

Children, Young People and Family Support Scrutiny and Policy Development Committee

Monday 20 February 2017 at 1.00 pm

To be held at the Town Hall, Pinstone Street, Sheffield, S1 2HH

The Press and Public are Welcome to Attend

Membership

Councillors Ian Saunders (Chair), Steve Ayris (Deputy Chair), Andy Bainbridge, Olivia Blake, John Booker, Terry Fox, Craig Gamble Pugh, Kieran Harpham, Karen McGowan, Mohammad Maroof, Abtisam Mohamed, Josie Paszek, Colin Ross, Alison Teal and Cliff Woodcraft

Education Non-Council Members

Gillian Foster, Alison Warner, Waheeda Din, Joanna Heery and Peter Naldrett

Healthwatch Sheffield

Alice Riddell (Observer)

Substitute Members

In accordance with the Constitution, Substitute Members may be provided for the above Committee Members as and when required.

PUBLIC ACCESS TO THE MEETING

The Children, Young People and Family Support Scrutiny Committee exercises an overview and scrutiny function in respect of the planning, policy development and monitoring of service performance and other general issues relating to learning and attainment and the care of children and young people within the Children's Services area of Council activity. It also scrutinises as appropriate the various local Health Services functions, with particular reference to those relating to the care of children.

A copy of the agenda and reports is available on the Council's website at www.sheffield.gov.uk. You can also see the reports to be discussed at the meeting if you call at the First Point Reception, Town Hall, Pinstone Street entrance. The Reception is open between 9.00 am and 5.00 pm, Monday to Thursday and between 9.00 am and 4.45 pm. You may not be allowed to see some reports because they contain confidential information. These items are usually marked * on the agenda.

Members of the public have the right to ask questions or submit petitions to Scrutiny Committee meetings and recording is allowed under the direction of the Chair. Please see the website or contact Democratic Services for further information regarding public questions and petitions and details of the Council's protocol on audio/visual recording and photography at council meetings.

Scrutiny Committee meetings are normally open to the public but sometimes the Committee may have to discuss an item in private. If this happens, you will be asked to leave. Any private items are normally left until last. If you would like to attend the meeting please report to the First Point Reception desk where you will be directed to the meeting room.

If you require any further information about this Scrutiny Committee, please contact Diane Owens, Policy and Improvement Officer on 0114 27 35065 or [email diane.owens@sheffield.gov.uk](mailto:diane.owens@sheffield.gov.uk)

FACILITIES

There are public toilets available, with wheelchair access, on the ground floor of the Town Hall. Induction loop facilities are available in meeting rooms.

Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

**CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT SCRUTINY AND POLICY
DEVELOPMENT COMMITTEE AGENDA
20 FEBRUARY 2017**

Order of Business

- 1. Welcome and Housekeeping Arrangements**
- 2. Apologies for Absence**
- 3. Exclusion of Public and Press**
To identify items where resolutions may be moved to exclude the press and public
- 4. Declarations of Interest** (Pages 1 - 4)
Members to declare any interests they have in the business to be considered at the meeting
- 5. Minutes of Previous Meeting** (Pages 5 - 12)
To approve the minutes of the meeting of Committee held on Monday, 19th December, 2016
- 6. Public Questions and Petitions**
To receive any questions or petitions from members of the public
- 7. 2016 Final Results - City Context and School Performance** (Pages 13 - 38)
Report of the Executive Director, Children, Young People and Families
- 8. Developing Services for Children, Young People and Families - Reviewing Our Model for Children's Centres Areas** (Pages 39 - 46)
Report of the Acting Director, Children and Families
- 9. Work Programme 2016/17** (Pages 47 - 52)
Report of the Policy and Improvement Officer
- 10. Date of Next Meeting**
The next meeting of the Committee will be held on Monday, 3rd April, 2017, at 1.00 pm, in the Town Hall

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ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

If you are present at a meeting of the Council, of its executive or any committee of the executive, or of any committee, sub-committee, joint committee, or joint sub-committee of the authority, and you have a **Disclosable Pecuniary Interest (DPI)** relating to any business that will be considered at the meeting, you must not:

- participate in any discussion of the business at the meeting, or if you become aware of your Disclosable Pecuniary Interest during the meeting, participate further in any discussion of the business, or
- participate in any vote or further vote taken on the matter at the meeting.

These prohibitions apply to any form of participation, including speaking as a member of the public.

You **must**:

- leave the room (in accordance with the Members' Code of Conduct)
- make a verbal declaration of the existence and nature of any DPI at any meeting at which you are present at which an item of business which affects or relates to the subject matter of that interest is under consideration, at or before the consideration of the item of business or as soon as the interest becomes apparent.
- declare it to the meeting and notify the Council's Monitoring Officer within 28 days, if the DPI is not already registered.

If you have any of the following pecuniary interests, they are your **disclosable pecuniary interests** under the new national rules. You have a pecuniary interest if you, or your spouse or civil partner, have a pecuniary interest.

- Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner undertakes.
- Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period* in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

*The relevant period is the 12 months ending on the day when you tell the Monitoring Officer about your disclosable pecuniary interests.

- Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority –
 - under which goods or services are to be provided or works are to be executed; and
 - which has not been fully discharged.

- Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.
- Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.
- Any tenancy where (to your knowledge) –
 - the landlord is your council or authority; and
 - the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.
- Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -
 - (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
 - (b) either -
 - the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or
 - if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

If you attend a meeting at which any item of business is to be considered and you are aware that you have a **personal interest** in the matter which does not amount to a DPI, you must make verbal declaration of the existence and nature of that interest at or before the consideration of the item of business or as soon as the interest becomes apparent. You should leave the room if your continued presence is incompatible with the 7 Principles of Public Life (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership).

You have a personal interest where –

- a decision in relation to that business might reasonably be regarded as affecting the well-being or financial standing (including interests in land and easements over land) of you or a member of your family or a person or an organisation with whom you have a close association to a greater extent than it would affect the majority of the Council Tax payers, ratepayers or inhabitants of the ward or electoral area for which you have been elected or otherwise of the Authority's administrative area, or
- it relates to or is likely to affect any of the interests that are defined as DPIs but are in respect of a member of your family (other than a partner) or a person with whom you have a close association.

Guidance on declarations of interest, incorporating regulations published by the Government in relation to Disclosable Pecuniary Interests, has been circulated to you previously.

You should identify any potential interest you may have relating to business to be considered at the meeting. This will help you and anyone that you ask for advice to fully consider all the circumstances before deciding what action you should take.

In certain circumstances the Council may grant a **dispensation** to permit a Member to take part in the business of the Authority even if the member has a Disclosable Pecuniary Interest relating to that business.

To obtain a dispensation, you must write to the Monitoring Officer at least 48 hours before the meeting in question, explaining why a dispensation is sought and desirable, and specifying the period of time for which it is sought. The Monitoring Officer may consult with the Independent Person or the Council's Audit and Standards Committee in relation to a request for dispensation.

Further advice can be obtained from Gillian Duckworth, Director of Legal and Governance on 0114 2734018 or email gillian.duckworth@sheffield.gov.uk.

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**Children, Young People and Family Support Scrutiny and Policy Development
Committee**

Meeting held 19 December 2016

PRESENT: Councillors Steve Ayris (Deputy Chair), Andy Bainbridge, Olivia Blake, John Booker, Terry Fox, Craig Gamble Pugh, Kieran Harpham, Karen McGowan, Mohammad Maroof, Peter Rippon, Colin Ross, Alison Teal and Cliff Woodcraft

Non-Council Members in attendance:-

Waheeda Din, (Parent Governor Representative - Non-Council Voting Member)

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1. APOLOGIES FOR ABSENCE

1.1 Apologies for absence were received from the Chair (Councillor Ian Saunders) and Councillors Abtisam Mohamed and Josie Paszek, and Joanna Heery and Peter Naldrett (Education Non-Council Voting Members).

2. EXCLUSION OF PUBLIC AND PRESS

2.1 No items were identified where resolutions may be moved to exclude the public and press.

3. DECLARATIONS OF INTEREST

3.1 In relation to Agenda Item 7 (Sheffield's Emotional Wellbeing and Mental Health Transformation Programme – In Response to Children in Mind), Councillor Craig Gamble Pugh declared a personal interest relating to the Child and Adolescent Mental Health Service (CAMHS).

4. MINUTES OF PREVIOUS MEETING

4.1 The minutes of the meeting of the Committee held on 21st November 2016, were approved as a correct record, with the exception of Item 3 – Declarations of Interest, and referring to Councillor Olivia Blake, by the substitution of the words 'Chair of the Carers and Young Carers' Board', for the words 'Chair of Sheffield Young Carers' Board' and, arising therefrom, the Policy and Improvement Officer (Diane Owens) reported that:-

- (a) in connection with Item 7 – Support and Services for Young Carers, she had liaised further with Sara Gowen (Managing Director, Sheffield Young Carers) and the Chair and, as requested by the Committee, had written to Councillor Jackie Drayton (Cabinet Member for Children, Young People and Families) and Jayne Ludlam (Executive Director, Children, Young

People and Families) to ask that they write to all schools in the City to encourage them to nominate a Young Carer's Champion, with the timing of such letter to coincide with Young Carers' Awareness Day, on 26th January, 2017, and they had responded positively to this request, and that she would report back to the Committee on the outcome; and

- (b) in connection with Item 8 – Work Programme 2016/17 following liaison with the Chair and Deputy Chair, it had been decided that a further report on attainment would be submitted to the Committee's meeting to be held in February 2017.

5. PUBLIC QUESTIONS AND PETITIONS

- 5.1 There were no questions raised or petitions submitted by members of the public.

6. SHEFFIELD'S EMOTIONAL WELLBEING AND MENTAL HEALTH TRANSFORMATION PROGRAMME - IN RESPONSE TO FUTURE IN MIND

- 6.1 The Committee received a joint report of the Executive Director, Children, Young People and Families, and Margaret Ainger, Clinical Director, Children, Young People and Maternity, Sheffield Clinical Commissioning Group (CCG) on an update on the progress of Sheffield's Emotional Wellbeing and Mental Health Transformation Programme, which had been developed in response to a national Government document 'Future in Mind'.
- 6.2 The report was supported by a presentation from the various officers in attendance, who included Bethan Plant (Health Improvement Principal – Public Health Team, Sheffield City Council), Matthew Peers (Commissioning Manager, Emotional Wellbeing and Mental Health, Sheffield CCG), Kate Laurance (Head of Commissioning, Children, Young People and Maternity Portfolio, Sheffield CCG), Margaret Ainger (Clinical Director, Children, Young People and Maternity, Sheffield CCG), Sally Shearer (Director of Nursing and Quality, Sheffield Children's NHS Foundation Trust), Helen Kay (Associate Director – Strategy and Transformation, Sheffield Children's NHS Foundation Trust), Laura Abbott (Participation Co-ordinator, Children and Young People's Empowerment Project (CHILYPEP)), Dr Claire Pearson (Clinical Consultant Psychologist, Sheffield Children's NHS Foundation Trust) and Nicola Shearstone (Acting Head of Service, Prevention and Early Intervention, Children, Young People and Families, Sheffield City Council).
- 6.3 Margaret Ainger stated that the presentation would comprise two sections, the first section providing a context of emotional wellbeing and mental health work in Sheffield, focusing on the transformation work in schools, and the second focusing on the progress in terms of other areas of transformation. She stated that there were a number of representatives from different agencies in attendance, together with a representative from CHILYPEP, who would report on young people's involvement in the transformation work.
- 6.4 Kate Laurance reported on why children and young people's emotional wellbeing and mental health was so important in Sheffield, providing statistics and other information relating to children and young people's emotional wellbeing and mental

health issues. Ms Laurance referred to the current system with regard to the range of mental health provision in Sheffield, as well as to the previous scrutiny of children and young people's emotional wellbeing and mental health, by the Healthier Communities and Adult Social Care Scrutiny and Policy Development Committee. Reference was made to the Department of Health's guidance 'Future in Mind', which had been published in March 2015, and to the CCG's transformation vision, the main theme of which was to ensure, as far as possible, that every child and young person had access to early help in supporting their emotional wellbeing and mental health needs. Ms Laurance reported on an overview of Sheffield's Local Transformation Plan, together with an overview of children and young people's engagement in terms of the Plan.

