2022/23 fees and charges:

- **Nursery places** - Charges have been scaled to give a better reflection of the different offers we have available, most charges have been increased to take account of the actual costs of service delivery, which are dependent on the age's involved and corresponding staffing ratios and which option the parents wish to choose. These will be in line with central government grant funding and have increased in line with forecast inflation for 2022/23, a new holiday club was also introduced last year to provide more opportunities for children to access services.
- **Summer Playscheme for Disabled Children** - The parent contributions do not cover the overall cost of the service and the deficit is covered by the Directorate. Sponsorship of the service is being considered to cover the shortfall for 2022/23 as recommended by the recent Children's Service review. The current charge per day, per child is £18.50 which will increase by 2% to £19 for 2022/23.
- **Grangewaters** - Charges have increased between 5%-64% (ranging from 28p for Dog groups to £140 for private hire of the site for the ski boat club). Average increase for schools is 4.96% (£6.50 per session.) A number of charges have been removed to better align our service offering, and new charges have been included to provide a more inclusive offer.
- **Thurrock Adult Community College** - Charges have been increased in line with forecast inflation however our pricing is still significantly below market rates recognizing the community engagement within the college and the potential challenges arising from Covid-19. A number of charges have been removed due to the relocation of the college as we are no longer able to provide them at the current location.

4. **Proposals and Issues**

4.1 The fees and charges for each service area have been considered and the main considerations are set out below.

4.2 To allow the Council services to better respond to changes in the commercial environment for fees and charges; delegated authority will be sought through Cabinet to permit the Director of the Service Area jointly with the Director of Finance to vary service charges within financial year due to commercial considerations.

- This will allow service areas, providing services on a traded basis to vary

their fees and charges to reflect commercial and operational considerations that impact the cost recoverability calculations

- Any changes to Fees and Charges due to commercial considerations will require the consultation with, and agreement of, the relevant Portfolio Holder

4.3 Unless indicated otherwise, fees and charges for 2022/23 can increase in line with forecast inflation (subject to rounding).

4.4 **Summer Playscheme for Disabled Children**

The Short Break and Outreach Service has been operating a Summer Playscheme for Disabled Children for many years. The service provides activities for children that cannot access mainstream holiday clubs due their complex and special needs. The service runs for 4 days per week for 4 weeks of the summer holidays and accommodates 50 children every day. Parents are charged a fee to assist with the high cost of the scheme, which is used to fund towards the high level/ ratio of staff needed to provide a safe service. The parent contributions do not cover the overall cost of the service and the deficit is covered by the Directorate. Sponsorship of the service is being considered to cover the shortfall for 2022/23 as recommended by the recent Children's Service review. The current charge per day, per child is £18.50 which will increase by 2% to £19 for 2022/23.

4.5 **Adult College**

The adult college is funded by the Education and Skills Funding Agency (ESFA) and this funding is attached to individual learners. It runs on an academic calendar year basis. It is a requirement of the funding source that any excess income generated must be used to subsidise courses for residents, which meet and contribute to the Thurrock Council priorities for vulnerable groups. Small increases to fees have been made which is still significantly below market rates. Due to the relocation of the college, there are no longer opportunities for significant lettings although a 'price on application' category has been maintained for potential lettings at Stanley Lazell Hall.

4.6 **Music Service**

These remain unchanged for 2022/23

4.7 **Early Years Education and Childcare**

Providing early years opportunities is a key strategic driver within the local authority and we remain committed to ensuring early years provision is available within local communities.

The nursery service has a significant cost overhead, with staff making up 80% of service costs and at rates which are not competitive to those paid in the private sector i.e. Council is paying higher basic salary levels.

Therefore, to develop the service the area will need to fully analyse the following options:

- Operational hours will need to be reviewed around core 30 hours; which will allow the service to charge parents for periods normally used by commuters and working parents
- Consultation with major local employers to align working hours and provide greater flexibility around access to childcare
- Developing a tiered service model, linked to above
- Changing some staff patterns to accommodate a wider operational model to meet the changing ways in which companies operate
- Increase use of apprentices and trainee staff as vacancies arise thus supporting the need for more local apprenticeship opportunities
- Development/Expansion of 0 year to 2 year childcare services as potential income stream (in progress and planned for Spring opening)
- Charges have increased between 2%-3% for 2022/23

4.8 Learning & Skills – Grangewaters

Charges have increased where possible between 5% - 11%. (One increase of 64% due to staffing costs added)

Due to Covid-19 Grangewaters was closed for part of the year, we will be working towards promoting the use of Grangewaters and increasing marketing to encourage the use of the site in 2022/23. The re-opening of Grangewaters has given both schools and local residents the opportunity to engage in outdoor activities. We have seen a significant increase in bookings over the summer from both schools and residents; a number of activities have sold out for our half-term offerings. Bookings for October half-term were strong and we have a number of schools who have booked until the end of the financial year 2021/22.

5. Reasons for Recommendations

- 5.1 The setting of appropriate fees and charges will enable the Council to generate essential income for the funding of Council services. The approval of reviewed fees and charges will also ensure that the Council is competitive with other service providers and neighbouring councils. The ability to vary charges within financial year will enable services to more flexibly adapt to changing economic conditions.
- 5.2 The granting of delegated authority to vary these charges within financial year will allow the Council to better respond to the needs of the communities, legal requirements, regulatory changes and commercial challenges.

6. Consultation (including Overview and Scrutiny, if applicable)

- 6.1 Consultations will be progressed where there is specific need. However, with

regards to all other items, the proposals in this report do not affect any specific parts of the borough. Fees and charges are known to customers before they make use of the services they are buying.

7. Impact on policies, priorities, performance and community impact

7.1 The changes in these fees and charges may impact the community; however it must be taken into consideration that these price rises include inflation.

8. Implications

8.1 Financial

Implications verified by: **Joanne Freeman**

Finance Manager

The effect of any changes to fees and charges on individual income targets will be determined as part of the 2022-23 budget setting process in which Corporate Finance and service areas will review anticipated level of demand, fee increases, previous performance and potential associated costs. Covid-19 has significantly impacted the Authority's ability to achieve current income targets and this will be taken into consideration when setting future targets. The Council wide draft budget report will include the 2022-23 income targets across all directorates.

8.2 Legal

Implications verified by: **Gina Clarke**

Corporate Governance Lawyer

Fees and charges generally fall into three categories – Statutory, Regulatory and Discretionary. Statutory charges are set in statute and cannot be altered by law since the charges have been determined by Central government and all authorities will be applying the same charge.

Regulatory charges relate to services where, if the Council provides the service, it is obliged to set a fee which the Council can determine itself in accordance with a regulatory framework. Charges have to be reasonable and must be applied across the borough.

Discretionary charges relate to those services authorised by statute which the Council can provide if they choose to do so. This is a local policy decision. The Local Government Act 2003 gives the Council power to charge for discretionary services, with some limited exceptions. This may include charges for new and innovative services utilising the Council's general power of competence under section 1 of the Localism Act 2011, with some restrictions and limitations that apply. The Localism Act limits the power to charge to the situation where the service is not one which the Council is required to provide

by statute; the person has agreed to its provision, and the Council would not otherwise have a power to charge for the service.

The income from charges, taking one financial year with another, must not exceed the cost of provision. A clear and justifiable framework of principles should be followed in terms of deciding when to charge and how much, and the process for reviewing charges.

A service may wish to consider whether they may utilise this power to provide a service that may benefit residents, businesses and other service users, meet the Council priorities and generate income. The Council is required to discharge its statutory duties under the Equalities Act 2010. In exercising its functions must have due regard to its Public Sector equality duties. Prior to reaching a decision to review fees and charges, the Council is required to assess and consider how the proposed changes are likely to impact on persons who have certain protected characteristics specified under the Act, and what steps can be taken to mitigate any negative impact.

Decisions on setting charges and fees are subject to the Council's decision making structures. Most charging decisions are the responsibility of Cabinet, where there are key decisions. Some fees are set by full Council.

8.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**

**Community Engagement and Project Monitoring
Officer**

The Council is responsible for promoting equality of opportunity in the provision of services and employment as set out in the Equality Act 2010 and Public Sector Equality Duty. Decisions on setting charges and fees are subject to Community Equality Impact Assessment process and the Council's wider decision making structures to determine impact on protected groups and related concessions that may be available.

8.4 Other implications (where significant) – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder, and Impact on Looked After Children

None

9. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

None

10. Appendices to the report

Appendix 1 – Schedule of Proposed Fees and Charges for 2022/23

Appendix 2 – Schedule of Fees and Charges no longer applicable (Removed)

Report Author:

Kelly McMillan

Business Development & Innovation

Details					2021/22 - Charges				2022/23 - Charges				Changes from 2021/22	
Name of fee or Charge	Directorate	Overview and Scrutiny Committee	Owner	Stat/Disc	VAT	Net Charge	VAT Amount	Total Charge	VAT	Net Charge	VAT Amount	Total Charge	Total Change (£)	Total Change (%)
Children's Care and Targeted Outcomes - Children with disabilities - Summer Play Scheme - Per day, per child (If funding is secured then the charge will reduce)	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	O	£ 18.50	£ -	£ 18.50	O	£ 19.00	£ -	£ 19.00	£ 0.50	2.70%
Learning and Universal Outcomes - Nursery Places - Hourly rate 3 - 5 year olds	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 6.00	£ -	£ 6.00	E	£ 6.20	£ -	£ 6.20	£ 0.20	3.33%
Learning and Universal Outcomes - Nursery Places - Hourly rate 2 year olds	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 6.30	£ -	£ 6.30	E	£ 6.50	£ -	£ 6.50	£ 0.20	3.17%
Learning and Universal Outcomes - Nursery Places - Babies 8am - 1pm or 1pm -6pm -per day	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 34.50	£ -	£ 34.50	E	£ 35.50	£ -	£ 35.50	£ 1.00	2.90%
Learning and Universal Outcomes - Nursery Places - Babies 8am - 1pm or 1pm -6pm -per week	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 172.00	£ -	£ 172.00	E	£ 176.00	£ -	£ 176.00	£ 4.00	2.33%
Learning and Universal Outcomes - Nursery Places - Babies Full placement costs 8am to 6.15pm- per day	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 69.00	£ -	£ 69.00	E	£ 71.00	£ -	£ 71.00	£ 2.00	2.90%
Learning and Universal Outcomes - Nursery Places - Babies Full placement costs 8am to 6.15pm- per week	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 319.00	£ -	£ 319.00	E	£ 327.00	£ -	£ 327.00	£ 8.00	2.51%
Learning and Universal Outcomes - Nursery Places - 2-3- year-olds 8am - 1pm or 1pm -6pm -per day	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 31.75	£ -	£ 31.75	E	£ 32.50	£ -	£ 32.50	£ 0.75	2.36%
Learning and Universal Outcomes - Nursery Places - 2-3- year-olds 8am - 1pm or 1pm -6pm -per week	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 153.00	£ -	£ 153.00	E	£ 157.00	£ -	£ 157.00	£ 4.00	2.61%
Learning and Universal Outcomes - Nursery Places - 2-3 year-olds Full placement costs per week	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 296.00	£ -	£ 296.00	E	£ 303.00	£ -	£ 303.00	£ 7.00	2.36%
Learning and Universal Outcomes - Nursery Places - 2-3 year-olds Full placement costs per day	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 58.00	£ -	£ 58.00	E	£ 59.50	£ -	£ 59.50	£ 1.50	2.59%
Learning and Universal Outcomes - Nursery Places - cooked lunch each	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 3.45	£ -	£ 3.45	E	£ 3.55	£ -	£ 3.55	£ 0.10	2.90%
Learning and Universal Outcomes - Nursery Places - 3-5- year-olds 8am - 1pm or 1pm -6pm -per day	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 30.00	£ -	£ 30.00	E	£ 30.70	£ -	£ 30.70	£ 0.70	2.33%
Learning and Universal Outcomes - Nursery Places - 3-5 - year-olds 8am - 1pm or 1pm -6pm -per week	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 150.00	£ -	£ 150.00	E	£ 153.00	£ -	£ 153.00	£ 3.00	2.00%
Learning and Universal Outcomes - Nursery Places - 3-5 year-olds Full placement costs per week	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 297.00	£ -	£ 297.00	E	£ 304.00	£ -	£ 304.00	£ 7.00	2.36%
Learning and Universal Outcomes - Nursery Places - 3-5 year-olds Full placement costs per day	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 65.50	£ -	£ 65.50	E	£ 67.00	£ -	£ 67.00	£ 1.50	2.29%
Learning and Universal Outcomes - Nursery Places - Hourly rate babies 0-2 year olds	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 6.90	£ -	£ 6.90	E	£ 7.00	£ -	£ 7.00	£ 0.10	1.45%
Learning and Universal Outcomes - Nursery Places - Babies 9am -1pm or 1pm -5pm -per day	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 29.50	£ -	£ 29.50	E	£ 30.00	£ -	£ 30.00	£ 0.50	1.69%
Learning and Universal Outcomes - Nursery Places - Holiday Club (per day)	Childrens Services	Children's	Michele Lucas/ Katie Corbett	D	E	£ 20.00	£ -	£ 20.00	E	£ 22.00	£ -	£ 22.00	£ 2.00	10.00%
Music Services - Loan of Musical Instruments for pupils studying through the Music Hub (Ranged fee dependent on instrument)	Childrens Services	Children's	Michele Lucas	D	E	£13 - £26	£ -	£13 - £26	E	£13 - £26	£ -	£13 - £26	£ -	0.00%
Music Services - Loan of Musical Instruments for external hirers (Ranged fee dependent on instrument)	Childrens Services	Children's	Michele Lucas	D	E	£20.60 - £103	£ -	£20.60 - £103	E	£20.60 - £103	£ -	£20.60 - £103	£ -	0.00%
Individual and small group tuition (fee pro-rata dependent on duration and numbers) - per hour charge	Childrens Services	Children's	Michele Lucas	D	E	£ 33.70	£ -	£ 33.70	E	£ 35.00	£ -	£ 35.00	£ 1.30	3.86%
Adult learners in receipt of JSA (all types), ESA (all types) or Universal Credit (earning under the income threshold as stated by the ESFA)	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	Free of Charge	£ -	Free of Charge	O	Free of Charge	£ -	Free of Charge	£ -	0.00%
Adult learners in receipt of other state benefits who earn less than the take home pay threshold (as stated by ESFA)	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	Free of Charge	£ -	Free of Charge	O	Free of Charge	£ -	Free of Charge	£ -	0.00%
Adult learners 24+ joining courses Level 3 & above	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	Variable Charge	£ -	Variable Charge	O	Variable Charge	£ -	Variable Charge	£ -	0.00%
Family Learning English Maths & Language	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	Free of Charge	£ -	Free of Charge	O	Free of Charge	£ -	Free of Charge	£ -	0.00%
Family Learning wider FL per session	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	Free of Charge	£ -	Free of Charge	O	Free of Charge	£ -	Free of Charge	£ -	0.00%
Community Led learning targeted provision, community engagement up to 12 hours	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	Free of Charge	£ -	Free of Charge	O	Free of Charge	£ -	Free of Charge	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Club Use of Site - Grangewaters Angling Club	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 7,200.00	£ -	£ 7,200.00	E	£ 7,560.00	£ -	£ 7,560.00	£ 360.00	5.00%
Learning and Universal Outcomes - Grangewaters - Club Use of Site - Grangewaters Working Newfoundlands (Per dog, per visit)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 5.65	£ -	£ 5.65	E	£ 5.93	£ -	£ 5.93	£ 0.28	4.96%
Learning and Universal Outcomes - Grangewaters - Club Use of Site - Thurrock Angling Club	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 10,500.00	£ -	£ 10,500.00	E	£ 11,025.00	£ -	£ 11,025.00	£ 525.00	5.00%
Learning and Universal Outcomes - Grangewaters - Club Use of Site - Thurrock Motorboat & Waterski Club (Per visit)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 220.00	£ -	£ 220.00	E	£ 360.00	£ -	£ 360.00	£ 140.00	63.64%
Learning and Universal Outcomes - Grangewaters - Day visits - Up to 10 people (Single session)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 131.00	£ -	£ 131.00	E	£ 137.50	£ -	£ 137.50	£ 6.50	4.96%
Learning and Universal Outcomes - Grangewaters - Day visits - Up to 10 people (Full day, 4 sessions)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 440.00	£ -	£ 440.00	E	£ 462.00	£ -	£ 462.00	£ 22.00	5.00%
Learning and Universal Outcomes - Grangewaters - Day visits - Up to 10 people (Half day, 2 sessions)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 240.00	£ -	£ 240.00	E	£ 252.00	£ -	£ 252.00	£ 12.00	5.00%
Learning and Universal Outcomes - Grangewaters VIP offer - Up to 2 adults and 2 children (Full day, 4 sessions)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 330.00	£ -	£ 330.00	E	£ 346.00	£ -	£ 346.00	£ 16.00	4.85%
Learning and Universal Outcomes - Grangewaters VIP offer- Up to 2 adults and 2 children (Half day, 2 sessions)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 188.00	£ -	£ 188.00	E	£ 197.00	£ -	£ 197.00	£ 9.00	4.79%
Learning and Universal Outcomes - Grangewaters - VIP offer - Up to 2 adults and 4 children (Full day, 4 sessions)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 342.00	£ -	£ 342.00	E	£ 359.00	£ -	£ 359.00	£ 17.00	4.97%
Learning and Universal Outcomes - Grangewaters VIP offer - Up to 2 adults and 4 children (Half day, 2 sessions)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 205.00	£ -	£ 205.00	E	£ 215.00	£ -	£ 215.00	£ 10.00	4.88%
Learning and Universal Outcomes - Grangewaters VIP offer - Up to 2 adults and 4 children (Single session)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 116.00	£ -	£ 116.00	E	£ 122.00	£ -	£ 122.00	£ 6.00	5.17%
Learning and Universal Outcomes - Grangewaters - School Holiday Periods Only - Activity Sessions (per session per person charge)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 8.50	£ -	£ 8.50	E	£ 10.00	£ -	£ 10.00	£ 1.50	17.65%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Accommodation only (per person per night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 18.00	£ -	£ 18.00	E	£ 20.00	£ -	£ 20.00	£ 2.00	11.11%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Full Board (2 days, 1 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 149.00	£ -	£ 149.00	E	£ 164.00	£ -	£ 164.00	£ 15.00	10.07%

Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Full Board (3 days, 2 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	230.00	£	-	£	230.00	E	£	253.00	£	-	£	253.00	£	23.00	10.00%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Full Board (4 days, 3 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	315.00	£	-	£	315.00	E	£	346.00	£	-	£	346.00	£	31.00	9.84%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Full Board (5 days, 4 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	394.00	£	-	£	394.00	E	£	433.00	£	-	£	433.00	£	39.00	9.90%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Self catering (2 days, 1 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	103.00	£	-	£	103.00	E	£	113.00	£	-	£	113.00	£	10.00	9.71%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Self catering (3 days, 2 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	160.00	£	-	£	160.00	E	£	176.00	£	-	£	176.00	£	16.00	10.00%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Self catering (4 days, 3 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	224.00	£	-	£	224.00	E	£	246.00	£	-	£	246.00	£	22.00	9.82%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 18 years old) - Self catering (5 days, 4 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	280.00	£	-	£	280.00	E	£	308.00	£	-	£	308.00	£	28.00	10.00%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Camping - Per person per night	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	6.50	£	-	£	6.50	E	£	7.00	£	-	£	7.00	£	0.50	7.69%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Full Board (2 days, 1 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	149.00	£	-	£	149.00	E	£	164.00	£	-	£	164.00	£	15.00	10.07%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Full Board (3 days, 2 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	230.00	£	-	£	230.00	E	£	253.00	£	-	£	253.00	£	23.00	10.00%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Full Board (4 days, 3 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	315.00	£	-	£	315.00	E	£	346.00	£	-	£	346.00	£	31.00	9.84%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Full Board (5 days, 4 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	394.00	£	-	£	394.00	E	£	433.00	£	-	£	433.00	£	39.00	9.90%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Self catering (2 days, 1 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	103.00	£	-	£	103.00	E	£	113.00	£	-	£	113.00	£	10.00	9.71%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Self catering (3 days, 2 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	160.00	£	-	£	160.00	E	£	176.00	£	-	£	176.00	£	16.00	10.00%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Self catering (4 days, 3 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	224.00	£	-	£	224.00	E	£	246.00	£	-	£	246.00	£	22.00	9.82%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Residential Visits (Up to and including 19 years old) - Self catering (5 days, 4 night)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	271.90	£	-	£	271.90	E	£	300.00	£	-	£	300.00	£	28.10	10.33%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Catering Package (Breakfast, Lunch and Evening Meal) - Minimum 10 Persons - Charge is per person per day	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	22.20	£	-	£	22.20	E	£	25.00	£	-	£	25.00	£	2.80	12.61%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Training Lodge / Dining Cabins - Full Day Charge	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	69.00	£	-	£	69.00	E	£	76.00	£	-	£	76.00	£	7.00	10.14%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Training Lodge / Dining Cabins - Half Day Charge	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	39.00	£	-	£	39.00	E	£	43.00	£	-	£	43.00	£	4.00	10.26%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Training Lodge / Dining Cabins - Hourly Charge (minimum 2 hours)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	14.80	£	-	£	14.80	E	£	16.00	£	-	£	16.00	£	1.20	8.11%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Celebration Groups up to 10 people - Single Activity	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	157.00	£	-	£	157.00	E	£	173.00	£	-	£	173.00	£	16.00	10.19%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Celebration Groups up to 10 people - Double Activity	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	280.00	£	-	£	280.00	E	£	308.00	£	-	£	308.00	£	28.00	10.00%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - First Person - 1.5 Hour Session	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	52.00	£	-	£	52.00	E	£	55.00	£	-	£	55.00	£	3.00	5.77%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - First Person - 3 Hour Session	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	89.00	£	-	£	89.00	E	£	95.00	£	-	£	95.00	£	6.00	6.74%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - First Person - 4.5 Hour Session	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	116.00	£	-	£	116.00	E	£	120.00	£	-	£	120.00	£	4.00	3.45%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - Additional Person - 1.5 Hour Session	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	28.50	£	-	£	28.50	E	£	30.00	£	-	£	30.00	£	1.50	5.26%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - Additional Person - 3 Hour Session	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	46.50	£	-	£	46.50	E	£	48.00	£	-	£	48.00	£	1.50	3.23%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Private Tuition - Additional Person - 4.5 Hour Session	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£	63.50	£	-	£	63.50	E	£	65.00	£	-	£	65.00	£	1.50	2.36%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - Paddle Board Course	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E							E	£	70.00	£	-	£	70.00	£	70.00	0.00%
Learning and Universal Outcomes - Grangewaters Outdoor Education Centre - RYA Youth Scheme	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E							E	£	135.00	£	-	£	135.00	£	135.00	0.00%
Qualification Courses for 19+	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D																	
Adult learners not in full time education elsewhere standard rate course	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	5.25	£	-	£	5.25	O	£	5.40	£	-	£	5.40	£	0.15	2.86%
as above - weighted rate course eg hairdressing floristry, courses requiring hired external venues or where	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	7.00	£	-	£	7.00	O	£	7.20	£	-	£	7.20	£	0.20	2.86%
Adult Learners 19+ in full time education elsewhere or who do not meet residency eligibility	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	13.60	£	-	£	13.60	O	£	14.00	£	-	£	14.00	£	0.40	2.94%
Community Learning for learners 19+	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D																	
Tuition fee standard rate (universal Offer)	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	5.25	£	-	£	5.25	O	£	5.40	£	-	£	5.40	£	0.15	2.86%
Concessionary rate (adults in receipt of state benefit and over 65	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	3.50	£	-	£	3.50	O	£	3.60	£	-	£	3.60	£	0.10	2.86%
Weighted courses / or where courses do not target priority learners	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	7.00	£	-	£	7.00	O	£	7.20	£	-	£	7.20	£	0.20	2.86%
Concessionary rate (adults in receipt of state benefit and over 65	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	4.30	£	-	£	4.30	O	£	4.40	£	-	£	4.40	£	0.10	2.33%
Tuition fee for supported learning course	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	4.30	£	-	£	4.30	O	£	4.40	£	-	£	4.40	£	0.10	2.33%
Tuition Fee taster courses per session	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	16.20	£	-	£	16.20	O	£	16.70	£	-	£	16.70	£	0.50	3.09%
non eligible learners	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O	£	13.60	£	-	£	13.60	O	£	14.00	£	-	£	14.00	£	0.40	2.94%
Lettings	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D																	
New room hire (Stanley Lazell)	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D	O							O	POA					POA	£	-	0.00%

Details					2021/22 - Charges				2022/23 - Charges				Changes from 2021/22	
Name of fee or Charge	Directorate	Overview and Scrutiny Committee	Owner	Stat/Disc	VAT	Net Charge	VAT Amount	Total Charge	VAT	Net Charge	VAT Amount	Total Charge	Total Change (£)	Total Change (%)
Learning and Universal Outcomes - Duke of Edinburgh's Award Expedition packages (per person per day)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 42.00	£ -	£ 42.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Family Groups - Up to 2 adults and 2 children (Single session)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 102.00	£ -	£ 102.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Celebration Groups (Up to 10 participants) - 14-18 years old (1.5 hours)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 155.00	£ -	£ 155.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Celebration Groups (Up to 10 participants) - 14-18 years old (3 hours)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 290.00	£ -	£ 290.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Celebration Groups (Up to 10 participants) - Under 14 years old (1.5 hours)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 160.00	£ -	£ 160.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Celebration Groups (Up to 10 participants) - Under 14 years old (3 hours)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 290.00	£ -	£ 290.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Club Use of Site - Leonberger Dog Training Club (Per dog, per visit)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 5.65	£ -	£ 5.65	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Corporate Groups - Activity duration (1.5 hours)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 59.00	£ -	£ 59.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Corporate Groups - Activity duration (3 hours)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 102.50	£ -	£ 102.50	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Corporate Groups - Activity duration (4.5 hours)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 142.00	£ -	£ 142.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Corporate Groups - Activity duration (6 hours)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 178.00	£ -	£ 178.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Day visits (Groups aged 19 and over, excluding corporate bookings) - Up to 10 people (Full day, 4 sessions)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 440.00	£ -	£ 440.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Day visits (Groups aged 19 and over, excluding corporate bookings) - Up to 10 people (Half day, 2 sessions)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 240.00	£ -	£ 240.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Learning and Universal Outcomes - Grangewaters - Day visits (Groups aged 19 and over, excluding corporate bookings) - Up to 10 people (Single session)	Childrens Services	Children's	Michele Lucas/ Wendy Warman	D	E	£ 131.00	£ -	£ 131.00	E	REMOVED	£ -	REMOVED	£ -	0.00%
Commercial Rate charge per hour	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D						REMOVED		REMOVED	£ -	
Hall	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 78.75	£ -	£ 78.75	0	REMOVED	£ -	REMOVED	£ -	0.00%
Large Room	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 42.00	£ -	£ 42.00	0	REMOVED	£ -	REMOVED	£ -	0.00%
small room/meeting room	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 31.50	£ -	£ 31.50	0	REMOVED	£ -	REMOVED	£ -	0.00%
IT Room	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 63.00	£ -	£ 63.00	0	REMOVED	£ -	REMOVED	£ -	0.00%
Thurrock Council/Charitable Organisations	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D						REMOVED		REMOVED		
Hall	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 59.10	£ -	£ 59.10	0	REMOVED	£ -	REMOVED	£ -	0.00%
Large Room	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 31.50	£ -	£ 31.50	0	REMOVED	£ -	REMOVED	£ -	0.00%
small room/meeting room	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 23.65	£ -	£ 23.65	0	REMOVED	£ -	REMOVED	£ -	0.00%
IT Room	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 47.25	£ -	£ 47.25	0	REMOVED	£ -	REMOVED	£ -	0.00%
Hall or room - outside opening hours (Monday & Friday evening)	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 82.75	£ -	£ 82.75	0	REMOVED	£ -	REMOVED	£ -	0.00%
Saturday only	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 105.00	£ -	£ 105.00	0	REMOVED	£ -	REMOVED	£ -	0.00%
Social Membership Groups during opening hours (term time).	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D						REMOVED		REMOVED		
Hall	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 10.80	£ -	£ 10.80	0	REMOVED	£ -	REMOVED	£ -	0.00%
Room	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 8.40	£ -	£ 8.40	0	REMOVED	£ -	REMOVED	£ -	0.00%
Hall or room - Outside of opening hours	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 34.15	£ -	£ 34.15	0	REMOVED	£ -	REMOVED	£ -	0.00%
Social Area	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		Free of Charge	£ -	Free of Charge	0	REMOVED	£ -	REMOVED	£ -	0.00%
Pre School Fees	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D						REMOVED		REMOVED		
2-3 year olds charge is per session (3hours)	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 19.30	£ -	£ 19.30	0	REMOVED	£ -	REMOVED	£ -	0.00%
3-5 year olds	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 18.20	£ -	£ 18.20	0	REMOVED	£ -	REMOVED	£ -	0.00%
Lunch club	Childrens Services	Children's	Michele Lucas/Jaki Bradley	D		£ 3.65	£ -	£ 3.65	0	REMOVED	£ -	REMOVED	£ -	0.00%

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1 December 2021	ITEM: 8
Children’s Services Overview and Scrutiny Committee	
Impact of Covid-19 on Education and Children’s Social Care	
Wards and communities affected: All	Key Decision: No
Report of: Michele Lucas, Assistant Director, Education & Skills Janet Simon, Interim Assistant Director, Children’s Social Care	
Accountable Assistant Director: Michele Lucas, Education & Skills & Janet Simon, Interim Assistant Director, Children’s Social Care and Early Help	
Accountable Director: Sheila Murphy, Corporate Director for Children’s Services	
This report is: Public	

Executive Summary

At the July Committee a joint report was presented from both Education and Social Care around the impact the coronavirus (COVID-19) has had on our children and young people. The committee requested a further update for the December meeting to outline what Children’s Services were doing to show the recovery plans in place to support children and young people. This report will outline what schools have been providing to ensure children and young people get a good educational offer and the support being offered to children via social care.

As reported in July, pupils’ experiences of the pandemic have been varied. Some, despite restrictions will have felt safe and mostly enjoyed their time at home during the lockdowns. For others, it will have been challenging. Schools and teachers are used to supporting their pupils through challenges they face in life- however the current situation has not been faced before and schools will continue to ensure children and young people have a good educational offer.

This report will outline what interventions and strategies have taken place in schools and within social care to, where possible, mitigate the affect and impact of the pandemic and improve the outcomes for all children and young people.

1. Recommendation(s):

- 1.1 **Children’s O&S are asked to support the work that schools are undertaking to enable children and young people to experience a positive learning opportunities.**

1.2 Children's O&S are asked to recognise the work of children's social care to improve outcomes for children and meet their needs as we have entered the recovery phase of COVID-19.

2. Introduction and Background

- 2.1 On 18 March 2020, the Secretary of State announced that schools, colleges and early year's settings in England would close after 20 March 2020-except to children in priority groups. Following the announcement, schools and education institutions were closed to most students by the start of the week commencing Monday 23 March 2020 across all of the UK.
- 2.2 Approximately 80% of schools in England, and 98% of schools in Thurrock, remained open for the priority groups, which included the children of critical workers (for example NHS staff, police, teachers and supermarket delivery drivers), and vulnerable children including: those with a social worker; looked-after children; and those with an education, health and care plan (EHCP) due to their special educational needs. Children who did not fall into the above categories were expected to stay at home with suitable care.
- 2.3 During the first lockdown, schools were closed to most students for a period of around 14 weeks, during this time the schools developed an on-line learning offer for those children and young people who were not part of the priority groups outlined above.
- 2.4 Schools re-opened for the autumn term in September 2020, but were closed again for a period of around eight weeks from January 2021. However, attendance for those pupils who were allowed to attend was approximately 10%. The next time schools were open to most students was 8 March 2021 when national attendance rates returned to near normal (94-95%). However, due to high infection rates in Thurrock 13.8% of Thurrock secondary school students were self-isolating and not attending school.
- 2.5 Whilst schools were closed, partially closed or open for all, they were expected to be able to provide remote learning for students self-isolating or remaining at home. Various studies undertaken across the country evidence that there were many factors affecting how much remote learning a child or young person engaged with, including socio-economic, gender, age, phase of the pandemic and rates of infection locally.
- 2.6 Ofqual's report 'Learning During the Pandemic' aimed to quantify how much time students in different circumstances spent studying, or not studying, across the course of the pandemic. They wanted to understand the narrative around 'lost time'. Ofqual states: The concept of lost learning time is a complex one, with different narratives which have changed throughout the course of the pandemic. A hypothetical GCSE student who started their course in 2019, the overall amount of lost in-person learning time up until the end of their course in May 2021, could range from as little as a few weeks (for

example for a student who was attending school throughout both school closures as the child of key workers) to the full 44 teaching weeks that will have passed since the start of the first lockdown, which equates to around two thirds of their course (for example for those who were shielding throughout the course of the pandemic). The question of lost time must also take into account the amount of time students spent learning at home, and this figure could range from zero to over 5 hours per day for students in different circumstances

2.7 To gain a greater understanding we surveyed the schools in Thurrock to gain further insight into the strategies and interventions that they have used to reduce/mitigate the effects of the pandemic upon the children and young people. We would like to thank the Head teachers/ Principals of all of the schools that contributed in the gathering of this information.

3. The Impact of COVID on children identified by primary and secondary schools

3.1 Emotional, Mental Health and Wellbeing

3.1.1 All schools that responded said that the emotional, mental health and wellbeing of students had been affected by the pandemic. Many students enjoyed the time at home but some suffered significant loss in their family and found the isolation difficult. Some children and their families experienced domestic violence and or concerns over their family contracting the virus. There has been an increase in anxiety and mental health concerns that all schools are dealing with. Children have been referred to Emotional Wellbeing & Mental Health Services provided by NELFT but schools have also put other strategies in place including, additional pastoral and nurture support, play therapy, school based or external counselling and employing additional Family Support Workers. Most schools have increased their counselling offer which are higher than was available prior to the pandemic.

3.1.2 One Multi-Academy Trust has engaged in a Trauma Perceptive Practice pilot, others have worked with Educational Psychologists and other services in training for trauma informed practices for all staff.

3.1.3 Secondary schools reported that although students were not externally examined, they were teacher assessed and given 'centre assessed grades' so exam anxiety was still a significant pressure felt by students who acknowledged that they had gaps in their knowledge.

3.1.4 Students who were already anxious before the pandemic continued to experience an increase in their anxiety. Schools made sure they were in constant contact with these students to help to reduce the impact of lockdown.

3.1.5 Schools also recognised that students' general fitness and physical stamina was reduced in a majority of students and in some cases students had noticeably gained weight and were less fit. Schools have worked on

increasing both stamina and fitness levels in direct PE time as well as at breaks/ lunch/ after school activities. Out of school clubs and programmes such as Duke of Edinburgh, sports clubs and events have resumed in most schools now. Some schools have also extended their use of Forest Schools to enable children's social, emotional and mental health as well as physical health to be addressed.

3.1.6 All schools have increased the time spent on pastoral care, circle time, and well-being activities. Bereavement support was also provided by some schools as well as online assemblies and activities to support children's wellbeing and mental health.

3.1.7 Schools also reported that they have strengthened or broadened their enrichment activities such as Trailblazers, introducing music/ instrument lessons/ visitors and museums outreach for example. This was to mitigate the impact of school educational trips and visits that were unable to take place during lockdowns.

3.1.8 Young people mentioned deteriorating mental health during the pandemic. Mentoring by the youth workers, qualified in providing mentoring, has been implemented by the post 16 team with the following feedback: 'I feel a lot more confident in knowing what I want to do in the future, and also feel that I have a better relationship with my friends; it's nice having someone to listen to me for a change; I feel happier knowing it is not just me who is struggling'.

3.1.9 Schools have worked with mentors and mental health ambassadors to support the emotional and mental wellbeing of students.

3.2 **Socialisation**

3.2.1 Schools reported that children had missed social contact, so in the main they were very pleased to be able to return to school to see their friends and staff in school. However there was a noticeable difference in some children's ability to socialise and make friendships, negotiate squabbles and follow routines. Schools noticed that the younger children have fewer social skills and fell out with their peers more often than usual.

