

# **Worcestershire's Early Help Partnership**

## **Annual Report to Children and Young People's Partnership.**

**September 2022**

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## 1. Terms of Reference, attendance dates of meetings

In July 2021 the Terms of Reference and multi-agency engagement and attendance were revised as the partnership meeting needed to be refocused on whole system early help delivery and workforce. Emma Brittain, Director of Early Help, Children In need and Family Front Door became the new co-chair with Liz Altay, Public Health Consultant.

Multi - agency membership was revised to ensure we had strategic or operational leads for services and agencies who delivered early help and support to 0–18-year-olds across the county including voluntary sector and district councils.

In May 2022 Hayley Durnall, Public Health Consultant took over Liz Altay's role as co-chair.

The meetings take place approx. every three months and the meetings have taken place as follows:

18<sup>th</sup> August 2021

24<sup>th</sup> November 2021

16<sup>th</sup> February 2022

12<sup>th</sup> May 2022

11<sup>th</sup> August 2022

## 2. Early Help Strategy and Action Plan

In December 2021 the Worcestershire [Early Help strategy](#) was approved and signed off by the Quality, assurance, and practice partnership. The action plan is a working document that drives the progress against the Early Help strategy and is updated following every Early Help partnership meeting on progress and delivery against the plan.

## 3. Progress against the Early Help strategy milestones

### November 2021

The Early help in the community portal was live to capture partnership early help assessments and plans.

### December 2021

The new Early Help strategy and action plan was completed and signed off by QAPP.

### January 2022 Holiday Activities and Food [HAF] and the Virtual Family Hub

Holidays, activities, and food strategy. Our Holidays Activities Fund has delivered 16,140 activity and food experiences to children across Worcestershire from Easter to December 2021. 12,115 primary age and 4,025 secondary school age children.

We also launched the Worcestershire Virtual Family Hub

The new "Worcestershire Virtual Family Hub [The Worcestershire Virtual Family Hub | Worcestershire County Council](#) has been developed and launched and is registered with the National Centre for Family Hubs. **Data analysis tells us that the pages are accessed an average of 4,275 per month with an increase in access month on month.** The new virtual Family hub pages are popular and support both families and professionals with access to needs led early help resources and support. A

social media campaign to raise public and community awareness of this resource took place end of September 21 and is ongoing each month.

### **February 2022** - Early Help multi-agency training

The first of the Early Help training co delivered with partners took place on 18<sup>th</sup> February 2022 and 57 practitioners across the partnership attended including: youth support, police, parenting teams, housing, voluntary services, Education, health and young carers, district and community leads and Worcester University. Further sessions are planned throughout 2022 quarterly to work alongside the multi-agency levels of need training.

### **March 2022** – Supporting Families First

Worcestershire achieved its Supporting Families target of 555 claims. This indicates a positive impact and outcomes for families in Worcestershire. The 2022/23 target is 576 and as of the 1<sup>st</sup> of September 2022 we have made 335 claims so currently on target for 2023. The challenge is the target significantly increases from 2023 and there is a focus on partners contributions and evidence.

**June 2022** -Early Help in your community events took place. There were six events across each district as follows:

7<sup>th</sup> June – Worcester City

9<sup>th</sup> June – Wychavon

15<sup>th</sup> June - Redditch

16<sup>th</sup> June – Bromsgrove

22<sup>nd</sup> June – Malvern

23<sup>rd</sup> June 2022 Wyre Forest

### **September 2022 - Family Hubs**

The creation of family hubs is a national ambition which aims to provide families with a single access point for integrated family support services. These services will be varied and include health, social care, financial support and support for emotional health and wellbeing. In September, Worcestershire held an event “The Hub Conversation” where 61 stakeholders across a multitude of agencies attended to discuss the local vision for family hubs in Worcestershire and how it could be achieved. Family hubs in Worcestershire aim to create services for the whole family which are integrated, reduce health inequalities, and ensure that local families have their needs heard and met. November will see the first local family hub development work begin in Redditch, over the next 18 months family hub offers will be developed and implemented in each district area of Worcestershire.