- 6.5 Laura Abbott reported on the involvement of CHILYPEP, as part of the Transformation Plan, indicating that the Project had been established for 15 years, and worked, using evidence-based practice, to empower children and young people to have an ongoing involvement in decision-making at an individual, collective and political level, which included work around improving their emotional wellbeing and mental health, personal and social development and relationships, as well as their educational attainment and achievements, their aspirations and ambitions, life skills and employability. The Project aimed to ensure that their voices were heard, and acted upon by those who made decisions that affected their lives, and through their work with the Project, young people were equipped with the skills and tools they needed to develop their own solutions to issues, becoming activists within their communities, and positive role models for others. The Project worked with a number of different agencies and organisations, including the Child and Adolescent Mental Health Service (CAMHS).
- 6.6 Bethan Plant reported on the progress of the Transformation Plan in schools, referring to the schools pilots and what had been learnt from the pilots. Reference was made to the Healthy Minds Framework, the purpose of which was to improve the capacity of schools to contain emotional wellbeing and mental health issues in school where possible, and to ensure that the children who do need to be seen by CAMHS received a better service. Ms Plant reported on the "Let's Talk Directory", which had been commissioned in response to feedback from schools and young people, indicating that it wasn't clear what emotional wellbeing and mental health services were available in Sheffield. Reference was also made to the Future in Mind schools work, and its links to other areas, including the Council's Multi-Agency Support Teams (MAST) and CAMHS.
- 6.7 Members of the Committee raised questions on the first section of the presentation, and responses were provided as follows:-
- The referrals in respect of the 7,000 children between the ages of 5 - 15 years, who had a clinically recognisable mental health disorder, had been received from across the City, and it was hoped that the information received as part of the Health Needs Assessments, together with the work under the Transformation Programme, would enable the Council to identify which areas of the City the children and young people were from.
 - The ten schools involved in the first pilot, in terms of the Transformation

Programme, comprised four secondary schools and six primary schools, all part of the Tapton and Mercia Academy Trusts. Invitations had been sent to all schools in the City, but only these ten schools had responded within the very short timescale provided by NHS England and the Department for Education.

- At the present time, there was a mixed model in terms of the provision of support to schools, particularly in the light of the self-governing arrangements with regard to academies, but it was the aim, through the pilots, to provide a consistent, standardised model in respect of all schools in the City. All schools will be offered a level of clinical supervision, as well as having the ability to buy in additional resources if required. It was hoped that by adopting an early intervention approach, this would reduce the number of children requiring a high-tier level of resource later in their lives.
- There needed to be an equitable City-wide service, and if a consistent, evidence-based model of care was developed, and which could be used by all schools, it was hoped that the academies would become involved.
- The schools pilot would involve offering support to schools across the City, with the aim of linking schools into services from an early stage. MASTs were also involved in the pilot, and there would be a standardised referral pathway through such Teams. In terms of the first pilot, there had been 10 schools involved originally, with one school not engaging. It was planned that at an event to be held on 23rd January 2017, the options in terms of the roll-out of the Healthy Minds offer would be put to the primary and secondary representatives from the seven localities in the City. One of the proposed options for roll-out was to work with five or six schools in each locality, with these schools disseminating their learning across the rest of the locality, ensuring maximum possible reach with the resource available. It was hoped that at least 49 schools would be involved in the first phase of the roll-out of the Healthy Minds Framework. If these schools had a role in disseminating the learning of the roll-out, this would increase the reach of this offer.
- MAST had adopted a whole family approach, providing a 52 week a year service. Such an integrated approach meant that they would work with the families of the young children referred in order to identify their needs.
- Attachment training had been offered to all localities as part of the Transformation Programme. There was ongoing work across health, education and care to further support children and young people with attachment issues in school, to ensure they were able to participate fully in education.
- Whilst referrals were received from all over the City, there was no clear evidence to show that there were more incidences of children from deprived areas of the City having issues with regard to emotional wellbeing and mental health. It was, however, accepted that there was a need for a more strategic approach in terms of targeting those schools with greater emotional wellbeing and mental health needs.

- Whilst older children tended to have more developed emotional wellbeing and mental health issues, it was still important to ensure that younger children's emotional wellbeing and mental health needs were addressed. This was so that Services were able to intervene as early as possible, identify need and provide appropriate support.
- The Every Child Matters Survey, which was a voluntary survey of schools undertaken in 2015, had indicated that 36% of Y10 children in Sheffield had feelings so bad that they couldn't cope at least once. If the result of this, and other surveys, highlighted the fact that a particular issue was the cause of the problems, the schools involved would be asked to make further enquiries. The CAMHS School Link Pilot was a national pilot to raise awareness and improve knowledge of mental health issues amongst school staff. As the pilot involved the Department for Education and NHS England, it was hoped that if the results of the pilot were evaluated externally, this would put some pressure on academies to become involved in the process.
- There were also plans to roll out the MAST Early Help Model, which would involve early intervention in terms of offering support, in order to stop problems escalating. This would involve MAST working closely with CAMHS and other professionals.
- It was not possible to predict any further financial cuts to services, therefore work could only continue based on current resources.
- The central goal of the Healthy Minds Framework was to enable schools to support children and young people's emotional wellbeing and mental health needs within the school setting by providing advice and guidance within a clear framework, which would give school staff the confidence and ability to support emotional wellbeing and mental health issues of children and young people. The Framework had always been designed to try and ensure that if a child or young person needed a CAMHS referral, this process would work more efficiently.
- For the Healthy Minds Framework to be effective, it was essential that a school's leadership team engaged and led the model. The Programme Team was working with Learn Sheffield to ensure engagement from school leaders by integrating mental health into Learn Sheffield's school improvement strategy. Learn Sheffield also had a role in facilitating the roll-out of the pilot, ensuring that schools were engaged in this.
- A considerable amount of work had been undertaken with regard to ensuring that the transition of children and young people from CAMHS to the Adult Mental Health Service went as smooth as possible. Although there was only a relatively small number of children and young people that had left CAMHS, and who had met the threshold in terms of the Adult Mental Health Service, the agencies worked very closely with those who transferred to the Adult Service.

- Whilst it was not always easy to identify specific issues causing problems for children and young people in terms of emotional wellbeing and mental health, there was evidence to show that there was a link between such people and inequalities in society. Where there were inequalities, this put families more under pressure, which often resulted in a knock-on effect on children in the family. The rise in children and young people suffering emotional wellbeing and mental health issues was also due to an increased awareness of such issues, where people were more able to talk about their problems.
- Whilst there was a commitment required from schools in terms of the whole school training, the training sessions being offered would provide flexibility to fit into the school day, meaning that sessions could take place on half days and in twilights. The clinicians who were providing the training were very flexible in their approach, and had spoken to other clinicians in connection with what should be included and how it should be delivered.
- Families from BME communities did not access CAMHS as much as white British families, therefore it was difficult to provide a breakdown of the figures. The agencies were aware that families from such communities were under-represented, and work was being undertaken to find out why this was the case.
- MAST worked very closely with schools in connection with identifying low or non-attendance of pupils, and looked at the reasons for this. One of the reasons for this could be linked to emotional wellbeing and mental health issues.

6.8 As part of the second section of the presentation, representatives of the agencies in attendance reported on the other areas of the Transformation Programme. Matthew Peers referred to the Youth Information and Counselling Service (YIACS), which comprised a one-stop shop for young people aged between 13 and 25, having a range of health and social care needs. He also reported on crisis care, which included a Section 136 Place of Safety and a Crisis Café (to be renamed when launched). The Section 136 Place of Safety would be based at Becton, and would be operational from April 2017, and would ensure that young people experiencing a mental health crisis were not held in a police cell. The Crisis Café would be based at Star House, and would be housed as part of the YIACS development, and provide a place of support for young people to go when they needed urgent emotional wellbeing support. Matthew Peers also reported on the Children and Young People's Suicide Prevention Pathway, including access to specialist services, services regarding young people suffering with eating disorders and quality and performance issues in terms of children and young people's provision. Mr Peers concluded by referring to suggested areas of work for consideration and further scrutiny.

6.9 Members of the Committee raised questions on the second part of the presentation, and responses were provided as follows:-

- In terms of the crisis support available, the Crisis Café would initially be open until 9.00 pm on weekdays and until 1.00 pm on Saturdays, at a later stage.

Discussions were being held with Sheffield Futures and other providers in terms of utilising other proposed crisis cafés in the City to ensure as much coverage as possible across the week. Ideally, there would be a space, within a café or other suitable premises, where young people could go, in crisis situations, 24 hours a day, seven days a week. In Sheffield, the Section 136 suite would be available 24/7, whereas the crisis café opening hours would not necessarily be on this basis. Section 136 Places of Safety were organised through the Police, by contacting the 24-hour helpline, through the Emergency Department at the Children's Hospital for children up to 16, and at the Northern General Hospital for children over 16.

- Statistics in terms of suicide rates amongst young people, particularly those living in the harder to reach communities, were very difficult to analyse on the basis that the numbers were so low.
- In terms of interaction with charities, there were plans for the delivery of a two-day training session, known as 'Safe at Last', for the voluntary sector.
- There were different pathways and timescales in respect of the various different referrals. This would involve young people with more serious problems being seen within a week, whereas young people with psychosis would be seen within two weeks, and those with eating disorders within four weeks. A waiting time of between eight and 12 weeks was considered routine.
- Research had been undertaken in terms of waiting list therapy – some young people had gone elsewhere and no longer needed CAMHS.

6.10 RESOLVED: That the Committee:-

- (a) notes the contents of the joint report now submitted, the information reported as part of the presentation and the responses to the questions raised;
- (b) gives its general endorsement of the Emotional Wellbeing and Mental Health Transformation Programme, and welcomes the new initiatives being planned and tested, together with the commitment to parity of esteem between mental health and health; and
- (c) requests:-
 - (i) the Chair to write to Learn Sheffield, requesting that they contact all schools in the City to encourage them to engage with the Programme, and to nominate someone from their senior leadership team to act as a lead for emotional wellbeing and mental health in school; and
 - (ii) a further report on the progress being made in respect of the Programme be submitted to the Committee in 12 months' time.

7. WORK PROGRAMME 2016/17

- 7.1 The Policy and Improvement Officer (Diane Owens) submitted a report attaching the Committee's Work Programme for 2016/17, advising that there were probably too many items for the remaining meetings, so one item may need to become a briefing paper, or be moved into next year's Work Programme. Ms Owens stated that she would liaise with the Chair and Deputy Chair on this matter.
- 7.2 RESOLVED: That the Committee approved its Work Programme for 2016/17, as set out in the report of the Policy and Improvement Officer, noting the issue now raised.