3.2.2 It was also reported that younger children missed out in the influence of older children due to the 'bubbles' and restrictions that were still in place when schools finally opened to more pupils. Children new to secondary school this academic year had experienced a turbulent year 5 and 6 and then transition to secondary school was weakened, which has caused 'primary behaviours' to continue for longer than usual. Head teachers also felt that this was also compounded by lack of opportunities to socialise with extended family and members of their community.

3.2.3 Schools spent a great deal of time at the beginning of the return to school on improving social skills as well as peer mediation.

- 3.2.4 Schools used innovative techniques to support students through transition periods, including videos of what to expect, live transition online meetings, virtual tours of the schools, the use of Facebook and other social media to communicate with students and their families.
- 3.2.5 It was also noticed that although socially children depend on their phones and social media, due to being isolated for so long they found it harder to communicate verbally and some pupils lacked confidence to speak in groups and interact in the same way.

3.3 Behaviour and self- regulation

- 3.3.1 Some schools have said that behaviour since the return to school has been challenging; one school has seen an increase in exclusions (albeit from a very low baseline). Another school reported that children were much more volatile than before the pandemic and this is being addressed with ongoing work building on children's social and emotional skills. Some children have lost the ability to self-regulate as well as general courtesy, so this has also been a focus for schools.
- 3.3.2 There was a heavy emphasis in some schools on re-establishing routines, revising rules and establishing schools as a safe place to enjoy and learn.
- 3.3.3 Schools responded by purchasing on-line training for staff in de-escalation techniques, reviewing their behaviour policies, and increasing pastoral support.
- 3.3.4 Learning behaviours have also been affected with nearly all schools who responded reporting that stamina and resilience amongst students had reduced.

3.4 Impact on families

- 3.4.1 As previously reported, some families experienced great loss and family bereavement. There was also a rise in domestic violence which has resulted in additional pressures at home. There was a rise in the number of families eligible for free school meals and schools also reported an increase in the need for foodbanks and food vouchers. One school reported that parents were struggling to manage behaviours.

Parents of children with SEND

- 3.4.2 Through parental engagement activities we were able to learn that parents felt isolated and that their children really missed out on therapies, and diagnoses were delayed.
- 3.4.3 A significant number of appointments were cancelled or delayed and then made virtually; this is a direct result of health staff being redeployed to help with the challenges in the hospitals during the height of the pandemic.

3.4.4 Some parents reported that their children attended school throughout the lockdowns and that was very helpful. Family conflict increased in some households, whilst in others they enjoyed working closely with their child/ren and learning together.

3.5 Impact on learning

3.5.1 Schools reported that the reduction in stamina and resilience has impacted negatively on younger children's writing and presentation skills as well as their ability to concentrate for longer periods of time.

3.5.2 Some schools reported that in the main most students who engaged sufficiently with online learning had made some progress but more able students had not made as much progress as had been expected had they been at school.

3.5.3 Younger children who are less able, relied heavily on parental support to access online lessons and where this was not possible they did not make as much progress as expected. There were also some families who chose not to engage with online learning. Where possible schools tried to get these students to attend face to face lessons with the vulnerable groups.

3.5.4 However other schools said that some students excelled with online learning and made better progress than expected.

3.5.5 Quality first teaching remains the biggest strategy in most schools' toolbox. Assessments at the beginning of term/ wider opening of schools were used to identify gaps in knowledge and skills. Schools have employed a wide range of intervention strategies and have made use of additional funding made available through Government catch up funding. These have included use of the National Tutoring Programme for key year groups or student groups to enable them to catch up. NELI Early Years Language support programme for those with speech and language delay in the early years. The Recovery Premium was used to target children who attracted the Pupil Premium Grant (FSM eligible) in raising attainment and progress in reading, writing and maths. Some schools have employed additional Teaching Assistants/ Learning Support Assistants/ Higher Level Teaching Assistants to support small groups of students with social/ emotional and academic foci, other have employed an additional teacher/s. (**appendix 1 – Catch up funding explanation**)

3.5.6 The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and educational achievement. They are funded by a government grant to research the most effective methods for interventions/ catch up. All schools responded to say that they regularly use EEF approved/ researched strategies to help pupils who have fallen behind to catch up.

- 3.5.7 Some schools introduced holiday catch up programmes during the summer, after school catch up programmes, Saturday schools and summer schools. One secondary school extended the length of the school day to catch up for an hour longer in every subject over a two week period. They also increased the teaching load of their teachers to ensure they could manage the additional lessons financially.
- 3.5.8 Many schools supplied laptops for children or used the Government laptop scheme to supply them. This enabled most children to access the remote learning offer during the lockdowns and for any periods of bubbles self-isolating etc. The Government have recently announced that they will be providing more laptops and tablets to schools and colleges. Schools were invited to order their allocated number of devices at the end of October with an expectation that the majority of devices will be delivered before Christmas.
- 3.5.9 One school noticed that year 11 pupils had been significantly impacted by loss of learning but also during mock interviews employers said that pupils did not have sufficient information to put on their CVs. This was due to not being able to take part in the usual clubs, part time volunteering and other hobbies and activities that 16 year old student usually engage in. As a result the school has engaged the Volunteering Service to work with the children and provide them with opportunities.

3.6 Impact on children with SEND

- 3.6.1 Children and young people with SEND have met with colleagues through a range of engagement activities.
- 3.6.2 Children reported feeling isolated and out of touch with their friends due to the lockdowns and inability to meet friends. As a result of this 'Hangout' was developed. A youth club for children and young people with SEND. Following feedback from year 9 students who wanted to attend a youth provision but 'Hangout' was too late in the evening for them and they also weren't confident around older people, 'Junior Hangout' was developed. This provides a safe place for youth with SEND to express and be themselves.
- 3.6.3 We have listened to the voice of the young people regarding their ambition to participate in musical activities. As a result, the Careers Manager in collaboration with Thurrock Music Services, Art Council and the Youth Team are delivering a music youth club for children and young people with SEND.
- 3.6.4 Grangewaters accommodated 73 young people with SEND over the summer and September providing outdoor education, accredited sailing courses and paddle sport awards. Some of the feedback that we have received: *I like to have independence on the water. It's a lot of fun, even when I get wet. It's good to be out and having fun.* From a parent: *It's good to see that there are no limitations for people with SEND on this course'.*

- 3.6.5 The Duke of Edinburgh team have conducted a number of successful expeditions where young people with SEND have attended and fulfilled the requirements to gain the expedition section of their Award. This includes an alternative Bronze expedition carried out for one participant with medical needs which incorporated the rest of her walk group (seven in total). Another participant completed his Bronze assessment within a mainstream group in Norfolk.
- 3.6.6 A new Prince's Trust Team started in September: young people (five with EHCPs) are planning for their 12-week programme, identifying their strengths and areas of development as well as personal learning targets.
- 3.6.7 The younger students at Beacon Hill Academy were most affected by the pandemic in terms of social interaction. They also missed out on assessment and support from health professionals who were redeployed.
- 3.6.8 Since returning to school the staff at Beacon Hill have noticed many positive impacts including happy children and parents and students who were calm and relaxed. They also noticed that their students enjoyed the activities and therapies once they resumed.
- 3.6.9 The Speech and Language team at Beacon Hill have focused on supporting the children to explore their feelings, identify them and name them.
- 3.6.10 Students with SEND became more proficient with using technology on the whole and schools worked with the families to support the students with the technology. There is a comprehensive report in **appendix 2** written by the SEND Inclusion and Support Officer in the SEND Service, which details how students with SEND utilised technology throughout this period.
- 3.6.11 Inspire Careers had conducted a second young person voice gathering exercise during July – August 2021. (**appendix 3**) The purpose of it was to find out how our young people with SEND were feeling about the academic year that had just completed, what was the impact of Covid and what further support we could offer them. 109 households were contacted; 63% of contactable were parents/carers; 37% were young people. 69% of the young people confirmed they have returned to their course full-time; 29% confirmed blended delivery whilst 2% confirmed they have not returned (Inspire Careers are working with these 2% to bring them back into EET)). 69% stated that Covid-19 affected them in a negative way; 43% felt that there are less available opportunities for them than before. 83% were happy with their course; the 11% who were not satisfied blamed missing too much practical learning and falling behind during lockdown. 68% felt positive about the future, whilst 26% were worried about catching Covid-19, losing their social skills and jobs availability. Inspire Careers and the Preparing for Adult team are using this useful feedback to work with the SEND young people and help them overcome the barriers mentioned.
- 3.7 **Rise in elective home education (EHE)**

- 3.7.1 There was a marked increase in the number of families that elected to home educate (EHE) their children. In September 2019 (pre-pandemic), there was 140 children who were recorded as EHE by the Education Welfare Service (EWS). This rose dramatically in September 2020 to 357 and for September 2021 there is currently 350 children and young people who are EHE. This was reflected in other local authority areas across the country.
- 3.7.2 Reasons given for EHE ranged from fear of catching Covid, families with vulnerable/ elderly family members and shielding to realising that they enjoyed the ability and opportunity they had to be able to educate their own children during lockdown, as well as lack of confidence in schools to keep children safe.
- 3.7.3 EHE is a right of all parents and the EWS has robust processes in place to monitor the suitability of EHE. If the provision of education at home is found to be unsuitable, parents are expected to make an application for a school place. Advice is also made available to parents [What it means to home educate | Home education | Thurrock Council](#)

3.8 Attendance rates

- 3.8.1 Even after schools returned to being open for all, attendance rates in Thurrock were significantly lower than across most of the rest of the country. In autumn 2020 primary absence rates for England were typically 4-5%, in Thurrock this rose to 20% and in secondary schools this rose to 30% due to high numbers of positive cases in the borough.
- 3.8.2 Attendance rates since schools returned in September 2021 have remained fairly stable at 90% which is lower than before the pandemic but in line with attendance rates nationally. This is due to the number of children testing positive with Covid-19.

3.9 Safeguarding

- 3.9.1 A small number of Schools reported that they noticed some online safety issues and anti-social behaviour towards staff online. There was also a small increase in the number of children and young people affected by County Lines and at risk of Child Sexual Exploitation at one school.
- 3.9.2 Schools reported making more referrals to MASH and third sector agencies such as foodbanks and other crisis supports.
- 3.9.3 During the time schools were partially closed, they all made regular contact with vulnerable children, children with SEND and those open to children's social care. This was either through regular phone calls, online monitoring, video calls or house calls.

4. Children's Social Care's response to Covid-19:

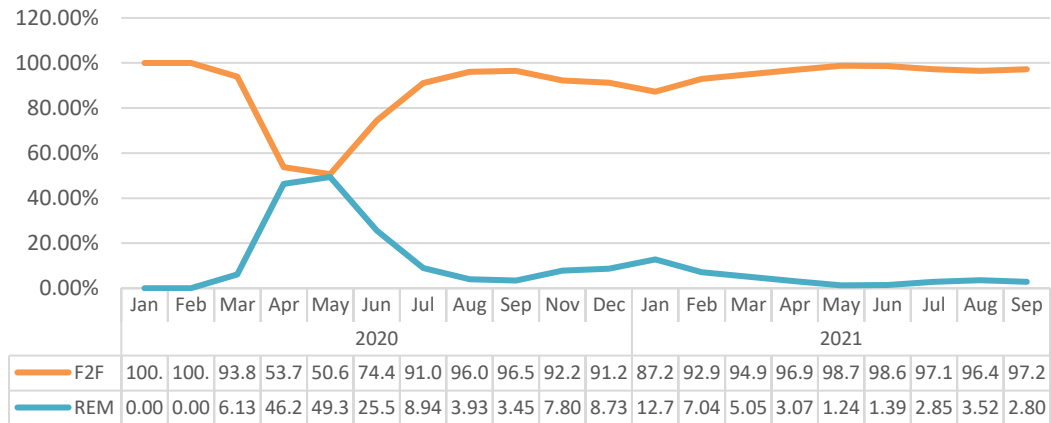
- 4.1 Children's Social Care has continued to deliver a good level of service to ensure the safety of children and young people within the community of Thurrock. Remote visits are by exception and the vast majority of visits to children and young people are being completed face to face. Covid 19 Risk assessments are carried out if there is a perceived Covid risk, to establish if a virtual visit/contact is required and necessary and that all risks are considered to ensure children, their families and staff are safe.
- 4.2 Hybrid working has developed within the service and staff have adapted to agile working arrangements with a combination of virtual meetings, face to face meetings and visits and working from home and in the office environment where required.
- 4.3 Ofsted carried out a focussed visit on 30th June and 1st July 2021. This visit was carried out in line with the inspection of local authority children's services (ILACS) framework and was adapted to reflect the COVID-19 context. The Focused visit was announced on the 16th June 2021, two weeks before the Focused Visit began. During those two weeks the inspectors were provided with over 100 documents, copy of audits undertaken relating to the topic, performance data and they undertook inspection meetings with the Children's Portfolio Holder, the Chief Executive and partners working with children affected by extra familial harm. The focused visit was very thorough and inspectors examined the experience of children through the lens of social work interventions, by talking directly to social workers and examining their case work files in detail. They also met with children and young people. The Inspectors were focused on evidence of outcomes for children subject to extra familial harm and the impact social work intervention is having for children and their families. The two days of 'on-site' inspection was very intense and thoroughly tested the practice of the service and the corporate support and commitment from the Council as a whole for our most vulnerable young people. In relation to children's social care's response to Covid in Thurrock, Ofsted stated in their feedback letter dated 09th August 2021;

The local authority has been creative and adaptive throughout the COVID-19 pandemic, ensuring the continuity of responsive services for vulnerable children. Leaders have issued guidance, put structures and support in place to ensure the ongoing safety and protection of children and their families, and of their staff. Staff have been consulted and actively involved in shaping future services in preparation for the ending of COVID-19 restrictions.

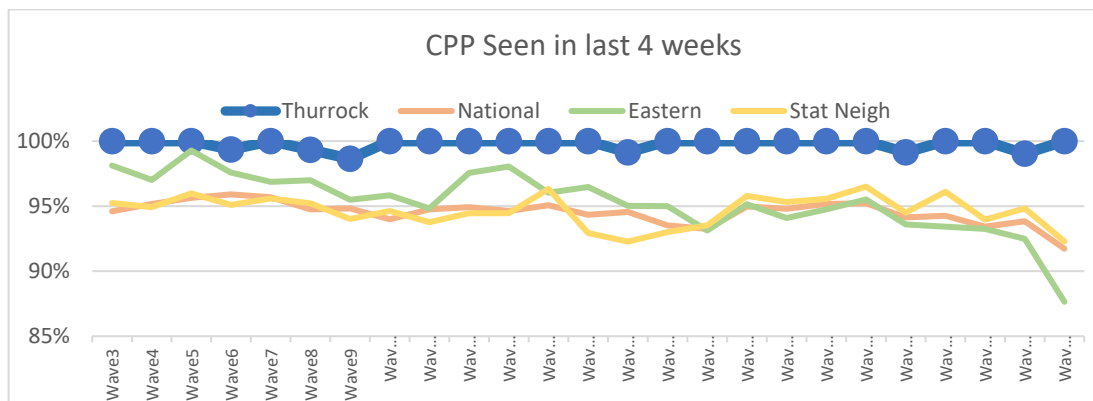
- 4.4 Throughout 2020/21 there was a fluctuation in the volume of contacts and referrals received by the service due to the impact of COVID-19; reducing during the months of lockdown, and significantly increasing after the ease of lockdowns. The numbers of contacts have begun to stabilise with less fluctuation.
- 4.5 Visiting children face to face is a priority and returning to pre-Covid arrangements. The graph below shows visits to children during the pandemic

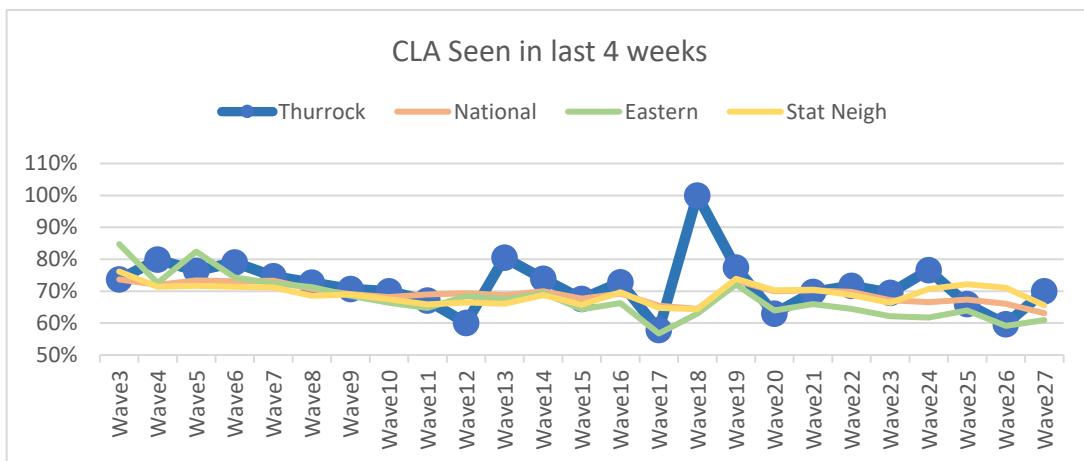
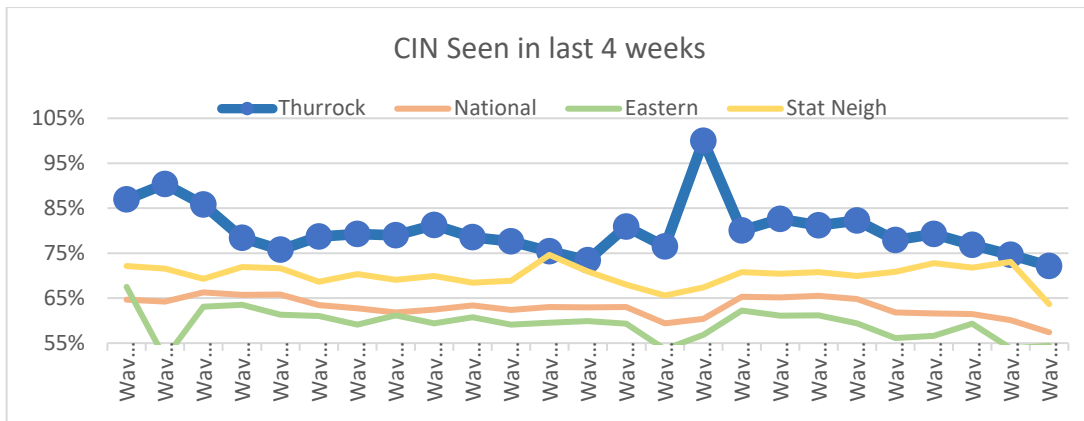
year and coming out of the pandemic up to September 2021, starting with a little over 50% of visits in April and May 2020 being remote visits, moving to face to face physical visiting almost exclusively through to April 2021. Social workers and managers are clear that children and young people need to be physically seen in order to effectively safeguard them.

Remote (REM) and Face to Face (F2F) visits



4.6 The three charts below have been taken from the DfE National Wave data returns up to September 2021 completed by children’s social care through the pandemic. These charts evidence strong performances for children being seen in Thurrock, against national, statistical neighbours and Eastern Region outturns:





- 4.7 We continue to maintain a rota of core staff within the office, with safety measures in place as appropriate. The service has largely returned to business as usual with the exception of some meetings continuing to operate remotely and staff adapting to agile working with partners and families. As Covid restrictions have eased, staff have returned to the office for team meetings, supervision and to ensure the service is covered appropriately.
- 4.8 We continued to offer a range of Continuous Professional Development (CPD) opportunities to the workforce supplemented by the in-house weekly programme. The DCS, Assistant Director and Principal Social Worker continue to facilitate virtual monthly forum meetings with practitioners to receive feedback and discuss any emerging issues. These have been well received and feedback has been positive.

5. Children Looked After – Local Authority Duties

- 5.1 On the 24th April 2020 the government temporarily amended regulated duties to Looked After Children via the Adoption and Children (Coronavirus) (Amendment) Regulations 2021 which extend the existing flexibilities in the primary duties until 30th September 2021. The amendments have now expired and duties to children looked after continue to be met in line with pre-Covid arrangements.

6. Fostering Service

- 6.1 The Fostering Service reviewed its practice in light of the Covid-19 pandemic and the Government's guidance. Our approach during the pandemic was to provide services as usual to Foster Carers who continue to care for children during the pandemic albeit remotely. Visits have now resumed face to face with foster carers unless there is a clear Covid risk.
- 6.2 Network and support meetings have been held remotely and are now moving to face-to-face meetings. A small number of foster carers have re-evaluated their arrangements as foster-carers post Covid and have made a decision to relocate and resign from fostering.

7. Planning including multi-agency meetings

- 7.1 The use of technology supported Social Workers to ensure that meetings such as Child Looked After reviews, Child Protection Conferences and Strategy Meetings continued. As restrictions have eased, there have been some hybrid meetings, with some attendees in the office, joined virtually by other members of the professional network. The service is now working towards key meetings such as Child Protection Conferences being held as hybrid or in person.

8. Supporting family contact

- 8.1 We continue to prioritise contact between children in care and their birth parents. We have adopted a blended approach to contact and for some young people they have found a combination of virtual and face-to-face contact beneficial.
- 8.2 Our contact centre, Oaktree has increased the level of face-to-face contact while adhering to all the government advice regarding safety measures. The below chart shows the increased levels of face to face contacts taking place each month, the majority of contacts taking place is face to face.

MONTH	F2F IN HOUSE	F2F COMMUNITY	VIDEO
MAY 2021	175	0	129
JUNE 2021	216	5	104
JULY 2021	218	15	86
AUGUST 2021	177	19	63
SEPTEMBER 2021	189	14	67

9. Participation and Engagement of Children and Young People

- 9.1 The Participation & Engagement Officer is increasingly working in partnership with other services e.g. inspire, School well-being, SEND, Open Door, and Youth Cabinet working face to face with young people as we have emerged from lockdown rules. This has resulted in greater inclusivity in relation to children and young people who take part in events and therefore the learning from their views. There is a bi monthly newsletter, which always has a blog from at least one young person, and often it is designed by a young person too.
- 9.2 The recent events have produced one animated video and there will be a further video to promote the Children in Care Council.

10. Supporting the Court Process

- 10.1 The service has worked closely with our legal team and the courts to ensure that court proceedings continue to progress permanency plans for Children, with minimal delay. Senior Managers and Legal Services continue to work closely with the Designated Judge of the Local Family Courts in order to ensure an effective response to changing situations. The Local Authority has also worked closely with the Children and Family Court Advisory and Support Service (CAFCASS) to look at delays in proceedings and the impact of Covid to progressing outcomes for children. Hearings have now moved from being entirely remote and the Courts have adopted a Hybrid approach for some cases.

11. Supporting Education and Employment

- 11.1 During the pandemic when access to physical education was limited, the Virtual School worked closely with Social Workers and Foster Carers to make sure that the educational needs of our Children and Young People were met. Has children have returned to school the service continues to work closely with the school through network meetings and regular monthly meetings with school leads.
- 11.2 The Corporate Director and Assistant Directors for Children's Social Care and Education continue to meet regularly with CEOs of the Academy Trusts and the Leader of the Primary and Secondary forums, to discuss any emerging trends and ensure effective communication between schools and Children's Social Care.

12. Care Leavers

- 12.1 The Aftercare Service has maintained good communication with care leavers to limit their isolation and provide practical and emotional support. The service provided financial support to the young people, based upon their personal

circumstances, with additional financial support made available in early 2021 from the Covid Winter Grant.

- 12.2 There is good networking in place across the different departments, including Headstart Housing, Homelessness, Housing Allocations along with Tenancy and Neighbourhood Management to support care leavers. Enhancing transitions work with Adult Services is at an embryonic stage, they are part of the housing meeting and a work plan is being developed progressing policies to ensure more integrated working.
- 12.3 In October 2021, the additional £20 per week Universal Credit payment that young people have been in receipt of, during the pandemic ended. The impact on Care Leavers is being monitored and the work to ensure there is an EET (Education, Employment or Training) offer will support young people into training and employment so the impact of reduced Universal Credit can be mitigated.

13. Future planning in relation to Covid-19

- 13.1 During the pandemic, we have used an adaptive and robust, approach to ensuring the safety and wellbeing of children, young people and our workforce. There is a collective confidence in the actions taken by Children's Social Care and Education to safeguard and support children and young people of Thurrock during the pandemic.
- 13.2 Undoubtedly, the past year has presented a number of challenges. We have promoted agile working within the service and have embraced the philosophy that work is a thing you do, rather than a place you go. We have moved to business as usual with an aim that families and children do not received less of a service and can achieve good outcomes. We remain mindful to the changing situation and needing to adapt as required.

14. Reasons for Recommendation

This report gives an overview of the Covid-19 support and response in Thurrock, and is provided as information for members who may be new to the Committee.

15. Consultation (including Overview and Scrutiny, if applicable)

None

16. Impact on corporate policies, priorities, performance and community impact

None

17. Implications

17.1 Financial

Implications verified by: **David May**
Strategic Lead Finance

Additional funding has been provided to schools from the government to support during the Covid-19 pandemic. Schools were able to access IT equipment to support children and young people with an online learning offer. Additional funding has been provided to support with summer schools and the impact of this will be reviewed in the autumn term.

17.2 Legal

Implications verified by: **Judith Knight**
Interim Deputy Head of Legal (Social Care and Education)

The Local Authority is subject to all the normal legal duties to vulnerable children and young people under a range of legislation including the Children Act 1989 and Children and Families Act 2014. The Coronavirus Act 2020 allowed some relaxation to the duties placed on the Local Authorities. This Act expires 2 years from 25th March 2020 unless otherwise extended. The Adoption and Children (Coronavirus) Regulations 2020 were made under the 2020 Act and were amended later in 2020. These were further amended by the Adoption and Children (Coronavirus) (Amendment) Regulations 2021 which extended the flexibilities in the primary duties until 30th September 2021. These flexibilities have now ended.

17.3 Diversity and Equality

Implications verified by: **Rebecca Lee**
Team Manager Community Development and Equalities

Thurrock has a strong partnership approach with schools and local communities and this has ensured that children and young people can access an educational offer. We have seen a significant focus on vulnerable groups recognising that the attainment gap for children and young people who are disadvantaged is more evident. Working closely with our schools we will continue to monitor these children and young people to ensure that we continue to reduce the attainment gap.

Our approach ensures the safety and wellbeing of children, young people and our workforce, this includes action taken during the pandemic. This report demonstrates the action taken to ensure that Children and Young People are

safeguarded and that they have continued access to support in relation to their needs. We will continue to work closely with schools and providers to ensure that emerging from the pandemic arrangements, the progress and opportunities for pupils with SEND are closely monitored and supported to enable them to have the best possible outcomes.

17.4 **Other implications** (where significant) – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder, and Impact on Looked After Children

None

18. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

19. **Appendices to the report**

Appendix 1: Covid-19 Catch up funding
Appendix 2: SEND Engagement – Utilising Technology
Appendix 3: Survey of Young People with SEND

Report Authors:

Andrea Winstone

Strategic Lead for School Effectiveness & SEND

with contributions from Nicole Evansdear & Kate Kozlova Boran

Janet Simon

Interim Assistant Director Children's Social Care and Early Help

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Catch up Funding available to schools as a result of COVID pandemic and missed education.

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes:

- a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
 - a [16 to 19 tuition fund](#)
 - an oral language intervention programme for [reception-aged children](#). The duration of the programme is 20 weeks and the HLTA or LSA will work with a group of 4-6 children, this will be overseen by the class teacher.

There is currently funding in place to train the LSA/HLTA and teachers to deliver the NELI Programme. 21 Thurrock Primary Schools have signed to participate in the programme.

Example videos of the intervention sessions can be viewed at

<https://www.teachneli.org/what-is-neli/programme-structure/>

Eligibility for Catch up Premium

The followings settings are eligible:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

Funding allocations

School allocations were calculated on a per pupil basis.

Mainstream schools got £80 for each pupil from reception to year 11 inclusive.

The following settings got £240 for each place for the 2020 to 2021 academic year:

- special schools, including special units within mainstream schools
- AP schools
- hospital schools

See the [Coronavirus \(COVID-19\) catch-up premium: allocations guidance](#) for further information.

A total of £2,249,200 was paid to Thurrock mainstream schools and a further £113,760 to the special schools and Alternative Provision.

Similar to the [pupil premium](#), schools are expected to use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to schools' baselines in calculating future years' funding allocations.

Using catch-up funding

Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

Schools can use catch-up premium funding to support any summer catch-up provision that they are offering and can carry funding forward to future academic years.

Accountability: school leaders and governors

School leaders must be able to show they are using the funding to support their pupils' educational recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#).

Governors and trustees should scrutinise schools' approaches to catch-up, including their plans for and use of catch-up funding. This should include consideration of

whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Information is available on:

- [what academies should publish online about their use of catch-up premium funding](#)
- [what maintained schools should publish online about their catch-up premium funding](#)

Monitoring by Ofsted

It is intended that Ofsted will resume its full programme of routine, graded school inspections in September 2021. As part of these inspections, inspectors may discuss plans schools have to spend their catch-up premium funding.

The National Tutoring Programme

The National Tutoring Programme (NTP) is an ambitious scheme intended to provide additional, targeted support for those children and young people in schools who have been most affected by disruption to their education as a result of the coronavirus (COVID-19) pandemic.

During the first year of the programme introduced in November of the 2020 to 2021 academic year, state-maintained primary and secondary schools in England were able to access high-quality subsidised tutoring provision for 5 to 16-year-olds using 2 routes, tuition partners and academic mentors.

The second year covers the 2021 to 2022 academic year and builds on the first phase. Based on feedback from schools, DfE have expanded the NTP for the second year of the programme, offering state-funded schools and academy trusts 3 routes to tutoring:

- tuition partners
- academic mentors
- school-led tutoring

Reasons for introducing NTP

Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.

Impact of NTP in the 2020 to 2021 academic year

The NTP was launched in November 2020, and 240,200 pupils were enrolled for tuition in the 2020 to 2021 academic year.

As of the 2 July 2021, tuition partners are working with over 5,700 schools. 46% of schools on the programme have a greater than average percentage of pupils receiving pupil premium funding.

Tuition partners have recruited almost 27,000 tutors. This exceeds the end of year target and means supply is well developed across all regions.

DfE have also placed over 1,000 academic mentors in almost 950 schools. 83% of placements have been in schools with a greater than average proportion of pupils in receipt of pupil premium. As of the 18 May 2021, academic mentors have supported over 62,000 pupils.

NTP in the academic year 2021 to 2022

On 2 June 2021, the Department for Education announced that it was [investing a further £1 billion in its education recovery programme over the next 3 years](#). Alongside extra provision for the [NELI \(Nuffield early language intervention\) programme](#) and the [16 to 19 tutoring provision](#), this includes a huge expansion to the NTP which will support up to 6 million pupils aged 5 to 16 and 15-hour tutoring packages.

Building on the success of NTP in the 2020 to 2021 academic year, DfE have listened to feedback from schools and stakeholders and further developed the breadth of the programme for 2021 to 2022 academic year.

DfE recognise that each school has pupils with varying needs so have developed a tutoring proposition that provides a high degree of flexibility and choice. They have developed options that make it easier for schools to [access tutoring](#) while ensuring that schools can still exercise a high degree of discretion to support the pupils schools believe are most in need.

National tutoring programme options

There are 3 subsidised tutoring options available to state-funded schools in England for the 2021 to 2022 academic year. The remaining costs will be funded by schools using, for example, the recovery premium or pupil premium.

Tuition partners

Schools can access subsidised tutoring from an approved list of tutoring providers known as tuition partners. Approved tuition partners have passed a set of quality, safeguarding and evaluation standards. Tuition partners offer a range of subjects and provide targeted support for pupils in small group or one-to-one sessions. This option offers additional tutoring capacity to schools, especially in some regions where this is scarce. It also provides a high level of flexibility to schools and

academy trusts without them having to use their own staff and a selection of providers who can tailor their expertise to support particular identified needs.

Find out how to [apply for tuition partners](#).

Academic mentors

Academic mentors are salaried members of staff and will work alongside teachers to provide a range of interventions, focusing on small group and one-to-one sessions. They provide support tailored to schools, including subject-specific work, revision lessons and additional support. Academic mentors are graduates or teachers who undergo intensive training before being placed in a school.

Find out how to [apply for academic mentors](#).

School-led tutoring

School-led tutoring is available for eligible state-funded schools and academy trusts based on the number of pupil premium students. This payment is ring-fenced to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar.

Find out more about [school-led tutoring grants](#).

Recovery Premium Funding

Purpose

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the [pupil premium](#), this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Eligibility

All schools that are eligible for pupil premium are eligible for recovery premium. This includes the following types of schools:

- mainstream primary, secondary and all through local authority-maintained schools, academies and free schools serving children aged 4 to 15
- local authority-maintained special schools
- special academies and free schools
- non-maintained special schools
- pupil referral units

- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies

Pupil eligibility

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free schools meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post-looked after children (post-LAC)

Funding

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

Other types of eligible schools will get £290 for each eligible pupil.

DfE have included a minimum payment that they refer to as a 'floor' to ensure that:

- an eligible primary school will not receive less than £2,000
- an eligible secondary school will not receive less than £6,000

As with pupil premium, the funding for looked-after children will be paid to the local authority and should be managed by the [virtual school head](#).

School allocations and the conditions of grant will be published ahead of the first payment in September.

Payment schedule

The recovery premium will be paid in 4 payments to schools during the 2021 to 2022 academic year on the following schedule.

Maintained schools payment schedule

Payments will be sent to local authorities on the last working day of each month in:

- September 2021

- December 2021
- April 2022
- June 2022

Academies payment schedule

Payments will be made on the first working day of each month in:

- October 2021
- January 2022
- May 2022
- July 2022

Using recovery premium funding

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

For further guidance on effective use of pupil premium, and recovery premium funding, read our guidance on [using pupil premium](#).

As with pupil premium, funding for looked-after children should be managed by the local authority virtual school head. They should work with schools, including the designated teacher, to decide how to use the funding effectively to support looked after children.

Reporting and accountability

Schools must show how they are using their recovery premium effectively:

- by reporting on their use of recovery premium as part of their [pupil premium strategy statement](#)
- through [inspections by Ofsted](#) - as part of these inspections, inspectors may discuss plans schools have to spend their recovery premium funding

[Contents](#)

The Summer Schools Programme

The summer schools programme was open to secondary schools. The aim of the programme was to deliver a short summer school, offering a blend of academic education and enrichment activities.

Funding was made available to:

- state-funded secondary and special schools
- non-maintained special schools
- pupil referral units
- alternative provision for any pupils whose education was funded by the local authority outside of state place funded schools, including:
 - independent schools
 - non-maintained special schools
 - other providers
 - What has been the impact of the pandemic on the children in their school?
- Any use of government initiatives: Catch up funding, Recovery Premium Funding, National Tutoring Programme, Summer School, NELI
- Any use of in-house strategies, EEF or other interventions, wellbeing & SEMH, behaviour, other etc.
- General comments

A further report will be presented to board to disseminate this information.

SEND Engagement – utilising technology

Title: Using digital technology to engage with young people who have Special Educational Needs and Disabilities (SEND)

Author: Nicole Evans-Dear – SEND Inclusion Support Officer

Date: June 2020

1. Introduction

This report provides Thurrock's SEND operational group with an insight into the experiences had by young people with SEND who have been utilising technology to access their academic studies.

2. Background

The Covid-19 pandemic has changed the way in which businesses, services and academic settings operate. For many with SEND and their families, the new landscape has proven difficult and daunting to navigate. It is therefore vital that the SEND service continues the engagement work it had in place prior the Covid-19 restrictions.

Face to face engagement opportunities are not possible to run for the foreseeable future and therefore consideration on the use of technology with young people has been explored to establish benefits and challenges.

3. Feedback from stakeholders

As settings are utilising technology for students to continue their academic studies, it was felt best to ask staff of Beacon Hill, Treetops and Thurrock Sensory Service to collate feedback from staff, students and parent carers around the successes and challenges of using technology with SEND.