## **4. Key Performance Indicators to Children and Young People’s Partnership 2022.**

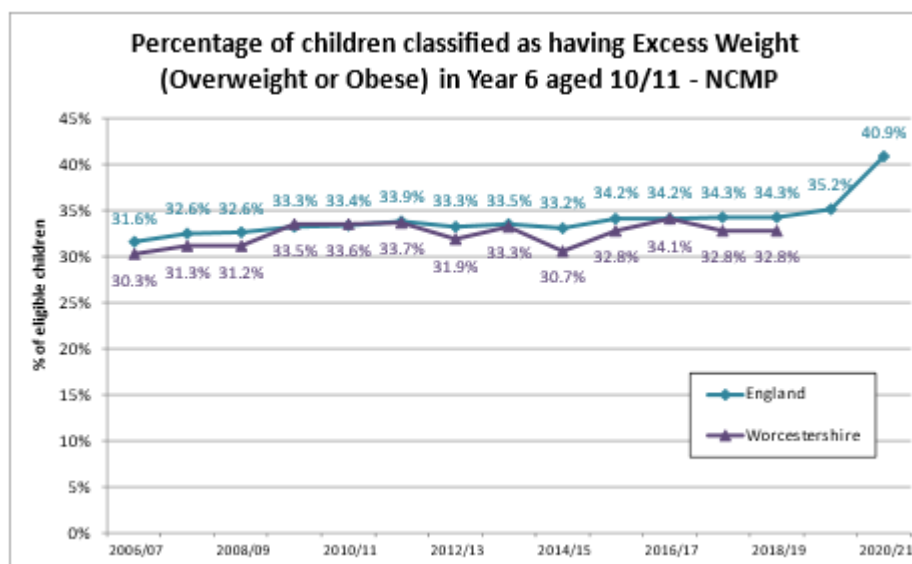
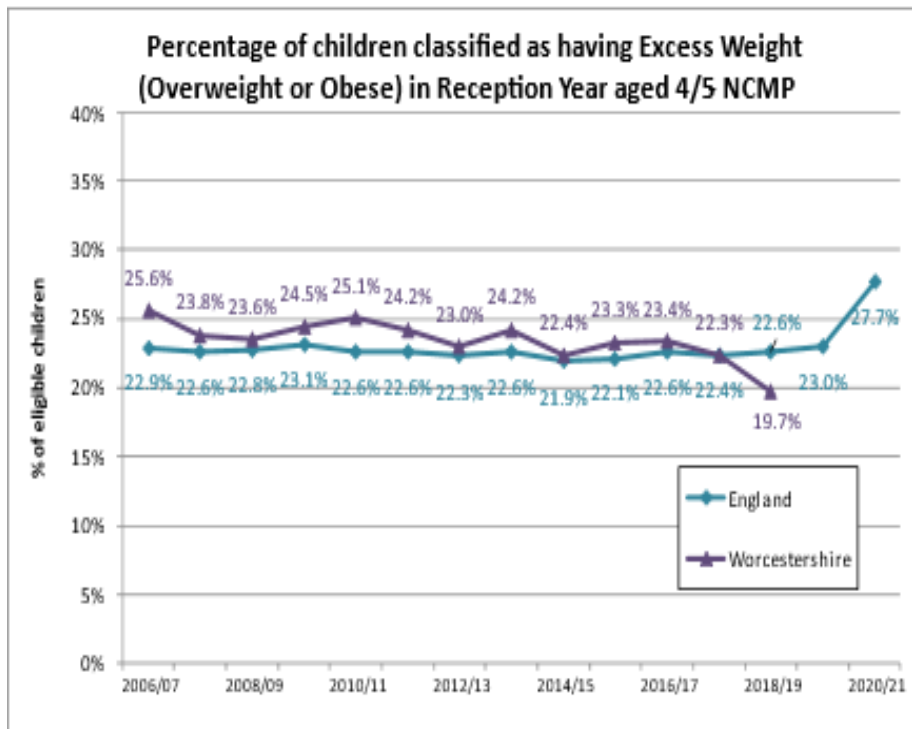
The Early Help Partnership has an Early Help action plan which is driving the delivery of the Early Help strategy across the partnership and Worcestershire. The action plan has identified some key partnership data to measure the impact and effectiveness of early help across Worcestershire. Below are the sets of data that this partnership is asked to report on to the Children and Young People Partnership.