8. SCRUTINY PREVENT TASK GROUP - UPDATE ON RECOMMENDATIONS

- 8.1 The Executive Director, Children, Young People and Families, submitted a report providing an update on the recommendations from the Scrutiny Prevent Task Group. The Task Group had been established in the Autumn of 2015, to explore the implementation of the Government's new Prevent Duty in Children's Services and Schools in Sheffield. The Task Group had reported to the Committee in December 2015, and made a series of recommendations, and the report now submitted set out a number of key developments in 2016, together with an update on the recommendations.
- 8.2 The Committee notes the contents of the report now submitted.

9. UPDATE ON DESTINATIONS OF LEARNERS AFFECTED BY THE WITHDRAWAL OF A-LEVEL COURSES AT PEAKS CENTRE, AND REVIEW OF POST-16 PROVISION

- 9.1 The Committee received and noted a report of the Executive Director, Children, Young People and Families, providing an update on the destinations of learners affected by the withdrawal of A-Level courses at Peaks Centre, and a review of Post-16 provision.

10. DATE OF NEXT MEETING

- 10.1 It was noted that the next meeting of the Committee would be held Monday, 20th February 2017, at 1.00 pm, in the Town Hall.



Report to:
Children Young People & Family Support
Scrutiny & Policy Development
Committee
Monday 20th February 2017

Report of: Executive Director, Children, Young People and Families

Subject: 2016 Final Results: City Context and School Performance

Authors of Report: Pam Smith, Head of Primary & Targeted Intervention
Kate Wilkinson, Service Manager - Performance & Analysis Service

Summary:

This presentation (Appendix A) gives further detail regarding 2016 attainment and performance outcomes from Foundation Stage to A Level in Sheffield's schools and academies.

The report includes comparisons to national performance and to other local authorities. As requested by the scrutiny committee it also includes a specific focus on the following areas.

- SEN, BME and EAL and Pupil Premium / Disadvantaged Pupils
- Locality comparison data
- Schools below floor standards

Type of item:

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	X
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	
Other	

The Scrutiny Committee is being asked to:

Be aware of the updated picture in terms of attainment and performance in the city

Consider the information that is being presented and provide any comment / recommendations

Category of Report: OPEN

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Sheffield Overview

2016 Final Results

City Context and School Performance January 2017

Sheffield City Council

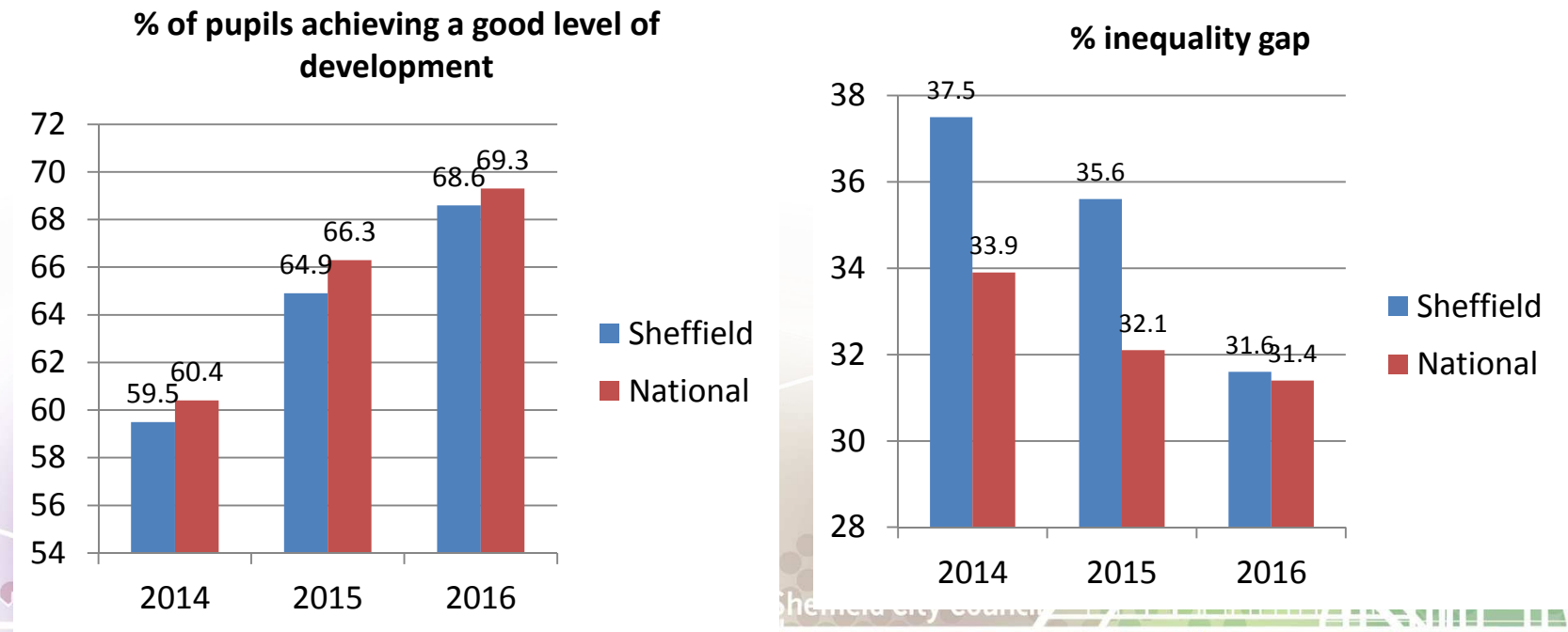


Summary

- There have been significant changes in assessment frameworks this year at Key Stage 1, Key Stage 2 and Key Stage 4
- The expected standard at Key Stage 1 and Key Stage 2 is significantly higher compared to previous years and as a result a smaller % of pupils have reached the expected standard
- Despite the higher standards, Sheffield's relative performance has improved on many of the headline indicators as measured by ranks against other local authorities
- There has also been a significant improvement in the inequality gap at Foundation Stage
- Sheffield has performed well on the new key measure at Key Stage 4 (Progress 8)
- The attainment of children in Sheffield is generally the same or better than children with the same levels of prior attainment nationally but gaps are not closing fast enough for disadvantaged pupils and children with SEN.
- Attainment gaps between EAL / non EAL and BME White British have persisted over time however EAL and BME pupils typically make significantly better progress than their White British peers.
- The number of primary schools below floor standards has reduced from 7 to 4
- There are 2 secondary schools below the floor standard

Foundation Stage headlines

- Good level of development continues to improve and remains similar to the national average
- The inequality gap has been high but significant improvement has been made between 2015 and 2016 and it is now close to the national average



Foundation Stage pupil groups

- Attainment of vulnerable pupils has improved but little change in gap measures except for SEN pupils where the gap has narrowed

	Foundation Stage - Good Development 2016			
Pupil groups	Attainment of pupil groups		Gap between pupil groups	
	Percentage point improvement 2015 to 2016		Gap	Compared with
BME pupils	61% (+4)	Æ	-7pp (0)	All pupils
EAL pupils	57% (+3)	Æ	-16pp (+1)	Non-EAL pupils
FSM pupils	55% (+3)	Æ	-17pp (+2)	Non-FSM pupils
FSM6 pupils	55% (+4)	Æ	-18pp (0)	Non-FSM6 pupils
SEN pupils	29% (+5)	Æ	-45pp (-1)	Non-SEN pupils

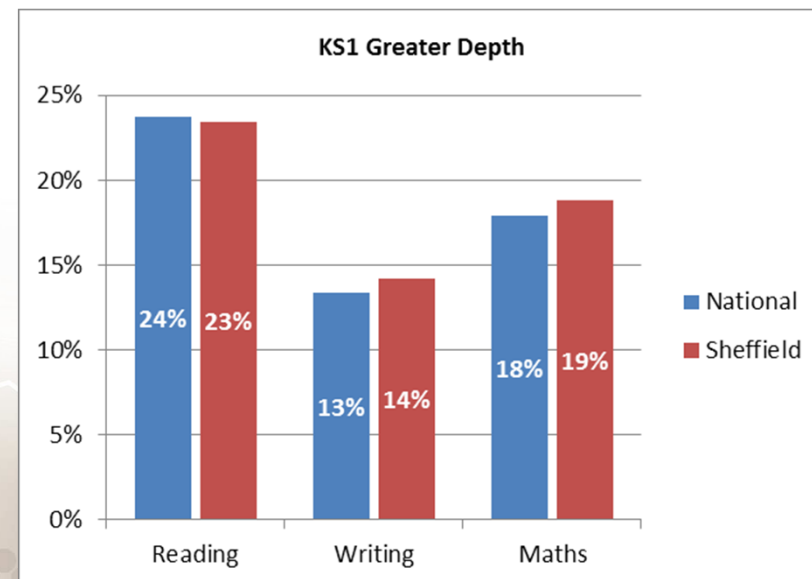
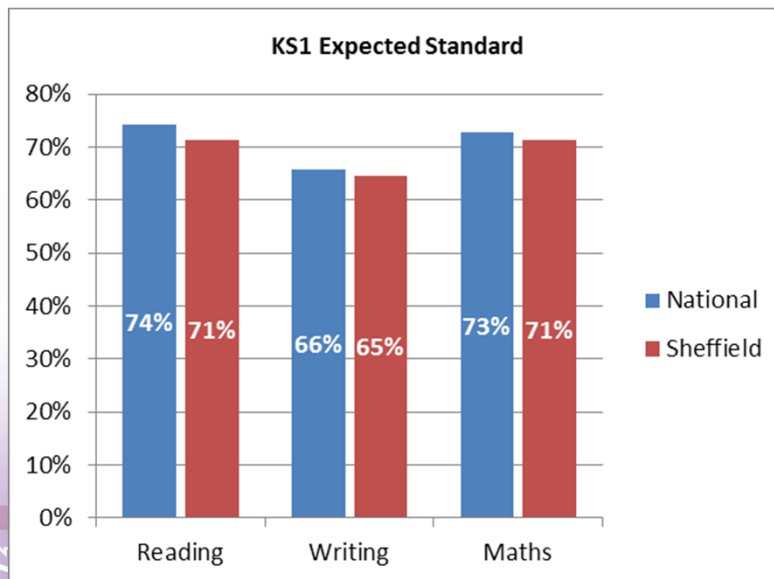
How does Sheffield's performance at Foundation Stage compare to other LAs?