The key messages are:

- Adapting to remote sessions takes time and adjustment
- There were some students that settings assumed would not be able to access remote sessions but have been pleasantly surprised by the uptake
- For those students and parent carers who have been able to use technology, they report having recognised and gained benefit from remote contact
- For some families, the costs associated with technology presents financial challenges

Appendix 2

- Students have required adaptations or further equipment in order for them to access learning being taught online. For example; linking devices to bigger screens/ TVs, linking hearing aids to computer sound via blue tooth, specialized switches and individual technology set ups, text to speak software etc. etc.
- Technological support is vital to support families as well as leading on remote engagement.
- Signal strength and reliability of internet connection often presents challenges
- Remote engagement takes place using Zoom, online communication such as email, closed Facebook groups, FaceTime and WhatsApp video calling
- Use of Microsoft Teams for online learning can prove difficult for individuals with Visual Impairments (VI) and can lead them to feel rather uncomfortable.

Use of technology

Each of the settings cater for different disabilities and or impairments and therefore their approach to the use of technology during the COVID-19 Pandemic differs.

- Treetops
 - Purchased the 'intouch' application which provides an opportunity to share relevant information including; learning resources, staffing updates, news and story time video.
 - A school's Facebook page is used for parents and staff to keep in contact and weekly challenge videos, sing & sign videos and training videos are also uploaded.
 - For those that are able to use technology, online lessons via Microsoft Teams take place. For those not able to use technology, work is sent out to parents in packs for them to home-school their child
 - Weekly support videos are shared on YouTube by staff which are viewed by a number of parents. Question and answer sessions are set up to be delivered via Zoom but unfortunately these are not well attended
- Beacon Hill
 - Weekly virtual activities including dance, SALT, support for parents, Attention Concentration and Engagement (ACE), music and yoga.
 - Story telling via the school's closed Facebook page
 - 1:1 Speech and language sessions
- Sensory Service – St. Claire's resource base
 - Use of technology has always occurred in the resource base.
 - Learning takes place using various pieces of software – text to speak, voiceover
 - Laptops and a Mac suite are available onsite. Students have received laptops to continue working remotely during the Covid-19 pandemic
 - Students have still had their support worker attend their online sessions.

4. So what does this tell us?

- Engagement level, type and format will need to be tailored towards disability and impairment
- Not every student will feel comfortable or confident engaging via a digital platform
- Parent Carers, setting staff and young people require training and ICT support
- Not every young person will have access to technology at home
- The deaf community would really value use of the video BSL translation service

It would appear from conversations had with staff at Beacon Hill, Treetops and Thurrock Sensory Service that the use of technology to access education and remain engaged with the setting community, has been received and used positively by pupils, their parent carers and staff.

It must be acknowledged that disabilities and impairments vary and there is no one-size fits all approach. The reader will note above that all three of the settings have used technology in different ways to engage its pupils and there are a number of key messages to consider when creating digital engagement opportunities for residents in the local area.

Additional information:

- Thurrock Sensory Service informs me that they have previously offered to delivery training to the SEND team around sensory/deaf awareness.
- The digital world is fast becoming inclusive. A Speech and Language teacher at Beacon Hill pointed me in the direction of this consultancy company – [Access Global Group](#)

5. Next steps

In order to drive forward an inclusive, holistic engagement framework, the following recommendations to the Operational Group should be considered:

- 5.1 SEND Caseworkers and managers to undertake training in sensory and deaf awareness
- 5.2 Co-produce approaches to engagement with settings, working with them to overcome barriers

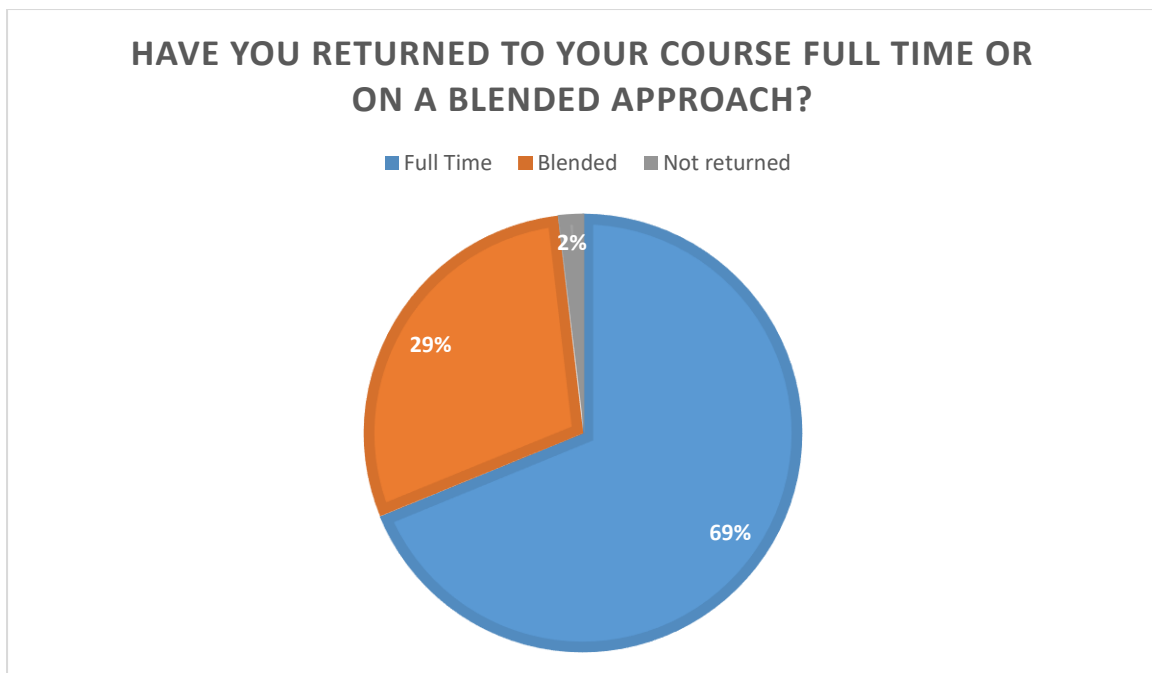
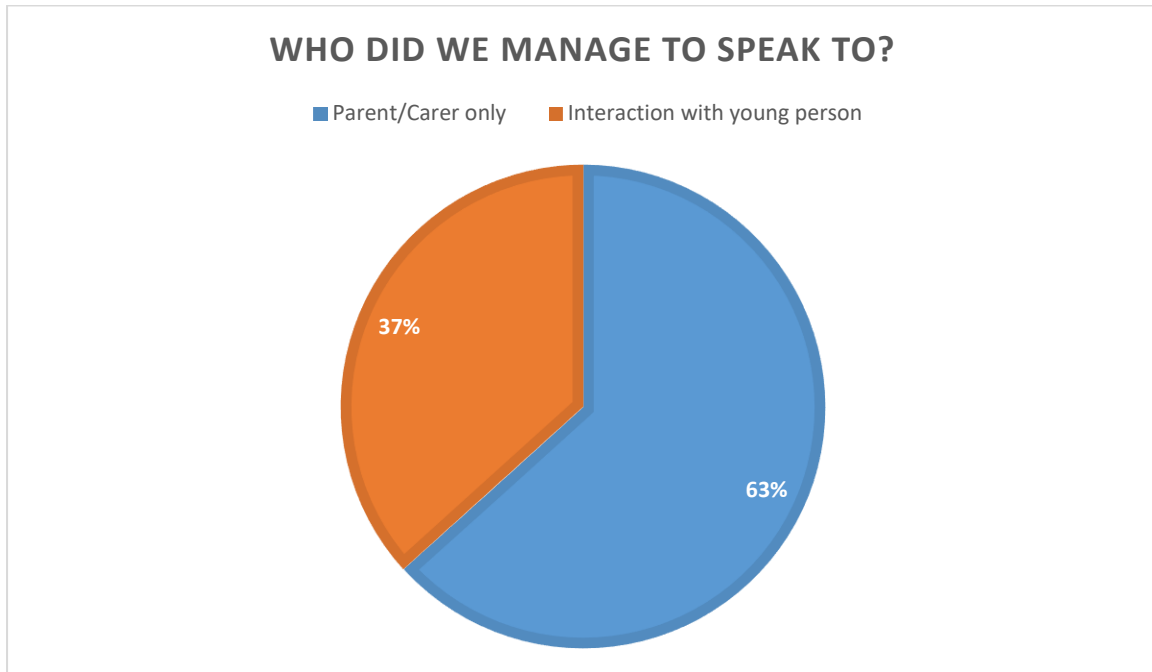
Appendix 2

- 5.3 Consider scope of engagement and how to approach in accordance with information and data already available. There must be 'buy in' from all parties with a vested interest
- 5.4 Consider the relationship between deliverer and pupil; young people will open up when they feel safe and there is agreed trust

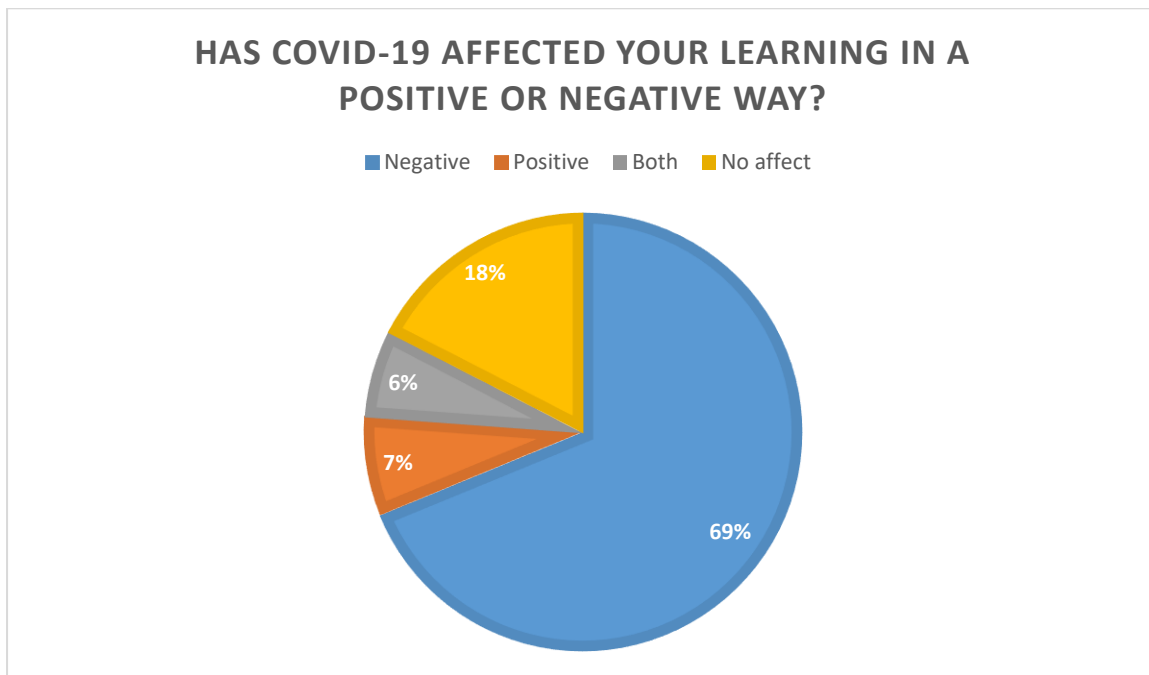
Appendix 3

Post-16 Provision Survey Calls to SEND Parents/Carers and Young People
Summer Term 2021

We have been able to speak with 109 households.



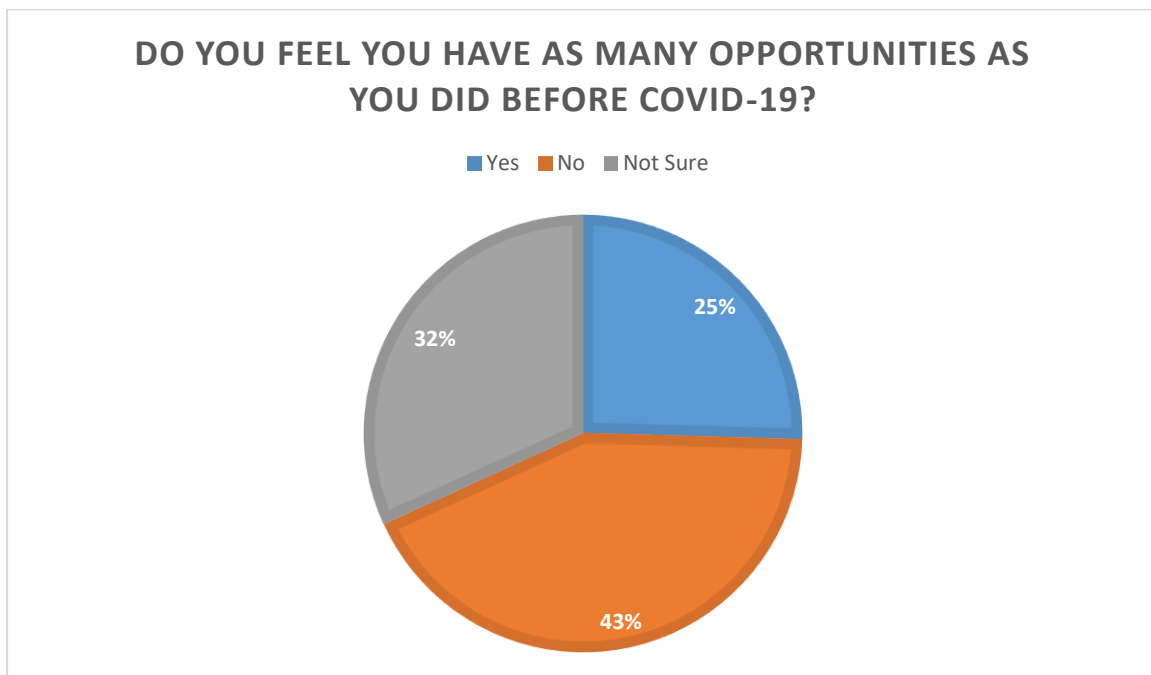
Appendix 3



Negatives:	Positives:
<ul style="list-style-type: none"> • Not being able to carry out practical learning. • Being underprepared for practical assessments. • Missing out on the opportunity to work with others. • Some felt that their English and Maths had been affected. • Struggles with remote learning and falling behind. • Missing out on exams. • Missed socialisation and interaction with friends. • Lack of opportunities to do creative activities. • Increased anxiety. • Missed travel training. • Felt isolated. • Decline in social skills. • Lack of routine caused issues. • Lost motivation. 	<ul style="list-style-type: none"> • Home learning provided the opportunity to work at your own pace. • Support to work from home was good. • Returning to smaller groups/bubbles was better for some. • Enjoyed online learning. • Got more work done at home. • More confidence engaging through a screen. • Some saw an improvement in their English and Maths. • Liked being at home and working from home. • Would have struggled with exams so felt that teacher assessed gradings has been a positive. • Home learning has given new skills especially with techonology.

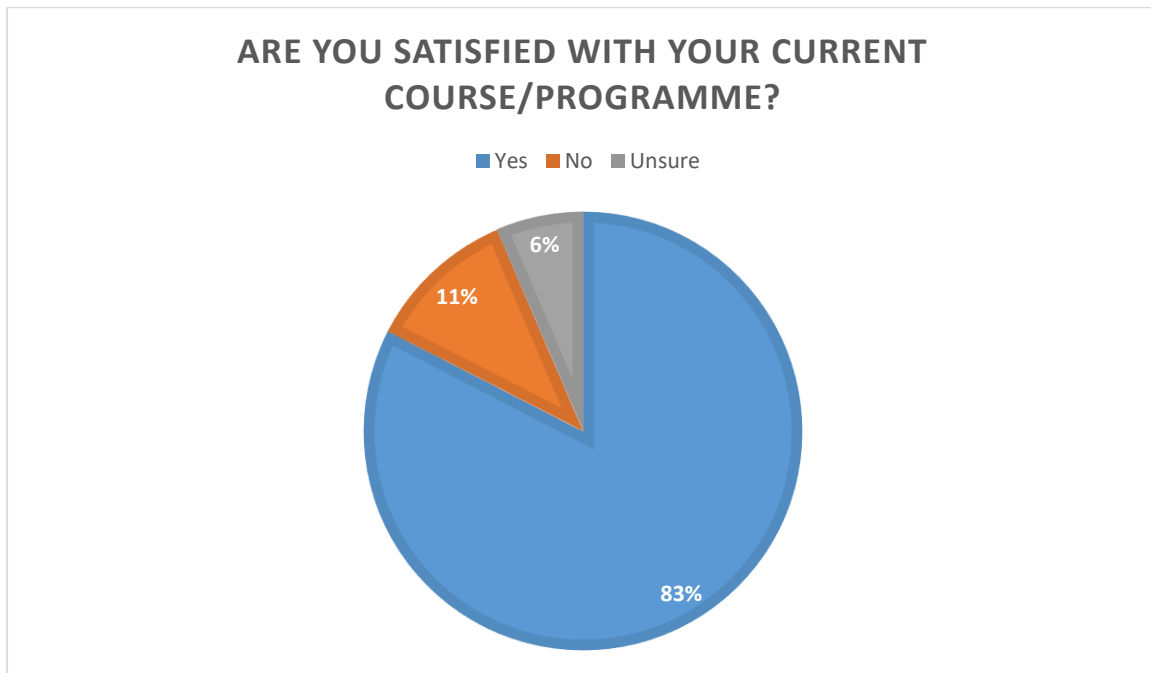
Appendix 3

<ul style="list-style-type: none"> • Harder to get support when working from home. • Practical courses were difficult online. • Difficult to concentrate when working from home. • Working online can be boring. • Working parent/carers struggled to support home learning fully. 	
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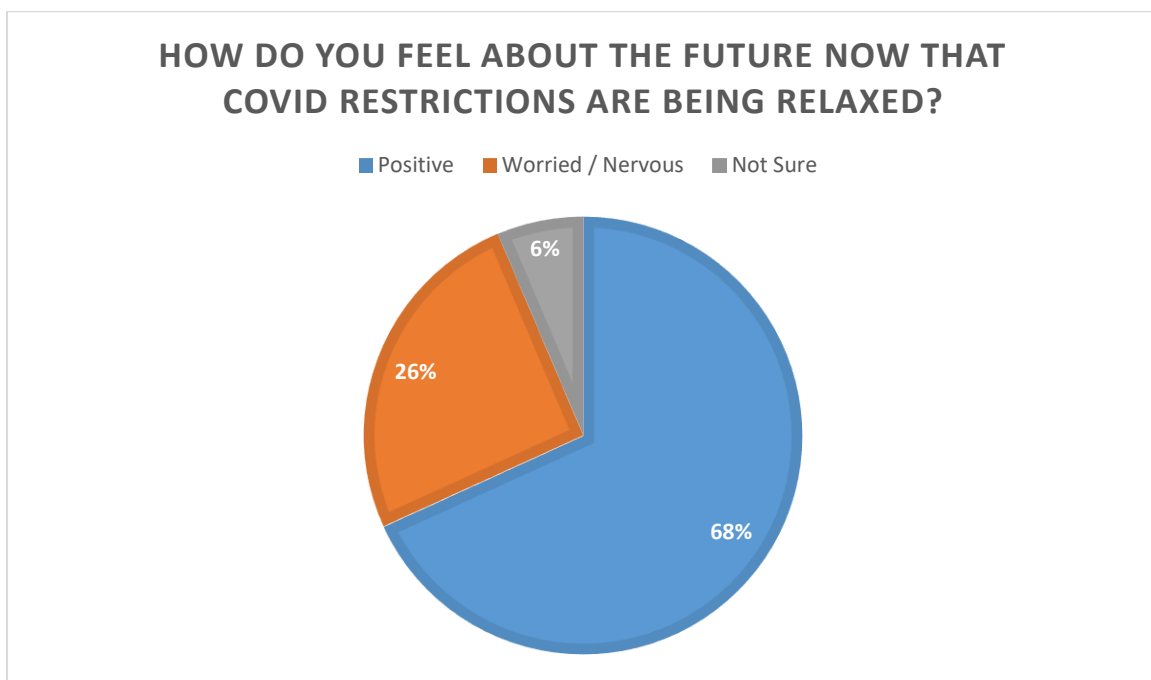


The biggest issue raised in the survey was how Covid had impacted their chances to go on to employment, as they didn't feel that there were as many jobs at the moment. It was also felt that youth clubs and social opportunities had closed and was not sure if they would be opening up again in the near future.

Appendix 3



Those that weren't satisfied, this was mainly due to missing too much practical learning, falling behind during lockdown, not liking all of the content, finding the subject boring or too many changes in support staff.

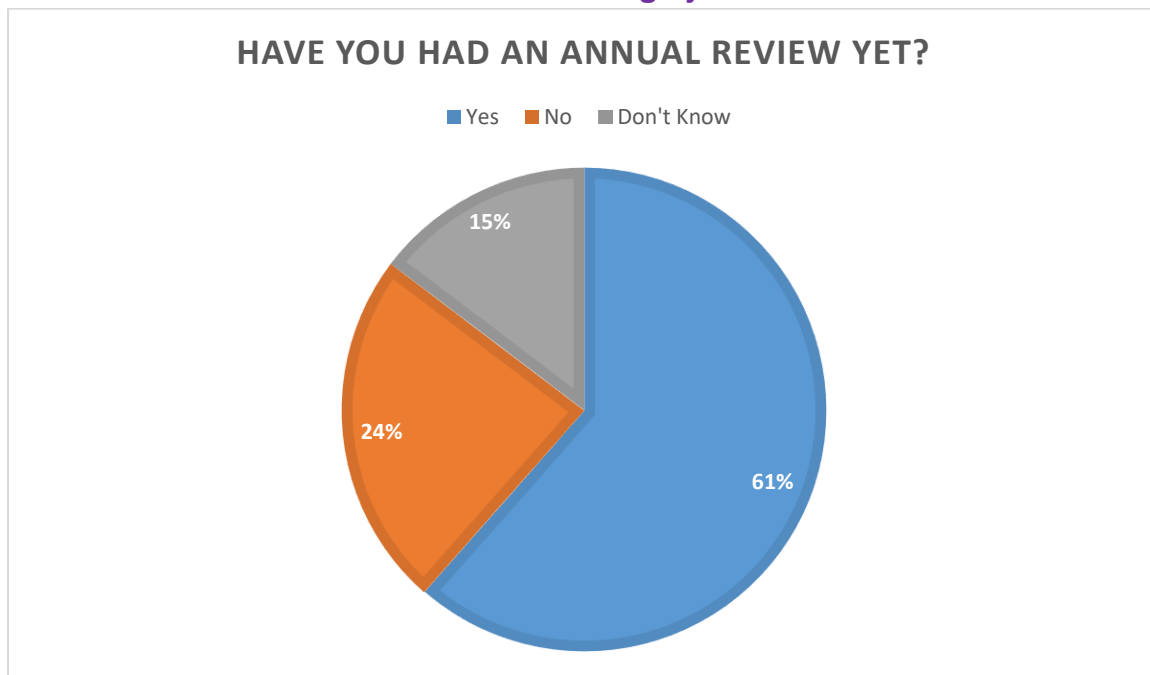


Those that were worried/nervous were still concerned about:

- **Catching Covid-19.**
- **Loosing their social skills, confidence and feeling shy.**
- **Worried about further lockdowns.**

Appendix 3

- **Worried that there will not be enough jobs.**



Feedback on the Annual Review process:

- Many were happy with the process and felt the review went well.
- Online meetings have worked well during the pandemic on the whole, although some preferred face to face format.
- Timescale for getting draft EHCPs and amendments back to parents/carers could be better.
- Familier and consistent PFA Case Officer at the meeting was really positive. Long winded process, forms too complicated and more staff needed

Appendix 3

Addendum 2

Travel Training video

Password: traveltraining21

<https://vimeo.com/574957211>

Addendum 3

PfA video

<https://we.tl/t-Go6Ksm9luS>

Appendix 3

Addendum 4

You Said – We Did! (September 2021)

SEND POST 16 YOUNG PEOPLE IN THURROCK
YOU SAID! WE DID!

INSPIRE YOUR FUTURE

WE WANT TRANSPORT TRAINING	→	NEW COURSE STARTED IN AUGUST
WE DON'T KNOW THE DIFFERENCE BETWEEN SOCIAL CARE AND EDUCATION PFA	→	A VIDEO OF THE PFA TEAM EXPLAINING WHAT WE DO WAS ADDED TO THURROCK OPPORTUNITIES AND THE LOCAL OFFER
WE WANT WORK EXPERIENCE	→	AN OFFER OF WORK EXPERIENCE PLACEMENTS WERE PLACED ON THE LOCAL OFFER
MAKE THE LOCAL OFFER MORE ATTRACTIVE	→	MADE THE LOCAL OFFER MORE VISUALLY PLEASING BY ADDING A VARIETY OF VIDEOS
CAREER ADVICE IN SCHOOLS TO BE ROBUST	→	ALL YP WITH SEND TO HAVE A CAREERS INTERVIEW IN YEAR 9 AND YEAR 11
WE WANT A JUNIOR HANGOUT	→	NEW CLUB 'JUNIOR HANGOUT' STARTING SEPTEMBER '21 WITH A MUSIC HOUR FOR ALL BUDDING MUSICIANS (IN COLLABORATION WITH ARTS COUNCIL)
WE WANT A MEETING WITH OTHER PARENTS/FAMILIES	→	6 MONTHLY SESSIONS ORGANISED BY CAREERS MANAGER
I WOULD LIKE THE SAME PFA ADVISER TO WORK WITH ME THROUGHOUT MY EDUCATIONAL JOURNEY	→	REALIGNMENT OF SERVICES SO THAT CASELOADS ARE PERSON CENTRED : AN ADVISER TAKES ON A YP IN YEAR 9 AND FOLLOWS THROUGH
FILMS WOULD HELP US TO UNDERSTAND WHAT COLLEGES HAVE TO OFFER (COURSES)	→	VIDEOS WERE ADDED ON THE LOCAL OFFER.

Ap

THURROCK COUNCIL CASE STUDY			
Title of project	Careers support for SEND young people in Thurrock		
Lead Officer	Debbie Tyrrell	Department/ Section	Children's Services, Thurrock Careers
Contact Details	01375 413732	E-mail	dtyrrell@thurrock.gov.uk
Summary 50-70 words	Careers support being offered to a 19 year old young person in Thurrock who has an Education Health and Care Plan (EHCP), a Level 3 qualification and is currently NEET.		
Background / Context 100 words	<p>AT has an EHCP for physical difficulties and has successfully been supported in a mainstream local college to gain a very good Level 3 extended diploma qualification in ICT (grades D*DD). According to our tracking and his annual review papers he was to stay on with the college to start an IT apprenticeship.</p> <p>As part of our tracking process and close working relationship with the local college I was able to identify that AT had not progressed with college as planned.</p> <p>I made contact with AT in November 2020 who confirmed that he was NEET and had been since leaving college in July 2020. This was due to him not being interested in any of the work placements available at college (as he wanted to stay local and not travel too much). Covid-19 has had an impact on work based placements and employment in general.</p> <p>AT made an appointment for Careers Information, Advice and Guidance (CIAG) at Thurrock's Inspire Youth Hub and has been supported ever since.</p>		
Who was involved 50 words	Debbie Tyrrell		
Problems and how we tackled them 400 words	<p><u>Covid-19 and its impact on the job market</u></p> <p>Due to the impact of the pandemic on the job market and apprenticeship positions, young people are finding themselves in an even more competitive position than usual when applying for jobs at the moment. I've spoken to AT about the importance of a stand out CV in overcoming the first hurdle. He was finding this difficult due to leaving college and not having any work experience.</p> <p>I was able to secure a position for AT on a recent Morgan Sindall virtual work experience week in April (about project management), which AT engaged with and is now able to add to his CV.</p>		

Appendix 3

	<p>I also provided AT with a link to a number of free Open University short online courses that he could access in his area of interest (computing and technology) and advised him to take part in some of these and add to his CV. I explained to AT that this would show that even though he has a gap in his education/employment history he has not sat around during that time and become de-motivated. This will show potential employers that he has continued to improve himself and been proactive during that time.</p> <p>Inspire are also further strengthening our relationship with Jobcentre Plus and get regular updates from our DWP contact on their local jobs boards and an excellent resource on the JCP Essex Twitter Page. I have recently sent AT information about a virtual jobs fair they held on their Twitter page focusing on ICT/Digital jobs – where they were Tweeting links to relevant local jobs every 5 minutes over 90 minutes. AT is also signed up to our own Thurrock Opportunities bulletin.</p> <p><u>Long term unemployment and its effects on the young person</u></p> <p>AT has been unemployed since leaving college in July 2020 and during this time has been applying for jobs/apprenticeships but unfortunately being unsuccessful. This does have an impact on his confidence and we have discussed a few options open to him to help him through this next step:</p> <ul style="list-style-type: none"> • Be Inspired SEND Course (for level 3 learners) at Thurrock Adult Community College. AT is interested in this but as it is an academic year course running until July 2021 he feels that he may need something more targeted at this stage. • Claiming Universal Credit and accessing Kickstart work placements. AT is apprehensive about signing up for Universal Credit. We have offered lots of support with this but there is some resistance to doing this. We will continue to encourage this but do not place unnecessary pressure. I now have a named DWP contact who can offer great support around UC sign up and Kickstart if needed. If AT does sign up I will also make them aware of an EHCP, which entitles the young person to a one to one Work Coach. • OnTrack 2 programme. AT is interested in this, as OnTrack is a tailored no-pressure mentoring scheme to help young people overcome obstacles that could be holding them back from getting work, apprenticeships, training etc. I think one to one mentoring would be beneficial to AT as they can work with him on his employability skills. He can also get help with further training and qualifications, such as English and Maths. His level 3 results were excellent but he has said in the past that he feels that his GCSE English/Maths results may have let him down – particularly when applying for degree level apprenticeships.
--	---

Appendix 3

<p>Outcomes and impact 150 words</p>	<p>AT has continued to apply for apprenticeships and contacts us at Inspire for support with applications if he needs this. He is currently waiting to hear back about an IT support assistant apprenticeship that he recently interviewed for.</p> <p>Through engaging with us he has been able to access several online experiences/resources throughout the pandemic to continue to improve his CV, enhance his knowledge and experience the world of work.</p> <p>AT engages really well with our service and will continue to be supported until he needs it.</p>
<p>What we could have done better and lessons learned 150 words</p>	<p>AT is really benefiting from our support at Inspire. The only thing that may be a lesson learned is that greater scrutiny of SEND college data at the start of the academic year may identify earlier those that have left college unexpectedly or not started as planned. I may have been able to reach AT earlier than November.</p>
<p>Next steps 50-100 words</p>	<p>AT will continue to receive any support he would like from us in terms of job/apprenticeship applications and interviewing.</p> <p>AT is currently waiting to hear back if he has been successful following an interview for an apprenticeship. If not, he wants to sign up for the OnTrack programme which I think will be really good for him.</p>
<p>Further information</p>	<p>Update 17 August 2021: I was pleased to hear back from AT who made contact to say that he was successful with his apprenticeship and started on 2nd August. He has settled in well and is enjoying it.</p>

1 December 2021	ITEM: 9
Children’s Services Overview and Scrutiny Committee	
Pupil Place Plan Update (2021-2025)	
Wards and communities affected: All	Key Decision: Key
Report of: Sarah Williams, Service Manager, Education Support Service, Children’s Services	
Accountable Assistant Director: Michele Lucas, Education & Skills, Children’s Services	
Accountable Director: Sheila Murphy, Corporate, Director of Children’s Services	
This report is Public	

Executive Summary

Thurrock Council has undertaken its annual review of pupil places and has published the revised Pupil Place Plan (PPP) 2021 to 2025 version, which can be viewed on the Thurrock Council website [Pupil Place Plan 2021-2025](#) .

The Pupil Place Plan gives information about the supply of school places in Thurrock and forecasts pupil numbers for the next five years, setting the context of the provision of school places in Thurrock.

The Pupil Place Plan is consulted on each year with all schools and the Schools Forum. This provides a forecasted picture of pupil place planning across Thurrock and helps to identify where we are likely to see capacity issues.

1. Recommendations:

1.1 Overview and Scrutiny Committee is asked to review the PPP noting the areas within Thurrock that will require additional school places going forward.

2. Introduction and Background:

2.1 The Council has a statutory duty to provide a school place for every child living in its area of responsibility, who is of school age and whose parents want their child educated in a Thurrock school.

2.2 To aid meeting this statutory duty, the Council undertakes an annual review of the PPP. This document is used by many interested parties including potential school sponsors and developers of new dwellings.

- 2.3 As population demographics are dynamic, it is necessary to continually review and update pupil place forecasts. Pupil place requirements are reviewed several times during the year and an annual report is published with the latest forecasts.
- 2.4 The PPP gives information about the supply of school places in Thurrock and forecasts pupil numbers for the next five years, with information on the changing context within which planning takes place.

3. Issues, Options and Analysis of Options

- 3.1 The context within which the Council is required to plan school places is becoming increasingly complex and Thurrock has robust processes in place. A PPP team is in place that meets every 4 weeks and is made up of officers from the PPP team, Finance, Admissions, Awards & Benefits, Transport, Early Years and School Improvement to review current positions, issues and forecasts.
- 3.2 Academies, which are their own admission authority are able to admit above their pupil admission number (PAN) although, it must notify the local authority in good time to allow the local authority to deliver its coordination responsibilities effectively. Admission authorities may also admit above their PAN through in-year admissions.
- 3.3 The 2015/16 birth data is still the highest Thurrock has had at 2,505 with the two years either side of that just fractionally below the 2,500 and the current Year 1 is the highest cohort we have had at 2,563. After reaching a peak of 2,505 births in 2015/16, we are now seeing a decline. The 2020/21 birth rate has reduced by 7% from last year. Thurrock's population has become more mobile therefore making projections harder to manage and foresee. During the last few years, the Council has experienced a significant increase in the number of in year applications from families moving into the area.
- 3.4 We continue to see a large number of in year applications annually in Thurrock. From September 2020 to August 2021 a total of 4,012 primary and secondary applications were received.
- 3.5 The School Capital Team work closely with schools and academies in accommodating these large increases by carrying out expansion or adding bulge classes where the need is identified.
- 3.6 Thurrock is made up of a number of planning areas, five for the primary sector: Aveley Ockendon and Purfleet, Grays, Tilbury, Corringham and Stanford-Le-Hope and the rural area. There are three in the secondary sector: West, Central and East, these larger planning areas provide more flexibility when considering pupil placement.
- 3.7 Thurrock has been successful in free school bids of which there are two new secondary schools, Thames Park and Orsett Heath who opened their doors to new students in September 2020 at their temporary sites. Thames Park is on

track to move to the permanent site from 2022. Orsett Heath Academy, which was granted planning permission on 28th October 2021, is scheduled to open in its permanent location in Easter 2023. A new special free school, Treetops 2, which will provide much needed special school provision, has offered a number of places in 2021 with the new building scheduled to open at Easter 2022.

- 3.8 The primary phase forecasts in the 5-year plan are calculated based on known data regarding live births in Thurrock, the number of children already on roll in schools and the anticipated child yield from proposed housing developments in the planning system.
- 3.9 There is currently surplus capacity in the secondary phase following the opening of the two new free schools in temporary accommodation. We anticipate that the surplus capacity in secondary schools will be required going forward as the increased primary population moves through the system. With the development of a number of housing developments across Thurrock we will need these additional places.
- 3.10 Due to an increased number of families moving to Thurrock we are considering opening additional bulge classes in Tilbury, Grays, Aveley, Ockendon and Purfleet planning areas for various Year groups.
- 3.11 As part of the Council's drive to ensure a strategic and proactive approach to pupil place planning regular monitoring is taking place with regular updates on position provided at Schools Forum and Headteachers termly briefings as well as consultation with schools in planning areas where there is a need for additional school places.

4. Reasons for Recommendation:

- 4.1 Section 14(1) of the Education Act 1996 places a legal duty on local authorities to secure sufficient primary and secondary school places for children in their area.

5. Consultation (including Overview and Scrutiny, if applicable)

- 5.1 The Pupil Place Plan was sent to the one maintained school and academies for consultation.

6. Impact on Corporate Policies, Priorities, Performance and Community Impact

- 6.1 The issues in this paper support the council's vision to be an ambitious and collaborative community, which is proud of its heritage and excited by its diverse opportunities and future. It also supports the prosperity priority - a borough that enables everyone to achieve their aspirations.