1) Children reach the expected level of development at their Two-and-a-half-year review

Overall, for 2021/22 **87.6%** of all children who received a 2.5-year check scored above the ASQ3 cut off in all 5 domains. The data is broken down per domain in the table below:

Domain	Proportion Achieving (%)
Communication Skills	88.5
Gross Motor Skills	96.4
Fine Motor Skills	97.5
Problem Solving Skills	95.4
Personal Social Skills	95.2

2) Childhood obesity figures show an improving trend against National Data



- Worcestershire reception children in 2018/19 had a significantly lower percentage of overweight & obese children than England.
- However, it is unlikely that this trajectory/reduction will be sustained. Year 6 children in Worcestershire have had a slightly lower percentage than the England average, however, with 40% of Year 6 pupils in England classed as overweight or obese in 2020/21 we are likely to have seen a similar rise in Worcestershire.

**Please note:** Figures for Worcestershire for the last two school years have been suppressed due to the low coverage of measurement collection during the covid pandemic. However, local analysis of the 10% samples collected during the two years indicate that it is likely that figures will have increased much in line with England percentages.

3) Increased % of children reaching a good level of development at the end of the Early Years Foundation Stage (EYFS), so they have “School readiness”

2018 - 2019 GLD Analysis (National Average 71.8 Worcestershire Average 71.9)	2018	2019	3 year trend
Bromsgrove	75%	75.8%	74.5%
Malvern	77%	75.3%	75.9%
Redditch	69%	68.5%	67.3%
Worcester City	70%	71.4%	70.4%
Wychavon	75%	76.7%	74.7%
Wyre Forest	70%	69.3%	69.6%

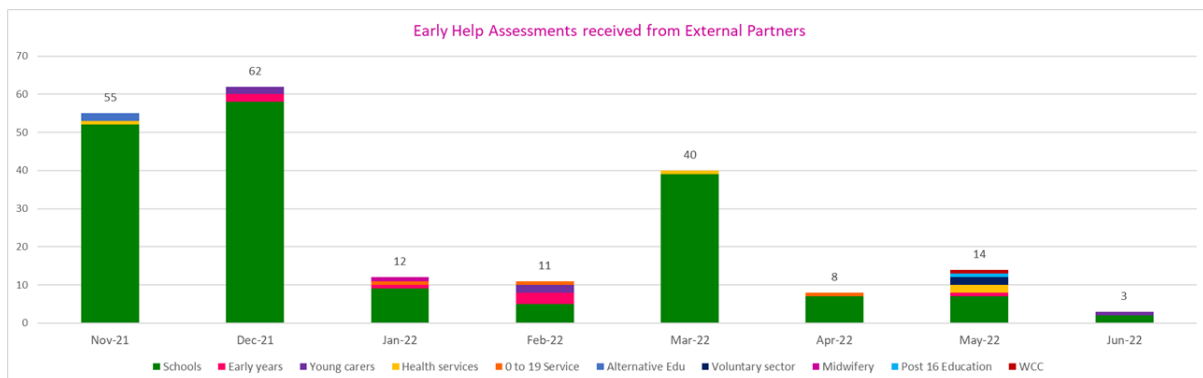
GLD assessment is undertaken at the end of Foundation Stage (Year Reception), and it is a statutory teacher assessment based on the Nationally set Early Years framework and criteria.

The table above shows that whilst overall GLD assessment outcomes were in line with national averages, half of our District areas fell below the national average. Early information indicates there are increased levels of need associated with speech and language development.

In 2020/21 GLD (Good Level of Development) assessment was suspended due to the restricted attendance. In 2021/22 GLD assessment continued to be suspended due to the impact of Covid on children and staff attendance.

GLD assessment has taken place in 2021/22 and remains a benchmark for Early Years. However, under the new framework guidance, EYFS outcomes should not be used as performance indicators by school leaders or external bodies.

#### 4) Number of Early Help Assessments (EHA) and Interventions completed by agencies across the Partnership



This shows all of the Early Help Assessments that have been received from our Early help partners since November 2021 when the early help in the community portal was launched. The portal allows partner agencies to submit their early help assessments and plans to a central portal that will capture the data and partnership work. This data can also be used to track outcomes for children and prevention of escalating needs to level 4.