- National rankings give an indication of how Sheffield's performance compares to other local authorities
- Sheffield's rank for the inequality gap has improved significantly from being amongst the 10 worst authorities in 2013 to close to 2nd quartile in 2016

Subject	National rank 2013	National rank 2014	National rank 2015	National rank 2016
Good level of development	67	70	82	93
Inequality gap	141	113	114	78

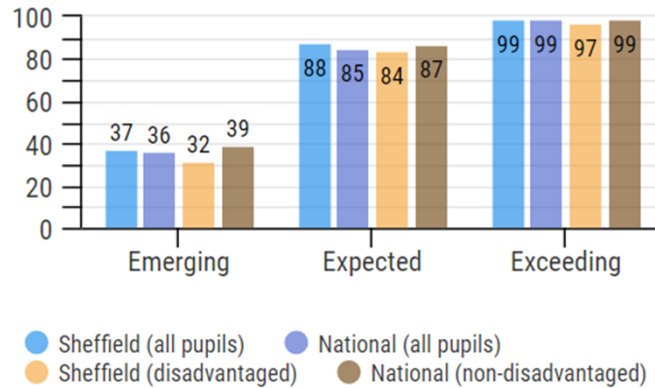
Key Stage 1 headlines

- New assessment framework this year
- % of pupils working at or above the expected standard has dropped in Sheffield and nationally compared to % at level 2b+ in previous years
- % of pupils working at or above expected standard in Sheffield is: 71% (reading); 65% (writing); 71% (maths). Gaps with national are: 3% (reading); 1% (writing); 2% (maths). Compared to last year the gaps have increased in reading and maths (by 1% point) and narrowed in writing (by 1% point)



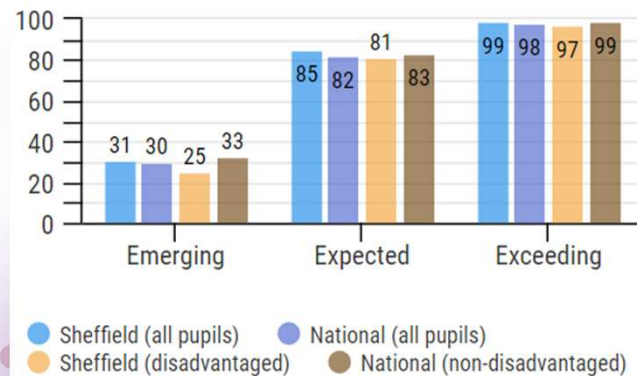
Key Stage 1 pupil groups – disadvantaged pupils

KS1 Reading

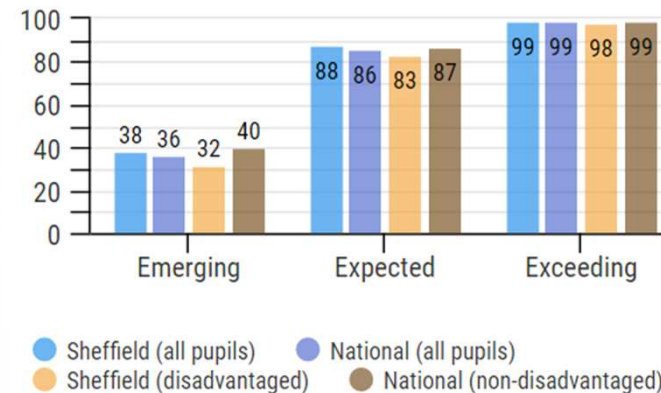


- At KS1 pupils in Sheffield achieve the same or better than pupils nationally when pupils are grouped by Foundation Stage attainment.
- For disadvantaged pupils in Sheffield attainment is lower compared to the *non-disadvantaged* group nationally, the gaps are generally small with the exception of children scored as ‘emerging’ at the end of the Foundation Stage.

KS1 Writing

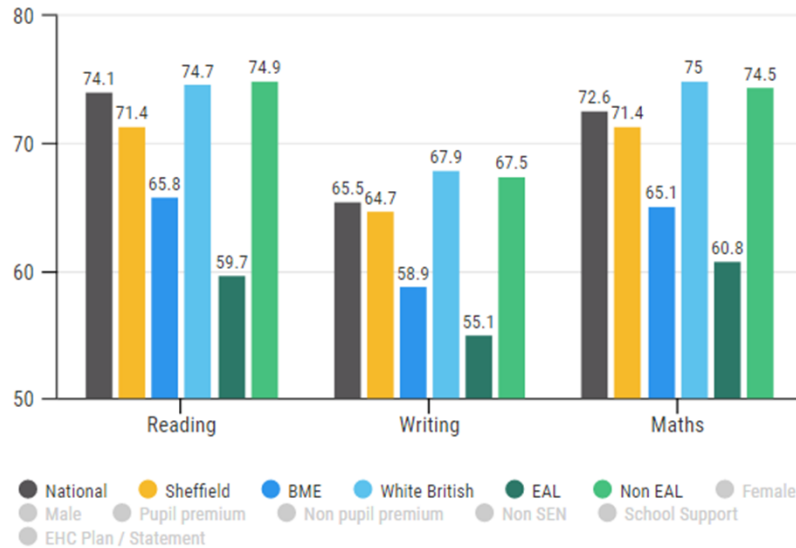


KS1 Maths



Key Stage 1 pupil groups – BME, EAL and SEN

Key Stage 1 - % expected standard (2016)

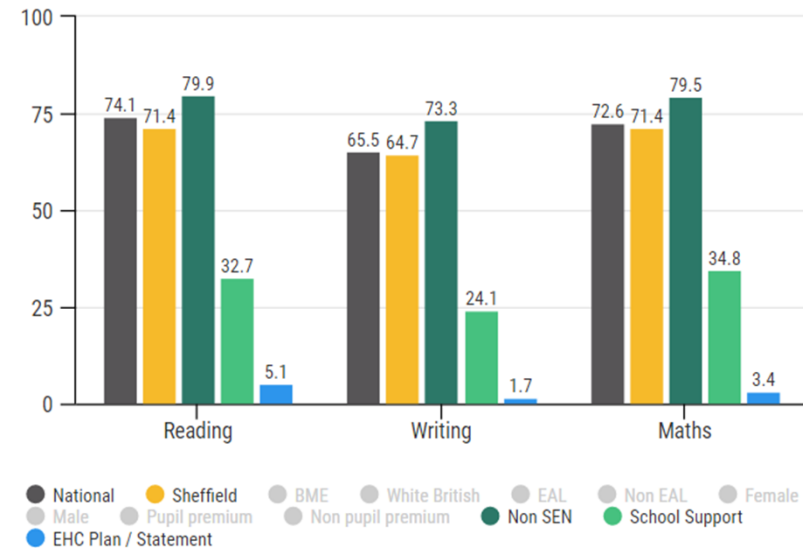


- EAL pupils and BME pupils have lower levels of KS1 attainment than White British pupils.
- Gap between EAL / non EAL largest in reading and smallest in writing

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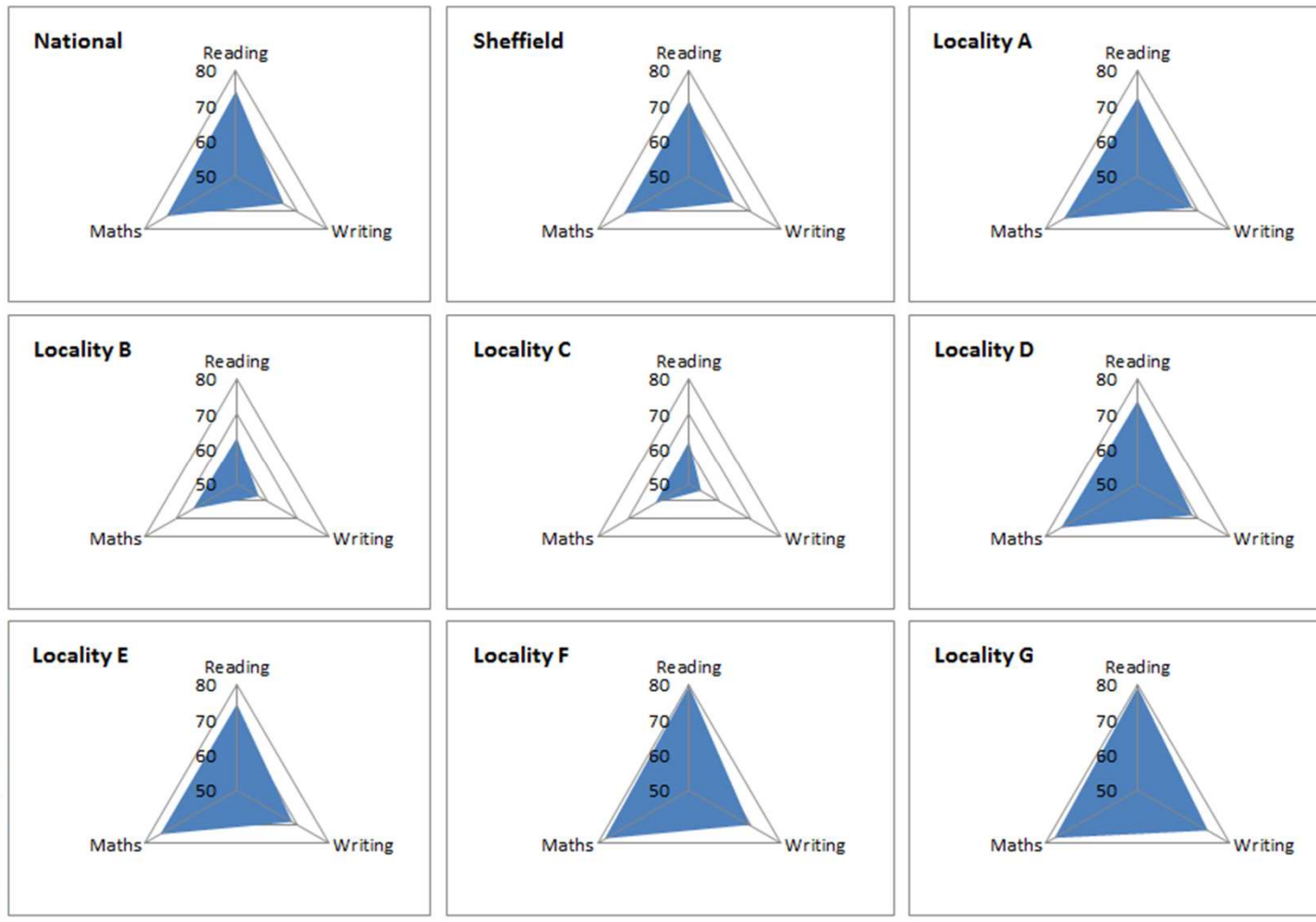
- There is no trend data for KS1 due to the change in curriculum however looking at the ratio of SEN to non SEN pupil performance suggests that the gaps have increased for SEN pupils under the new curriculum.

Key Stage 1 - % expected standard (2016)



Key Stage 1 – % EXS in reading, writing and maths, results by locality

- Writing is generally the weakest subject at KS1 both nationally and across Sheffield localities.
- Results vary significantly between localities.



How does Sheffield's performance at KS1 compare to other LAs?