7. Implications

7.1 Financial

Implications verified by: **David May**
Strategic Lead Finance

School places are funded through the Dedicated Schools Grant, which is linked to the number of pupils within school. Funded numbers are lagged by one year, so significant growth can put some short-term pressure on School Budgets. Planned growth agreed with the Local Authority is funded in year from the Dedicated Schools Grant Growth fund.

The Capital costs of providing the infrastructure to provide more School places are generally funded through Basic Needs Capital Grants. These costs would be detailed within the Schools Capital Programme.

7.2 Legal

Implications verified by: **Gina Clarke**
Corporate Governance Lawyer

The Council as an education authority has a duty to promote high standards of education and fair access to education (S13 Education Act 1996). It also has a general duty under S14 of the Education Act 1996, to secure sufficient schools in its area. The duty requires that the schools are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of the pupils' different ages, abilities and aptitudes, and the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.

This duty includes securing diversity in the provision of schools, and increasing opportunities for parental choice about school provision.

The Council in exercising its functions under S14, must consider

- (a) the need for securing that primary and secondary education are provided in separate schools (except in relation to middle schools or special schools);
- (b) the need for securing that special educational provision is made for pupils who have special educational needs; and
- (c) the expediency of securing the provision of boarding accommodation (in boarding schools or otherwise) for pupils for whom education as boarders is considered by their parents and the authority to be desirable.

7.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**

Community Engagement and Project Monitoring Officer

The Pupil Place Plan aims to inform the Thurrock Capital Programme to improve learning environments for young people, support improvements in standards, raise aspirations and give all children the best possible start in life.

7.4 Other implications (where significant) – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder, and Impact on Looked After Children

None

8. Background papers used in preparing this report: (include their location and identify whether any are exempt or protected by copyright):

- Pupil Place Plan (2021-2025)

9. Appendices to this report:

- Appendix 1: Pupil Place Plan (2021-2025)

Report Author:

Sarah Williams

Service Manager, Education Support Services

Children's Services

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PUPIL PLACE PLAN

2021-2025

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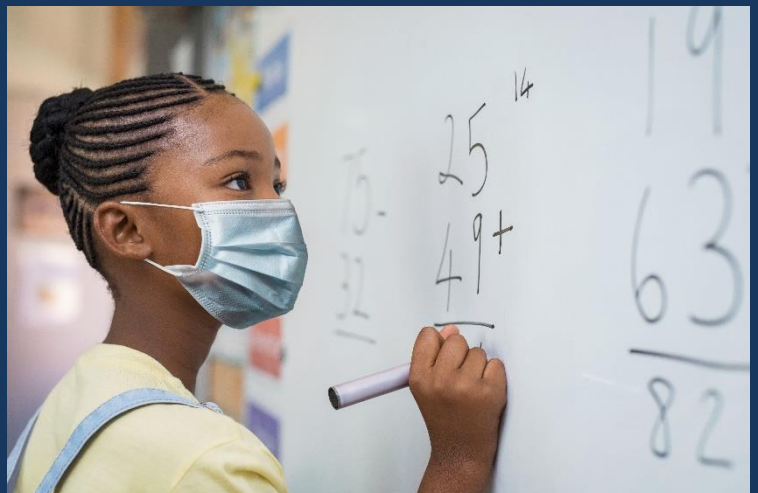


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**For the purpose of this document, data has been extracted from the
Autumn 2020 Census**

INTRODUCTION

The past year has been extremely challenging as we have faced a global health crisis. Even with all the challenges Thurrock has some very exciting regeneration programmes and we are committed to ensuring that we have high quality educational opportunities for our children and young people.

Our Pupil Place Planning (PPP) document is widely used by stakeholders such as developers, and educational providers. The forecasts contained in this document are also used to inform the schools' capital programme and to date we have delivered a range of high quality projects that contributes to ensuring the delivery of good educational outcomes for the children and young people of Thurrock.

The two new Secondary Free schools Orsett Heath Academy and Thames Park Secondary school are operating on temporary sites and plan to move to their permanent sites in 2022.

A new special free school, Treetops Free School will be delivered in Thurrock, and is due to open in September 2021 in temporary accommodation on Treetops site. The new building is due to open Easter 2022.

There are plans for a new 2-form entry primary free school, located in Aveley planned to be delivered in 2022.

The new Harris Purfleet primary school is also planned to open as a 2-form entry from September 2022.

This data has allowed us to review trend data on pupil numbers which helps with future forecasting, we currently have 17,300 Primary Pupils and 10,564 Secondary Pupils. Thurrock continues to be a place of choice for families wishing to move into the area this is evidenced from the numbers of children and young people requiring a school place.

Thurrock has strong working relationships with our schools and academies and this allows us to work in partnership with them when identifying locations where we can build in additional capacity for additional places. The Council is committed to ensuring that we have clear processes in the decision making around meeting local demand for school places.

We hope that this document continues to be of interest to all stakeholders and that the content provides all stakeholders with a clear picture of potential future demand.

Name: Michele Lucas.

Title: Assistant Director Education & Skills

June 2021

PUPIL PLACE PLANNING (PPP)

The 2015/16 birth data is still the highest Thurrock has had at 2,505 with the two years either side of that just fractionally below the 2,500 and the current Year 4 is the highest cohort we have had at 2,528. After reaching a peak of 2,505 births in 2015/16 we are now seeing a decline. The 2019/20 birth rate has reduced by 7% from last year. The PPP document covers education for children in the age range of 4 – 16. Post 16 provision information is contained in Annex 4.

Special Educational Needs and Disability (SEND) educational provision and Early Years and Childcare provision are undertaken by other specialist areas within Thurrock Council and are not covered in this document.

A childcare sufficiency assessment compares the supply of childcare in an area to the demand for childcare. Demand for childcare is based on the number of children in the area, and the average national usage. By comparing supply with demand, we can see whether there is a need for more childcare in an area.

You can read the latest assessment report by following this link:

<https://www.thurrock.gov.uk/sites/default/files/assets/documents/childcare-sufficiency-assessment-2020-v01.pdf>

Thurrock Council has a statutory responsibility to provide a school place for every child of school age who live in Thurrock. Pupil Place Planning is a complex and difficult to predict as we have many factors contributing to the outcome. Planning for school places begins with the acquisition of birth data which identifies the number of children that are born and the post code they live in and it is assumed that 4 years later they will enter the school system in a local school. There are a number of factors that are forever changing and need to be considered. In-year admissions, where children come into Thurrock mid-year (outside the normal admission rounds) are very difficult to foresee and project. Numbers of children that have moved into Thurrock from elsewhere in the country and those that have moved in from other countries can be seen in Annex 1.

Thurrock's forecasting for school places to date has been robust and accurate. The difficulty with forecasting is that although forecasts are accurate we are not able to identify how old the children will be that move into Thurrock and to what year group they will be applying for. This takes close monitoring and we need to be in a position at times to take swift action in opening up classes within certain year groups. Every effort is made to seek and offer a school place within reasonable travelling distance from the pupil's home.

Thurrock calculates the pupil yield from housing developments and then adds this to the projected pupil numbers. Thurrock currently does not project any child yield from a one bedroomed flat but the current economic climate suggests that this is now not so.

Families moving in with other families make projecting pupil numbers now more difficult to predict the demand at local school level.

We are committed to ensuring that parental choice and an environment built on strong partnership foundations provides healthy competition across both primary, secondary and post 16 provision.

CONTEXT

Under the banner **People, Place, Prosperity**, Thurrock Council is creating a place where people and businesses want to stay and thrive and developers and investors want to invest.

Investment in infrastructure for the benefit of residents and local businesses is key. Good roads, health services, schools and leisure facilities are all required to enable people to work and play, live and stay in the borough.

Situated on the north side of the River Thames bordering Essex, Kent and East London, Thurrock is an area of great contrast and unique opportunities and is a crucial strategic player in the South East Local Enterprise Partnership, South Essex local authority partnership (ASELA) and the Thames Estuary plans.

Thurrock has a well-balanced mix of beauty and business with £20 billion investment planned for homes, jobs and infrastructure, including £6 billion being invested in private sector jobs.

Rural villages and market towns are set into the 70% of the borough which is green belt. Nature reserves, heritage locations and sites of special scientific interest abound.

Three international ports punctuate 18 miles of riverfront with cranes and gigantic container ships, while industrial parks line the A13, all within driving distance of the major London airports. Indeed, Thurrock is probably more important strategically to London than the London boroughs themselves as through our ports the capital is fed, fuelled and clothed.

There has been a lot of talk about plans in the past but there is now a step-change to actual delivery – some master plans are agreed, with contractors on-site and work is beginning.

Thurrock has a growing population – predicted to rise by approximately 10% every decade. The ethnic profile of Thurrock has become increasingly diverse over the last decade. Both the age and ethnic profiles change significantly between the 20 wards.

The schools capital programme delivers accommodation where there is a temporary need to increase places in relevant year groups. A school expansion is considered and delivered where there is a need for a more permanent increase in schools places if a school has at least three temporary bulge classes and the pupil place plan is forecasting a shortage of places in the same planning area.

We are working towards a future where every resident has a job – 24,500 new jobs are planned over 20 years - with better educated children and skilled residents who can access local and national employment opportunities.

There are plans for four Integrated Medical Centres in the borough – the first of which is now being built in Corringham and is due to open in 2022. This is just one of a series of exciting initiatives being delivered with our health partners.

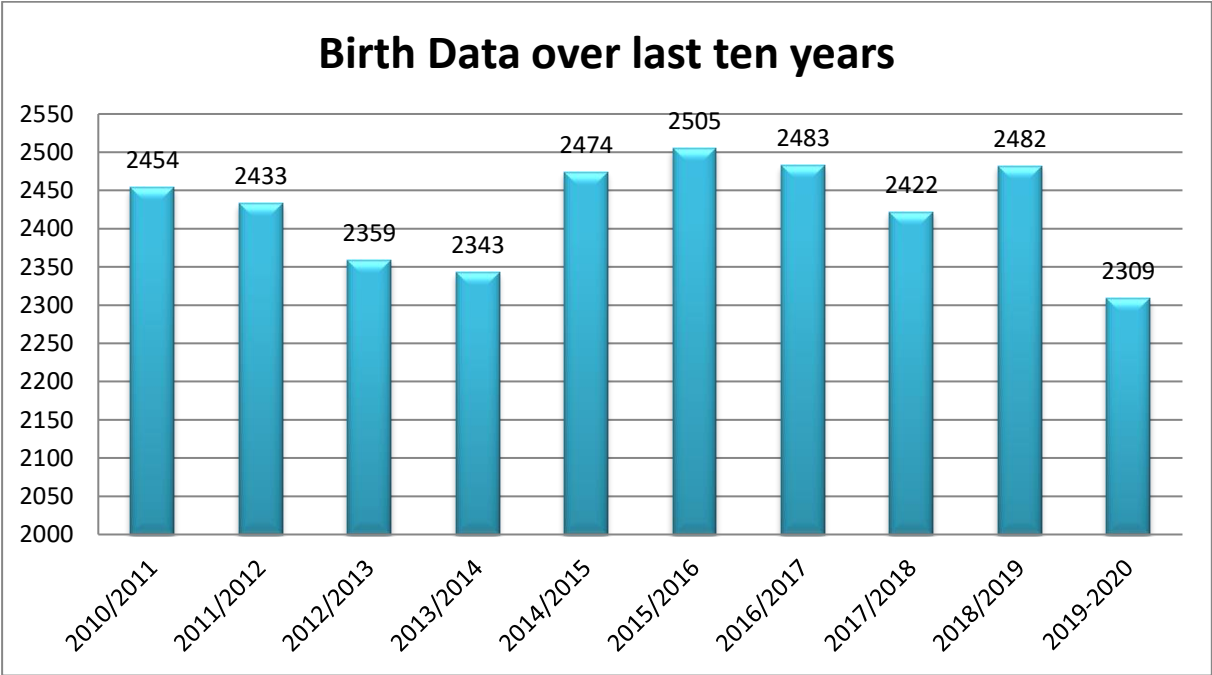
Thurrock is a place with a rich cultural heritage, which is often overlooked. With our cultural partners we are developing plans to enable all Thurrock residents to enjoy and

benefit from high quality arts and heritage activity, creating a strong pride in place, better well-being and economic prosperity.

The table below demonstrates the conversion of live births in Thurrock to the actual take up of school places. This is showing a slight increase in reception numbers. This data enables Thurrock to project the place requirements for future years using the birth data available.

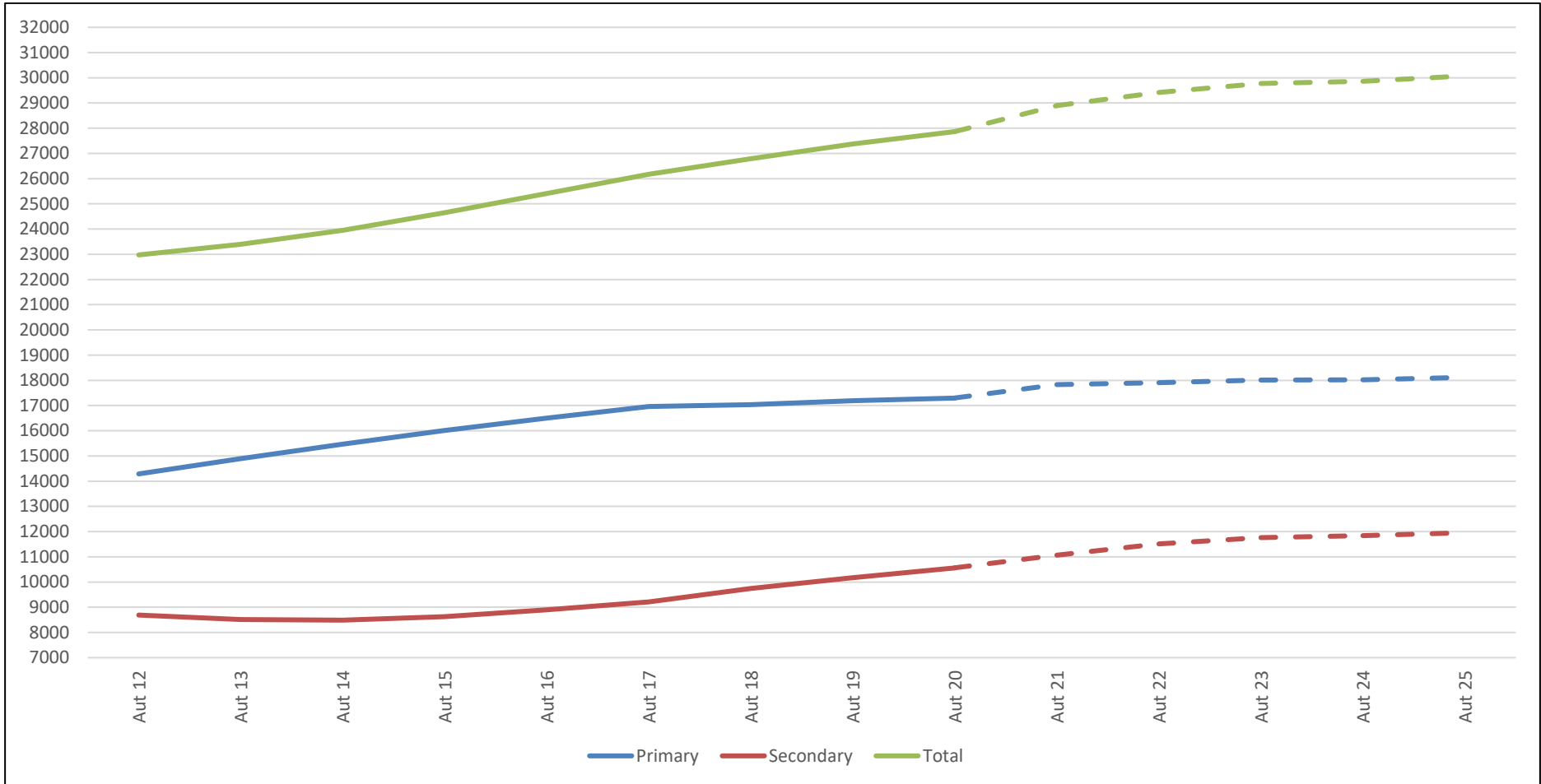
Year of Birth	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Number of live births in the authority	2,367	2,330	2,454	2,433	2,343	2,343	2,474	2,505
Year entering school at 4+	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021
Number of children admitted into reception	2,321	2,277	2,430	2,463	2,407	2,390	2,461	2,546
Historical uptake factor	98.06%	97.73%	99.02%	101.23%	102.73%	102.01%	99.47%	101.64%

The graph below highlights that Thurrock’s live births after reaching a peak of 2,505 in 2015/16 we are now seeing a decrease.



SCHOOL POPULATION HISTORIC AND FORECAST

Page 80



Solid Line = Historic Data
Dashed Line = Forecast Data

SCHOOLS AND PLANNING AREAS

Schools

There are currently 39 Primary schools, 13 Secondary schools and 3 Special Schools and one Alternative Provision provider in Thurrock.

	Academies	Community	Voluntary	Voluntary	Foundation	Free
		Schools	Aided Schools	Controlled		School
Primary Schools	37	0	0	0	0	2
Secondary Schools	10	0	1	0	0	2
Special Schools	3	0	0	0	0	0

Full details of the schools and the oversubscription criteria applied to each one is available within the Council’s School Admissions Primary and Secondary Booklets which can be found at <https://www.thurrock.gov.uk/school-admissions>. These booklets contain information on how to make an application for a school place.

Each Academy, Free School and Voluntary Aided-School is its own Admissions Authority. In respect of Voluntary Aided Schools the governing body of the school determines admission arrangements. For Academies and Free Schools, the relevant Academy Trust is the Admission Authority. Each individual Admissions Authority applies its own oversubscription criteria to applications and determines which applicants to offer places to.

Applications for Thurrock Schools are made via the co-ordinated admissions process which is administered by the Council.

PUPIL PLACE PLANNING AREAS

Thurrock Council has 8 schools planning areas, 5 for Primary and 3 for Secondary.

The Primary planning areas are detailed in the table below:-

Primary Planning Areas

<p style="text-align: center;">Aveley, Ockendon and Purfleet</p> <ul style="list-style-type: none"> • Aveley Primary • Benyon Primary • Bonnygate Primary • Dilkes Academy • Holy Cross Catholic Primary • Kenningtons Primary Academy • Purfleet Primary Academy • Shaw Primary Academy • Somers Heath Primary 	<p style="text-align: center;">Grays</p> <ul style="list-style-type: none"> • Belmont Castle Academy • Deneholm Primary • Harris Primary Academy Chafford Hundred • Harris Primary Academy Mayflower • Little Thurrock Primary • Quarry Hill Academy • St Thomas of Canterbury Catholic Primary • Stifford Clays Primary • Thameside Primary • Tudor Court Primary • Warren Primary • West Thurrock Academy
<p style="text-align: center;">Tilbury</p> <ul style="list-style-type: none"> • Chadwell St Mary Primary • East Tilbury Primary & Nursery • The Gateway Primary Free • Herringham Primary Academy • Lansdowne Primary Academy • St Mary’s Catholic Primary • Tilbury Pioneer Academy • Woodside Academy 	<p style="text-align: center;">Corringham and Stanford-Le-Hope</p> <ul style="list-style-type: none"> • Abbots Hall Primary Academy • Arthur Bugler Primary • ORTU Corringham Primary • Giffards Primary • Graham James Primary Academy • St Joseph’s Catholic Primary • Stanford-le-Hope Primary
<p style="text-align: center;">Rural areas</p> <ul style="list-style-type: none"> • Bulphan C of E Academy • Horndon on the Hill C of E Primary • Orsett C of E Primary Academy 	

The planning areas for the Primary phase are shown on the map in Annex 5. The Primary reception forecast summary is shown in Annex 7.

The Primary phase forecast whole school summary is shown in Annex 8.

The Secondary planning areas are detailed in the table below:-

Secondary Planning Areas

<p style="text-align: center;">West</p> <ul style="list-style-type: none"> • Harris Academy Ockendon • Ormiston Park Academy • Harris Academy Riverside 	<p style="text-align: center;">Central</p> <ul style="list-style-type: none"> • The Gateway Academy • Grays Convent High School • The Hathaway Academy • Harris Academy Chafford Hundred • William Edwards School • Orsett Heath Academy • Thames Park Secondary
<p style="text-align: center;">East</p> <ul style="list-style-type: none"> • ORTU Gable Hall • ORTU Hassenbrook Academy • St Clere’s School 	

The planning areas for the Secondary phase are shown on the map in Annex 6.

The Secondary Year 7 summary forecast is shown in Annex 9.

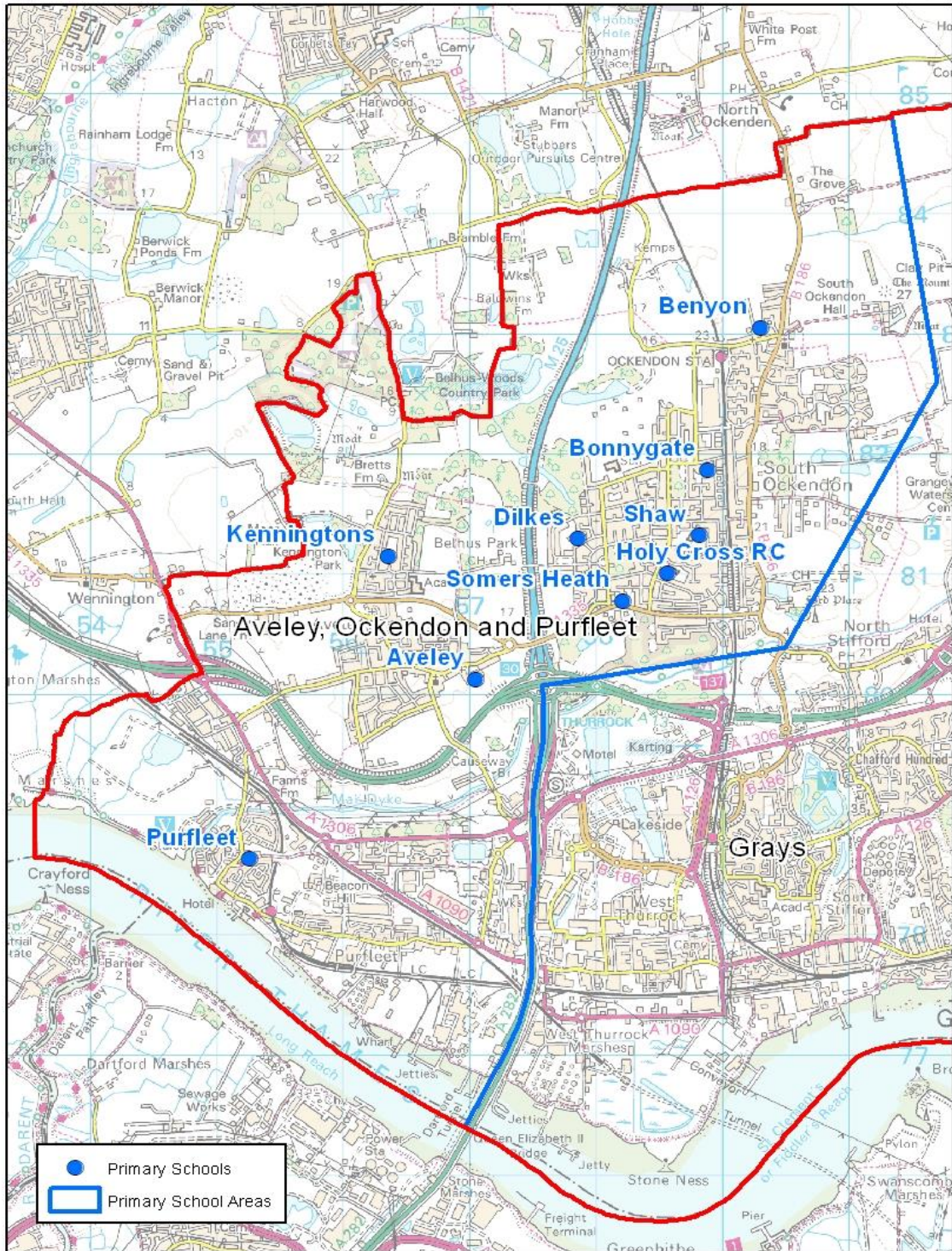
The Secondary phase whole school summary forecast is shown in Annex 10.

PRIMARY FORECASTS

Pupil place projections for each of the planning areas are set out in the following pages.

The whole school projections for each primary school planning area have been calculated using birth data which in recent years was showing an increase five years later when pupils reach school age. These are projected to calculate reception numbers along with the actual number of children on roll in the schools in the October 2020 census, adding the pupil yield from housing developments and then adding an additional element of places to cater for in-year admissions. This degree of additional places is required to enable schools to absorb the number of pupils we anticipate will arrive in Thurrock from elsewhere in the UK and abroad in the September 2021/22 academic year and beyond. The impact of inward migration will be closely monitored and forecasts adjusted accordingly.

Full details of the methodology used to determine the pupil place forecasts for the primary phase are set out in Annex 1.



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Scale 1:55,000

Aveley, Ockendon & Purfleet

Aveley, Ockendon & Purfleet		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Aveley	60	62	67	72	48	62
Benyon	60	39	40	67	49	50
Bonnygate	60	57	59	55	47	54
Dilkes	60	65	78	54	54	62
Holy Cross	30	30	30	30	30	30
Kenningtons	60	81	61	94	60	72
Purfleet	90	73	54	69	53	60
Shaw	60	55	42	52	32	43
Somers Heath	60	63	74	61	55	61
In Year Admissions		8	8	8	6	7
	540	533	513	562	434	501

Aveley, Ockendon & Purfleet		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Aveley	420	462	460	457	445	447
Benyon	420	289	305	349	360	380
Bonnygate	420	413	420	422	416	412
Dilkes	420	456	473	467	461	463
Holy Cross	210	209	210	210	210	210
Kenningtons	420	427	416	460	461	479
Purfleet	630	562	534	545	530	531
Shaw	420	405	393	392	374	368
Somers Heath	420	413	427	430	427	429
In Year Admissions		55	55	56	55	56
	3,780	3,691	3,693	3,788	3,739	3,775

Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

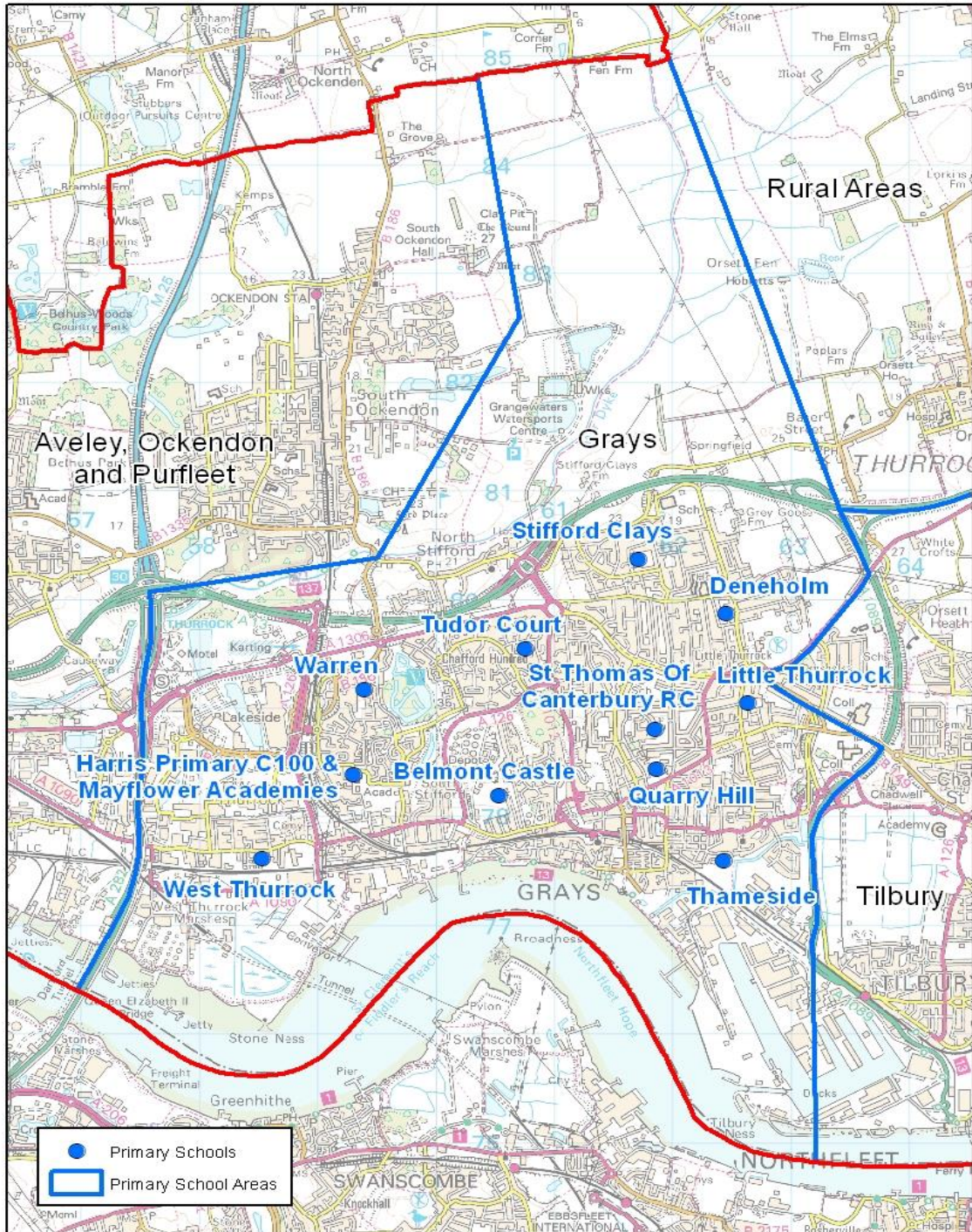
Benyon Primary has increased to a two form entry.

The following schools have increased their class base by adding the following bulge classes to the year groups as detailed below:

Aveley Primary Year 4 and Year 5, Benyon Primary Year 1 and Year 3, Kenningtons Primary Academy Year 5 and Year 6.

Please note that the bulge classes are not included in the Published Admission Number (PAN).

The above forecasts include the child yield exceeding 20 pupils from the following developments at: Mill Road, Former Ford Factory Arisdale Avenue, Aveley village extension south of B1335, The Purfleet Centre and The Culver Centre Daiglen Drive.



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Scale 1:60,000

Grays

Grays		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Belmont Castle	90	97	89	90	86	88
Deneholm	60	67	71	69	51	64
Harris Chafford Hundred	90	97	75	71	81	76
Harris Mayflower	150	151	120	119	127	122
Little Thurrock	90	99	123	84	110	104
Quarry Hill	60	58	71	71	69	67
St Thomas'	90	79	79	79	79	79
Stifford Clays	90	64	59	76	62	65
Thameside	120	100	106	99	83	96
Tudor Court	90	85	77	87	83	82
Warren	60	38	36	48	29	38
West Thurrock	60	61	56	54	46	52
In Year Admissions		15	14	14	14	14
	1050	1,011	976	961	920	947

Grays		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Belmont Castle	630	677	700	719	732	741
Deneholm	420	422	433	445	438	442
Harris Chafford Hundred	630	629	617	600	592	578
Harris Mayflower	1,050	932	962	932	938	940
Little Thurrock	630	624	657	652	677	694
Quarry Hill	420	424	438	453	464	472
St Thomas'	630	598	589	580	570	562
Stifford Clays	630	585	554	540	515	495
Thameside	840	786	782	767	750	744
Tudor Court	630	748	708	680	645	613
Warren	420	392	376	377	361	366
West Thurrock	420	415	433	458	464	464
In Year Admissions		108	109	108	107	107
	7,350	7,340	7,358	7,311	7,253	7,218

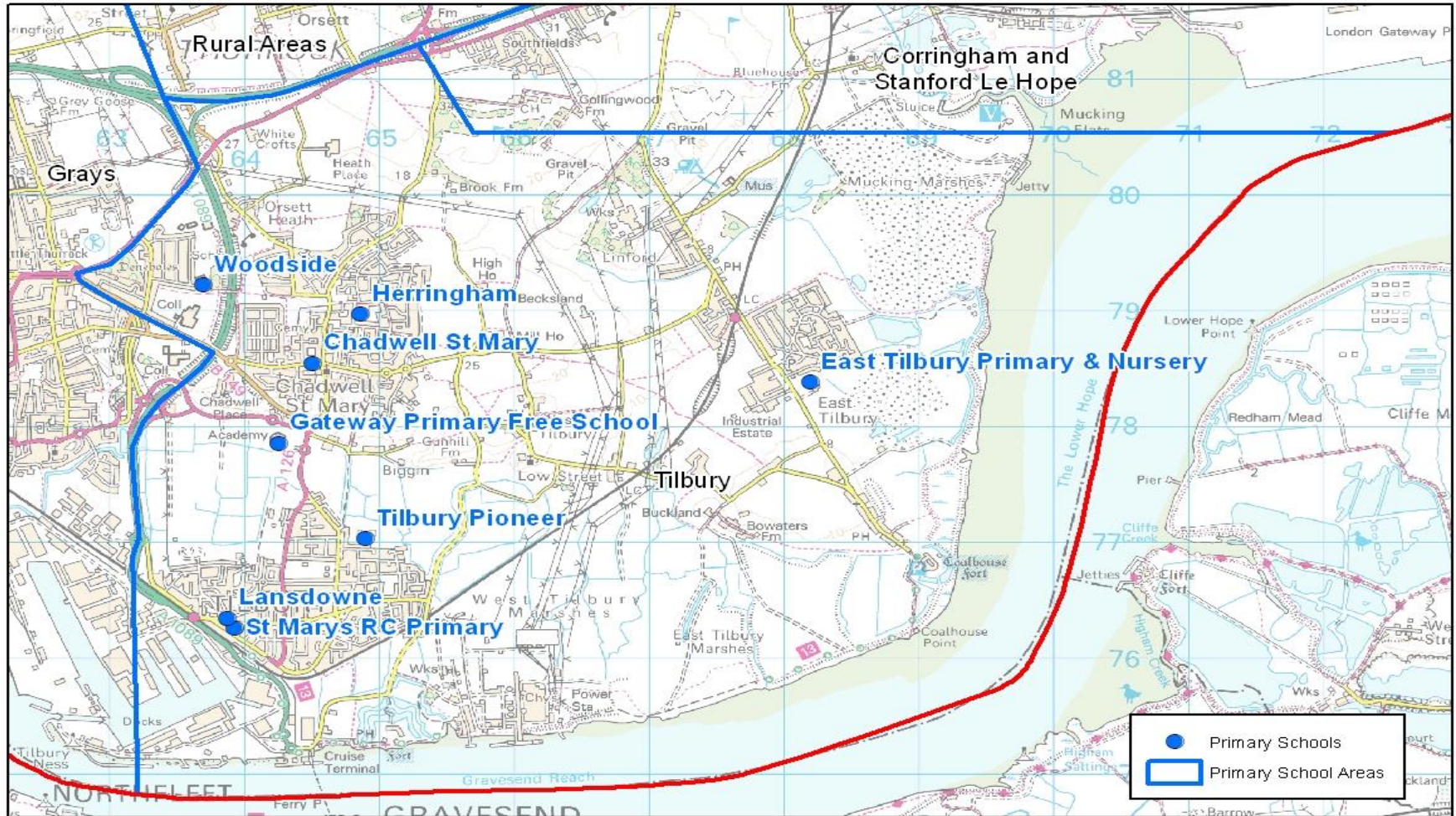
Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

The following schools have increased their class base by adding the following bulge classes to the year groups as detailed below:

Belmont Castle Reception and Year 6.

Please note that the bulge classes are not included in the Published Admission Number (PAN).

The above forecasts include the child yield exceeding 20 pupils from the following developments at: William Ball Site Gumley Road, Grays Gas Holder site London Road, Former Hillside Sports & Social Club, land adjacent to Devonshire Road and London Road, Land South of West Thurrock Way, Land north of Rosebery Road, Castle Road and Belmont Road and proposed developments at Arena Essex.