In total we have had 205 partners submit EHA's via the portal since Nov 2021. Schools have submitted the most EHA's with other partners starting to submit them

School readiness – accessing 2-year-old early years settings

#### 5) Take up of 2-year-old education and care places – 2021/22 academic year:

- Average across the 3 terms = 75% of eligible
- National average across the 3 terms = 69% of eligible children
- Worcs Range across the 3 terms = 72% - 81%

- National range across the 3 terms = 62%- 72%
- West Mids and Stat neighbours' range = 62% - 85%

Report completed by:

**Emma Brittain**, Assistant Director of Early Help, Children in Need, and the Family Front Door,  
Worcestershire Children First.

**Hayley Durnall**, Public Health Consultant, Worcestershire County Council

**Dated:** 13<sup>th</sup> September 2022



# **Worcestershire Children and Young People's Mental Health and Emotional Wellbeing Partnership Report August 2022**

Presented by	Jenny Dalloway, Programme Director NHS HW
Author	Jenny Dalloway, Programme Director NHS HW
Recommendations	The CYP Strategic Partnership are asked to note the contents of this report.
Purpose of paper	For Information/noting

## Executive Summary

This paper provides a progress report on delivery of the ICS Children and Young Peoples Mental Health and Emotional Wellbeing Transformation Plan 2021-22.

### Introduction

Local Transformation Plans are developed each year to meet the requirements of the NHS Long Term Plan. Following the establishment of Sustainability and Transformation Partnerships, since 2019 a single plan for both counties has been published, reflecting the priorities of each county.

The key priorities of Worcestershire Children & Young People's Plan are reflected in the Transformation Plan and an update is provided as an appendix to this paper.

The Partnership has established an Educational sub-group, the Mental health, and Wellbeing in Educational Settings Board, to develop and oversee the strategic delivery of support in educational settings, and the current provision is provided for information.

### CYPP Measures

The Children & Young People Plan includes a number of key performance indicators to monitor improvements in the emotional wellbeing and mental health of our children and young people. Progress against routine reporting of these measures is provided below.

- A reducing number of children and young people missing education (CME) due to mental ill health – data to be broken down into subsets of CYP at risk of health inequalities
- CYP absent from school for more than 10 days – data to be broken down into a subset of CYP at risk of health inequalities and those absent due to mental ill health

Progress - this will be available from September 2022 new academic year onwards [additional subcodes are being added to identify mental health issues for returning to school after covid]

- Health assessments for children looked after - % of health checks where mental health needs are identified and met

Progress - the data is available for health assessments but possibly not specifically where mental health needs have been identified.

- An increasing number of children and young people will have access to NHS mental health provision. This will include both early intervention and specialist support CAMHS

Progress - this data is reported monthly to NHS England

- Children and Young People will experience a positive outcome from CAMHS interventions

Progress - National routine outcome measures are agreed but not yet reported.



Two additional measures are proposed for inclusion in monitoring of the CYP Plan, namely access to and the outcomes of CAMHS Services.

The national long term plan ambition is by 2023/24, 345,000 additional CYP aged 0-25 will have access to support via NHS-funded mental health services and school or college-based Mental Health Support Teams (in addition to maintaining the previous commitment to have 70,000 additional CYP accessing NHS Services by 2020/21). For NHS Herefordshire and Worcestershire this equates to 9,270 CYP receiving support, a significant increase from the 35% population prevalence target set for 2020-21.

Reporting is provided as an appendix to this report and noted that access to specialist CAMHS support remains a challenge for the system. This is due to a number of factors including staff absence, number of appointments cancelled by patients and an increase in acuity requiring prioritisation of urgent request for support.

## **Recommendations**

The CYPSP are asked to note the contents of this report.

## Appendices

- C.1 Mental Health and Wellbeing Delivery Plan Update July 2022
- C.2 NHS CYP Access Report May 2022
- C.3 Worcestershire Mental Health Support Matrix

# **0-25 SEND All Age Disability Partnership**

## **Accelerated Progress Plan (APP) Update**

**September 2022**

**Report produced by: Mel Barnett – Director for All Age Disability with contributions from:**

**Sarah Wilkins- Director for Education, Early Years, Inclusion and Education Place Planning.**

**Daniela Carson – Group Manager Children with Disabilities Team**

The APP is overseen by the 0-25 All Age Disability Partnership Board. The APP is made up of 4 workstreams, each have their own independent work programme. This report provides a summary of progress to date and should read alongside the data dashboard.