- National rankings give an indication of how Sheffield's performance compares to other local authorities. For previous years rankings, the level 2b measures have been used

Subject	National rank 2013	National rank 2014	National rank 2015	National rank 2016
Reading	128	126	112	116
Writing	115	116	103	79
Maths	97	127	83	93

- National ranks have improved in writing but fallen in slightly in maths and reading



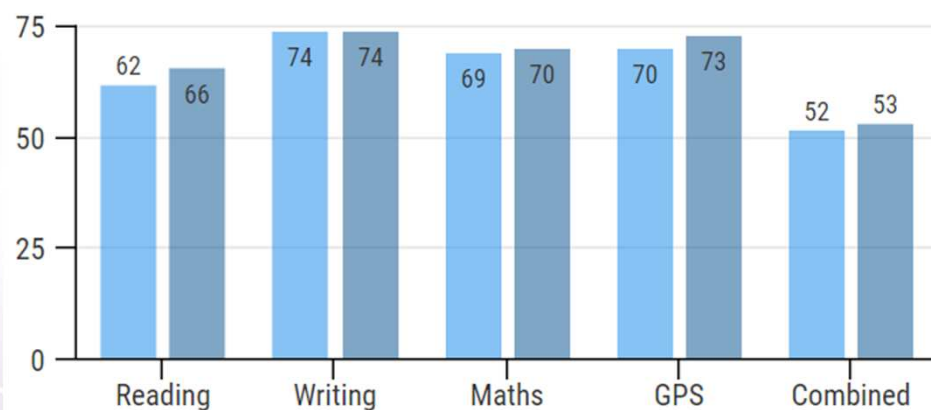
Key Stage 2 accountability measures

- New assessment framework this year
- The new expected standard is higher than the expected standard under the previous assessment framework
- Attainment and progress measures are still used to determine if a school is below floor standards
- Schools will be below floor if:
 - fewer than 65% of pupils reach the expected standard in ALL of reading, writing and maths
 - AND**
 - the school is below the floor standard for **ANY** of the individual progress measures in reading, writing or maths
- Schools are described as coasting if their performance is below certain standards over a 3-year period
- Sheffield has 4 schools below floor standards and 1 coasting school. This is an improvement on 2015 where 7 schools were below the floor standard.

Key Stage 2 attainment & progress headlines

- Significant difference in the % achieving the expected standard in reading, writing and maths – 52% compared to level 4+ (78% in 2015) due to the increase in the expected threshold
- 5% of pupils achieved the higher standard or greater depth in all three subjects, equivalent to the national average
- However, Sheffield has closed the gap and is only 1% point below national average (53%)
- For individual subjects the largest gap is for reading – Sheffield 62% compared to a national average of 66%
- Sheffield achieved a positive progress score for writing and maths but nor reading

KS2 - attainment (2016)



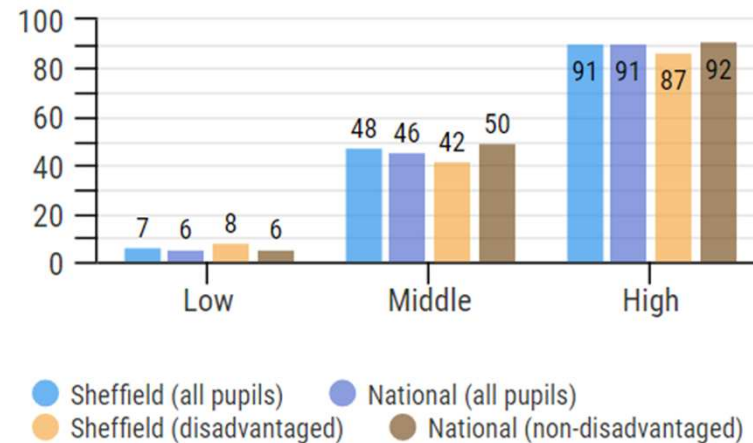
Key Stage 2 Progress (2016)



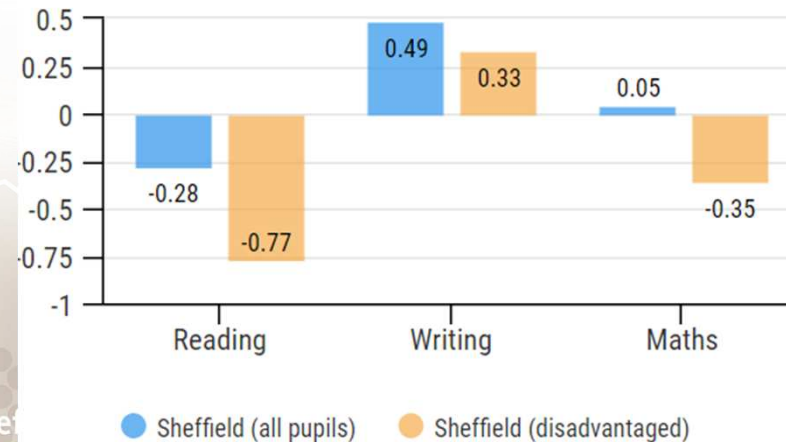
Key Stage 2 pupil groups – disadvantaged pupils

- As at KS1 when the KS2 cohort is split by prior attainment pupils in Sheffield achieve the same or better than pupils with a similar level of prior attainment nationally.
- Again there are gaps comparing disadvantaged pupils in Sheffield with non-disadvantaged pupils nationally, the gap is widest for middle attaining pupils.
- In relation to progress disadvantaged pupils made less progress than all pupils in all subjects, the gap between disadvantaged pupils and all pupils is widest in reading.

KS2 reading, writing and maths

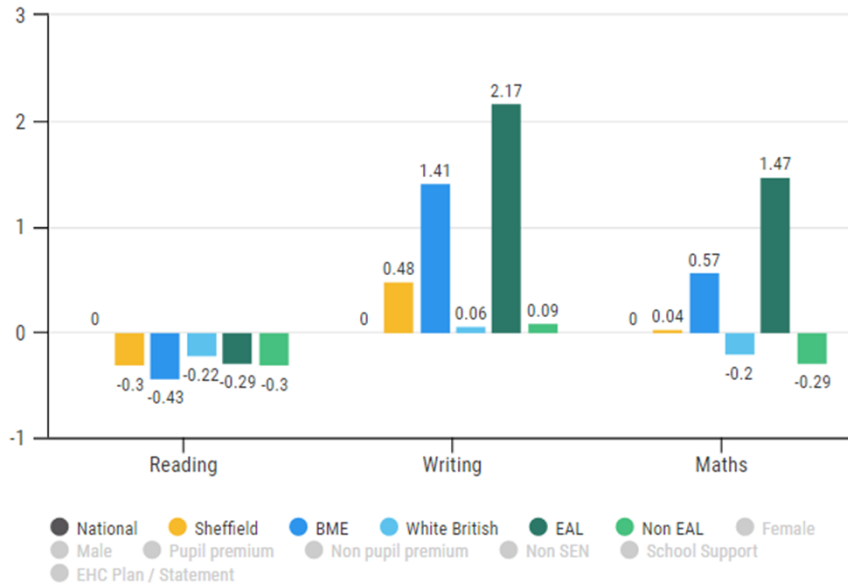


KS2 progress



Key Stage 2 pupil groups – EAL, BME and SEN

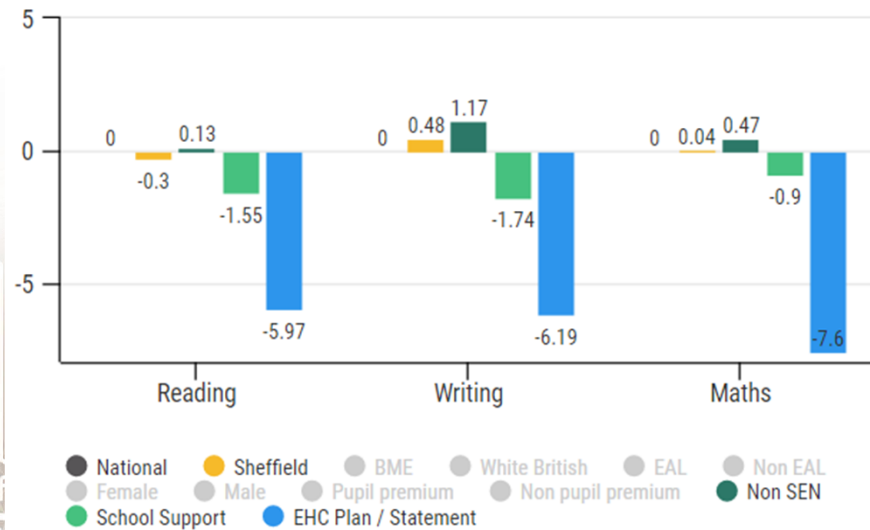
Key Stage 2 Progress (2016)



- EAL pupils made better progress than non EAL across all subjects.
- BME pupils made better progress in writing and maths than White British pupils.

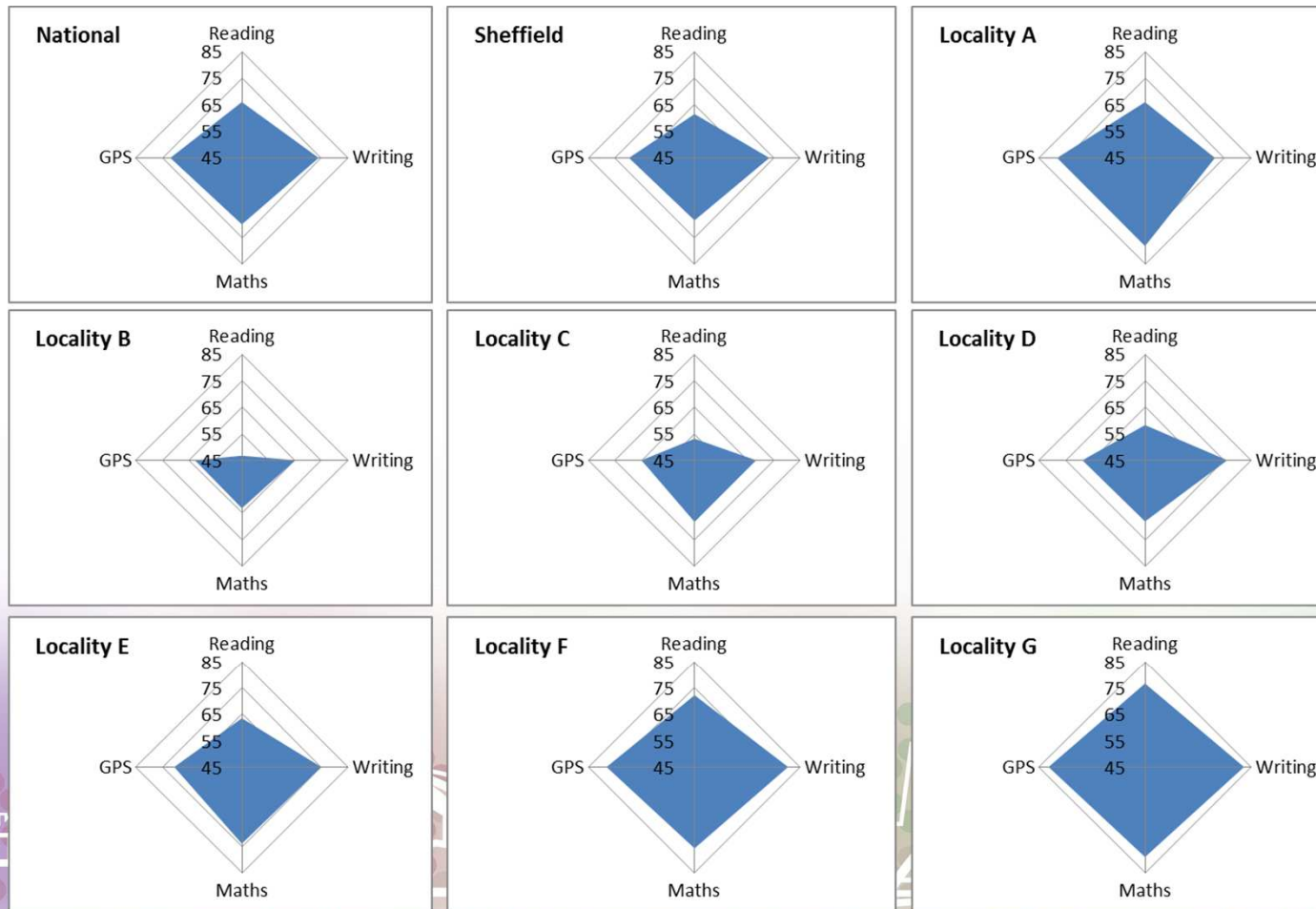
- Pupils with SEN make less progress between KS1 and KS2 compared to pupils without SEN. The largest gap is for pupils with statements of SEN or an EHC plan.