Tilbury

Tilbury		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Chadwell St Mary	30	24	26	22	24	24
East Tilbury	120	109	144	146	143	136
Gateway	60	45	55	51	43	49
Herringham	60	59	55	62	53	57
Lansdowne	90	81	76	76	80	77
St Mary's	30	30	30	30	30	30
Tilbury Pioneer	60	54	71	56	57	60
Woodside	90	92	82	95	107	94
In Year Admissions		7	8	8	8	8
	540	501	547	546	545	535

Tilbury		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Chadwell St Mary	210	202	199	191	185	179
East Tilbury	840	686	743	791	846	895
Gateway	420	401	396	389	372	363
Herringham	420	414	409	411	406	404
Lansdowne	630	612	604	593	589	576
St Mary's	210	210	210	210	210	210
Tilbury Pioneer	420	436	452	421	420	420
Woodside	630	649	642	647	664	668
In Year Admissions		54	55	55	55	56
	3,780	3,664	3,710	3,708	3,747	3,771

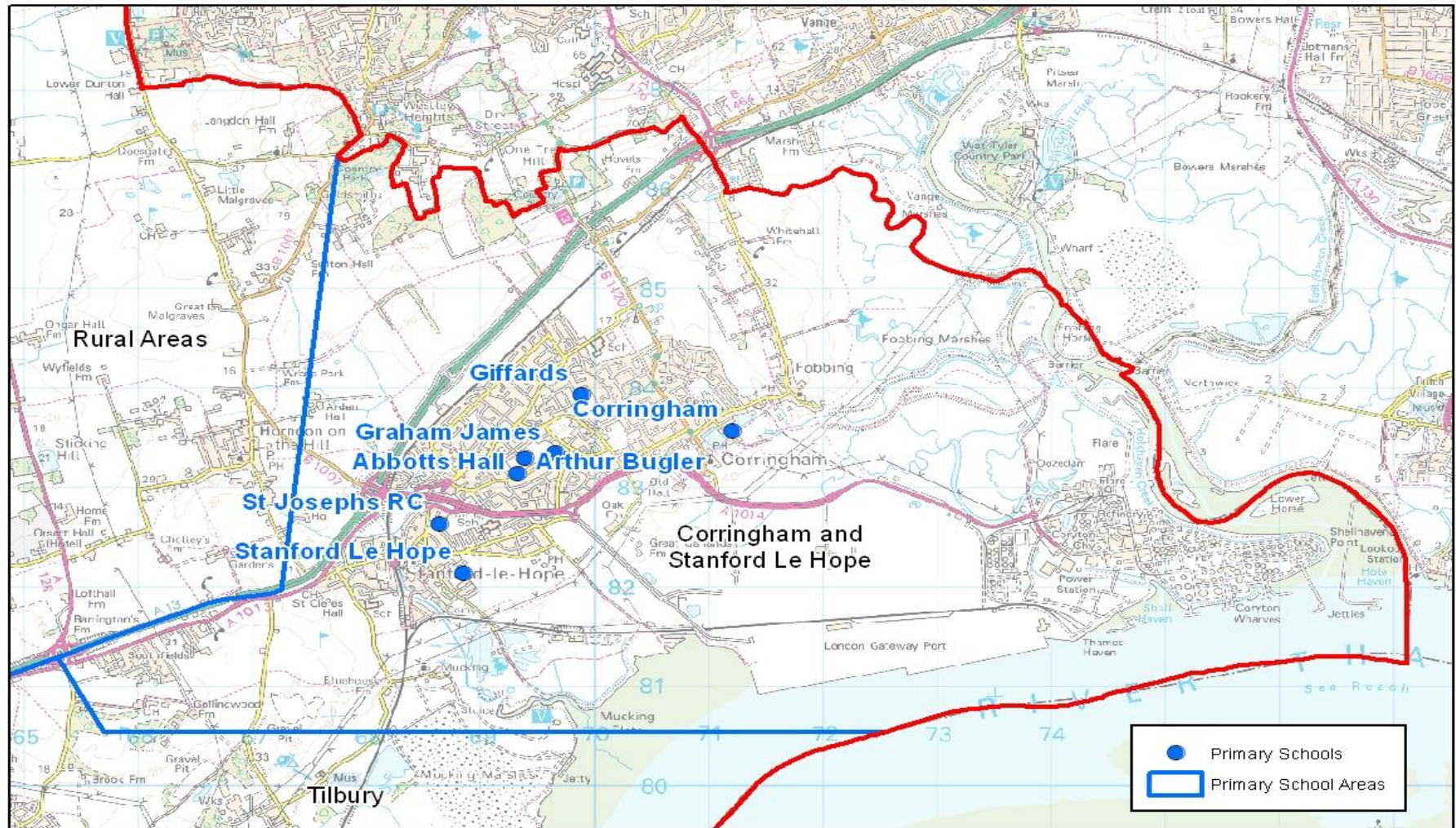
Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

The following schools have increased their class base by adding the following bulge classes to the year groups as detailed below:

East Tilbury Year 4 and Year 5. Tilbury Pioneer Year 3 and Year 4.

Please note that the bulge classes are not included in the Published Admission Number (PAN).

The above forecasts include the child yield exceeding 20 pupils from the following developments at: Bata Field land adjacent Bata Avenue and to Rear of 201-251 Princess Margaret Road, Thurrock Woodview Campus and Former St Chads School and the proposed development at Star Industrial Estate Linford Road.



Corringham and Stanford Le Hope

Corringham & Stanford le Hope		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Abbots Hall	60	31	31	26	24	27
Arthur Bugler	60	43	52	52	44	48
Corringham	60	76	59	86	66	70
Giffards	60	90	69	76	69	71
Graham James	60	51	89	56	72	67
St Joseph's	30	26	26	26	26	26
Stanford-le-Hope	60	79	66	71	67	68
In Year Admissions		6	6	6	6	6
	390	402	398	399	374	383

Corringham & Stanford le Hope		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Abbots Hall	420	254	254	231	227	224
Arthur Bugler	420	406	397	389	373	362
Corringham	420	428	427	453	464	473
Giffards	420	469	447	462	482	534
Graham James	420	410	440	435	451	458
St Joseph's	210	197	193	191	189	185
Stanford-le-Hope	420	430	447	483	520	547
In Year Admissions		39	39	40	41	42
	2,730	2,633	2,644	2,684	2,747	2,825

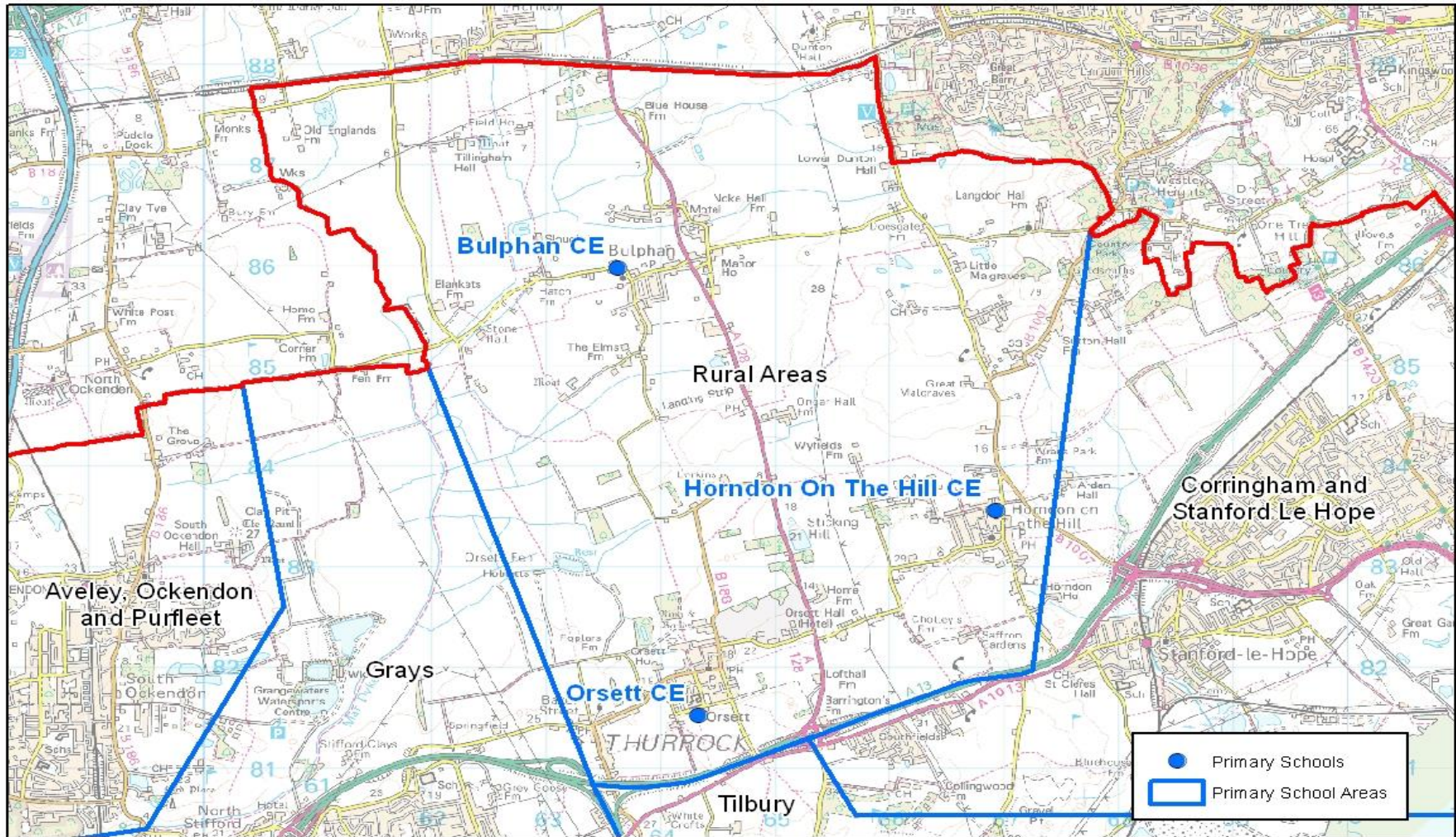
Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

The following schools have increased their class base by adding the following bulge classes to the year groups as detailed below:

Abbots Hall Primary Academy Year 1 and Year 4, Giffards Primary Year 5.

Please note that the bulge classes are not included in the Published Admission Number (PAN).

The above forecasts include the child yield exceeding 20 pupils from the development at: Land adjacent St Cleres School, railway line and Butts Lane, Land Rear of Caldwell Road, Kingsman Road & Adj. to A1013 and the proposed developments at: Land adjacent to railway line, Manorway and west of Victoria Road and Adj to Railway & Southend Road



Rural Area

Rural		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Bulphan	12	21	20	19	13	17
Horndon-on-the-Hill	30	24	27	16	17	20
Orsett	30	29	21	16	38	25
In Year Admissions		1	1	1	1	1
	72	75	69	52	69	63

Rural		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Bulphan	84	94	105	123	135	146
Horndon-on-the-Hill	210	194	191	177	167	157
Orsett	210	207	197	182	192	187
In Year Admissions		7	7	7	7	7
	504	502	500	489	501	497

Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

There are no class base increases in this planning area.

The above forecasts include the child yield exceeding 20 pupils from the development at: Little Malgraves Farm, Lower Dunton Road.

Primary Forecast Summary

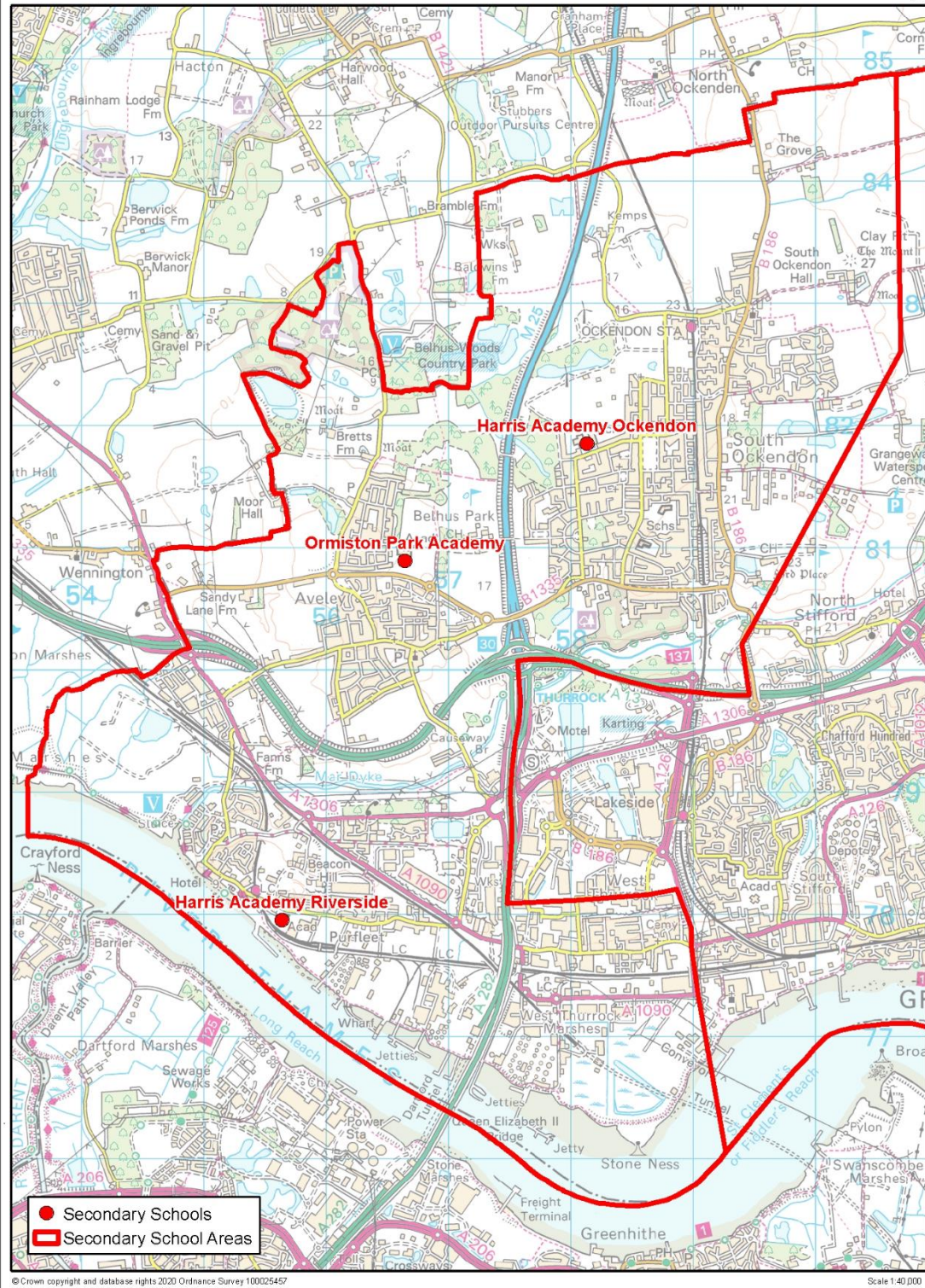
The pressure in the primary phase is being managed and will continue to be regularly monitored closely. The inward migration experienced in recent years had a more significant impact on primary places than secondary places. This may have been because we had capacity in our secondary schools which could absorb the newcomers or it may be that the families arriving in Thurrock had younger children.

Thurrock Primary whole school numbers have increased by 21% since Autumn 2012 which equates to a 3,012 pupil increase. However, the autumn school census for October 2019 and 2020 is showing a significant decrease in the amount of extra primary pupils when compared to the last five years.

SECONDARY FORECASTS

Whole school forecasts for each secondary planning area has been calculated using formulae to calculate the transition rate from year 6 to year 7 and the current numbers on roll in schools on the census data from October 2020 and by also adding the pupil yield from any developments and then adding an additional element of places to cater for in-year admissions. This degree of additional places is required to enable schools to absorb the number of pupils we anticipate will arrive in Thurrock from elsewhere in the UK and abroad in the September 2021/22 academic year and beyond. The impact of inward migration will be closely monitored and forecasts adjusted accordingly.

Full details of the methodology used to determine the pupil place forecasts for the secondary phase are set out in Annex 1.



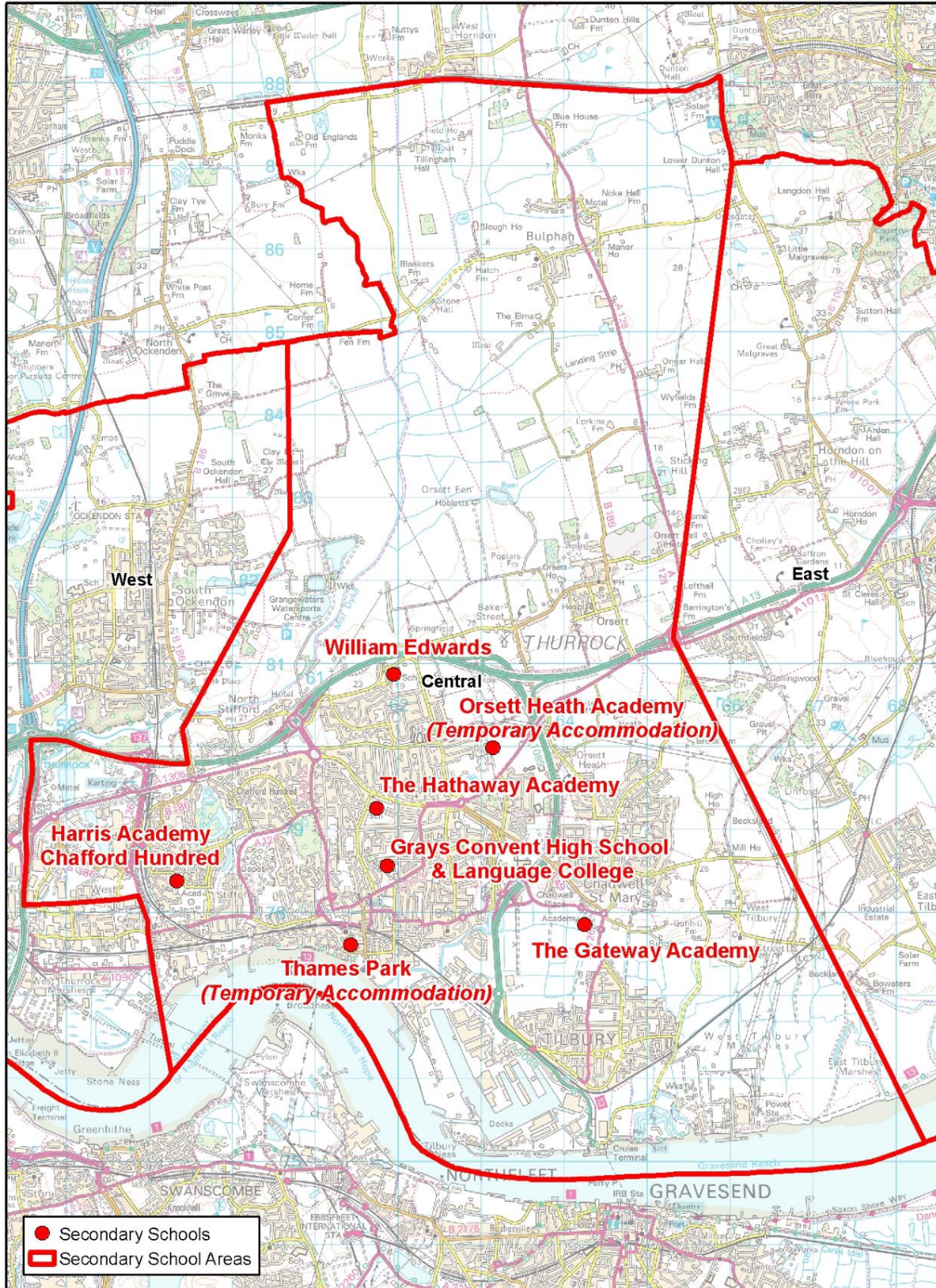
West Planning Area

West Planning Area	YEAR 7 FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Harris Academy Riverside	180	180	191	193	184	186
Ormiston Park Academy	150	125	132	134	128	129
Harris Academy Ockendon	240	244	258	261	250	252
In Year Admissions		8	9	9	8	9
	570	556	590	597	570	577

West Planning Area	WHOLE SCHOOL FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Harris Academy Riverside	900	817	883	953	952	961
Ormiston Park Academy	750	652	681	673	661	665
Harris Academy Ockendon	1,200	1,207	1,248	1,281	1,298	1,311
In Year Admissions		40	42	44	44	44
	2,850	2,715	2,855	2,951	2,956	2,982

Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

The above forecasts include the child yield exceeding 20 pupils from the following developments at: Mill Road, Former Ford Factory Arisdale Avenue, Aveley village extension south of B1335, The Purfleet Centre and the proposed development at The Culver Centre Daiglen Drive.



- Secondary Schools
- ▭ Secondary School Areas

Central Planning Area

Central Planning Area	YEAR 7 FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Grays Convent	124	124	131	133	127	128
Harris Academy Chafford Hundred	180	180	191	193	184	186
The Gateway Academy	215	211	223	226	216	218
The Hathaway Academy	180	94	99	101	96	97
William Edwards	250	241	255	258	247	249
Thames Park	120	111	117	119	114	115
Orsett Heath	120	121	128	129	124	125
In Year Admissions		13	13	14	13	13
	1,189	1,094	1,157	1,172	1,122	1,132

Central Planning Area	WHOLE SCHOOL FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Grays Convent	620	660	667	676	653	643
Harris Academy Chafford Hundred	900	969	989	1,008	997	1,012
The Gateway Academy	1,075	1,086	1,099	1,126	1,113	1,131
The Hathaway Academy	900	715	663	605	538	551
William Edwards	1,250	1,259	1,272	1,257	1,256	1,266
Thames Park	600	222	339	458	571	575
Orsett Heath	600	242	370	499	623	627
In Year Admissions		70	70	70	68	69
	5,945	5,222	5,470	5,698	5,820	5,874

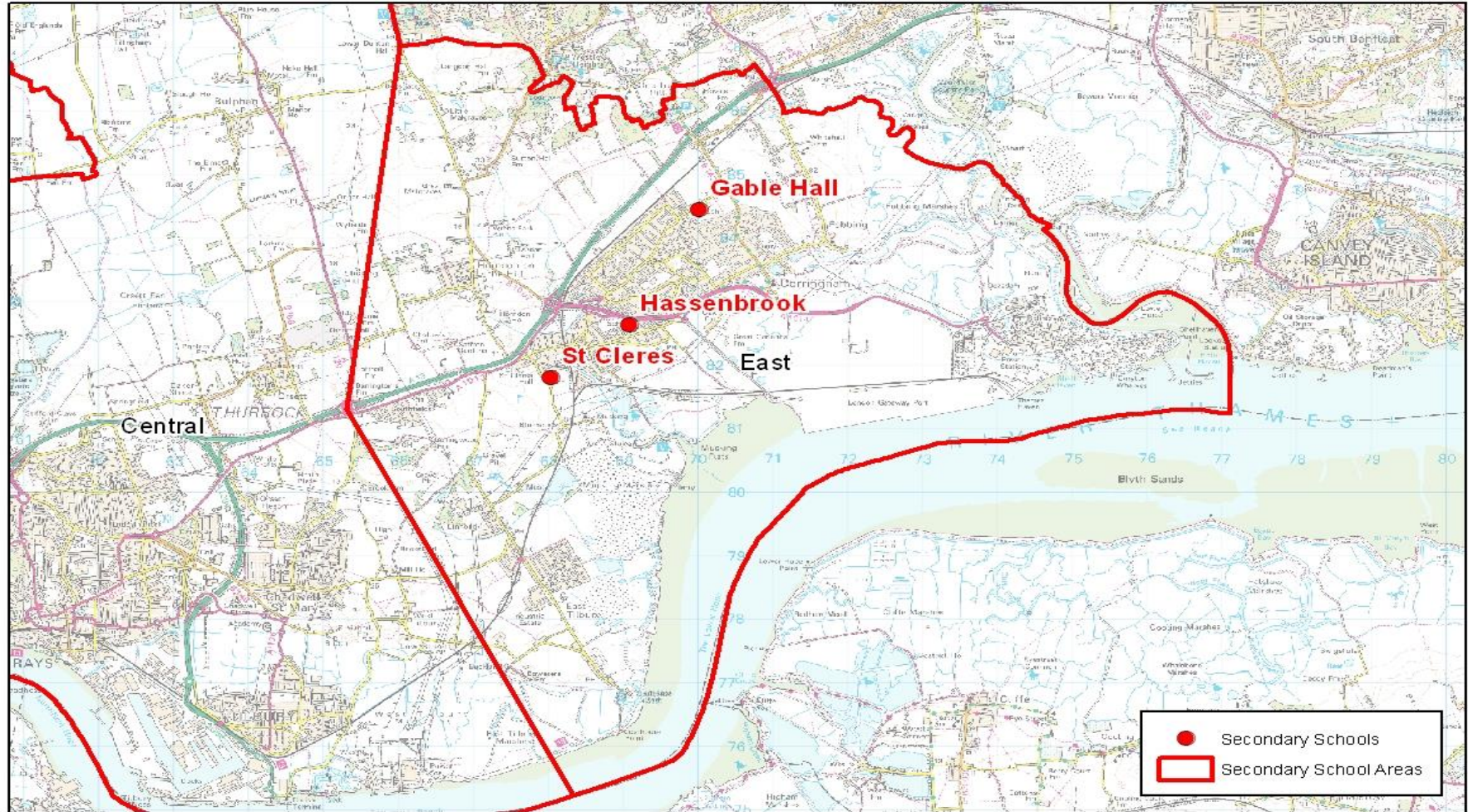
Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

The following schools have increased their class base by adding the following bulge classes to the year groups as detailed below:

Grays Convent Year 8, Harris Academy Chafford Hundred Year 8 and Year 11, William Edwards Year 9.

The above forecasts include the child yield exceeding 20 pupils from the following developments at: William Ball Site Gumley Road, Grays Gas Holder site London Road, Land South of West Thurrock Way, Thurrock Woodview Campus, Former St Chads School and the proposed development at Star Industrial Estate Linford Road and Arena Essex.

Once Orsett Heath Academy and Thames Park Secondary move to their permanent location the PAN for Orsett Heath Academy will be 240 and Thames Park Secondary will be 180.



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Scale 1:100,000

East Planning Area

East Planning Area	YEAR 7 FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
ORTU Gable Hall	272	191	202	204	195	197
ORTU Hassenbrook Academy	150	127	135	136	130	132
St Clere's	240	260	276	279	267	270
In Year Admissions		9	9	9	9	9
	662	587	622	628	601	608

East Planning Area	WHOLE SCHOOL FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
ORTU Gable Hall	1,360	1,136	1,085	1,057	989	1,016
ORTU Hassenbrook Academy	750	544	601	646	659	664
St Clere's	1,200	1,407	1,461	1,373	1,388	1,404
In Year Admissions		46	47	46	46	46
	3,310	3,132	3,194	3,122	3,081	3,130

Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

The following schools have increased their class base by adding the following bulge classes to the year groups as detailed below:

Ortu Hassenbrook Year 8 and St Clere's Year 8 and Year 9 x 5 form entry.

The above forecasts include the child yield exceeding 20 pupils from the following developments at: Land adjacent St Clere's School, railway line and Butts Lane, adjacent to railway line, Manorway and West of Victoria Road, Bata field land adjacent Bata Avenue and to rear of 201 to 251 Princess Margaret Road and proposed development Adj to Railway Line & Southend Road.

Secondary Forecast Summary

With the number of primary pupils moving into the secondary sector the demand for secondary places is increasing and will continue to do so over the next few years.

COUNCIL WIDE ISSUES

The two main factors for pupil increases in both the primary and secondary phases are the increase in birth rate and the amount of in-year applications. The table below details the increases of in-year applications outside the normal admission rounds.

Academic Year	No. of children applying for a primary/secondary school place outside of the normal admission round who arrived in Thurrock from abroad.	No. of children applying for a primary/secondary school place outside of the normal admission round who arrived in Thurrock from elsewhere in the UK.	Total
2013/14	310	751	1061
2014/15	382	949	1331
2015/16	311	990	1301
2016/17	250	1096	1346
2017/18	250	1035	1285
2018/19	191	1097	1288
2019/20	190	1063	1253
2020/21	247	984	1231

Planning for the children arriving in Thurrock is difficult as we do not know who they are, how old they are, and therefore, which year groups they will apply for until they make contact with School Admissions. Some may require Reception and Year 7 places, but many will require places in other year groups. This introduces the potential of bulge classes in year groups other than Reception and Year 7 as we have experienced in recent years.

With the unpredictable demand for places from outside of Thurrock an additional element of pupil places has been added to each planning area within Thurrock.

ANNEX 1: PUPIL PLACE FORECASTING METHODOLOGY

The statutory obligation for all local Councils is to provide sufficient school places. Thurrock Council regularly reviews all data, trends and builds a robust analysis of pupil planning to ensure a place for all pupils that live in Thurrock either at normal admission rounds or the unforeseen “in-year” admissions.

Thurrock experiences high levels of in-year applications which has put pressure on school places but with the excellent relationships we have with our Schools and Academies, Thurrock Council has been able to continue to meet this demand.

Primary Forecasts

Thurrock Council uses live birth data provided by the National Health Service which forms the basis of calculating the place requirements four years later. This data contains post codes where the child lives which are then allocated to the nearest school in that area to calculate places required in that schools planning area.

Whole school forecasts are based on pupil census data; this provides actual pupil numbers in each year group. The number of children calculated from any building development is added to this to then calculate the number of school places required. An element of additional places is then added to cater for in-year admissions.

The building developments which produce over 20 pupils are taken into consideration in this edition of the PPP document and are listed under each planning area.

There is a project team made up of officers from various departments within the Council that play a part in PPP that meet monthly to review forecasts and any emerging issues. This allows the Council to be proactive in taking any necessary action to meet growing pressures for school places.

Secondary Forecasts

With the high level of primary school places we have we know that these will feed through to our secondary schools. When calculating year 7 forecasts we use existing primary numbers. Using trend data we have used a transfer rate of 90.5%, meaning 9.5% of our children go to school outside of the Thurrock area. Thurrock has no secondary provision for Catholic boys who tend to move out of the area to attend a Catholic secondary school.

The Year 7 forecasts in this document were arrived at by examining the conversion rate from Year 6 to Year 7 for the last three years. This is the number of Thurrock Year 6 pupils who went on to become Year 7 students.

Having established the predicted number of Year 7 students for each school, we then address the child yield from housing developments.

We know the predicted number of children in each area that are likely to arise from developments but we cannot know how old they will be or which year group they will require. We therefore assume that some of the children generated by new developments will require primary places and some secondary places.

A number of places are therefore added to the whole school predictions for both primary and secondary at the schools in the areas where the development is due to take place. If a major development falls between two or more schools the child yield is divided between the schools.

Migration

Thurrock is still experiencing increases in the number of children applying for a school place “In Year”. These arrivals during the academic year are difficult to manage as we do not know how many of each age group will arrive. The extent of inward migration in recent years indicates that 5% of school places are required in the primary phase and 3% are required in the secondary phase to ensure that the new arrivals can be accommodated.

The forecasts are not constrained by the physical accommodation available in the schools in the planning area and therefore indicate where pressure on places is likely to arise.

Pupil Migration

Thurrock is a net exporter of pupils. The numbers both in and out of Thurrock for receptions and year 7 are listed below. The percentages listed are comparing these numbers against September 2021 actual on time applications numbers for reception and Year 7. These numbers only relate to the normal admission round.

Primary

15 children are expected to come in to the LA +.6% by September 2021

53 children expected to go outside of the LA -2.2 % by September 2021

Secondary

31 children are expected to come in to the LA +1.3% by September 2021

225 children are expected to go outside of the LA -9.5% by September 2021

ANNEX 2: SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

More information about special educational needs support and EHC plans is available at <https://www.thurrock.gov.uk/support-for-parents-and-carers-whose-children-have-special-needs-at-school/education-health-and-care>

www.askthurrock.org.uk

Provision

The Council has two special schools in the borough

School	Status	Needs Met	Age Range	Number of Places
Beacon Hill Academy	Academy	Severe and profound learning difficulties	3 to 19	75
Treetops Academy	Academy	Moderate learning difficulties and Autism	3 to 19	309

Beacon Hill Academy is a special school in South Ockendon for pupils who have severe and complex learning difficulties. Beacon Hill Post 16 provision caters for students with severe and profound and multiple learning difficulties from 16 to 19. This provision is located on the shared site with Treetops School in Grays. Students follow a personalised, accredited curriculum which promotes independence and transition to lifelong learning in the community.

Treetops School is a day special school academy in Grays for pupils between the ages of 3 and 19. The school caters for children and young people with moderate learning difficulties and Autism.

A new Special Free School has been agreed by the Education Funding Agency and is in development. The school will be located on a site adjacent to the existing Treetops School. The new Treetops Academy is planned to open in the academic year 2021/22.

The numbers of commissioned places in the Special Schools and Resource Bases are agreed between the Council and the schools on an annual basis. There is potential opportunity for additional places to be commissioned by the local authority as required and where possible during the academic year.

In addition to the special schools there are a number of mainstream schools with specialist provision in the Primary Sector:

School	Type of Provision	Age Range	Number of Places
Warren Primary	Resource base for pupils with hearing impairment	4-11	18
Stanford Le Hope Primary Academy	Resource nursery base for pupils with visual impairment	Nursery 3-5	3
Corringham Primary Academy	Resource base for pupils with speech and language difficulties	4-11	20
Harris Primary Academy Chafford Hundred	ICAN resource base for children with speech, language and communication needs	Nursery 3-5	3 *FTE
Dilkes Primary Academy	Resource base for pupils with social, emotional and mental health difficulties	4-11	10
Lansdowne Primary Academy	Resource base for pupils with social communication /moderate learning difficulties	4-11	8
Quarry Hill Academy	Resource base for pupils with social, emotional and mental health difficulties	4-11	10
East Tilbury Primary Academy	Inclusion Base	4-11	10
Thameside Primary Academy	Inclusion Base	4-11	6

*Full Time Equivalent

Secondary phase schools with specialist provision are:

School	Type of Provision	Age Range	Number of Places
Ormiston Park Academy (ASCEND)	Resource base for pupils with social, emotional and mental health difficulties	11-19	30
Harris Academy Chafford Hundred	Resource Base for pupils with speech, language and communication needs and autism	11-19	20
St Clere's School	Resource Base for pupils with visual and hearing impairment.	11-19	17

Support is offered to students with special needs post 16 years at South Essex College, Palmers campus of USP College, and Thurrock Adult Community College.

ANNEX 3: PROVISION FOR PUPILS OUT OF SCHOOL

Thurrock has two Primary Inclusion Bases for pupils who have been permanently excluded or are at risk of permanent exclusion to provide direct support for these pupils and to support their re-integration into mainstream school. The two Inclusion Bases are at East Tilbury Primary School and Thameside Primary School, both of which are Primary Academies part of the Osborne Multi Academy Trust.

The Olive Alternative Provision Academy based in Tilbury provides a secondary offer for pupils because of exclusion, illness or other reasons, would not otherwise receive a suitable education. The service provides a range of different interventions to support young people to reengage with mainstream provision.

Admission to the service is by referral only. All referrals are made via the Council's Access and Inclusion Service.

Further information on the Olive AP Academy can be obtained from the Council's website.

ANNEX 4: POST 16 PROVISION

The 2008 Education Act raised the age of participation for young people in The 2008 ESA (Education Skills Act) raised the age of participation for young people in England. Those born on or after 1st September 1997 must remain in some form of education or training until their 18th birthday. This may be:

- full time education at school or college,
- an apprenticeship or traineeship,
- part-time education or training as well as being employed, self-employed or volunteering for 20 hours per week or more.

Thurrock Council works closely in partnership with schools, colleges and other providers to plan provision for post 16 education and training. Young people can pursue a wide range of both academic and vocational courses in a range of settings.

Five secondary schools in Thurrock currently offer post 16 education; ORTU Gable Hall, ORTU Hassenbrook and St Clere's schools form the Stanford & Corringham 6th Form consortium and between them provide a range of academic and vocational courses.

Harris Academy Ockendon School and 6th form is a 14 to 19 school offering a range of academic and vocational qualifications at Sixth Form, in addition to a variety of information, guidance and self-development opportunities. Further information is available on the academy website. The PAN for Sixth Form at Harris Academy Ockendon is 300.