### **Work Stream 1 Progress Summary:**

The variation in the skills and commitment of some mainstream schools to provide effective support for children who have SEND.

- 32 maintained schools (9 First, 18 Primary, 3 Middle and 2 High) have undertaken pre-Ofsted SEND health checks. Areas of good practice have been shared with schools and through face-to-face events at briefings and events. 120 school leaders attended the June face to face Head Teacher briefing. 63 leaders attended from Maintained schools and 57 leaders including Chief Executive Officers from Academy schools. This is representing more than half of our state funded schools in Worcestershire.
- A further 16 schools are being planning to receive a SEND health check in the Autumn term including 10 Primary Schools and 6 First Schools.
- 8 Multi-Academy Trusts (> 20 shared their SEND priorities and plans – 15%) in Spring Term 2022. HT briefings report a higher level of MAT's with SEND priorities. We will review for all MAT plans in autumn term 2022.
- Education Endowment Fund SEND Inclusion project 2022. Initially 30 schools registered, this has increased to 60 schools. Two cohorts of delivery will commence from September 2022. This will include 26 maintained schools and 34 academy schools made up of 16 First schools, 26 Primary schools, 6 Middle schools, 11 Secondary/High schools and 1 Pupil Referral Unit.
- Inclusion Quality Mark – increased from 10 to 27 schools registering for interest in starting IQM in 2022. An initial briefing to take part was held in July with those interested schools completing a 'readiness evaluation' to determine those schools most suitable to support this year. This will be completed by end of September 2022. Progress is school led and important to follow on from SEND Inclusion Evaluation assessment and development priorities work.
- Of the 41 Ofsted school inspection reports published since inspection 27 refer to positive practice for SEND and inclusion and 5 refer to development actions required. Each of the 5 schools with development actions has support plan in place.
- The SENDCo network is being led from 2022 by WCF this will enable a single approach and confirm training and tools including the use of Whole School SEND Support approach.
- We have improved our use and interpretation of data from SEND Service; parental requests and mainstream schools request for change of placements to better understand inclusive practice in schools – support and challenge as appropriate, this includes maintained and academy schools.

### **Work Stream 2 Progress Summary:**

The lack of suitable specialist provision to meet the identified needs of children and young people.

- A calendar of inter-dependent dates and actions has been drafted for 2023 placements and will be shared with Workstream 2 Core Group, FiP, SENDIASS and Parent Stakeholders, special schools and Worcestershire Schools Forum in September and implemented for 2023 place planning. There is a dependency to the success of this schedule in the improvement of quality of EHCP's and Annual Reviews.