Key Stage 2 Progress (2016)



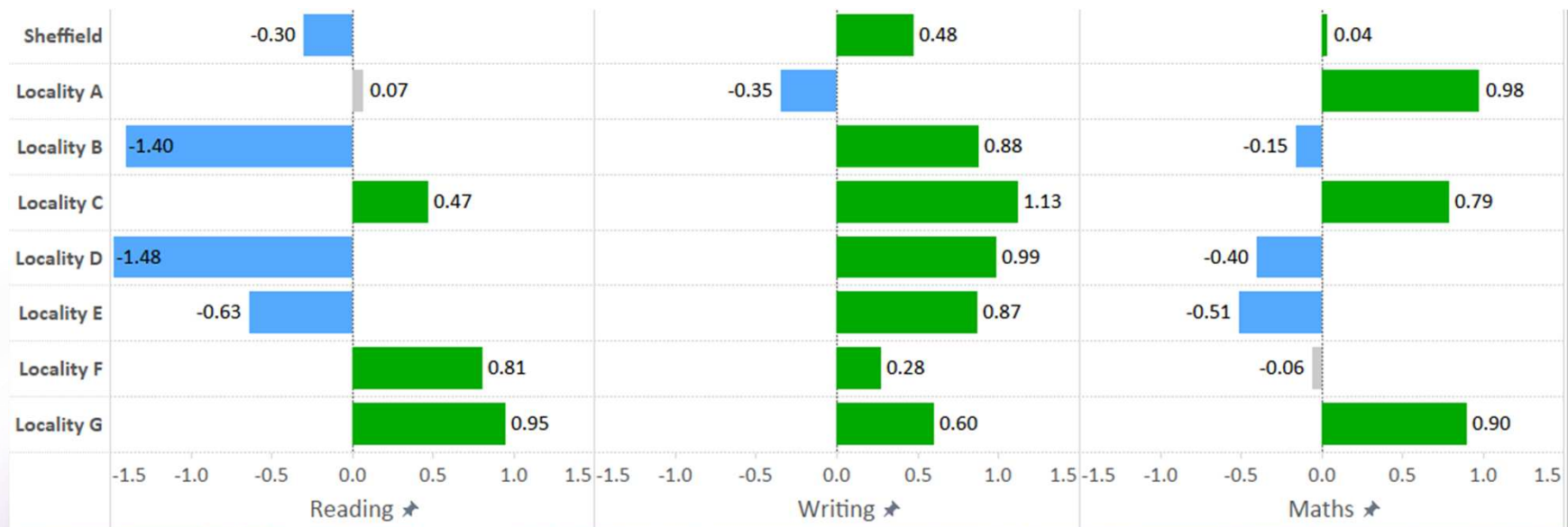
Key Stage 2 –% EXS in reading, writing, maths & GPS by locality

- Variation across the localities in terms of attainment....



Key Stage 2 – progress in reading, writing and maths by locality

- ...and also for progress. Progress and attainment not necessarily correlated, for example locality C has good progress results but overall attainment is low.



How does Sheffield's performance compare at KS2 to other LAs?

- National rankings give an indication of how Sheffield's performance compares to other local authorities – Sheffield ranks 96 out of 150 LAs (1 is best performance) on the combined measure, this is an improvement compared to the 2015 rank of 116

Subject	National rank 2013	National rank 2014	National rank 2015	National rank 2016
Combined RWM	123	117	116	96
Reading (attainment)	139	143	142	122
Writing (attainment)	131	122	126	81
Maths (attainment)	129	115	103	89
Reading (progress)		125	111	94
Writing (progress)		77	90	51
Maths (progress)		93	76	69
GPS	141	106	117	111

- National ranks have improved across all measures including progress but reading is still the weakest performing subject relative to other LAs

Key Stage 4 accountability measures

- The headline measures for Key Stage 4 have also changed significantly this year
- The key measure is progress 8 (the progress made by pupils across a basket of 8 subjects) rather than the previous 5 or more A*-C GCSE grades including English and maths
- The English Baccalaureate remains a headline indicator and the % of pupils achieving a C or above in English and maths is also published
- Floor standards at Key Stage 4 are purely based on a school's progress 8 score – if progress 8 is below -0.5 then the school is below floor
- There is also a 'coasting' measure based on performance across the previous 3 years



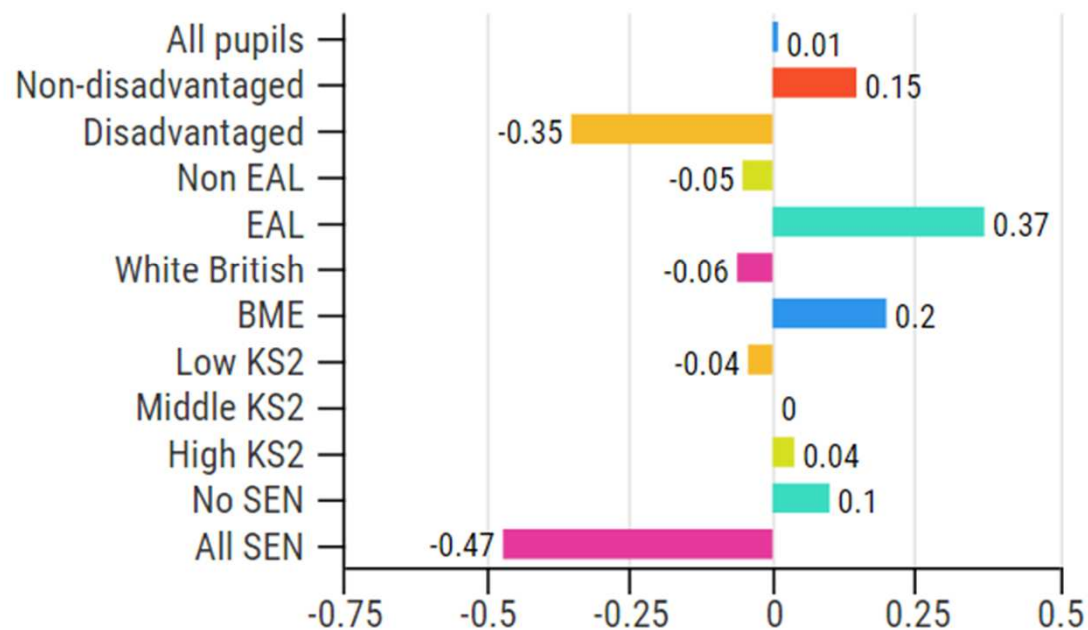
Key Stage 4 headlines

- Progress 8 is 0.01 for Sheffield. This may appear insignificant but is a good result. Only 62 LAs had a progress 8 score above 0. The highest score was 0.35 and the lowest -0.89
- Sheffield's rank for progress 8 is 59/151. This places Sheffield in the 2nd quartile and is a significant improvement compared to the ranking for the previous headline measure 5ACEM (110th)
- Attainment 8 score for Sheffield is 48.3 (representing an average grade of C). The national average was 50.1. Sheffield's rank on this measure is 114/151
- % of pupils achieving a C+ grade in English and maths is 59.4% compared to a national average of 63.3%. Sheffield's rank is 119/151
- The % of pupils entered for the EBacc in Sheffield (39.3%) is similar to the national average (39.6%)
- The % of pupils achieving the EBacc has decreased slightly since 2015 (21.8% down from 22.7%). Sheffield's rank on this measure has decreased slightly from 83 to 95th but this is still good given Sheffield's relative level of deprivation. 24.8% of pupils nationally achieved the EBacc in 2016

Key Stage 4 pupil groups

- Although the overall progress 8 score for Sheffield is positive, there is variation within pupils groups. EAL and BME pupils achieved the most positive progress 8 scores on average whilst disadvantaged and SEN pupils had the most negative progress 8 scores.

Progress 8 by group



Key Stage 4 performance compared to other LAs

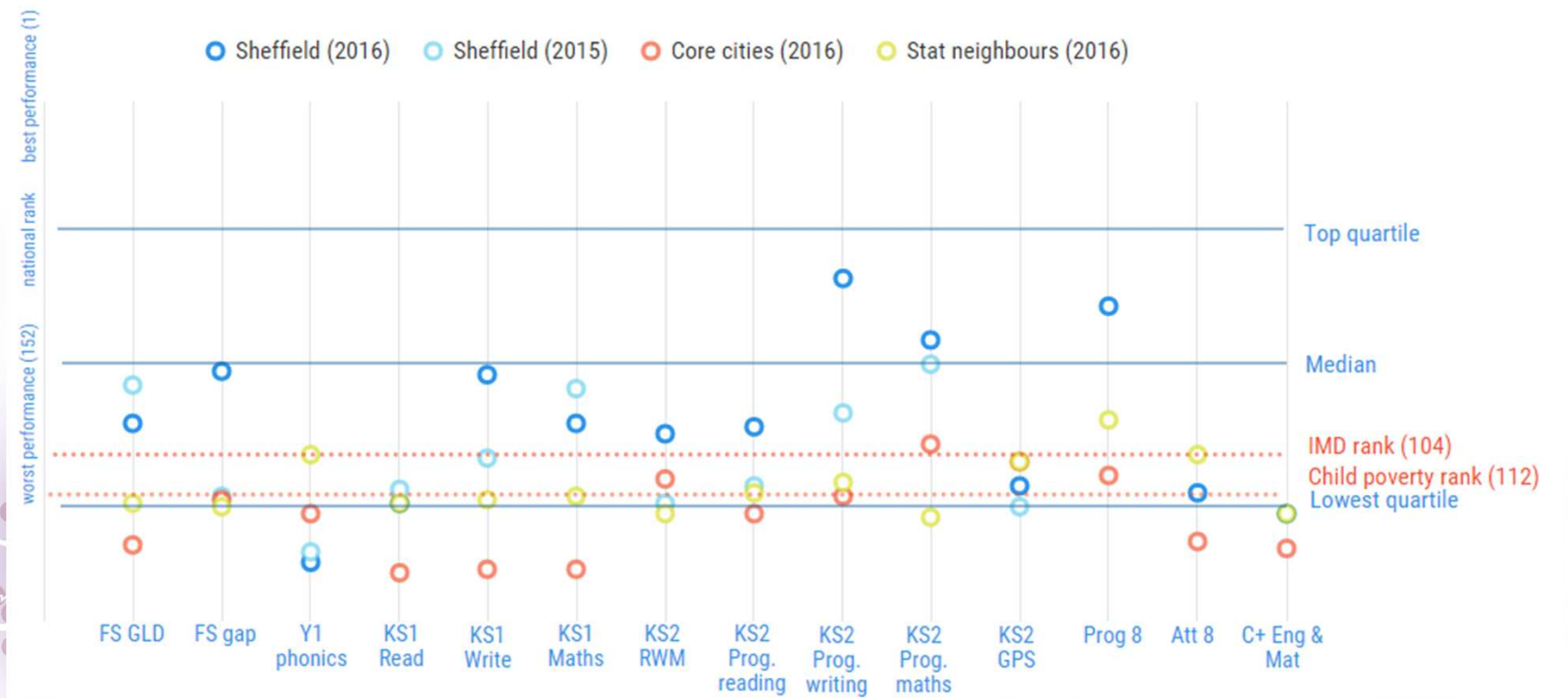
- Sheffield has performed strongly on the new Key Stage 4 measure (progress 8). This indicates that pupils in Sheffield make good progress in secondary school
- Sheffield's performance on the attainment measures is not as strong because Sheffield tends to have a larger number of pupils with lower starting points compared to the national average. Even if these pupils make above average progress they still may not reach the same attainment levels as their peers
- Whilst performance on progress 8 is positive news, the aspiration remains to also meet and exceed national averages on attainment as well as progress measures

Measure	National rank	Core city rank	Stat neighbour rank
Progress 8	59 th of 151	1 st of 8	2 nd of 11
Attainment 8	114 th of 151	4 th of 8	8 th of 11
EBacc	95 th of 151	5 th of 8	5 th of 11
C+ in English and maths	119 th of 151	5 th of 8	4 th of 11

Summary of national rankings

- The chart below summaries Sheffield's national ranking for each headline measure in relation to the average for Core Cities and statistical neighbours. Sheffield's rank in 2015 is also shown.
- For the majority of indicators Sheffield's rank has improved between 2015 and 2016.
- Sheffield ranks 112th in terms of child poverty and the majority of ranks for attainment and progress measures are above 112 which suggests that the city is doing well given the relative levels of child poverty.