Harris Academy Chafford Hundred and Harris Riverside offers a 6th form provision which has a range of academic and vocational opportunities for young people, information on all the courses is available via the schools website.

The table below provides the number of students in Thurrock 6th forms at October 2020.

Gov	School	12	13	14	Post-16 Total
CA	Stanford & Corringham 6 th form	111	97		208
VA	Grays Convent				
CA	Harris Academy Chafford Hundred	240	187		427
CA	Harris Academy Riverside	89	55		144
CA	Ormiston Park Academy				
CA	The Gateway Academy				
CA	The Hathaway Academy				
CA	Harris Academy Ockendon	51	43		94
CA	William Edwards School				
	TOTALS	412	331		873

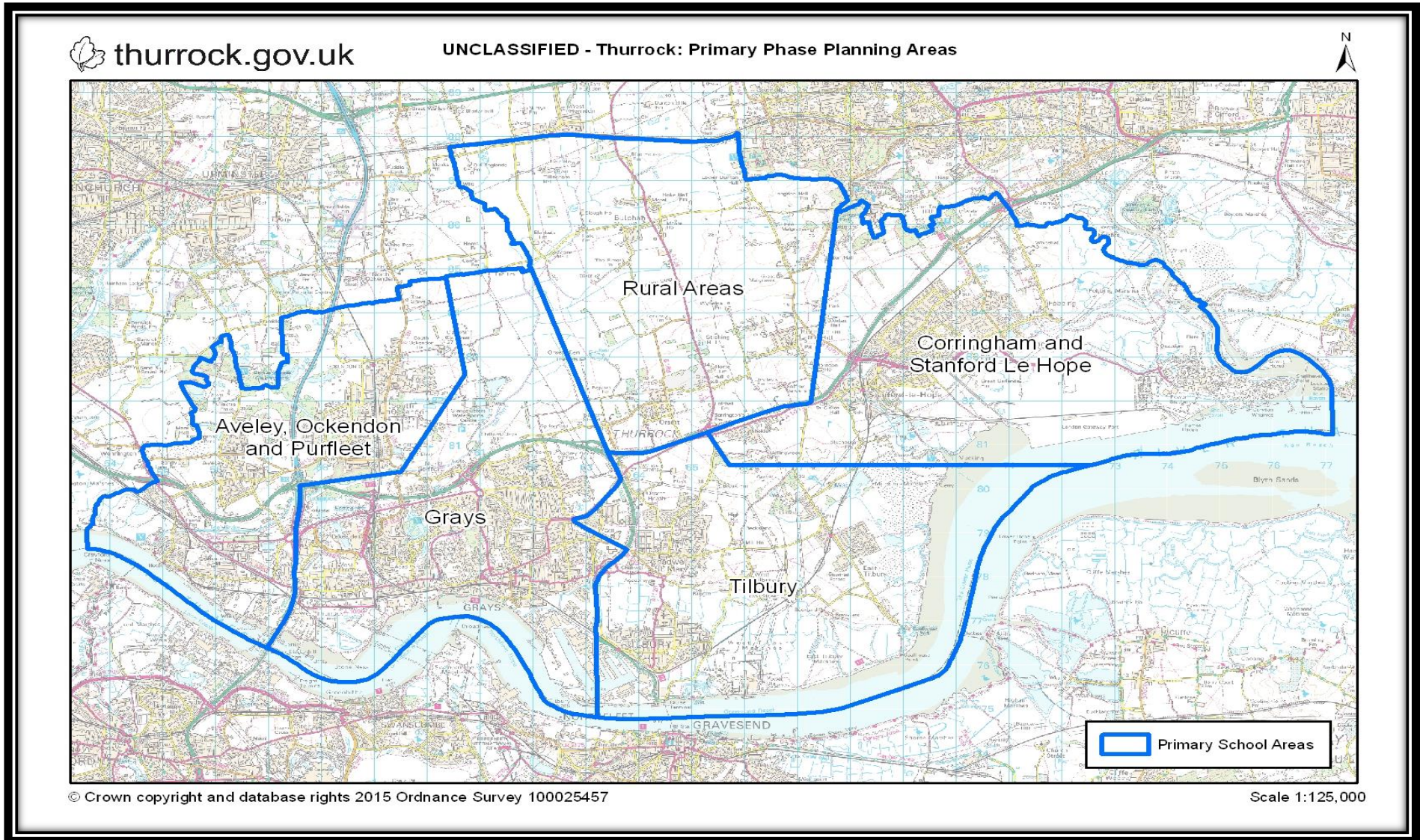
Unified SEEVIC Palmers (USP) A merger of Palmer's 6th form College in Grays and South East Essex Sixth Form College (SEEVIC) College in Benfleet) offer a range of A Level, BTEC and secretarial courses to over 5,000 students. Find out more about the courses on offer on the college website www.uspcollege.ac.uk

South Essex College of Further and Higher Education Thurrock Campus offers a wide range of training opportunities which lead to accredited qualifications. Young people can study anything from bricklaying to costume design (in partnership with the Royal Opera House, High House Productions), they also provide a small number of higher education programmes in partnership with University of East Anglia and University of Arts London. <https://www.southessex.ac.uk/>

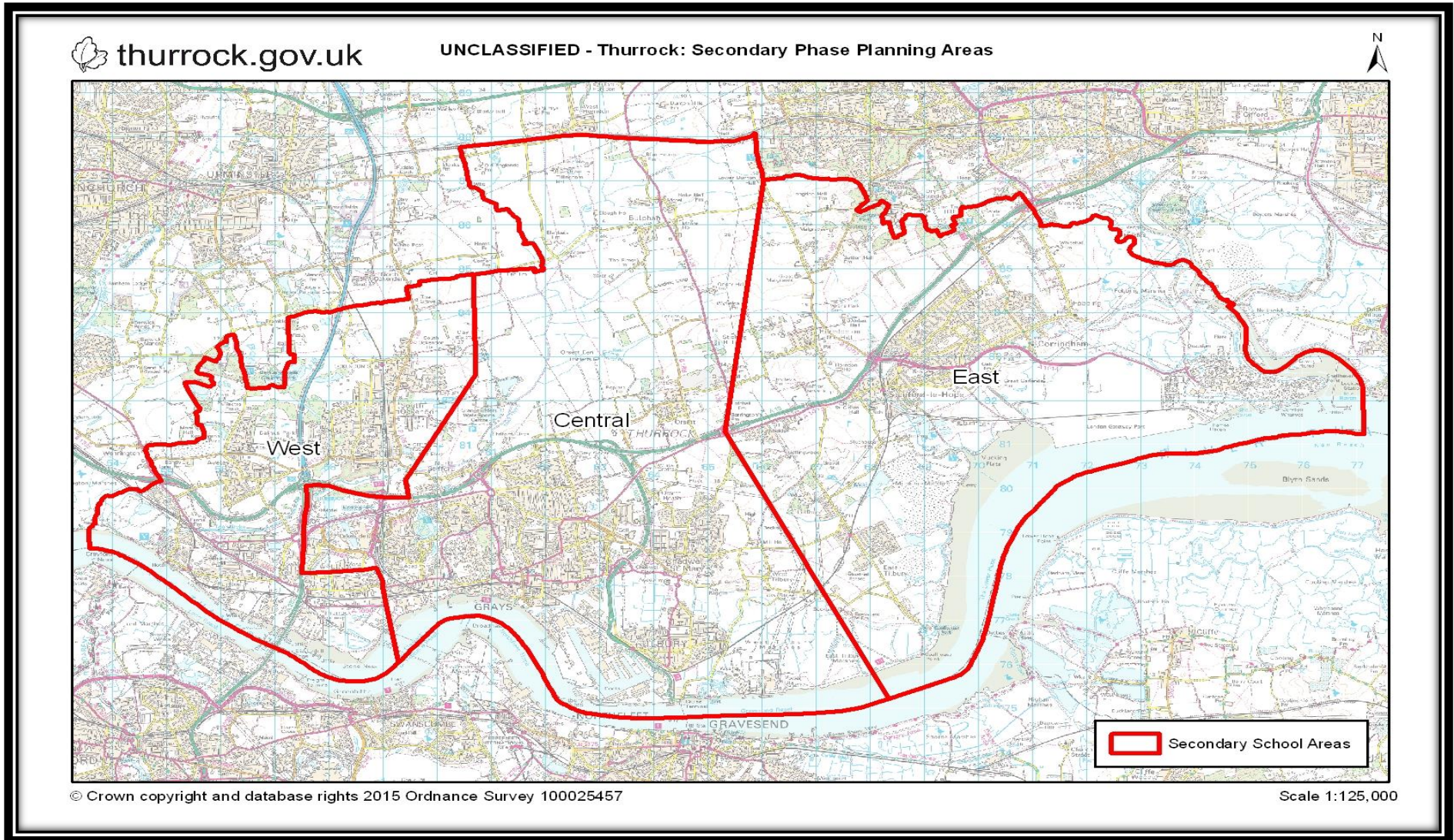
Thurrock has two special schools with a post 16 offer, Treetops and Beacon Hill, this information is available via the website. Treetops: [Treetops Specialist School and College - Grays Essex - Treetops School](http://www.treetopsschools.co.uk/) Beacon Hill: <http://www.beaconhill.thurrock.sch.uk/post-16/>

ANNEX 5: MAP PRIMARY PHASE PLANNING AREAS

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ANNEX 6: MAP SECONDARY PHASE PLANNING AREAS



ANNEX 7: PRIMARY FORECAST RECEPTION

Aveley, Ockendon & Purfleet		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Aveley	60	62	67	72	48	62
Benyon	60	39	40	67	49	50
Bonnygate	60	57	59	55	47	54
Dilkes	60	65	78	54	54	62
Holy Cross	30	30	30	30	30	30
Kenningtons	60	81	61	94	60	72
Purfleet	90	73	54	69	53	60
Shaw	60	55	42	52	32	43
Somers Heath	60	63	74	61	55	61
In Year Admissions		8	8	8	6	7
	540	533	513	562	434	501
Grays		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Belmont Castle	90	97	89	90	86	88
Deneholm	60	67	71	69	51	64
Harris Chafford Hundred	90	97	75	71	81	76
Harris Mayflower	150	151	120	119	127	122
Little Thurrock	90	99	123	84	110	104
Quarry Hill	60	58	71	71	69	67
St Thomas'	90	79	79	79	79	79
Stifford Clays	90	64	59	76	62	65
Thameside	120	100	106	99	83	96
Tudor Court	90	85	77	87	83	82
Warren	60	38	36	48	29	38
West Thurrock	60	61	56	54	46	52
In Year Admissions		15	14	14	14	14
	1050	1,011	976	961	920	947
Tilbury		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Chadwell St Mary	30	24	26	22	24	24
East Tilbury	120	109	144	146	143	136
The Gateway Free School	60	45	55	51	43	49
Herringham	60	59	55	62	53	57
Lansdowne	90	81	76	76	80	77
St Mary's	30	30	30	30	30	30
Tilbury Pioneer	60	54	71	56	57	60
Woodside	90	92	82	95	107	94
In Year Admissions		7	8	8	8	8
	540	501	547	546	545	535

PRIMARY FORECAST RECEPTION CONTINUED

Corringham & Stanford le Hope		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Abbots Hall	60	31	31	26	24	27
Arthur Bugler	60	43	52	52	44	48
Corringham	60	76	59	86	66	70
Giffards	60	90	69	76	69	71
Graham James	60	51	89	56	72	67
St Joseph's	30	26	26	26	26	26
Stanford-le-Hope	60	79	66	71	67	68
In Year Admissions		6	6	6	6	6
	390	402	398	399	374	383
Rural		RECEPTION FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Bulphan	12	21	20	19	13	17
Horndon-on-the-Hill	30	24	27	16	17	20
Orsett	30	29	21	16	38	25
In Year Admissions		1	1	1	1	1
	72	75	69	52	69	63

Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

ANNEX 8: PRIMARY FORECAST WHOLE SCHOOL

Aveley, Ockendon & Purfleet		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Aveley	420	462	460	457	445	447
Benyon	420	289	305	349	360	380
Bonnygate	420	413	420	422	416	412
Dilkes	420	456	473	467	461	463
Holy Cross	210	209	210	210	210	210
Kenningtons	420	427	416	460	461	479
Purfleet	630	562	534	545	530	531
Shaw	420	405	393	392	374	368
Somers Heath	420	413	427	430	427	429
In Year Admissions		55	55	56	55	56
	3,780	3,691	3,693	3,788	3,739	3,775
Grays		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Belmont Castle	630	677	700	719	732	741
Deneholm	420	422	433	445	438	442
Harris Chafford Hundred	630	629	617	600	592	578
Harris Mayflower	1,050	932	962	932	938	940
Little Thurrock	630	624	657	652	677	694
Quarry Hill	420	424	438	453	464	472
St Thomas'	630	598	589	580	570	562
Stifford Clays	630	585	554	540	515	495
Thameside	840	786	782	767	750	744
Tudor Court	630	748	708	680	645	613
Warren	420	392	376	377	361	366
West Thurrock	420	415	433	458	464	464
In Year Admissions		108	109	108	107	107
	7,350	7,340	7,358	7,311	7,253	7,218
Tilbury		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Chadwell St Mary	210	202	199	191	185	179
East Tilbury	840	686	743	822	877	926
Gateway	420	401	396	389	372	363
Herringham	420	414	409	411	406	404
Lansdowne	630	612	604	593	589	576
St Mary's	210	210	210	210	210	210
Tilbury Pioneer	420	436	452	421	420	420
Woodside	630	649	642	647	664	668
In Year Admissions		54	55	55	56	56
	3,780	3,664	3,710	3,739	3,779	3,802

Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

PRIMARY FORECAST WHOLE SCHOOL CONTINUED

Corringham & Stanford le Hope		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Abbots Hall	420	254	254	231	227	224
Arthur Bugler	420	406	397	389	373	362
Corringham	420	428	427	453	464	473
Giffards	420	469	447	462	482	534
Graham James	420	410	440	435	451	458
St Joseph's	210	197	193	191	189	185
Stanford-le-Hope	420	430	447	483	520	547
In Year Admissions		39	39	40	41	42
	2,730	2,633	2,644	2,684	2,747	2,825
Rural		WHOLE SCHOOL FORECAST				
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Bulphan	84	94	105	123	135	146
Horndon-on-the-Hill	210	194	191	177	167	157
Orsett	210	207	197	182	192	187
In Year Admissions		7	7	7	7	7
	504	502	500	489	501	497

School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
PRIMARY NUMBERS	18,144	17,567	17,640	17,745	17,753	17,849
In Year Admissions		263	265	266	266	268
	18,144	17,830	17,905	18,011	18,019	18,117

Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

ANNEX 9: SECONDARY FORECAST YEAR 7

West Planning Area	YEAR 7 FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Harris Academy Riverside	180	180	191	193	184	186
Ormiston Park Academy	150	125	132	134	128	129
Harris Academy Ockendon	240	244	258	261	250	252
In Year Admissions		8	9	9	8	9
	570	556	590	597	570	577
Central Planning Area	YEAR 7 FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Grays Convent	124	124	131	133	127	128
Harris Academy Chafford Hundred	180	180	191	193	184	186
The Gateway Academy	215	211	223	226	216	218
The Hathaway Academy	180	94	99	101	96	97
William Edwards	250	241	255	258	247	249
Thames Park	120	111	117	119	114	115
Orsett Heath	120	121	128	129	124	125
In Year Admissions		13	13	14	13	13
	1,189	1,094	1,157	1,172	1,122	1,132
East Planning Area	YEAR 7 FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
ORTU Gable Hall	272	192	203	205	197	199
ORTU Hassenbrook Academy	150	128	135	137	131	132
St Clare's	240	260	275	278	266	269
In Year Admissions		9	9	9	9	9

Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

ANNEX 10: SECONDARY FORECAST WHOLE SCHOOL

West Planning Area	WHOLE SCHOOL FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Harris Academy Riverside	900	817	883	953	952	961
Ormiston Park Academy	750	652	681	673	661	665
Harris Academy Ockendon	1,200	1,207	1,248	1,281	1,298	1,311
In Year Admissions		40	42	44	44	44
	2,850	2,715	2,855	2,951	2,956	2,982
Central Planning Area	WHOLE SCHOOL FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Grays Convent	620	660	667	676	653	643
Harris Academy Chafford Hundred	900	969	989	1,008	997	1,012
The Gateway Academy	1,075	1,086	1,099	1,126	1,113	1,131
The Hathaway Academy	900	715	663	605	538	551
William Edwards	1,250	1,259	1,272	1,257	1,256	1,266
Thames Park	600	222	339	458	571	575
Orsett Heath	600	242	370	499	623	627
In Year Admissions		70	70	70	68	69
	5,945	5,222	5,470	5,698	5,820	5,874
East Planning Area	WHOLE SCHOOL FORECAST					
School	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
Gable Hall	1,360	1,136	1,085	1,057	989	1,016
Hassenbrook Academy	750	544	601	646	659	664
St Clare's	1,200	1,407	1,461	1,373	1,388	1,404
In Year Admissions		46	47	46	46	46
	3,310	3,132	3,194	3,122	3,081	3,130

TOTALS	PAN	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25
SECONDARY NUMBERS	12,105	10,913	11,359	11,612	11,699	11,827
In Year Admissions		156	159	160	158	159
	12,105	11,069	11,518	11,772	11,857	11,986

Red Cells indicate where projected numbers exceed the Published Admission Number (PAN)

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1 December 2021		ITEM: 10
Children's Services Overview and Scrutiny Committee		
SEND Inspection Outcome - Written Statement of Action Update		
Wards and communities affected: All	Key Decision: Non Key	
Report of: Michele Lucas, Assistant Director, Education and Skills		
Accountable Assistant Director: Michele Lucas, Assistant Director, Education and Skills		
Accountable Director: Sheila Murphy, Corporate Director of Children's Services		
This report is Public		

Executive Summary

This report outlines the progress on the work identified within the Special Educational Needs and Disabilities (SEND) Written Statement of Action, which was agreed by Ofsted in October 2019. It includes an update against the key areas identified in Appendix One.

The reporting period for this report is October 2021 to November 2021.

This report will outline the progress between October 2021 and November 2021. As outlined in the report that went to the October Children's O&S meeting we continue to work to address the areas identified within the Written Statement of Action.

Outlined below are the Ofsted WSoA areas for development:-

- Action 1: Inaccurate and incomplete records and ineffective oversight means that leaders did not know the whereabouts of some children and young people and what provision they have.
- Action 2: Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.
- Action 3, is about the quality of Education and Health Care (EHC) plans and Annual Reviews and is broken down into the following strands:

- Strand 1: EHC plans and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC plans need reviewing or updating.
- Strand 2: Professionals are not routinely informed of requests to submit written information within specified timescales.
- Strand 3: Too often, EHC plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families.
- Strand 4: The information from EHC plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

1. Recommendation(s)

1.1 O&S to scrutinise the work that has been undertaken during the period outlined in the report and offer support and challenge.

2. Introduction and Background

- 2.1 This report provides an update to the committee identifying the work that has been undertaken during the reporting period outlined above. Detailed progress against the WSoA's action plan is detailed in Appendix One.
- 2.2 The SEND Improvement Board, chaired by the Corporate Director of Children's Services, continues to ensure that we address the areas identified in the written statement of action as well as the wider system change related to our services to SEND children & young people. The SEND Improvement Board has a range of key stakeholders who are working to ensure our SEND children and young people make good progress with focussed work around key educational transition phases.
- 2.3 The SEND Operational Group chaired by the Assistant Director of Education & Skills meets on a monthly basis and provides regular updates to the SEND Improvement Board which, in turn, reports back to our Brighter Futures Partnership Board and Children's Overview & Scrutiny.
- 2.4 As reported in the October update, Ofsted have commenced the SEND re-inspection programme and we have received feedback from other LA's who have recently been re-inspected.
- 2.5 We have continued to work on the impact statement which will form part of the suite of documents that we will provide to Ofsted forming part of our evidence base when our re-inspection of SEND services takes place.
- 2.6 A key area of activity over the reporting period has been around both parents/carers and young people's engagement. An example of this relates to

the newly published information brochure around the work of the SEND panel. Meetings took place in the summer with parents who commented on the panel process and trying to find a way of making it clear and in plain English. A new brochure has been produced and the feedback from parents who attended the meeting has been extremely positive.

- 2.7 The theme around engagement has continued with a number of engagement sessions taking place one of these linked to the commissioning of new primary autism bases in primary schools. Parents discussed what they would like to see from this provision and this will be linked to the commissioning process. The second focus group talked about the impact of Covid with some positive feedback received around the council's commissioned services working in partnership with local schools, a number of parents commented on the strong support that schools and colleagues from health provided during the time when schools were not open to all pupils.

3. Issues, Options and Analysis of Options

- 3.1 The Council has a statutory duty to support children and young people with additional needs and, as such, we are working with a range of partners including health, social care and schools/colleges to ensure that we use a whole system approach to ensure smooth transition pathways. Transitions remains a key focus and this is imbedded in our Brighter Futures Strategy refresh and includes our commitment to support SEND children and young people through key transition points. The joint work undertaken with adult social care has meant we have seen stronger transition pathways developed. Through termly meetings of P16 Education Lead, Adult Social Care and Health and P16 education gaps in provision are identified; through annual QA visits of P16 providers undertaken by P16 Education in partnership with Health and Social Care support for YP in educational settings is enhanced.
- 3.2 The voice of the child/young person remains a key priority as reported previously. As reported in the October meeting cycle the Junior Hang Out has launched and we currently have 10 YP attending. Two 'You Said – We Did' posters' have been produced focussing on the voice of the YP and the positive developments that were brought as a result, i.e. travel training video and training course; music festival for SEND YP at Grangewaters, 'My Future Options' events working closely with Southend.
- 3.3 The Annual Review Process – as reported in the October O&S meeting we have identified additional capacity to support with the completion of annual reviews, this has seen an increase in the number of annual reviews completed in the academic year 20/21. The latest data available shows us at 74% of annual reviews due in that academic year having been completed, this is significantly increased from previous years. There is a plan in place to complete the remaining 26% as a priority as well as to ensure the annual reviews for the children and young people in Y6 and Y11 are completed in good time in order to be able to consult with their next preferred destination; either secondary school or post 16 college.

- 3.4 As reported in the October meeting the service continue to strengthen its governance and oversight on quality assurance across the service. The Quality Assurance (QA) Lead has refreshed the QA Framework and has implemented an audit programme which continues to include a range of partners. Audits focus on a sample of plans, including finalised, new and those subject to annual review, to ensure they are of high quality and in line with the code of practice and regulations. Some audits now include direct feedback from parents and carers and this has resulted in positive feedback of the SEND service. All learning feeds into an action plan and the QA Lead monitors progress in the improvement of the quality of plans. Learning also feeds into the training, guidance and support programme as part of continuous development for our staff and those in schools and other partner agencies.
- 3.5 The Quality Assurance Framework throughout Quarter 3 has focused on the auditing of new EHCPs that have been issued. This is to establish if training that had been delivered has had its intended impact of improving outcomes for children and young people. It also allows for further analysis on any specific sections on the plan which may require additional training. The Quarter 3 report will be presented at SEND Improvement Board in January 2022, however monthly report findings are showing a trend towards more plans being judged as either 'Good' or 'Outstanding.' As previously reported, some audits now include direct feedback from parents and carers, there continues to be positive feedback on their experience of the SEND service.

4. Reason for Recommendation

- 4.1 Children's Overview and Scrutiny have a clear and accountable governance and responsibility around supporting children with additional needs – the standing agenda item will enable committee members to be reassured of the progress and provide scrutiny in ensuring we are meeting the objectives outlined in the WSoA. We would ask committee members to consider how they would like us to report back on progress.

5. Consultation (including Overview and Scrutiny, if applicable)

- 5.1 Children's Overview and Scrutiny Committee

6. Impact on Corporate Policies, Priorities, Performance and Community Impact

- 6.1 This report contributes to the following corporate priorities:

Create a great place for learning and opportunity.

7. Implications

- 7.1 Financial

Implications verified by: **David May**
Strategic Lead Finance

Resources have previously been identified to ensure that we implement the change programme that is being developed to support children and young people with SEND. This will be monitored alongside the Written Statement of Action to ensure that they have been targeted in the appropriate place to see improved outcomes for children and young people.

In addition, the Dedicated Schools Grant has prioritised resources to support the improvement plan and respond to the increased demand in EHC plans.

7.2 Legal

Implications verified by: **Judith Knight**
Interim Deputy Head of Legal
(Social Care and Education)

The Council is subject to various duties under the Children and Families Act 2014 in relation to children with special educational needs. These duties are set out in more detail in The Special Educational Needs and Disability Regulations 2014 SI 2014/1530. The regulations set out various timescales for particular steps such as decisions to make and review EHC plans.

7.3 Diversity and Equality

Implications verified by: **Becky Lee**
Team Manager, Community Development and
Equalities

Supporting our children and young people who have special educational needs and disabilities is a key strategic priority for Thurrock Council. The service continues to promote practice to achieve equality, inclusion and diversity, and will carry out its duties in accordance with the Equality Act 2010 and related Codes of Practice and Anti-discriminatory policy. We have recently redesigned our work around how we engage with children young people and parents/carers who require additional support. To support with this work we have recruited an Inclusion Support Officer who will be working with local stakeholders to enable us to gain feedback on service delivery and how we can ensure it is linked to service transformation.

7.4 **Other implications (where significant)** – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder, and Impact on Looked After Children

None

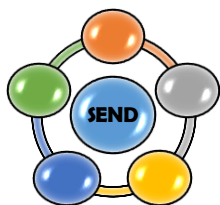
8. Appendices to the report:

- 8.1 Appendix 1: Written Statement of Action – progress update – October 2021 – November 2021

Report Author

Michele Lucas

Assistant Director, Education and Skills



Your aspirations, our priority

Appendix One – October 2021 – November 2021

SEND LOCAL AREA

Written Statement of Action

Author: Michele Lucas, Assistant Director Education and Skills

September 2019

Version 10

SEND Strategy Priorities 2020 - 2023

<p>Ensure that children and families are at the heart of an effective SEN system co-producing and working in partnership to ensure that the child/young person remains at the heart of the decision making process</p>	<ul style="list-style-type: none"> • Embed the new engagement & participation strategy for children and young people to ensure they are fully engaged in all aspects of SEND developments, including the joint commissioning strategy focussing on the experience of the child/young person. • Ensure that comprehensive feedback is obtained from children and young people with regard to the services they are currently accessing and that this directly drives future service developments. • Continue to develop a broad representation of child and young person's views on all areas of Local Area support, through targeted activities with different age groups and with service users reviewing the Local Offer. • Further developed the partnership approach when working with the Parent Carer Forum and support its development through a range of new engagement activities to ensure they have a voice in ongoing developments • Use the comprehensive feedback gathered through engagement activities, the Local Offer engagement portal and meetings with parents and young people on the EHCP and annual review process, ensuring parents, children and young people are listened to and valued. Thus allowing further development of programmes to meet child/young people's needs.
<p>Ensure every child and young person is making good progress and attends a good place to learn and develop life skills</p>	<ul style="list-style-type: none"> • Review and imbed the Joint Strategic Needs Assessment to review the current and future predicted need of SEND resources and placements; leading to the introduction of a capital programme of development of high needs placements based on the review to ensure appropriate placements are in place to meet any needs. • Implement and develop best practice through quality assurance framework for out of borough specialist placements that ensures all settings are providing a high quality service to young people accessing them and that there is a clear accountability framework to ensure pupils are fully supported and are making good progress. • Implement the newly refreshed Quality Assurance framework with all educational settings to ensure the whole system partnership approach is further developed with clear process around Assess, Plan Do, and Review cycle at all levels of SEND identification. • Develop the Autism Education Trust (AET) Hub and ensure that all educational establishments are Autism friendly and employ the AET framework and guidance as part of their universal offer. Ensure we consider how we can include other areas of disability going forward e.g. ADHD. • Ensure that the processes and systems used by the Council allow for accurate tracking of children's provision, data generated by the system is accurate and validated. Provide systems that enable all key

	<p>partners to be involved including our commitment to ensure we have strong communication systems in place for parents/carers.</p>
<p>Ensure children and families are well supported</p>	<ul style="list-style-type: none"> • Continue the work linked to the communication & engagement strategy for child/young people. Co-design new web site platform to improve the accessibility and engagement of children/young people in accessing the Local Offer. • Undertake a comprehensive review of Local Offer content, School and Setting SEN information and implement an ongoing programme of 'update and advice' as part of the Local Offer Development Plan. • Review the Information Advice and Support Service to ensure the ongoing availability of high quality advice and support services to parents • Review with parents and carers the offer of support to Disabled Children including access to the Sunshine Centre, short breaks and personal budgets including access to any other support services included under Brighter Futures and develop new arrangements to ensure these are included in the EHC Plan.
<p>Ensure an effective and responsive approach to assessing and meeting children and families' needs</p>	<ul style="list-style-type: none"> • Explore the development of an online EHCP hub that allows for better co-production of EHCPs and Annual Reviews. • Ensure the Statutory SEND Service is high performing and works in partnership with educational settings, parents, children and young people to deliver high quality Education, Health & Care Plans within statutory timescales that effectively meet the needs of all CYP and allow their outcomes to be met through the most appropriate provision. • Continue to imbed the quality assurance process to ensure the quality of EHC plans improves thus enabling children and young people to meet their aspirations and long term goals. • Develop a partnership SEND training programme ensuring we are using a person centred planning approach.
<p>Ensure the early identification and early support for children with SEND</p>	<ul style="list-style-type: none"> • Quality assurance our outreach services and targeted programme of development activity to ensure that services are focussed on appropriate needs leading to maximum impact on outcomes. • Review the offer of specialist early years placements to ensure all children with SEND have access to the appropriate specialist support in their education. • Ensure staff in all settings have access to high quality continuing professional development, information and advice on all aspects of SEND through face to face, e-learning and bespoke training.
<p>Ensure young people are well prepared for adulthood</p>	<ul style="list-style-type: none"> • Ensure the service is focusing on the voice of young people enabling them to have choice and control. We aim to ensure that young people are excited and ambitious about their futures. • Develop high quality Post-16 provision working in partnership with training providers implementing innovative solutions for provision to be OFSTED rated good or above, developed in consultation with young people and

focussed on developing independence, budgeting, communication, and relationship skills. Ensuring that Young people are prepared for the world of work and independent living.

- Ensure all EHCPs are of high quality reflecting the voice of the young person who are aware of their EHC plans and their career choices which are aspirational.
- Ensure excellent support during transition by delivering high quality career advice from Year 9 onwards enabling young people to be aware of the significant regeneration opportunities in Thurrock and be supported to make sound choices about their future.
- Further develop apprenticeship and supported internship offers that is reflective of young people's ambitions, ambitious in its outcomes for the young people, instrumental in decreasing NEET figures in Thurrock and providing a sound foundation for the career progression of young people.
- Develop comprehensive arrangements with the Disabled Children's Team, the Transition Team and the Personal Advisors to ensure that the Transition Planning includes all elements of Preparing for Adulthood and leads to clear measurable improvements to outcomes for young people undergoing transition to adult services.
- Strengthen the offer to young people with SEND aged 16-25 years through consultation on appropriate programmes of education and support in colleges including access to Educational Psychology and specialist outreach services.
- Review the specialist programmes of support and implement a targeted programme of co-produced specialist options for young people over 19 years old wishing to access a range of learning activities.
- Deliver a comprehensive Health Offer to young people with SEND supporting clarity of routes of transfer into adult services and enabling continuity and high quality support for Health needs.

Introduction

This document outlines the commitment of Thurrock Council and Thurrock's Clinical Commissioning Group (CCG) to address the areas of concern, which were identified in Thurrock's Local Area SEND Inspection, which took place 4th-8th March 2019.

The document highlighted three key areas:

- **Area of Concern 1:** Inaccurate and incomplete records and ineffective oversight meant that leaders did not know the whereabouts of some children and young people and what provision they have.
- **Area of Concern 2:** Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.
- **Area of Concern 3:** Education Health and Care Plans (EHC Plans) and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC Plans need reviewing or updating. Professionals are not routinely informed of requests to submit written information within specified timescales. Too often EHC Plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families. The information from EHC Plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

Our Written Statement of Action has been produced in partnership with the Thurrock Council, CCG and Public Health to ensure that all key partners are working together to address the weaknesses identified in the recent inspection. In addition, we have shared the document with our Children's Overview and Scrutiny board, young people, our parent groups, and a focus group of parents and carers recognising the importance of shared ownership and commitment to children and young people with SEND.

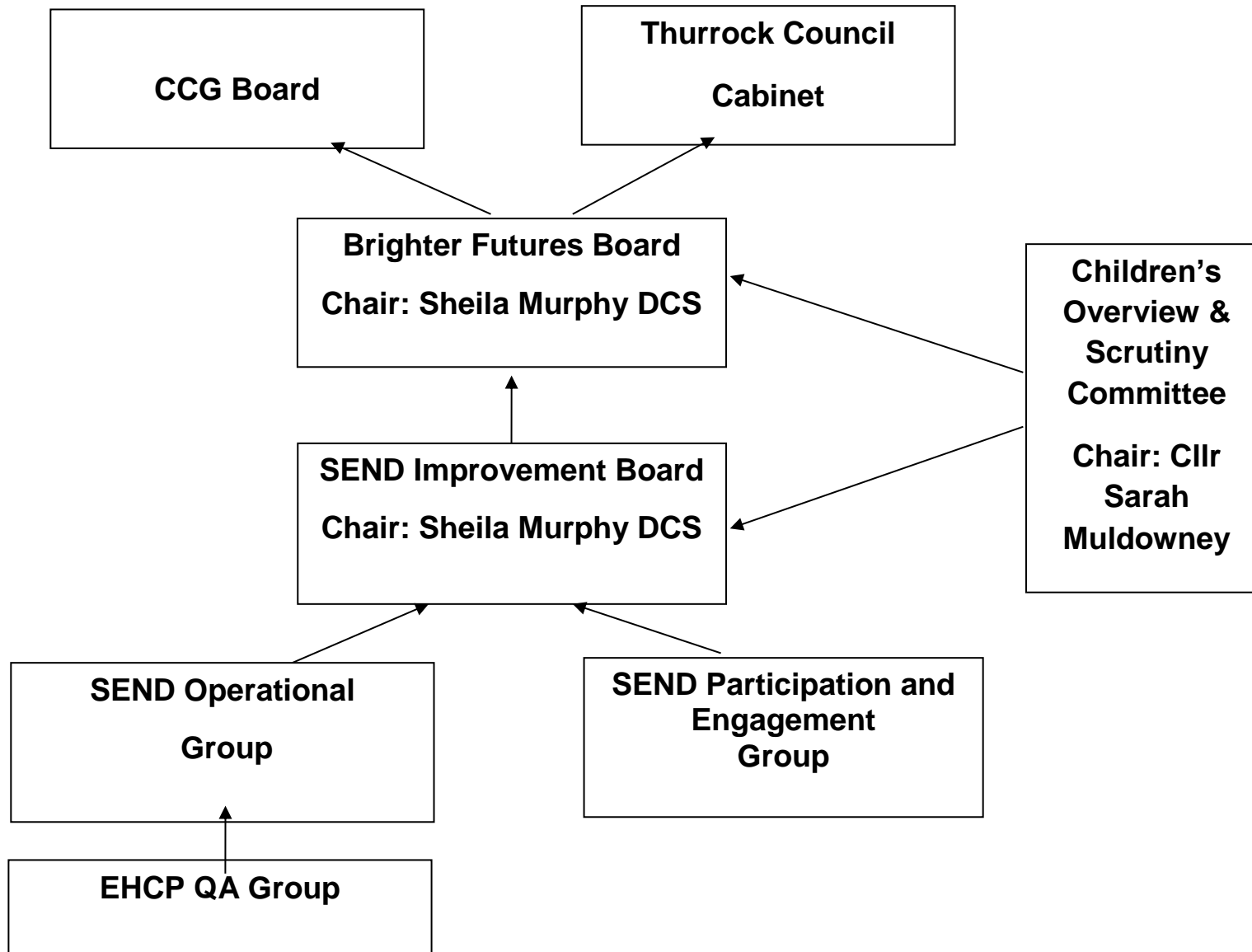
The monitoring of this statement of action will take place on a quarterly basis with the Department for Education (DfE) and NHS England, and implementation will be monitored and scrutinised through the Thurrock SEND Improvement Board, which is chaired by the Portfolio Holder for Education and Health. Our Operational SEND Group will oversee our work Plans and monitor internal performance measures to ensure we have a robust system of quality assurance in place.

Thurrock has a long standing commitment to an inclusive system of education health care and support that actively enables access and full participation to all aspects of community life. This is in compliance with the Salamanca Statement and Framework for action on Special Needs (1994), the UN Convention on the Rights of the Child and is embedded in the Equality Act 2010.

Key responsible people

Portfolio Holder for Education & Health (PFH)	Cllr Barry Johnson	CEO Thurrock Council	Lyn Carpenter
Leader of the Council	Cllr Rob Gledhill	Portfolio Holder Children & Adult Social Care	Cllr Deb Huelin
Chair Children's Services Overview & Scrutiny Committee	Cllr Sarah Muldowney	Corporate Director (CD)	Sheila Murphy
Assistant Director, & Consultant in Public Health	Teresa Salami-Oru	Assistant Director Education & Skills (ADES)	Michele Lucas
Assistant Director Children's Social Care	Janet Simon	Strategic Lead Specialist Provision / Principal Educational Psychologist (SLSPPEP)	Malcolm Taylor
Strategic Lead School Effectiveness and SEND (SLSESEND)	Andrea Winstone	Strategic Lead Employability and Skills (SLES) previously P16SM	Kate Kozlova-Boran
Strategic Lead Business Intelligence (SLBI)	Mandy Moore	Assistant Director for Integrated Commissioning for Children, Young People & Maternity	Helen Farmer
Chief Nurse, CCG	Stephen Mayo	Strategic Lead for Children Services Commissioning (SLCSC)	Sue Green
Designated Clinical Officer (DCO)	Louise Warren	Portfolio Holder for Education	Cllr Barry Johnson

SEND Governance Structure



Governance Structure

Thurrock Council working in partnership with Thurrock CCG and Parent Carer Forum has undertaken a review of its Governance of the SEND work across the Local Area.

Children's Overview and Scrutiny will monitor the impacts associated with this plan on bi-monthly basis.

Brighter Futures – Children's Partnership provides the overarching governance arrangements for SEND, work to address the issues within the written statement of action and the wider SEND strategy will be reported to the Brighter Futures – Children's Partnership on a six monthly basis.

SEND Improvement Board meets monthly and is chaired by the Director of Children's Services. The membership is made up of senior management from across the Partnership including the CCG and Public Health and the Parent Carer Forum.

SEND Operational Group meets monthly to ensure the work programme set out in the written statement of action and the wider SEND improvement priorities are on track ensuring effective action. This group reports to the SEND Improvement Board. Membership of this Group is cross partnership and includes operational leads from the LA, CCG, Public Health and Parent Carer representation.

The SEND Participation and Engagement group meets 6 weekly co-chaired with the Parent Carer Forum to enable a wide range of co-production including Health Education and Social Care across all areas of SEND improvement.

EHCP Quality Assurance Group – this group meets monthly and will oversee the QA process of EHCP's it will report into the operational group and quarterly reports will be provided to the SEND Improvement Board.

RAG RATING KEY

RED	The action has not yet started or there is significant delay in implementation. The action must be prioritised to bring it back on track to deliver.
AMBER	The action has been started but there is some delay in implementation. The action must be monitored to ensure the required improvement is delivered.
GREEN	The action is on track to be completed by the agreed date. Evidence is required to show that the improvement has been embedded and sustained.
BLUE	The action has been completed and is now fully embedded.

Written Statement of Action

Area of concern 1: Inaccurate and incomplete records and ineffective oversight meant that leaders did not know the whereabouts of some children and young people and what provision they have.

Aim of this programme of work:

To ensure that the Local Authority knows where all children and young people are placed and what provision they are accessing. To develop processes to confirm the quality of provision and the welfare of children and young people placed in different settings particularly those placed out of the authority.

We will undertake a review of SEND, EHC Plan records and ensure that they are updated by the SEN team. This will be audited monthly by members of the senior manager team and reported through our performance management framework to Directors Board and the SEND Improvement Board.

KPIs / Targets for assessing overall success of the programme

- All EHC Plans are reviewed and quality assured to meet statutory assessment timelines

- The system at any time can produce this information readily.

- An accurate list of all C&YP with EHC Plans:-

- Where they are placed
- Date the EHC Plan was reviewed and when next review is due
- For those placed in residential /out of authority or home educated dates of the last monitoring visits to check welfare
- Up to date information around children/young people who are “awaiting specialist provision”
- Clear processes in place to ensure we are tracking those that may be missing education

Area of Concern 1: Inaccurate and incomplete records and ineffective oversight meant that leaders did not know the whereabouts of some children and young people and what provision they have

Aims: To ensure that the Local Authority knows where all children and young people are placed and what provision they are accessing. To develop processes to confirm the quality of provision and the welfare of children and young people placed in different settings particularly those out of the authority.

Actions	Action completed by	Responsible Officer	Outcomes and measures																				
<p>A1. Management oversight- Realignment of Education and Skills leadership so that there is an enhanced focus on quality and performance monitoring of provision</p> <p>a) Complete re-alignment documentation</p> <p>b) Consultation with management team members re the new structure.</p> <p>c) Realign duties to Strategic Leads and Post 16 Lead and amend job descriptions</p> <p>Strategic Leads and Post 16 Leads line managed by ADES</p> <p>Rigorous monitoring of the SEND services to ensure that outcomes and measures are met</p> <p>RAG rating</p> <table border="1" data-bbox="112 1034 752 1345"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td style="background-color: #92d050;"></td> <td style="background-color: #92d050;"></td> <td style="background-color: #92d050;"></td> <td style="background-color: #92d050;"></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td>April 2021</td> <td>July 2021</td> </tr> <tr> <td style="background-color: #92d050;"></td> <td style="background-color: #92d050;"></td> <td style="background-color: #00aaff;"></td> <td style="background-color: #00aaff;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021	April 2021	July 2021									<p>July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>Ongoing</p>	<p>ADES</p> <p>ADES</p> <p>ADES</p> <p>ADES</p> <p>ADES</p>	<p>Outcomes</p> <p>Distributed leadership of service – service realigned into three areas Specialist provision, Operations and Post 16</p> <p>Service leads closely monitor and performance manage the SEND operational teams</p> <p>Service leads attend case management decision making panel</p> <p>Service leads visit each out of borough placement to QA</p> <p>There are clear lines of responsibility and reporting</p> <p>Rigorous monitoring improves performance of SEND team measured by timescales, feedback from parents and education establishments, % of plans audited that comply with the QA framework, % of annual reviews completed on time (see section</p> <p>Quarterly report on performance to the SEND Board starting in October 2019</p> <p>And as a result:</p> <p>Local Authority (ADES) has effective oversight of where all children and young people with SEND are placed and the provision they are accessing thus ensuring they are achieving their outcomes</p> <p>Increased management capacity which will lead to closer scrutiny of all cases ensuring all children and young people are placed in appropriate provision</p>
Oct 2019	Jan 2020	April 2020	July 2020																				
Oct 2020	Jan 2021	April 2021	July 2021																				

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Oct 2021	Jan 2022	April 2022	July 2022			Progress will be governed by SEND Improvement Board

A1 progress update – October 2021 to November 2021:

Actions **a) - d)** around the management realignment have been completed. Action **e)** remains ongoing with evidence of current progress outlined below.

1. LAIT (Local Authority Interactive Tool) demonstrates that in 2020 86% of new EHC plans were issued within 20 weeks (excluding exceptions) comparing us favourably to East of England (59%), England (58%) and Statistical Neighbours (66%).
2. We have finalised 218 new EHCPs. The year to date figures for EHC plans issued within 20 weeks is currently 82% (25/10/21).
3. School and colleges are notified termly and annually of annual review due dates.
4. The QA of EHCPs continues monthly with multi-agency panel members undertaking quality assurance of new EHCPs. The outcomes are shared with schools and caseworkers. The latest report from the SEND QA lead states that 63% of plans were considered to be good or outstanding.
5. We have seen a slight increase in the number of Apprenticeships being offered in Thurrock, Inspire continues to work with our SEND cohort in partnership with the adult community college to ensure SEND young people are ready for apprenticeship opportunities. The partnership with both USP and SEC local FE providers also provides a range of supported internship opportunities the latest figure as at end October was 26 young people in supported internships.

A2. Records and oversight of all Post 16 provision for CYP with SEND to be reviewed to ensure accuracy of placement for the young person in line with Ofsted Written Statement of Action			Outcomes
a) Identify additional funding stream for additional capacity through a business case to Director's Board	April 2020	P16SM	Increased capacity in Post 16 team to address areas of identified concern in the Ofsted Inspection. New learning pathways and courses are developed locally for Preparing for Adulthood (PfA) building on current provision for young people. New strategic partnerships are formed to maximise quality of P16 provision using YPs' feedback and injecting preparing for adulthood themes into the provision and delivery. 'Presumption of Employability' is at the heart of the service
b) Recruit 3 additional post 16 officers with careers advice and guidance qualifications and 1 tracking officer	July 2019	P16SM	

Page 141	c) Create a quality assurance framework for post 16 provision using regional guidance to be developed further with Children , Young People, Parents /Carers and Partners	January 2021	P16SM	<p>All CYP from year 9+ will have an annual PfA advisor attend their annual review, will deliver CEIAG (Career Education, Information And Guidance) to SEND YP in Year 9,11, 12, 13 and 14 to identify needs early on, consistently work on SMART career targets using the Careers Action Plan as the golden thread throughout the YP's journey. Reporting on destinations of YP is robust.</p> <p>And as a result:</p> <p>CYP welfare and quality of education is regularly assessed and monitored</p> <p>Post 16 provision is commissioned based on intelligence from PfA sections of reviews of EHCPs</p> <p>Evidenced by:</p> <p>Development of new bespoke programmes to ensure learner needs are met.</p> <p>Improvement to the curriculum; internship opportunities; careers advice and access to employment and apprenticeships for young people.</p> <p>Additions to the post 16 curriculum for young people with SEND (both with EHCPs and at SEND support) for the academic year 2020/21 compared with 2019/20.</p> <p>Increase in supported internship from baseline in the SEN2 return 2019 of 24.</p> <p>Increase in apprenticeship, internship and traineeship opportunities to mitigate the impact of Covid-19 on the employment offer in the borough</p>
	d) Commission post 16 provision using the framework developed – action date	August 2020 August 2021		
	e) Agree KPIs with all post 16 providers to enable the officers to measure impact of provision	Feb 2020 Jan 2021	P16SM	
	f) In collaboration with South Essex College, USP and Thurrock Adult Community College improve the post 16 offer locally, ensuring information from PfA meetings/ annual reviews taken into account	April 2020 Oct 2020	P16SM	
	g) The Action Plans for Young People undergoing transition with EHC Plans are collated by the Preparing for Adulthood Officer on a termly basis to inform the future provision	Dec 2019	P16SM	
	h) Embed seamless pathways between Children's and Adult Social Services through PfA monthly meetings	Nov 2019	P16SM	
	i) Create new career action plans appropriate to different year groups	Sept 2019	P16SM	
	RAG rating			

						<p>Changes in the levels of YP aged 16-19 with EHCPs NEET from 2019 baseline. Changes in the overall level of YP who are NEET from 2019 baseline.</p> <p>Leaders know the whereabouts of all children and young people and what provision they have evidenced by records produced from the database/IT system.</p> <p>Young people meet their potential and have fulfilling lives and careers as evidenced by :-</p> <p>Young people have access to new bespoke programmes to meet learner needs.</p> <p>Improved access to the curriculum; internship opportunities; positive transitions from children to adult health services; careers advice and access to employment and apprenticeships; positive transitions from children's to adult's social care, access to housing and support for independent living.</p>
Oct 2021	Jan 2022	April 2022	July 2022			

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A2 Progress update: October 2021 to November 2021: A number of actions [(a) (b) (g) (h) (i)] have been completed. However, we have had some issues around timescales due to COVID restrictions for actions [(c) (d) (e) (f)]. These revised timescales were approved by the SEND improvement board in July 2020 and below is an overview of the activity which has taken place to support these objectives.

1. Preparing for Adulthood Team (PFA) has been expanded from one adviser in 2019 to five advisers therefore reducing caseloads to below 100.
2. PfA team is committed to completing career interviews in Year 11 and 9 this academic year thus giving SEND YP good opportunities for progression and making their journey person centred – SEND YP will have the same PfA adviser throughout the life journey of their EHCP.
3. LO QA Strategy Group has been established and embedded into the Thurrock partnership of P16 Providers; it is very active focussing on QA of provision, quality of extra curriculum provision and enhanced by the attendance of Regional PfA Lead. This term the group is focussing on independent living skills and independent living supported accommodation.
4. Current work is progressing to ensure we are able to support young people with EET opportunities: 7 SEND YP are now engaged on Kickstart programme across the council with a further 27 SEND YP in supported internships, often within Thurrock Council Green and Clean and School Catering teams – these are addressing the challenges around post 16 opportunities.
5. In response to direct feedback from parents around understanding the post 16 offer available locally, ten videos have been produced around our post-16 provisions at TACC and SEC. These have been added to the Local Offer, further videos have been produced including a travel training video to support young people to become independent travellers. Videos of the PfA team and the Transitions Team have been placed on the LO.
6. A new platform has been created for Thurrock professionals with easy access to all the information on SEND in Thurrock, a hub for resources, courses and support available this continues to show positive responses.

7. Similarly, a new YP's forum 'Your Choices' has been established in partnership with Southend and is used as a platform for SEND YP to get together and discuss career options and find out what is going in the area.
8. **16-18** year old SEND Not in Education Employment or Training/Unknown is currently at 8.5%.
9. **16-25** year old SEND learners Not in Education Employment and Training is currently at 17.9% - national statistic is at 49%. The strong performance under this indicator is a result of Thurrock having a strong tracking team which enables us to have a clear data set around where our young people are.
10. As a result of feedback from YP: 1. Inspiring You – a course at TACC for Higher Ability SEND learners at TACC starting September '21; 2. Hangout – a youth club for YP with SEND established in February '21, as a result of the success of the Hangout, we have opened a junior Hangout from October 2021.
11. A 'You Said – We Did' leaflets (attached below) have been produced and are on the Local Offer for Post 16 learners developed from direct feedback from young people.



You said! We did!
14092021.pdf



You said! We did!
(2).pdf

<p>A3: Governance of SEND Service will be reviewed to ensure, there is effective oversight all children and young people.</p> <p>SEND Improvement Board and SEND Operational Board to be established</p> <p>Agree terms of reference for the boards and arrangements for communicating decisions and reporting lines</p> <p>c) Board to be Chaired by Portfolio Holder, and DCO, ADES, ADCS, CD attend board meetings</p> <p>d) Embed the operational aspects of governance structures, working groups and forums established by WSoA and already in existence in order to ensure aligned and effective implementation of WSoA.</p>	<p>July 2019</p> <p>July 2019</p> <p>July 2019</p> <p>Jan 2020</p>	<p>ADES</p> <p>DCO</p> <p>ADCS</p> <p>CD</p>	<p>Outcomes and measures</p> <ul style="list-style-type: none"> • Increased senior management oversight • Challenging but realistic targets are set • Clear lines of accountability • Poor performance is challenged and addressed <p>And as a result:</p> <p>Membership agreed. The chair of the board is the PFH for Education and Health and OFSTED Regional Lead is also a member</p> <p>New board meeting on 14th June to oversee the development of the Written Statement of Action</p> <p>Board have met and signed off the re-submitted WSOA.</p> <p>The performance framework will demonstrate a system wide approach to children and young people with SEND</p>
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<p>e) The board will hold performance of SEND department to account through monthly performance data monitoring</p> <p>RAG rating</p> <table border="1" data-bbox="107 284 752 657"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td style="background-color: #92d050;"></td> <td style="background-color: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> </tr> <tr> <td>Oct 2020</td> <td>Jan 2021</td> <td>April 2021</td> <td>July 2021</td> </tr> <tr> <td style="background-color: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> </tr> <tr> <td>Oct 2021</td> <td>Jan 2022</td> <td>April 2022</td> <td>July 2022</td> </tr> <tr> <td style="background-color: #00b0f0;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					Oct 2020	Jan 2021	April 2021	July 2021					Oct 2021	Jan 2022	April 2022	July 2022					<p>Jan 2020</p>	<p>CD</p>	<p>Performance of department will improve and children and young people's experience of support arrangements for SEND will improve</p>
Oct 2019	Jan 2020	April 2020	July 2020																								
Oct 2020	Jan 2021	April 2021	July 2021																								
Oct 2021	Jan 2022	April 2022	July 2022																								

3 Progress update October 2021 to November 2021:

All action points **[(a) – (e)]** have been completed. Governance has been strengthened with the development of the SEND operational group and the SEND Improvement Board, Brighter Futures Children's Partnership as well as Children Overview & Scrutiny and the Health & Wellbeing Board holding the SEND Partnership Board to account.

- Operational Group meetings on a monthly basis with the SEND Improvement Board meeting every 4 weeks providing support and challenge. The Board have moved to monthly meetings to ensure they are robustly tracking progress. These groups are made up of a health, social care and schools to ensure we have a whole systems approach to monitoring progress.
- Children's Overview and Scrutiny are provided with regular reports and have informed changes in practice – an example of this relates to a question from O&S around the local offer – this has been subsequently refreshed
- Regular feedback is provided to the Brighter Futures Children's Partnership.

Impact

- LAIT demonstrates that in 2020 86% of new EHC plans were issued within 20 weeks (excluding exceptions) comparing us favourably to East of England (59%), England (58%) and Statistical Neighbours (66%).

2. The year to date figures for EHC plans issued within 20 weeks is currently 82%.
3. In the last academic year 74% of annual reviews that need amending have been amended.

<p>A4: Improve the accuracy and quality of record keeping</p> <p>a) Update all data currently held on the Synergy SEN Data base system to ensure annual review dates, placements/ schools/ year groups and other information is correct.</p> <p>b) Bi-weekly training programme in place for all SEND team in the processes for annual reviews/ case work/ recording/ customer service/ practice standards</p> <p>c) Train SEND caseworkers to use all the modules on the Synergy SEND system</p> <p>Embed SEND Children Missing Education (CME) processes and recording through CME monthly monitoring of cases.</p> <p>Distribute CME reporting and recording processes to SEND/ EWS/ Admissions/ Social Care/ schools</p> <p>RAG</p> <table border="1" data-bbox="107 1241 766 1362"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td style="background-color: #92d050;"></td> <td style="background-color: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> <td style="background-color: #00b0f0;"></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020					<p>Sep 2019</p> <p>July 2019</p> <p>Feb 2020</p> <p>Dec 2019</p> <p>Nov 2019</p>	<p>SLSESEND</p> <p>SLSESEND</p> <p>SLSESEND</p> <p>SLSPPEP</p> <p>SLSPPEP</p>	<p>Outcomes</p> <p>The system at any time can produce this information readily to support Children and Young People's outcomes</p> <p>100% Records are accurate and up to date</p> <p>Staff training has commenced and is undertaken by all staff on a Bi-weekly basis</p> <p>An accurate list of all C&YP with EHC Plans:-</p> <ul style="list-style-type: none"> - Where they are placed - Date the EHC Plan was reviewed and when next review is due - For those placed in residential /out of authority or home educated dates of the last monitoring visits to check welfare - Up to date information around children/young people who are "awaiting specialist provision" <p>And as a result:</p> <p>All current data on Synergy is complete and accurate.</p> <p>CME processes are clear and understood by all</p> <p>All partner agencies have copies of the revised CME process and have undertaken training or awareness raising on the new process</p> <p>Clear processes in place to ensure we are tracking those that may be missing</p>
Oct 2019	Jan 2020	April 2020	July 2020								

Oct 2020	Jan 2021	April 2021	July 2021			20 week timescale for completing EHCPs is met in line with the SEND code of practice 2015
Oct 2021	Jan 2022	April 2022	July 2022			All members of the SEND team will have completed a training programme to understand the current SEN team requirements for data recording and to understand how to input this data into Synergy
						The Synergy system can produce all required information, accurately and in a timely manner
						CYP have timely annual reviews of the EHC Plans

A4 Progress update – October 2021 to November 2021

All actions [(a) – (e)] have been completed. Please see below for an overview of the systems work that has been undertaken

1. PQBI have worked with SEND service to ensure better quality reports are produced. Two new reports have been established detailing all EHCPs maintained by Thurrock/ not maintained by Thurrock as well as the development of the annual review 12 week report. There are regular data quality maintenance checks undertaken and the caseworkers/ Kickstart employees regularly update missing information. The new reports enable managers and leaders to see dates of annual reviews and when plans have been amended following an annual review. These will continue to be used to check the quality of the data and further imbed the ongoing maintenance work around our data sets. Caseworkers have worked with Synergy and PQBI to ensure that all fields accurately reflect current provision for SEND type / school type etc. Any missing fields are scrutinised by the Casework Supervisors and caseworkers update them accordingly.
 4. Provision manager regularly triangulates pupils place planning, with finance and providers to ensure accurate records for out of borough providers.
 5. There is an accurate record of all children awaiting specialist placements with clear actions in place, reviewed weekly through the Priority Grid. This is now automated within Synergy. Children are recorded as CME if there is no school in place and caseworkers work with supervisors to identify and consult with appropriate schools.
1. All schools have been informed when annual reviews are due, resulting in more annual reviews being completed in a timely manner. As at the end of August 2021 74% annual reviews due in the previous 12 months have been completed and EHCPs amended. This means that most children have an up to date EHCP which accurately reflects their needs and provision to support educational outcomes.
 2. SEN2 return had a limited number of errors due to the accuracy and the verification of data within the system.

A5: SEND data integration project.

- a) Identify resources to Progress the Synergy Health Check work
- b) Recruit additional capacity for Synergy system

July 2019

SLBI

SLBI

Oct 2019

Outcomes

A fully integrated system that supports the work of the SEND service and provide better outcomes for young people.

And as a result

<p>c) Identify the current shortcomings in the current system</p> <p>d) Create an options appraisal for systems integration</p> <p>e) Identify appropriate system providers</p> <p>f) Review and update data management system</p> <p>g) Research the introduction of Synergy or other line EHC PLAN system</p> <p>h) Introduce an online EHC Plan system that is user friendly for parents/ CYP/ stakeholders-ensuring training is in place for all from system provider</p>	Sept 2019	SLBI	System is being used to full capacity
	Sept 2019	SLBI	Records are up to date and accurate
	Oct 2109	SLBI	Workflows in place to remind caseworkers and managers of tasks
	Oct 2019	SLBI	The team performance improves
		SLBI	The system to include views and wishes of parents/carers/ CYP is on line and user friendly and enables all to give feedback to inform service development.
		SLBI	
	Dec 2021	SLBI	
	TBC		

RAG
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Oct 2019	Jan 2020	April 2020	July 2020
Oct 2020	Jan 2021	April 2021	July 2021
Oct 2021	Jan 2022	April 2022	July 2022

<p>A5 Progress update – October 2021 to November 2021</p> <p>Actions [(a) – (g)] have been completed. The systems integration project will be completed in two phases.</p> <ol style="list-style-type: none"> 1. Whilst this was originally indicated red against the original timescale of March 2020, the SEN data merge is now complete and the second phase (Portals) is a new IT project in its own right. There is a need to capture a list of requirements through key stakeholder engagement, to ensure the on-line product procured will meet those. It was requested in July 21 this be delayed until September 21 due to summer holidays. An updated timescale was presented, which will see the engagement exercise being completed by 22nd October 2021 and an options paper to be drafted for SEND Operational Group by no later than 10th December 2021; these were agreed. 2. A range of stakeholders have been contracted and a report around the business requirements has been presented to the SEND Board – this will lead to a full options appraisal which will be presented to the SEND Improvement Board in December. 			

Area of Concern 2: Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.

Aim of this programme of work:-

- (i) **Ensure relevant governing bodies (e.g. SEND Improvement Board and Health and Wellbeing Board) have access to a range of indicators relating to outcomes, service quality and performance to assess how well the local area is meeting the needs of C&YP with SEND**
- (ii) **Ensure the development and application of the performance framework engages children and young people with SEND and their parents**
- (iii) **Ensure there is a robust quality assurance framework for those children and young people with EHCPs placed outside Thurrock that ensures they make progress, promotes their independence and ensures their wellbeing and safety.**
Strengthen the quality assurance arrangements for the provision of post 16 education for students with SEND and specialist school provision
- (iv) **Ensure key services for C&YP operate within a high quality QA framework that embeds co-production – particularly with regard to the drafting and review of EHCPs (section 3 below, post 16 provision, provision for children and young people placed out of borough. This will be compliant with the SEND Code of Practice 2015).**

KPI's/Targets for assessing overall success of the programme:-

- a) Developing a strategic data dashboard covering education, health and social care provision which includes outcomes and indicators of service quality and performance for use by strategic managers and governing bodies responsible for overseeing the provision of services of C&YP with SEND and taking policy/commissioning decisions (see area concern 1)
- b) Developing a QA framework for key aspects of service delivery with a range of partners with priority being given to the following:
 - EHC Plans include the views, wishes and feelings of children, young people, their families and carers
 - EHC Plans are clear, concise, understandable and accessible
 - EHC Plans set out how partners will co-ordinate and work together to support the child, young person, parent and carers
 - EHC Plans clearly identify need and include specific outcomes

The framework will also be inclusive of those placed in independent/non maintained/residential settings and special circumstances.

- c) Reviewing post 16 local offer and how it links into the adult social care transitional pathway.

Area of Concern 2: Quality assurance is not rigorous enough to ensure effective governance and oversight across the provision and services for 0 to 25-year-olds with SEND. Leaders are reliant on working relationships rather than processes. Leaders are over reliant on the limited information given to them by educational providers about the quality of the provision they purchase.

Aims: Ensure relevant governing bodies (e.g. SEND Improvement Board and Health and Wellbeing Board) have access to a range of indicators relating to outcomes, service quality and performance to assess how well the local area is meeting the needs of C&YP with SEND and key services for C&YP operate within a newly refreshed QA framework.

Ensure the development and application of the performance framework engages children and young people with SEND and their parents.

Ensure there is a robust quality assurance framework for those children and young people with EHCPs placed outside Thurrock that ensures they make progress, promotes their independence and ensures their wellbeing and safety.

Strengthen the quality assurance arrangements for the provision of post 16 education for students with SEND and specialist school provision.

Actions	Action Completed by	Responsible Officer	Outcomes and measures								
<p>B1: Develop a strategic performance monitoring dashboard engaging parents/carers its development and review</p> <p>a) Review possible indicators and their availability</p> <p>b) Consult with stakeholders and the key indicators for inclusion in dashboard including engaging parent carers to ensure a strong ethos around co production</p> <p>c) Use an interim dashboard of key indicators and revise and finalise following consultation</p> <p>RAG</p> <table border="1" data-bbox="112 1189 772 1337"> <tr> <td>Oct 2019</td> <td>Jan 2020</td> <td>April 2020</td> <td>July 2020</td> </tr> <tr> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> </tr> </table>	Oct 2019	Jan 2020	April 2020	July 2020					<p>March 2020</p> <p>March 2020</p> <p>Sept 2020</p> <p>March 2020</p> <p>Sept 2020</p>	<p>SLSP</p> <p>SLSP</p> <p>SLSP</p>	<p>Outcomes</p> <p>A framework that will:</p> <p>Enable the governing bodies (and the public) to know how well the local area is discharging its duties in meeting the needs of C & YP with SEND across education, health and social care.</p> <p>Identify priority areas for improvement.</p> <p>Evidenced by:</p> <p>The notes of the SEND Participation and Engagement Group, and other governing bodies that the indicators are regularly reviewed and any implications are discussed and used to guide service improvements</p>
Oct 2019	Jan 2020	April 2020	July 2020								

Oct 2020	Jan 2021	April 2021	July 2021			
Oct 2021	Jan 2022	April 2022	July 2022			

B1 Progress update:- October 2021 to November 2021

Action **(a)** has been completed. Actions **(b)** and **(c)** have now been completed.

The sufficiency strategy has been presented to the SEND Board and this coupled with the report around what drives demand for EHCP's has enabled us to consider the provision requirements over the coming years. A report has been produced and presented to the Schools Forum to ensure we have strong partnership support around the commission of further primary autism bases within primary settings as well as further SEMH provision for secondary school pupils. This strategy, and subsequent commissioning programme, has been approved and we are currently writing the specifications to enable us to go out to the market.

We have contacted our local primary sector colleagues to identify a partner for additional primary autism resource bases. A meeting with our secondary colleagues to discuss additional SEMH provision as outlined in our SEND Sufficiency document has been held and we have a range of potential partnership opportunities to address this area of need. As outlined in the covering report a consultation exercise has been undertaken with parents around the requirements for further primary autism places. The key areas of feedback were ensuring strong communication between the school and parent and allowing children to have the opportunity of mixing with children who do not have additional needs. This feedback will be used in the commissioning of further primary autism bases.

B2: Enable the voice of Parents/Carers to ensure the quality assurance of all areas of support for Children and young people with SEND

- a) Write, publish and complete the strategy and action plans of the Engagement and Communication Strategy informed by a range of partners.
 - b) In line with the Integrated Commissioning Framework for SEND, ensure all commissioning is co-designed with children, young people and parents
 - c) New SEND Inclusion Support officer recruited whose role is to use the feedback from parents/carers children and young people to embed our quality assurance framework
- Support the development of the Parent Carer Forum (CAPA) to increase its scope and reach to children and young people attending mainstream as well as special schools.
- e) Ensure parent/carers are involved in the development and review of the multi-agency performance dashboard to ensure it reports on areas they feel are most important to their children.

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RAG rating

Oct 2019	Jan 2020	April 2020	July 2020

March 2020
Oct 2020

March 2020

March 2020

March 2020
Dec 2020

April 2020
Dec2020

SLSPPEP

SLCSC

SLSPPEP

SLSPPEP

SLBI

Outcomes

Engagement & participation Plan in place with the action plans evidencing partnership with parents/carers and young people. Established links in place with key partners identifying priorities to inform the new engagement strategy. Strategy will enable the engagement & participation with parents/carers and young people

There is a clear offer in place for all children and young people focussed on achieving meaningful outcomes, which has been developed through joint commissioning and co-production with CYP and their parents/carers.

Feedback from quality assurance activities with parents/carers children and young people leads to identified areas of improvement in SEND provision.

Increase in the engagement from parents/carers of CYP attending mainstream provision as well as Special Schools. Evidenced by membership numbers of the parent carer forum from January 2019 baseline.

The leadership/governing bodies in Thurrock are assured they are considering performance indicators that reflect aspects of service quality that are important for parent/carers and children with SEND Improved pathways and outcomes for CYP with SEND and meaningful training and employment opportunities are accessed

And as a result.

There will be clear evidence of improved outcomes achieved across all aspect of the SEND system

Services will have improvements identified and acted on based on Parent/Carer, CYP feedback.

Post 16 bespoke programmes are designed to create innovative pathways for young adults which will lead to a greater level of independence

Oct 2020	Jan 2021	April 2021	July 2021			
Oct 2021	Jan 2022	April 2022	July 2022			

B2 Progress update: – October 2021 to November 2021

Action (c) has been completed. Whilst we had reported some delay in this area we have a newly formed parent/carer forum – we have launched the newly re-refreshed SEND strategic priorities with an implementation plan monitored and reviewed by the new parent/carer forum.

The Communication & Engagement Strategy (a) was approved at SEND Improvement Board in April 2021 with a plan in place that evidences partnership working with parents, carers, children and young people. The six priorities within the Plan include a range of timetabled engagement activities throughout the year. These include tailored focus groups, with actions being taken forward and updates being evidenced on the Local Offer. All feedback from focus groups and other engagement events outlined within the strategy are managed in line with the Quality Assurance Framework.

The SEND Improvement Board has just received the 6 monthly reports around both strategies outlined above – within these reports are examples of the work that has been undertaken. Key highlights include the development of podcasts, and a young inspector’s programme which will enable our young people to be trained in inspecting provision and providing feedback.

<p>B3: Engagement with children/young people</p> <p>a) New Pupil/Student Engagement Strategy and Implementation Plan to be written and published.</p> <p>b) Collect the views of parents/carers/ CYP with SEND through the new engagement portal as a baseline and continue to</p>	<p>March 2020</p> <p>December 2020</p> <p>Nov 2019</p>		<p>Outcomes</p> <p>Strategy, Engagement Plan will be co-produced by young people will be in place and demonstrate the impact of children/young people’s views on services.</p> <p>This will include workshops with the Youth Cabinet, training and implementation of peer ambassadors and pupil workshops.</p>
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<p>measure throughout the service transformation</p> <p>c) PFH and ADES will host a minimum of four engagement events a year for parents/carers/ CYP to gain feedback in relation to service development.</p> <p>d) Participatory Joint Strategic Needs Assessment refresh looking at the lived experience of children and young people and their families</p> <p>RAG rating</p> <table border="1" data-bbox="107 576 768 951"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020																					<p>August 2020</p> <p>Dec 2020</p> <p>April 2021</p>		<p>Governed by SEND Improvement Board & Thurrock's Youth Cabinet</p> <p>To gain greater clarity on how engagement with schools can be improved</p> <p>And as a result:</p> <p>CYP's voice will inform service transformation and be central to their EHC Plan</p> <p>Co-production will work at:</p> <ul style="list-style-type: none"> a) Strategic level e.g. JSNA, Joint Commissioning strategy, Capital Programme b) Service level e.g. reviews and redesign of the Health , Education or care services delivery c) Individual Level e.g. plans will be based on individual needs identified from a person-centred approach
Oct 2019	Jan 2020	April 2020	July 2020																								

B3 Progress update:- October 2021 to November 2021

1. Actions **(a)(b)(c)(d) have been completed.**

The Engagement Portal (b) is receiving some feedback from parents, carers and young people however this is not at the rate that the service would like. However, all feedback is considered and taken forward in line with the Quality Assurance Framework and is visible on the 'We are Listening' zone. The service has also developed other creative and innovative ways of gaining feedback which include focus groups, the pupil voice project and tailored events (c) with the Assistant Director and Portfolio Holder for Education & Skills. The service have recently introduced competitions across school settings as a means of engagement and are in the early stages of introducing podcasts which will be promoted on the Local Offer.

B4: Quality of provision – Non-Maintained Special Schools and Independent Special schools. Process of out of borough visits and quality assurance of placements to be reviewed and strengthened via rigorous QA visits and QA framework

- a) Commissioning activity for individual placements include the voice of the child/young person within each specification
- b) Ensure there is an up to date record of placements containing a planning schedule to ensure all placements are monitored annually including quality assurance process.
- c) Introduce new KPI monitoring framework for all independent schools through a commissioning framework.

Aug 2020

SLSPPEP

Jan 2020

SLPPEP

Aug 2020

SLCSC

Outcomes

100% of all out of borough provisions are visited utilising the quality assurance framework developed by Health, Social Care and Education.

Planning schedule of monitoring visits in place, updated on a monthly basis

All out of borough placements will be visited once a year ensuring that all provision is meeting the needs of the children and young people attending. More frequent visits will be undertaken where there is a need

KPI's developed linking with national best practice

As a result:

Provision is identified as meeting the KPI and appropriate actions taken with providers to address any identified underperformance as evidenced by notes of visit and records of follow up actions

All CYP with SEND attend a good or better educational provision – no RI and inadequate providers will be used as new placements as evidenced by department records on placement.

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RAF rating

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Oct 2020	Jan 2021	April 2021	July 2021
Oct 2021	Jan 2022	April 2022	July 2022

B4 Progress update – October 2021 to November 2021

Action **(b)** has been completed. Actions **(a)** and **(c)** remain ongoing with some delay due to COVID 19. An outline of the work undertaken is below.

1. Full review of out of borough placements is undertaken on a yearly basis – reports presented to the SEND Operational Group and Board
2. Recent report on one of the locally commissioned bases was presented to both the SEND operational group and Board – this included feedback and recommendations are fed back to the schools.
3. Sufficiency document has been completed and is helping consider the strategic commissioning objectives over the coming year – this has led to the work around new primary autism bases and SEMH for secondary pupils. Expressions of interest have been received from the primary sector and these are in the process of being reviewed. Members of the SEND management team have met with secondary headteachers to discuss the development of an SEMH provision.
4. Commissioning team are working on the SEND specification as approved in the July O&S meeting, the timeframe for this work to be completed is May 2022 and has been agreed by the SEND Improvement Board.