Sheffield national rank summary by Key Stage



Learn Sheffield Update

- Membership currently 90% but all schools and colleges have indicated their intention to join
- AGM/EGM on 24th November will include the Interim Board's report on year one and the outcomes of the elections for the first substantive board
- Governance training has begun – much broader and more comprehensive offer – delivered in partnership with all teaching schools, both Sheffield Universities, etc.
- Wider partnership activity – TSA group, Inclusion, SACRE, commissioning, etc.
- Next steps – Sheffield Priorities, strategies being developed

Including:

- School Improvement Strategy
- Achievement Strategy
- Governance Training & Improvement
- Professional Subject Networks
- Learners Without Labels
- Research Led Sheffield
- Sheffield Cultural Education Partnership
- Staff Wellbeing & Development Taskforce
- Teach Sheffield
- Inclusion taskforce & research projects



Learn Sheffield Update – School Improvement

- Continuity of service through 2015/16 – no ‘gap’ between existing and new strategies ... school outcomes on the key Ofsted measure (good/better schools) continued to rise and was 82% (record high) by the end of the year
- The new approach was ‘dry-run’ in all sectors during the summer term. This informed the approach that is happening this autumn
- Primary categorisation has been completed – letters went out to HTs & Chairs (or the equivalents) after half term confirming the school’s category
- Secondary and Special categorisation is coming up now that all the information is available. Letters will go out this half term upon completion of the process



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- Categorisation leads to ‘support and challenge’ entitlement (example taken from the primary sector)
- Each partnership will have an action plan in addition to the city wide achievement strategy (combination of universal and targeted support for schools)

Category	Criteria	Support & Challenge Offer
Green	<ul style="list-style-type: none"> • Securely good or outstanding (recently judged by OFSTED or likely continue to perform highly) • On track to continue to perform highly and secure or maintain an outstanding OFSTED judgement • Good / rapidly improving due to established partnership working 	<ul style="list-style-type: none"> • Support through locality action plan • Annual LSIP visit (or equivalent)
Yellow	<ul style="list-style-type: none"> • Good but has some vulnerability which requires support • Good but not meeting standards of comparable schools • RI/Likely RI but rapidly improving • Below/close to floor standards but rapidly improving • Uncharacteristic drop in performance 	<ul style="list-style-type: none"> • Support through locality action plan • Termly LSIP visit (or equivalent) • Annual Learn Sheffield Support & Challenge planning meeting • School Review considered
Amber	<ul style="list-style-type: none"> • Good but vulnerable to RI • RI/Likely RI but not rapidly improving • Below/close to floor standards not rapidly improving • Decline in performance over time • Performance significantly below schools in similar context • Improving with remaining vulnerabilities • Early signs of strong improvement but with vulnerabilities remaining 	<ul style="list-style-type: none"> • Support through locality action plan • Identified additional Improvement Partner / Support • Half-termly visit (or equivalent) • Termly Learn Sheffield Support & Challenge meeting • School Review agreed by Learn Sheffield • Consider Governance Review
Red	<ul style="list-style-type: none"> • OFSTED Category or judged likely to be so • Good or RI with complex or sustained vulnerability limiting capacity • Strategic leadership capacity limits the pace of improvement 	<ul style="list-style-type: none"> • Bespoke support through locality action plan • Identified additional Improvement Partner support • At least half-termly visit (or equivalent) • Half-termly Support & Challenge meeting • Termly School Review (if appropriate) • Governance Review • Brokerage of partnership arrangements



Report to Children, Young People and Family Support Scrutiny & Policy Development Committee Monday 20th February 2017

Report of: Dawn Walton, Acting Director, Children, Young People and Families Service

Subject: Developing Services for Children, Young People and Families in Sheffield – Reviewing our model for Children’s Centre Areas

Author of Report: Nicola Shearstone – Acting Assistant Director for Prevention and Early Intervention in Children, Young People and Families Service

Summary:

This report will provide an update with regards to proposals to develop children's centres into family centres, which would provide services for families with children from pre-birth to 19 years old, or 0 - 25 if the young person has a disability. These proposals are being consulted on between 1st November 2016 and 31st January 2017. This report will provide an update in terms of the outcomes of this consultation process and next steps.

Type of item: The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	X
Performance / budget monitoring report	
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	
Other	

The Scrutiny Committee is being asked to:

Understand the statutory requirements for consultation and the proposed changes to the Children’s Centres in Sheffield that has led to this consultation. The committee is asked to acknowledge and support the summary of the consultation outcomes prior to the submission of recommendations to cabinet in March 2017.

Background Papers:

- Cabinet report dated 19th October 2016 – consultation on proposals relating to Children’s Centres
- Equality Impact Assessment
- Consultation plan
- Children’s Centre Statutory guidance
- Children’s Centre OFSTED guidance
- Evaluation of the locality pilots with schools

1. The Proposal

Our vision for Sheffield is for every child, young person and family to recognise their strengths and to be supported to build capacity and resilience resulting in sustained independence that enables them to reach their full potential now and in the future in spite of any disadvantages that they may face.

Early help and prevention, identifying needs and providing support when they first appear at any point in a child, young person or family’s journey is key to delivering this vision. Fundamental to the method is a whole household approach that acknowledges that a problem with one person in the family cannot be isolated from affecting other family members.

Greater integration of locally based services is also key in supporting those who are most vulnerable. Sheffield is committed to enabling and supporting all of its children, young people and families to be safe, healthy and successful. We can best do this by identifying any additional needs as early as possible and providing support at the right time and in the right place.

In Sheffield we want to ensure that:

- Every child, young person is healthy, has good mental health and emotional wellbeing
- Every child and young person has the education, skills and resilience to enter adulthood and gain employment
- Improved earlier identification and assessment of needs helps people to get the support that they need and feel is right for them
- There is Improved access to local services across the city
- Every family provides a stable and nurturing environment that is resilient, independent and ready for the future
- Children, young people and families are engaged in shaping the services in their communities
- All staff are supported to develop their skills and knowledge and to share their expertise

On the 19th October 2016 a report was approved at cabinet to allow statutory consultation to take place on a proposal to re-model and widen the remit of the Children’s Centre Areas in Sheffield. The proposal supports the development of a

more integrated approach with a greater focus on early help and with a broader range of services provided across a network. This allows professionals to respond to a breadth of family needs such as health and wellbeing, housing, education, and employment. It is underpinned by information sharing protocols and builds on the premise that the safeguarding of children and young people and outcomes for families will be improved. The key elements of the proposal are as follows:

Development of family centres

The principle behind this was to redesign children's centres, developing a new delivery model based on family centres. These centres would be available for 0 - 19 year olds (0-25 years old if the young person has a disability).

The creation of a Family Centre Area delivery model builds on the principle of early help and prevention focuses on making interventions at an early stage once problems have begun but before they escalate. It provides an opportunity to build on the existing locality models that were piloted with many schools across the city and evaluated very positively. This model is now being developed further to include a broader range of partners including police, health, Special Education Needs and Disability (SEND) teams and housing staff.

7 locality areas

Children's Centre Areas would be re-organised into an integrated locality model. It moves away from a single centre delivery model to a networked locality model based on the achievement of common outcomes.

The boundaries for the existing centres will be altered to create seven locality areas. These 7 geographic areas will cover the whole city. In each area there will be a lead centre which will remain a designated children's centre address with link site and outreach services across the locality. All these services would be inspected under the current Children's Centre Ofsted Inspection framework in relation to services for children and families pre- birth to five years old. This inspection will cover how well that centres supports families within the whole geographical reach.

Locations

The main site for the family centres would be located in the 20% most deprived areas of the city. It will act as a base for a full range of integrated services, to enable a clear focus for services on local need and priorities and supporting those who are most vulnerable. Additional services would also be available across Sheffield from link and outreach sites including schools, GP surgeries local community venues such as church halls and youth centres and in the home. These sites will offer clinics, groups and drop in services on a timetabled basis. Families will be able to access support outside these times through the lead centre, or one to one support in the home.

The proposal is intended to build on existing strengths, expertise and current infrastructure in the existing children's centre areas and will join together and coordinate services around children and families. It recognises the critical role that Children's Centre Areas have played in prevention and early intervention and

will support further development, allowing us to join together and coordinate services offering the community universal, targeted and specialist services.

In summary the model will:

- Provide a range of early help services for families with children pre-birth to 19 years (25 years if the young person has a disability) either in the lead centre, link site or outreach venue using different channels to include face to face in the home, centre, drop ins, group work, internet access, online advice guides, email, text, telephone and social media.
- Provide services to include support with physical and emotional health, practical advice on keeping children safe, support with education and learning, support with parenting, home, money, work, training and volunteering.
- Be located in 20% areas of highest need based on the IDACI index of deprivation, with outreach services for all families delivered jointly with universal services.
- Be developed with families, partners and stakeholders within communities building on the current children's centre governance model in relation to community partnerships and stakeholder forums.
- Align to the seven localities with families being able to access services where it meets their needs.
- Be open during core hours on an ad hoc drop in basis, with opportunity to extend this.

The council is required, as a statutory duty, to ensure that there are sufficient children's centres. The proposal would require a reduction in the numbers of buildings designated as a lead Children's Centres from the current 16 to 7 main family centre hubs but with the addition of link sites in the most disadvantaged areas of the city which should allow for greater access to services. More services would be delivered at outreach and community sites reaching those most in need in their own community, and where at present there are no services.

2. Why we are consulting

The council has a Statutory Duty, as set out in the Childcare Act 2006, to: Undertake statutory consultation in relation to any proposed change to Children's Centres.

Any proposed change to Children's Centre services is subject to full statutory consultation of 90 days.

3. The consultation plan

The consultation was designed to seek the views of the people who may be affected most by the proposals. These include:

- Parents and carers/expectant parents and carers
- Local Communities
- Children's Centre staff and stakeholder forum members
- Statutory partners and stakeholders
- Voluntary and community sector organisations

- Early Years providers
- Local Councillors
- Partners who share the site of the Children's Centre areas e.g. schools

The consultation was launched on 1 November 2016 and ran until 31 January 2017.