B5: Commissioning of provision

- a) Produce and sign off with Providers new Service Level Partnership Agreements for local provision - ensuring all are updated with appropriate KPI's in place.
- Implement the Integrated Commissioning Framework for SEND, which will ensure there is a fully planned and consistent approach to the commissioning of all special school placements.
- c) Audit of provision to be reported to SEND Improvement Board

April 2020

July 2020

Aug 2020

Oct 2020

Aug 2020

SLSPPEP

SLCSC

SLSPPEP

Outcomes

KPIs informs information re quality of provision and service delivery therefore is evidenced as meeting the needs of the CYP attending.

Governed by SEND Operational Group & SEND Improvement Board

As a result:

QA of provision has senior management oversight and the children and young people are accessing appropriate quality provision monitoring reviews and feedback from children, young people, carers and parents

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RAG rating

Oct 2019	Jan 2020	April 2020	July 2020

Oct 2020	Jan 2021	April 2021	July 2021			
Oct 2021	Jan 2022	April 2022	July 2022			

B5 Progress update:- October 2021 to November 2021

Action **(a, b & c)** have been completed.

1. We are commissioning places for in borough resource bases have been completed with agreements on the numbers of pupil places to be commissioned from September 2021 for 2021/2022. Increase in potential numbers of pupil places agreed for two bases, which will be allocated, based on emerging demand and funded directly in the first instance. Designated Schools Funding remains a key area of risk due to the high level of demand for out of borough placements and the increase year on year around requests for EHCP's. We are preparing a DSG high needs recovery plan which will be signed off by our Schools Forum in June 2021. We are taking to schools forum a full report around the current position re costs associated with out of borough placements and looking at ways in which we can ensure we continue to identify a strong local provision to stop high cost out of borough placements.
2. Commissioning officer has completed the SEND sufficiency report and this is being used to identify the types of provision going forward. Work at Treetops has continued to ensure we can offer places in September 2021 as we await the opening of the new Treetops Two at Easter 2022.
3. The numbers of places being offered at the Treetops Free School whilst the new building is being developed, has been increased through the development of further classroom accommodation and close working between the two schools to ensure the highest priority places are available from September 2021 this is meeting our objective of trying to keep more of our children locally based.

Area of Concern 3: EHC Plans and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC Plans need reviewing or updating. Professionals are not routinely informed of requests to submit written information within specified timescales. Too often EHC Plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families. The information from EHC Plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

Aim of this programme of work

To ensure that the Local Authority and other partners produce a Plan that clearly articulate the needs of the child/young person having taking into consideration the voice of children/young people developed in partnership with Education, Health and Social Care. Annual review to be completed within timeframes and clearly reflect the views of children/young people, parents/carers and educational providers.

KPI's / Targets for assessing overall success of the programme

EHC PLANS:

- Improved staffing capacity to meet statutory requirements
- Strengthening management oversight to ensure that we are clearly sited on EHC PLAN progress
- Developing or revising the QA framework (to include practice standards and parent feedback and feedback from children and young people)
- Skills audit and training Plan being developed this will include Leadership Skills.
- Training of staff to include:
 - (i) caseworkers in the SEND team on how to successfully bring out the key point from specialist and other assessments to ensure this information is an integral part of the Plan as well as being included in the appendices)
 - (ii) social care staff
 - (iii) health staff
 - (iv) SENCOs

Increase in EHC Plans completed within 20 weeks from the 2018 baseline to be at least at the national average

Increase in new EHC Plans that meet standards established in the new QA framework (baseline date January 2020) when the QA framework will be operational

% of parents/carers who report on the feedback form that:

- They felt fully involved in the process
- They felt the communication was good
- They felt the EHC Plan accurately reflected their child's and young person's needs

- They felt the outcomes were good
- They felt the provision would meet their child's and young person's needs
- Baseline established autumn 2019

Feedback from education establishments:

% who felt the EHC Plan accurately reflected needs

% who felt the outcomes were clear

% who felt the EHC Plan would improve access to teaching and learning and improve progress

Baseline established December 2019

Review of EHC PLANS

% of EHC Plans that were reviewed within required timescales (baseline = % for secondary transfers, % of post 16 transfers, % others)

% of EHC Plans finalised within 12 weeks of the AR meeting where the decision taken was to amend the Plan

% of parents/carers who reported that:

- They were fully involved in the review
- They were satisfied with the outcome
- They were fully involved in the preparing for adulthood transition
- Baseline established

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Area of Concern 3: EHC Plans and the annual review process are of poor quality. The local authority has no system in place to make sure that relevant professionals and services are notified when EHC Plans need reviewing or updating. Professionals are not routinely informed of requests to submit written information within specified timescales. Too often EHC Plans are out of date and do not accurately reflect the needs or views of children and young people, or the views of the families. The information from EHC Plans and annual reviews is not used to inform the commissioning of services, particularly, but not exclusively, for young people between the ages of 19 and 25 years.

Aims: To ensure that the Local Authority and other partners produce a Plan that clearly articulate the needs of the child/young person having taking into consideration the voice of children/young people developed in partnership with Education, Health and Social Care. Annual review to be completed within timeframes and clearly reflect the views of children/young people, parents/carers and educational providers

Actions	Action Completed by	Responsible Officer	Outcomes and measures
<p>C1: Quality of EHC Plans to ensure they meet the needs of children and young person and enable them to meet their identified outcomes.</p> <p>a) Examine current EHC Plan and Annual Review processes within the Council and identify where:</p> <ul style="list-style-type: none"> • Improvements in processes can be introduced • Improvements in communication can be introduced • Improvements in timescales can be introduced <p>b) Identify where additional capacity is required</p> <ul style="list-style-type: none"> • Identify what is an appropriate case load for a SEND caseworkers <p>c) Identify training needs of each individual caseworker/manager</p> <ul style="list-style-type: none"> • All caseworkers to complete SEND Caseworker L3 and L4 courses 	<p>Dec 2019</p> <p>July 2019</p> <p>Oct 2019</p> <p>Sep 2019</p> <p>Dec 2019</p> <p>Sep 2019</p> <p>Dec 2019</p>	<p>SLSESEND</p> <p>SLSESEND</p> <p>SLSESEND</p>	<p>Outcomes:</p> <p>EHC plans are fit for purpose</p> <p>The area delivers its statutory duties to CYP with SEND in a timely, transparent and person centred way.</p> <p>Information gathered through EHC assessments and annual reviews is shared consistently and transparently with CYP with SEND and their families</p> <p>Children and young people and their families confirm that their views and aspirations are shared across services within the area to ensure that they only have to tell it once</p> <p>Person centred outcomes are identified by key professionals working with the child or young person</p> <p>Leaders are aware of the training and development needs of the staff and put in place appropriate and timely interventions to support their development</p> <p>Key SEND transition points are Planned in a timely manner and meet the needs of the CYP/ learner</p> <p>Baseline data captured in Autumn 2019.</p>

- Through bi-weekly training ensure all SEND team are aware of non-negotiables and appropriate training is delivered and commissioned including SEN law
 - Introduce minimum practice standards to operational team based on customer service practice standards
- d) Complete audit of SEN output/ team and write business case for increasing the number of caseworkers in order that caseworkers have a manageable case load
- Undertake Customer service quality framework assessment and produce and action plan with clear deliverable outcomes.

AG rating

Oct 2019	Jan 2020	April 2020	July 2020
Oct 2020	Jan 2021	April 2021	July 2021
Oct 2021	Jan 2022	April 2022	July 2022

- July 2020
- Jan 2020
- Oct 2019
- Sept 2019
- July 2020

SLSESEND

And as a result:

The number of complaints received by the service will be reduced from previous year

The number of complaints upheld will be reduced from previous year

The local authority has fewer appeals and tribunals upheld in comparison to previous years baseline for 2018

Increase in EHC Plans completed within 20 weeks from the 2018 baseline

Increase in new EHC Plans that meet standards established in the new QA framework (baseline date January 2020) when the QA framework will be operational

Survey data evidences that there is an increase from autumn 2019 baseline in percentage of parents/carers who report on the feedback form that:

- They felt fully involved in the process
- They felt the communication was good
- They felt the EHC Plan accurately reflected their child's and young person's needs
- They felt the outcomes were good
- They felt the provision would meet their child's and young person's needs

Feedback from education establishments: from autumn 2019 baseline

Increase in % who felt the EHC Plan accurately reflected needs

Increase in % who felt the outcomes were clear

			Increase in % who felt the EHC Plan would improve access to teaching and learning and improve progress
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C1 Progress update – October 2021 to November 2021

- As part of the revised EHCP QA Framework, Strategic Leads and the Assistant Director call parents following an EHCP or annual review to gather feedback from the parents / carers and CYP.
- New documentation has been shared with schools and SEN Team (Provisions & outcomes planning template, Professionals template, EHCNA template, Annual review discussion record, EHCP V29 template). This is all available for SENCOs to download from SLA website document store
- SENCOs are now using the person centred meeting format to hold annual reviews and EHCP needs assessments meetings.
- The revised QA framework is now in place with multi-layered QA of plans taking place by colleagues in SEN/ health and social care.
- The average time for a new plan to be finalised in August was 17.6 weeks. This is an improvement from the previous 3 month of 18.6.

- **Impact: Outcomes of digital survey August & September 2021**
- 83% of parent carers or guardians either agree or strongly agree that they were fully involved in the process
- 83% of parent carers or guardians either agree or strongly agree that communication throughout the process was satisfactory
- 83% of parent carers or guardians either agree or strongly agree that their child or young person's EHCP accurately reflects their needs
- 83% of parent carers or guardians either agree or strongly agree that the provision in their child or young person's EHCP would meet their needs

- **QA of EHCPs**
- There has been an improvement in the percentage of EHCPs that have been quality assured and judged to be good or better using the QA framework (63% for July & August combined).
- The Strategic Lead & AD have moderated EHCPs judged to be inadequate and have taken actions to get those EHCPs reviewed sooner. In one case it was agreed that the plan was not inadequate and the AD is meeting with the Quality Assurance auditor to understand why it was thought it was.

- **Single Agency Audit- Health**
- The Designated Clinical Lead (DCO) has been an integral member of the EHCP QA programme and has been undertaking audits on draft entries and the health elements of the plan.
- A total of 9 plans have been audited and identified that the health advice information received in time for the draft entries were of a good standard. The two areas that require improvement were in relation to the voice of the child and ensuring the wishes of the CYP were considered in the report.

<p>C2: Revise and Review the Annual Review Process to ensure that EHC Plans are appropriately updated.</p> <p>a) Refresh and co-produce the annual review process for CYP with EHC Plans to ensure it gathers information on progress towards outcomes and informs joint commissioning decisions and that annual reviews take place within timescales and where necessary Plans are amended</p> <p>b) Agree joint area approach to statutory decision making - initiation and case management panels – agree and publish new terms of reference and membership</p> <p>c) Revise existing templates, process and guidance for completing multi-agency contributions to EHC needs assessment</p> <p>Recruit to Vacant appeals and Tribunals post</p> <p>Establish EHC Plan quality assurance process, schedules for quality assurance of EHC Plan, which allows the area to evaluate the strengths and weaknesses of EHC Plans (new and amended) quarterly quality assurance of EHC Plan to be undertaken by SEND Operational Board</p> <p>f) Put in place protocols that ensure prompt and appropriate contributions are received when drafting EHC Plans from Education, Health and Care. This will include compliance and escalation to relevant service managers and senior leads.</p>	<p>Déc. 2020</p>	<p>SLSESEND</p>	<p>Review of EHC PLANS</p> <p>Increase in % of EHC Plans that were reviewed within required timescales (baseline = % for secondary transfers, % of post 16 transfers, % others) from Autumn 2019 baseline</p> <p>Increase in % of EHC Plans finalised within 12 weeks of the AR meeting where the decision taken was to amend the Plan</p> <p>Increase in % of parents/carers who reported that:</p> <ul style="list-style-type: none"> - They were fully involved in the review - They were satisfied with the outcome - They were fully involved in the preparing for adulthood transition - Baseline established
	<p>Sept 2019</p>	<p>SLSPPEP</p>	
	<p>Déc. 2019</p>	<p>SLSESEND</p>	
	<p>Sept 2020</p>	<p>SLSESEND</p>	
	<p>Nov. 2019</p>	<p>SLSPPEP</p>	
	<p>Jan 2020</p>	<p>SLSESEND</p> <p>SLSESEND</p>	

<p>g) Key issues report to be used by to SL SE SEND to inform staff development needs</p> <p>h) Using Enhance training materials to implement guidance for completion of sections of EHC Plans</p> <p>i) Using engagement portal survey parents/carers/ CYP on their experience of the EHC Plan/ annual review process- gather a baseline in Autumn 19 and then repeat quarterly to evidence improvements/ direction of travel</p> <p>RAG rating</p> <table border="1" data-bbox="107 611 770 984"> <thead> <tr> <th>Oct 2019</th> <th>Jan 2020</th> <th>April 2020</th> <th>July 2020</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Oct 2019	Jan 2020	April 2020	July 2020																					<p>Feb 2020</p> <p>Oct 2019- July 2020</p> <p>Oct 2019</p>	<p>SLSESEND</p> <p>SLSPPEP</p>	
Oct 2019	Jan 2020	April 2020	July 2020																								

C2 Progress update – October 2021 to November 2021

- Processes have been revised and shared with all stakeholders.
- All schools were reminded of when annual review dates were due for next academic year before the end of term through the sharing of the report to each individual school.
- Latest available data shows 74% of annual reviews have been completed in the last 12 months. There is a plan in place to prioritise the annual reviews not completed within the last 12 months.

This Written Statement of Action has been written in consultation with:

Children's Overview and Scrutiny

Parent Carer Forum

Director's Board

Clinical Commissioning Group


Head teachers and College Principals

SEND Improvement Board

SEND Operational Group

SEND Engagement and Participation Group

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Roger Harris
Corporate Director



Mandy Ansell
Chief Officer, Thurrock Clinical Commissioni...

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1 December 2021	ITEM: 11
Children’s Services Overview and Scrutiny Committee	
Update on the Progress of the Recommendations in the Annual Public Health Report of Serious Youth Violence and Vulnerability	
Wards and communities affected: all	Key Decision: Non-key
Report of: Jason Read, Youth Offending Operations Manager Michelle Cunningham, Community Safety Partnership Manager	
Accountable Assistant Director: N/A	
Accountable Director: Dr Jo Broadbent, Director of Public Health	
This report is Public	

Executive Summary

This report is to provide the Overview & Scrutiny Committee with a update on the progress of the recommendations in the Annual Public Health Report of Serious Youth Violence and Vulnerability.

The annual report of the Director of Public Health on Youth Violence and Vulnerability in 2019/20 (*Appendix 1*) will support Thurrock in developing a Public Health approach to youth violence and it brings together all relevant agencies to support young people and intervene before they are groomed by gangs and go on to commit offences, and will provide a long lasting solution.

The Thurrock Violence and Vulnerability Board has been convened to bring together representation from the 6 key strategic partnership boards, namely; the Community Safety Partnership, the Safeguarding Adults Board, the Local Safeguarding Children’s Partnership, Youth Crime Governance Board, Brighter Future’s Partnership Board and the Health and Well Being Board in order to provide governance for the coordination and implementation of these recommendations and ensure a cross cutting public health approach to youth violence and vulnerability. The Violence and Vulnerability Board is chaired by the Director of Public Health.

Thurrock are part of the Essex Violence and Vulnerability Board which recognises the significant impact that serious violence associated with gang activity is having on the communities of Essex. This has brought access to considerable additional funding for early prevention and intervention activity.

1. Recommendation(s):

1.1 That Members of the Committee through scrutiny assure themselves of the progress of the recommendations in the Annual Public Health Report of Serious Youth Violence and Vulnerability.

1.2 That Members contribute to the delivery of this agenda ensuring that communities have a voice within this agenda.

1.3 That Members agree that an annual report on the work of the Violence and Vulnerability Board be brought to the Committee.

2. Introduction and Background

2.1 National Context

In March 2019 the Home Office announced a Serious Violence Fund to help tackle serious violence in 18 areas worst affected of which Essex was identified as one of the Violence Reduction Unit areas. This funding was to support Surge operation activity by Essex Police and to set up a Violence and Vulnerability Unit (VVU) in Essex to build capacity to tackle the root causes of serious violence by bringing together Police, local government, health, education professionals, community leaders and other key partners to provide a multi-agency response to local drivers of serious violence.

2.2 Essex Violence and Vulnerability Unit

As a partnership the focus of the Essex VVU is to address issues which will lead to a reduction in serious violence – namely to:

- Reduce hospital admissions for assaults with a knife or sharp object and especially among those victims aged under 25
- Reduce knife-enabled serious violence and especially among those victims aged under 25
- Reduce all non-domestic homicides and especially among those victims aged under 25 involving knives

This will be achieved by:

- Identifying and tackling organised crime gangs, County Lines and drug supply.
- Delivering a proactive, robust local enforcement programme in partnership with communities.
- Reducing the risk of young or vulnerable people being exploited by gangs and help those involved in gangs to break away.

The Essex Violence and Vulnerability Round Table is chaired by the Police Fire and Crime Commissioner Roger Hirst and attended by members and Directors from Thurrock.

The Essex Violence and Vulnerability operations board is attended by officers from YOS, CSP and Public Health for Thurrock.

There are 5 work streams to deliver on the focus areas:

1. Voice of Communities
2. Targeting interventions
3. Developing the Workforce
4. Raising Awareness
5. Improving our understanding.

2.3 Thurrock Structure and related priorities

The response to Serious Youth violence in Thurrock (16-24 year olds) has been structured around the 2020 Annual Public Report by the then Director of Public Health on Youth Violence and Vulnerability. This takes a public health approach to serious youth violence and vulnerability and makes 32 recommendations within the following 4 categories:

1. Surveillance – led by Public Health and Childrens Social Care
2. Primary Prevention –through Brighter Futures
3. Secondary prevention –through the Local Safeguarding Childrens Partnership Multi Agency Child Exploitation (MACE) group
4. Tertiary Prevention –through the Community Safety Partnership Executive and Operational Gang Related Violence Group

The Thurrock Violence and Vulnerability Board has been convened to bring together representation from the 6 key strategic partnership boards, namely; the Community Safety Partnership, the Safeguarding Adults Board, the Local Safeguarding Children's Partnership, Youth Crime Governance Board, Brighter Future's Partnership Board and the Health and Well Being Board in order to provide governance for the coordination and implementation of these recommendations and ensure a cross cutting public health approach to **youth violence and vulnerability**.

The Violence and Vulnerability Board is chaired by the Director of Public Health and is required to provide oversight and assurance to:

1. Coordinate and provide oversight of the activity of the 4 work streams delivering the implementation of the findings and recommendations from the Annual Public Health report on Youth Violence and Vulnerability report 2020
2. Ensure that the work of the Essex wide Violence and Vulnerability unit is delivered locally in Thurrock
3. Ensure that the voice of communities is part of tackling serious youth violence

2.4 Safeguarding and Criminal Gang Activity

Protecting children and vulnerable adults from the risks in relation to criminal gang activity should be seen as part of the Councils wider safeguarding duties, and is the same as protecting them from any other harms.

3. Issues, Options and Analysis of Options

3.1 Summary of Action to Date: Surveillance

- Through Essex Police areas of priority have been identified for intervention (localities work) due to their societal factors
- The wards determined for Thurrock based localities work using analysis determined where offenders known to criminal justice services reside (this therefore includes those offenders open to our services but offending out of borough) and where victims / perpetrators known to Essex Police reside (not where offences happen) are:
 - West Thurrock and South Stifford
 - Tilbury St Chads
- 11 micro areas have been identified for high visibility policing (Op Grip) due to the recorded crimes in the area
- A bimonthly report on contextualised safeguarding is produced highlighting areas of concern requiring an environmental response
- Mapping has been undertaken on a predominantly street level gang operating in the Grays area
- The first data sets have been created in Xantura ready for review.
- Through the Youth Crime Governance Board a triangulation has been identified between Child In Need (CIN), Special Education Needs and Disabilities (SEND) and early onset of offending.
An annual data report is presented to the Thurrock Violence & Vulnerability Board in respect of the gang related violence operation group through put

3.2 Next Steps: Surveillance

- Through the Adult Safeguarding Board work streams we are working on a vulnerable adult contextualised safeguarding report
- Continued development of products available within Xantura to support early intervention

3.3 Summary of Action to Date: Primary Prevention

- Making informed choices – interactive sessions delivered by Essex Police available to all education establishments June 21
- Awareness raising being delivered by our gang and exploitation worker in secondary schools
- Leaflet for parents created and distributed through schools *Appendix 2*
- Early Years and Family/Parenting Support through Brighter Futures

3.4 **Next Steps: Primary Prevention**

- A series of workshops on gang activity in Thurrock have been scheduled for professionals
- To plan and deliver focused workshops with communities to raise awareness
- To offer primary schools in key locality areas opportunity for programmes to raise awareness of exploitation in all forms
- To deliver walk on line roadshows to years 5, 6 and 7
- Continued work with youth cabinet to develop their response
- Strengthen commissioning arrangements into a single integrated function that includes a review of parenting programmes and robust evaluation of the impact of individual interventions
- Develop a comprehensive curriculum skills based offer focusing on improving communication, improving classroom behaviour, problem solving, strengthening emotional intelligence, reducing aggression and strengthening impulse control based on evidence based programmes
- Expand the reach of the generic youth service offer, prioritising areas where there is currently no or inadequate levels of provision and higher prevalence of youth violence
- Expanding the reach and breadth of INSPIRE generic skills based offer allowing a greater number of young people to benefit.

3.5 **Summary of Action to Date: Secondary Prevention**

- Additional funding provided by the VVU for St Stephens to deliver youth outreach work in West Thurrock and South Stifford
- Red Balloon commissioned by the VVU to deliver detached youth work in Grays, Tilbury and W Thurrock and South Stifford. This includes the holiday hunger programme, sports activities and links to existing organisations in the community.
- Mentoring project in place through the Youth offer with a focus on SEND and Children in Need
- Protocol in place with schools to reduce exclusions, provide targeted intervention and manage risk & vulnerability.

3.6 **Next Steps: Secondary Prevention**

- Develop outreach work delivered by the Olive Academy to reduce exclusions and support transition back to mainstream
- Clearly defined processes for referrals from the multi- agency panels for Tier 2 interventions will be in place, to ensure that young people with multiple risk factors receive the right support at the right time.
- Increase the numbers of crack cocaine users in treatment and convert them into successful recovery. We acknowledge that this is not going to be a quick outcome.

3.7 Summary of Action to Date: Tertiary Prevention

- C17 was an established gang in Grays, however following successful application of injunctions there is now limited activity.
- The multi-agency Operational gang related violence group meets monthly to discuss all nominals. The purpose of the forum is to identify, monitor and share information regarding identified gang nominals residing in Thurrock
- SOS project (run by St Giles Trust) being delivered in the Olive Academy
- Reachable Teachable moments project delivered by gang and exploitation lead
- Reachable Teachable moments project within Basildon and Thurrock University Hospital
- Through well homes approach to vulnerable families moving into the borough
- 29 individuals across Thurrock have been trained to deliver individual, or group work to parents/carers to reduce violence within the home.

3.8 Next Steps:

- Fearless Futures to be delivered in Thurrock for offenders of serious violence within the probation service
- To recruit Youth Exploitation Worker to work within the YOS to support those young people in Thurrock at risk of involvement of gangs and county lines.
- Improve our trauma focused offer within YOS and wider
- To review within Youth Justice Plan (YJP) and include resettlement process in action plan
- Evaluate current and future offer in relation to mental health services and develop a more integrated a holistic model with a greater focus on addressing familial, school, and environment risk.

4. Reasons for Recommendation

4.1 Scrutiny by members in relation to this priority will ensure that Thurrock Council is in a strong position to fulfil the new duty which will be placed upon it in relation to serious violence¹. This duty on public bodies will ensure relevant services work together to share data and knowledge and allow them to target their interventions to prevent serious violence altogether.

4.2 No agency will resolve this issues on its own and we need to work with communities and ensure that they are part of the solution.

[draft guidance - serious violence duty \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

4.3 To enable members to agree a process for monitoring of identified actions to ensure Thurrock Council responds appropriately to the challenges posed by this agenda and delivers on the recommendations within the Annual Public Health Report.

5. Consultation (including Overview and Scrutiny, if applicable)

5.1 The purpose of bringing this report to the Committee is for scrutiny by members.

6. Impact on corporate policies, priorities, performance and community impact

6.1 The Thurrock Community Safety Partnership is central to delivering Thurrock Council's priority of:

People – a borough where people of all ages are proud to work and play, live and stay.

This means:

- High quality, consistent and accessible public services which are right first time
- Build on our partnerships with statutory, community, voluntary and faith groups to work together to improve health and wellbeing
- Communities are empowered to make choices and be safer and stronger together

6.2 This work will form a key part of delivering on the draft priorities within the Health and Well Being Strategy 2022/26 and will be consulted on as part of the development of that strategy.

7. Implications

7.1 Financial

Implications verified by: **Laura Last**
Senior Management Accountant

The Home Office through the PFCC have provided Violence and Vulnerability funding for Localities work and work with those at risk of High Harm. Corporate Finance will ensure the money is spent in accordance with the conditions attached. This is in addition to one-off funding made available by members from the budget surplus to support work on anti-social behaviour.

7.2 Legal

Implications verified by: **Lindsey Marks**
Deputy Head of Law

This is a report into criminal gang activity. The Serious Violence Duty places a statutory duty on local authorities and a range of other authorities including, youth offending teams, schools, local health boards, and policing bodies, to collaborate to prevent and reduce serious violence in the area and to formulate an evidence-based analysis of the problems associated with serious violence in a local area, and then produce and implement a strategy detailing how they will respond to those issues. Prisons, youth custody agencies and educational authorities may also need to work with these core partners. The aim of the Duty is to encourage organisations to share information, data and intelligence, and work collaboratively rather than in isolation to tackle serious violence. Those involved must work together to identify the causes of serious violence and make plans to address it. New powers are created for sharing information with each other and with the police.

In addition the Council have an obligation to ensure the safety and protection of Thurrock residents.

7.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**
**Community Engagement and Project
Monitoring Officer**

There are no direct implications in relation to diversity and equality from this report. Monitoring of the ethnicity of young offenders, and any identified learning disabilities is in place through the Youth Crime Governance Board and actions to address any identified disproportionality put in place

7.4 Other implications (where significant) – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder, and Impact on Looked After Children

This report will support members in ensuring that they are delivering on Section 17 of the Crime and Disorder Act.

8. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

[draft guidance - serious violence duty \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/798487/draft-guidance-serious-violence-duty.pdf)

9. Appendices to the report

- Appendix 1: Annual Public Health report 2019/20 – due to the size of the document, appendix 1 can be found at: <https://www.thurrock.gov.uk/sites/default/files/assets/documents/annual-health-report-2019-v01.pdf>
- Appendix 2: Parent leaflet

Report Authors:

Jason Read

Youth Offending Operations Manager

Childrens Social Care

Michelle Cunningham

Community Safety Partnership Manager

Public Realm

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What can I do?

TALK/LISTEN - encourage open conversation, tell them your concerns, be prepared to listen, don't judge, encourage them to reach out for help and tell them how


MONITOR - impose curfews, monitor their social media/bank accounts/phone where possible. Report any concerns immediately. If they do not return home report them as 'missing' to police on 101


STAY 'IN THE KNOW' - listen to what they're listening to, research about gangs/exploitation, be aware of what is going on locally and nationally (incidents in other areas can impact young people here), use www.urbandictionary.com for slang word definitions


SHARE CONCERNS - reach out for help, share concerns with professionals, make notes of names/dates/concerns


Know the signs


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 Persistently missing from school/home, being found out of area


 Unexplained money, clothes or mobile phones


 Excessive receipt of phone calls and texts

 Relationships with controlling/older individuals, gang association

 Leaving home or care without explanation

 Suspicion of self-harm, physical assaults or unexplained injuries

 Significant changes in emotional wellbeing

 Significant decline in school performance

Information for parents/carers

Gangs operate across Thurrock - it is important for parents and carers to be aware of the signs of gang activity, recruitment and grooming as well as criminal exploitation. Thurrock differs from London and other parts of Essex and so spotting the signs early will help your child stay safe.

If you have any issues or concerns please contact
Gangs & Criminal Exploitation Lead
Ceryl Marsh
07565 620637
ceryl.marsh@thurrock.gov.uk

Alternatively, you can reach out to any of the support contacts below:

MASH (Multi-Agency Safeguarding Hub)
01375 652802
thurrockmash@thurrock.gov.uk

PASS (Prevention & Support Service)
pass@thurrock.gov.uk

YOS (Youth Offending Service)
01375 652990

Police
Emergency 999
Non Emergency 101

Crimestoppers
0800 555 111
www.crimestoppers-uk.org

Childline
0800 1111
www.childline.org.uk

NSPCC
0808 800 5000
www.nspcc.org.uk

Modern Slavery
0800 0121 700
www.modernslavery.gov.uk

Gangs and Exploitation

Support and information for parents across Thurrock



What is criminal exploitation?

Children and young people can be exploited by criminal gangs. They may be pressured into committing offences such as drug dealing, stealing or carrying weapons/drugs. They might be at risk of, or in fear of violence, be forced to travel away from their home, and 'work' for the gang. They might not realise that they are victims and, at times, it might seem that they are choosing that lifestyle. This is exploitation!

County Lines

County lines is the process of transporting drugs from one area to another—crossing police and local authority borders. Children and young people are the primary targets to work for 'lines'. This is also known as 'going country', 'cunch', 'OT' (out there), 'trapping' or 'running'.

The line relates to the main phone number that sends/receives orders for drugs. Drug lines will have their own identifiable name. The line will send orders to 'runners' who will be in the local area of where the drugs are sold. The 'line' will not be in the local area usually and will be operated by an 'elder/owner' elsewhere.

Vulnerable adults are targeted for their accommodation - a process known as 'cuckooing'

where the dealers/runners will take over their property and use it as a base to supply drugs from. This can be known as a 'trap house'.

Young people can be targeted by their own associates or by others gangs and are at risk of serious violence, robbery, sexual violence, intimidation and debt-bondage (where they are robbed for cash/drugs and have to work for free to repay the debt. This can be substantial sums of money. Their families may also be threatened.

What attracts young people?

There are many reasons why children and young people become involved with gangs. This can include any of the following:

- Protection from others (gangs/groups/peers)
- To be accepted
- Feel part of a 'family'
- Respect/sense of identity
- Siblings/family members/friends are involved
- Status
- Gangs are common in the area
- Fear, intimidation and threats
- Peer pressure
- Lack of family/emotional support
- Cultural identity
- Limited positive role models
- Boredom
- Financial gain and rewards

What should I consider?

FRIENDS - do you know them? Where do they live? Are you worried about them? Where do they hang out?

SOCIAL MEDIA/MUSIC - do you know what their usernames are? How many phones do they have? Can you 'follow' them? Do you monitor what they are posting? Who are they listening to? What apps are on their phone?

CURFEW - do they come home on time? Are they staying out overnight? Where/who with?

LANGUAGE - are they talking about gangs/gang culture? Are they talking in slang a lot? Do you know what they are saying?

BANK ACCOUNTS - have you got access to their account? Can you monitor what is coming in/going out?

TRAVEL - how are they getting around?

WEAPONS - do you know how many knives are in the kitchen? Would you notice if one was missing?

Spotting the signs

Behaviour of young people involved with/being exploited by gangs can include some of the following:

- Withdrawing from family
- Secretive behaviour
- Unexplained injuries
- Unaccounted for money/new clothing/new phone
- Absconding from home, going 'missing'
- Breaking family rules/pushing boundaries
- New friends
- Poor attendance/engagement at school/college
- Loss of interest in hobbies/normal routines
- Aggression
- Being picked up in unknown cars/taxis
- Increase in incoming telephone calls
- Knives going missing from the kitchen
- Unaccounted for money coming in/going out of bank account
- Carrying/concealing weapons
- Carrying/concealing drugs
- Concerns raised by professionals

**Children's Services Overview and Scrutiny Committee
Work Programme 2021/22**

Dates of Meetings: 13 July 2021, 12 October 2021, 1 December 2021, 8 February 2022.

Topic	Lead Officer	Requested by Officer/Member
13 July 2021		
Youth Cabinet Verbal Update	Roberta Fontaine	Standing Item
Items Raised by Thurrock Local Safeguarding Partnership Board – Update on the LSCP Peer Review Action Plan	Priscilla Bruce-Annan	Standing Item/ Members
SEND Education and Residential Placements	Sue Green	Officers
Supported Accommodation for 18-24 Year Olds	Sue Green	Officers
SEND Inspection Outcome - Written Statement of Action Update	Michele Lucas	Members
Thurrock's Education Landscape	Michele Lucas	Chair
Impact of Covid-19 on Education and Children's Social Care	Janet Simon/Michele Lucas	Chair
Children's Social Care Performance – Quarter 4 2020-21	Janet Simon	Chair
Work Programme	Democratic Services	Standing item
12 October 2021		

Youth Cabinet Verbal Update	Roberta Fontaine	Standing Item
Report from Thurrock Local Safeguarding Children's Partnership (LSCP)	Priscilla Bruce-Annan	Standing Item
2020/21 Annual Complaints and Representations Report – Children's Social Care	Lee Henley	Officers
Children's Services Savings – Education and Skills	Sheila Murphy	Officers
Proposed Budget Reductions for Children's Social Care and Early Help	Sheila Murphy	Officers
Ofsted Focused Visit on children at risk from extra-familial harm 30 June - 1 July 2021	Sheila Murphy	Chair
SEND Inspection Outcome - Written Statement of Action Update	Michele Lucas	Members (requested February 2021)
Work Programme	Democratic Services	Standing item
11 November 2021 – Extraordinary Meeting at 6pm		
Review of High Risk Notifications provided by Children's Social Care (EXEMPT)	Sheila Murphy	Members (<i>requested February 2021</i>)
Children's Social Care Performance	Janet Simon	Chair
Thurrock Childcare Sufficiency Annual Assessment 2021	Andrea Winstone	Members (requested November 2020)

Low Income Families and Child Poverty update (2021) for the Children and Young People JSNA product (2017)	Jo Broadbent	Chair
Health and Wellbeing Strategy Refresh 2021-2026	Jo Broadbent	Officers
1 December 2021		
Youth Cabinet Verbal Update	Lucy Boatman	Standing Item
Items Raised by Thurrock Local Safeguarding Partnership Board	Priscilla Bruce-Annan	Standing Item
Fees and Charges Pricing Strategy 2022-23	Kelly McMillan	Officer
Pupil Place Plan Update 2021-25	Sarah Williams	Members (<i>requested November 2020</i>)
SEND Inspection Outcome - Written Statement of Action Update	Michele Lucas	Members (requested February 2021)
Update on the Progress of the Recommendations in the Annual Public Health Report of Serious Youth Violence and Vulnerability	Jo Broadbent	Members (requested July 2020)
Impact of COVID-19 on Education and Children's Social Care	Janet Simon/Michele Lucas	Chair
Work Programme	Democratic Services	Standing item
8 February 2022		
Youth Cabinet Verbal Update	Lucy Boatman	Standing Item
Items Raised by Thurrock Local Safeguarding Partnership Board	Priscilla Bruce-Annan	Standing Item

Head Start Housing Annual Review	Michele Lucas	Members (<i>requested February 2021</i>)
Written Statement of Action Review	Michele Lucas	Members (requested February 2021)
Inspire Update	Michele Lucas	Officers
Update on Impact of Covid-19 on Education and Children's Social Care (how children have settled back into schools)	Janet Simon/Michele Lucas	Members
Children's Services Operating Model	Janet Simon/Michele Lucas	Chair
Home to School Transport	Michele Lucas	Chair
Work Programme	Democratic Services	Standing item
Briefing Notes		
Update on Nurseries Consultation	Michele Lucas	Agreed at Committee on 12 October 2021
Update on childcare sufficiency	Andrea Winston	Requested on 11 November 2021.