The following actions were taken to ensure all communities were aware and able to access the consultation:

- Information about the consultation and the questionnaire were put online on Sheffield City Council's consultation website Citizen Space on 1 November and remained online throughout the 90 days consultation period.
- Further help was available for anyone having difficulty via a phone line or email. This offer has been translated into 8 community languages.
- An easy read consultation questionnaire was developed for use where necessary.
- Children's centres were asked to direct families to the consultation website in the first instance but were also given a supply of paper copies of the information and the questionnaire for use if families were not able to access the online version. Flyers and posters detailing drop ins and the website address were also supplied.
- 24 drop in events were held across the city, mainly during November and December 2016. These were held across the city, including a city centre venue. Some of these were held in an evening to ensure anyone unable to attend during the day still had the opportunity to obtain further information.
- Children's centres promoted the consultation in all activities throughout the period within the centre itself and in the local area.
- There were regular articles in the Parents Assembly Bulletin and on social media. The children's centre Facebook page and website also had a link to the consultation webpage and the timetable of events.
- The Sheffield Star ran 2 articles during the consultation period with a link to the questionnaire and Radio Hallam advertised it on their hourly news bulletin in December 2016.
- Various local newsletters/community newspapers have promoted the consultation
- Partner organisations, schools and childcare providers were briefed on the consultation and asked to promote this, encouraging their clients to take part in the consultation/attend drop-ins.

4. Outcome of the consultation

Breadth of response

A total of 616 questionnaires were received and recorded on citizen space. Those taking part were asked which centre they currently use to assess whether there was a clear spread of respondents. Approximately 21% did not use a children's Centre but within the remaining 78% all centres were represented.

There was a wide range of services that respondents said they utilise including midwifery, health visiting, toddler groups, training opportunities and advice services.

Approximately 21% of respondents did not feel that they currently used children's centre services.

Of those that supplied information, 20% stated that they were from an ethnic background other than white British. The majority of respondents were female (90%) and the majority (53%) were in the age bracket of 25 – 34 years. 7% reported that they had a disability and 9% that their child had a disability.

Availability of services

Respondents were asked what was important to them in accessing services. The following areas were felt to be the most important:

- To support their own and their child's health and wellbeing
- To meet other parents/children and develop support networks
- To support knowledge and understanding of child development
- To access support and advice during pregnancy including having a baby and parenting classes

To support access to adult learning, training and employment was seen as the least important reason to access services.

Change of location

The questionnaire asked what families would do if the services moved location. Of those that answered the question 81% stated that they would either move to the new location or to the location nearest to them. 13% said that they would find an alternative way of meeting their needs. 30% of responders chose not to answer this question.

When asked if they received services in other places already, 37% of those that answered this question access services for under 5s at GP surgeries/clinics and 21% at local libraries.

The comments received indicated that the distance they would need to travel would be the influencing factor and services local and close to home were important often because of the difficulty of using public transport. However easy access by public transport was considered by some and many commented that they would be willing to consider travel and that they often already do.

It was clear from the variety of alternative venues identified that many families already access services at outreach within their local area, perhaps without realising it.

Family centres

When asked their views on extending services to pre-birth to 19 (25 years if child has a disability), providing support for the whole family 74% agreed or

strongly agreed with this proposal Only 13% either disagreed or strongly disagreed.

When asked what type of support would benefit them as a family, those that answered the question said that the most important were:

- Supporting with physical health & wellbeing (77%)
- Supporting to help children get the most from their education (81%)
- General information, advice and guidance (82%)
- Support and practical advice on keeping children safe (80%)
- Support in developing social networks through peer support and groups (81%)
- Support with meeting children and families emotional needs (79%)

Access to support regarding home and money including impartial debt advice was seen as the least important but was still highlighted by 46% of respondents to the question.

The additional comments highlighted that existing services should not be diluted in order to offer services to the older age group and asked that these changes ensure that the importance of early years is still recognised as part of this wider work.

Other services

Respondents were asked to outline whether there were other services that should be offered. The comments included community café, dad's groups, playground for families, twin group, activities for children with disabilities, advice on applying for school or nursery places, after school or school holiday activities, exercise classes, coffee mornings, family cooking classes, first aid, groups targeted at teenagers, health visitor clinics, mental health support, homework clubs, and an advice line.

5. Next steps

The consultation closed on the 31st January 2017. Analysis of the responses indicates a positive response to the proposal. The consultation helps us to understand children's, young people's and families' needs in each locality and this itself will help to address many of the concerns raised

The questionnaire findings and other comments and suggestions will be used to inform the final proposal put before the Cabinet. This information including feedback from the consultation with the public and with professionals will be used in the development of this new way of working.

The findings of the consultation will be made available online, in children's centres and through social media so that those who took part will know that we have listened to their views to understand what they need and will know whether there is agreement with the proposal.

6. Recommendations

There is growing evidence that a child's experience in their early years has a major impact on their health and life chances, and that high quality interventions can make a significantly positive difference to their development. The All party Parliamentary Group on Sure Start Children's Centres 2015 pre-election report stated that 'One of the greatest strengths of Children's Centres has always been their capacity to join up a wide range of services around a child to provide a true "holistic" model of support'. The report continues to state that 'the ultimate aim should be to position children's centres at the heart of service provision in their communities to enable them to provide the sort of holistic offer we know to be valued and effective'.

We acknowledge the research evidence and remain committed to supporting our early years work. Our combined commitment to early years, and to consulting and learning from research, professionals, partners, community, parents and carers is embodied in these proposals.

Recommends that the committee:

- Notes the Council's continued commitment to every child getting a 'best start in life' and the importance of Early years Services
- Note the feedback in this report in relation to the consultation on the proposal to re-design Children's Centre Areas in Sheffield
- Support the proposal outlined in this report
- Note that a further report will be taken to cabinet in March 2017 which will outline the results of this consultation and recommend next steps based on this.



Report to Children, Young People & Family Support Scrutiny & Policy Development Committee

Monday 20th February 2017

Report of: Policy & Improvement Officer

Subject: Work Programme 2016/17

Author of Report: Diane Owens, Policy and Improvement Officer
diane.owens@sheffield.gov.uk
0114 273 5065

The latest draft of the work programme is attached at Appendix A.

Appendix B outlines the “PAPER” criteria which can be a useful tool for Committees when prioritising topics for consideration.

The work programme aims to focus on a small number of issues in depth. It remains a live document throughout the year and is brought to each committee meeting.

The Scrutiny Committee is being asked to:

- Note the contents of the work programme and provide any comment / feedback

**Children, Young People & Family Support Scrutiny & Policy Development Committee
Draft Work Programme 2016-17**

Chair: Cllr Ian Saunders

Vice Chair: Cllr Steve Ayris

[Meeting Papers on SCC Website](#)

Meeting day/ time: Monday 1-4pm

Please note: the work programme is a live document and so is subject to change.

Topic	Reasons for selecting topic	Lead Officer/s	Agenda Item/ Briefing paper
Monday 3rd April 2017			
Sheffield Children's Safeguarding Board	<p>This report will provide an update on the work of the Safeguarding Board, including current priorities and any challenges. The report will reflect the views of the young people that the board will be engaging with to develop and shape its plans.</p> <p><i>The Sheffield Children's Safeguarding Board Annual Report 2015/16 and the Business Plan 2016/17 were sent to Committee members in October as background documents for the scrutiny session.</i></p>	<p>Jane Haywood, Chair of the Sheffield Safeguarding Children Board</p> <p>Dawn Walton, Acting Director, Children and Families</p> <p>Victoria Horsefield, Assistant Director, CYPF - Children and Families</p> <p>Other attendees tbd</p>	Agenda Item

Sheffield Sexual Exploitation Service	<p>This report will give an update on the work of the Sexual Exploitation Service and partner agencies working to address child sexual exploitation, including current priorities and any challenges.</p> <p><i>The Sheffield Sexual Exploitation Service Annual Report 2015/16 will be sent as a background document for the scrutiny session.</i></p>	<p>Jane Haywood, Chair of the Sheffield Safeguarding Children Board</p> <p>Victoria Horsefield, Assistant Director, CYPF - Children and Families</p> <p>Janine Dalley, Senior Programme Manager for Targeted Service. Sheffield Futures</p> <p>Other attendees tbd</p>	Agenda Item
Youth Services in Sheffield	<p>This report will enable the Committee to understand the latest developments in terms of work to look at the future of youth services in Sheffield.</p> <p>This follows a report received by the Committee in March 2016 on “Youth Services in Sheffield”, which the committee requested a further update on.</p>	<p>Tony Tweedy, Director of Lifelong Learning, Skills and Communities</p> <p>Sam Martin, Assistant Director - Lifelong Learning and Skills</p> <p>Other attendees tbc</p>	Agenda Item
Other topics / sessions			
Youth Services in Sheffield	<p>March 2017</p> <p>A focus group session could be organised for the scrutiny committee (or a sub group of the committee) to enable committee members to feed into proposals around youth services.</p>	Sam Martin, Assistant Director Lifelong Learning & Skills	Focus Group Session

It is proposed that the following topics be moved into next municipal year (2017-18):

<p>Skills Development in Sheffield</p>	<p>The Sheffield City Region Devolution Deal would give the region £1.3 billion to spend over the next 30 years. The Deal would offer new powers and funding to improve infrastructure, transport, skills, housing and other drivers of business growth. In terms of improving skills this would mean - investing in education infrastructure, better skills, employment and adult education</p> <p>The committee could receive a report to enable them to understand the implications of these proposals and future developments specifically in terms of skills development for young people.</p>	<p>Tony Tweedy, Director - Lifelong Learning and Skills</p> <p>Other officers tbd</p>	<p>tbd</p>
<p>Briefing Paper Adoption Annual Report</p>	<p>The committee receive an annual report to enable them to consider priorities and performance over the past 12 month.</p>	<p>Joel Hanna , Acting Assistant Director - Provider Services</p>	<p>July 2017</p>
<p>Briefing Paper Fostering Annual Report</p>	<p>As above.</p>	<p>Joel Hanna , Acting Assistant Director - Provider Services</p>	<p>July 2017</p>
<p>Briefing Paper Looked After Children and Care Leavers Annual Report</p>	<p>As above.</p>	<p>Joel Hanna , Acting Assistant Director - Provider Services</p>	<p>July 2017</p>

Selecting Scrutiny topics

This tool is designed to assist the Scrutiny Committees focus on the topics most appropriate for their scrutiny.

- **P**ublic Interest
The concerns of local people should influence the issues chosen for scrutiny;
- **A**bility to Change / Impact
Priority should be given to issues that the Committee can realistically have an impact on, and that will influence decision makers;
- **P**erformance
Priority should be given to the areas in which the Council, and other organisations (public or private) are not performing well;
- **E**xtent
Priority should be given to issues that are relevant to all or large parts of the city (geographical or communities of interest);
- **R**eplication / other approaches
Work programmes must take account of what else is happening (or has happened) in the areas being considered to avoid duplication or wasted effort. Alternatively, could another body, agency, or approach (e.g. briefing paper) more appropriately deal with the topic

Other influencing factors

- **Cross-party** - There is the potential to reach cross-party agreement on a report and recommendations.
- **Resources**. Members with the Policy & Improvement Officer can complete the work needed in a reasonable time to achieve the required outcome

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