- SEND Service has improved oversight and actions for children identified as in a mainstream school and needing specialist placement and those who are not attending a school and have not got a named school. The Director of AAD has reviewed with managers all child cases where children have an EHCP but are not attending school and has actions identified for each one to address this. The monitoring tools were revised to improve analysis, and increased clarity of actions taken. Cases were progressed to authorising provision, accelerating agreement for Personal Budgets or Education other than at school packages were assessed appropriate. This tracker is now monitored by the Group Managers monthly to ensure progress and continued action to avoid drift.
- We have brought together our SEND provision report, SEND Roundtable proposals and sufficiency reporting to produce one plan of actions that will span up to 5 years and be linked to the SEND Strategy but be reviewed annually. This will follow a governance route including SEND AAD Partnership, health, and Council governance.
- 29<sup>th</sup> April round table discussion. A 'one off' discussion session facilitated by WCF; to respond to place and provision issues and ideas raised via elected members, including MP's. Attendance included elected members, MP, education leaders from special and mainstream education including post 16 education from across 2 districts of Worcestershire: Worcester City and Wyre Forest. The intention being to connect people in shared ideas and ensure we have a clear understanding of the issue for plans that move us from visions and ideas to actual projects, solutions to the challenge and plans we can take forward that consider Funding / Physical Space / Pace & Capacity / Impact on others.
- We have submitted the Worcestershire expression of interest to bid to the DfE Free School Wave for Special Schools to seek this support for a specialist ASD School for Worcestershire.
- Mainstream Autism Bases
  - Chaddesley Corbett MAB opened June 2022 providing 10 places for children.
  - Christopher Whitehead Language College MAB scheduled to open at Easter 2023 for 12 places
  - We are negotiating with Tudor Grange Academy for an increase in places at TreeTops Enhanced MAB
  - The revised specification for MABs with a new Service Level Agreement has been developed and consulted on to ensure better consistency of provision and outcomes and understanding of who the right children are to receive this specialist support.
- Post 16 provision specification – we are seeking to increase the in-county post 16 offer including identifying new options for independent living. A market event will take place in autumn term.
- WCC has supported the change of use of accommodation on the Heart of Worcester Redditch site to improve SEND offer for post 16 students.
- We are undertaking the alteration procedures to increase special school places either with WCC or DfE (maintained or academy) to change and increase special school places as recognised: Fort Royal Special School, Regency Special School, Chadsgrove Special School, and Rigby Hall Special School.
- Early Years Pre- School Places – We have taken an alternative approach to ensuring pre-school provision for children can meet needs. We are increasing outreach to mainstream as we have had to prioritise reception places at 2 special schools (Fort Royal Community Special School and Vale of Evesham Special School). We will review pre-school special provision across the County for 2023 to jointly commission an offer that meets needs.
- In conjunction with a review of place provision will be a review of our joint health and LA process, methods, and actions for identifying young children with SEND and our multi-agency response, timely assessment, and provision planning.
- Early Years Language Support. We have opened new provision in the south of the County (Upton Primary School) in 2022 and re-commissioned provision for Wyre Forest (St Mary's Primary School). This provision serves approximately 20 children at each site to offer specialist teaching, speech, and language therapy alongside the child's mainstream provision. Existing provision in Redditch, Bromsgrove and Worcester has remained the same.
- We are working with mainstream schools in 2022/23 to increase understanding in difference and type of provision specifically at a locality level. Health (commissioner) has undertaken parent carer feedback relating to health provision in specialist education settings. 2022/23 focus group

work via special schools and workstream leads to hear from children and parents. Schedule starting autumn 2022.

### **Workstream 3 Progress Summary:**

Fragile Relationships with parents and carers and a lack of meaningful engagement and coproduction and collaboration.

- Families in Partnership (FiP) attend all Board meetings.
- FiP representative attendance across all 4 Workstream meetings.
- Worcestershire Children First (WCF) have reached out to 21 parent/carer representative groups to engage them in Workstream meetings.
- WCF have provided and open invitation on the Local Offer for parent carer representatives.
- On average 2/3 parent/carer representatives attend each workstream meeting, but this has been as high as 5. (9 parent carer groups have been represented).
- A parent stakeholder group has been established five meetings have now taken place since April 2022.
- The stakeholder group bring agenda items and actively engage in conversation, debate and finding solutions.
- A communication framework has been developed within the SEND service for the management of communications with parents and carers following feedback from the stakeholder group regarding lack of communication.
- The stakeholder group are focussing on specific pieces of work and task and finish groups are being developed.
- Health have had two separate stakeholder meetings 13<sup>th</sup> June and 18<sup>th</sup> July, these were attended by SWANS, FiP, Action for Children, North Worcs Autism Parents Support Group, SEND National Crisis Worcs and Sight Concern Worcestershire. In addition, they have engaged with 10 families who wanted to share their experiences of health services outside of the formal meetings. SEND and Health Stakeholder meetings will be combined going forward.
- The Director of All Age Disability has offered to meet with individual parent carer groups when requested to enhance the relationships between SEND and Parent carers.
- In October 2021 we undertook a full review of our approach to Quality Assurance in WCF SEND Services, introducing a Peer/Moderated approach to case file audits and opportunities for children & families to share their views on how they experience our services.
- We have two in-depth Quality Assurance Reports covering Quarter 4 21/22 and Quarter 1 22/23, we will continue to produce and present a quarterly quantitative and qualitative learning report.
- Since the launch of the programme, 21 full case file audits have been completed, using the peer/moderation approach, each case file audit includes 3 pieces of audit activity, in total this equates to 63 individual pieces of Auditing Activity.
- Internal progress has been made in terms of reviewing processes on how educational placements for CYP with SEND are made.
- Health/WCF have developed an agreed process of sharing information and providing a joint response where appropriate to complaints.
- Annual FiP survey has been undertaken. Feedback will inform and be fed into the relevant workstream action plans to support continued progress against the feedback being received.
- We offer the opportunity to seek feedback from families in all Case File Audits; we also include links/QR codes within our outcome letters to seek feedback from families – this happens when a final EHCP is issued or following the conclusion of an Annual Review. This provides an overview of cumulative feedback but also key quarter on quarter comparisons. Since our feedback programme went live, we have heard feedback from 43 families.
- The Parent carer engagement toolkit has been co-produced and drafted with FiP and 10 schools. This was then shared with the parent carer stakeholder group and following feedback this is now being further developed with the stakeholder group prior to finalisation.
- Consultation and co-production activities currently underway include:

- Parent carer engagement toolkit with SEND stakeholder group
- Co-production e-learning module
- Local offer website
- Use of language in health partnerships
- QA framework
- Annual review contributions
- Diagnostic pathways within health discussed within health stakeholder group
- Inclusion event – parent/carers and school.
- Development of understanding for professionals across the partnership
- Identifying schools of concern through feedback/common themes.
- A Pilot was undertaken using the approach of Person-Centred Planning to ensure young people's views and aspirations were central to the EHCP. A report was finalised September 2022.

## **Work Stream 4 Progress Summary:**

The poor quality of EHCP's and limited contribution from health and social care along with the process to check and review the quality of EHC Plans.

- The WCF SEND Quality Assurance and Performance Management Framework has been developed, this details, how we approach auditing and hearing about families' experiences, our learning i.e., outcomes from audits and what are families telling us about their experiences.
- Learning is identified from compliments and complaints – summary report is now available.
- The Designated Clinical Officer (DCO) has developed a Health Quality Assurance Tool.
- SEND Group Manager and DCO have focused on health advice and how this is incorporated into the EHCNA. This includes a webinar to be shown at team meetings.
- Analysis of timeliness of advice has been developed and is shared with partners.
- Parent Carer Survey undertaken.
- Health and Social Care survey for SEND Case Work Officers completed.
- Development work undertaken with SEND Team Managers.
- Quality Assurance Group undertook dip sampling of Year 9 reviews.
- Y9 Preparing for Adulthood Annual Review guidance and tool kit was launched in September 2021.
- Local Area agreement on aims and principles to inform future developments.
- Toolkit developed which includes a checklist and agreed template documentation.
- Revised process will be introduced in Autumn term for the monitoring of annual reviews with a focus on quality and identification of those schools that are not completing in a timely manner.
- Annual Review Schedules will be going out to Health and Social Care colleagues.
- The backlog of annual reviews has been reviewed, categorised & prioritised.
- Group Head has been identified to oversee all activity and ensure all Managers are clear on what the expectations are for completion.
- Weekly performance monitoring meetings have recently been introduced chaired by the Director for All Age Disability.
- Going forward all annual reviews will be subject to a new process and monitoring to ensure backlog does not return.
- Learning reports have been developed i.e., qualitative, and quantitative.
- Dissemination of Quarterly reports to SEND teams through Team Meetings.
- Development of a monthly Complaints Key Messages bulletins.
- Learning briefings have been developed which includes learning from complaints, compliments, and audits.
- Seven step guides on learning have been developed.
- 'EEF SEND: Making a difference' training offered to SENCOs. 59 schools have registered interest for training.
- SEND support services have increased training offer to schools that compliments the graduated response in schools through development of evidence-base targeted interventions, increased

understanding of specific areas of need e.g., Emotional Literacy Support Assistants (ELSA), Autism Champions.

- SENCO network event and conference with speakers from Health and Education developing SENCO's understanding of services available to support them in schools building on the graduated response. Speakers also focused on developing knowledge and understanding of meeting specific needs e.g., children with PDA profiles.
- Developed 'Promoting Inclusion' guidance that reinforces the Graduated Response guidance sent to schools.
- Increased availability of SEND Support services that can be commissioned by schools to support the Graduated response.
- Compulsory SEND training has been completed by staff within the All-Age Disability service.
- Group Manager attendance at SENCO forums reinstated to gauge impact and use of toolkit and understand current understanding of good practice in annual reviews.
- Multi-agency task and finish group formed to devise programme of training – 4 courses identified, what is a good annual review? What does a good EHCP look like? Using the graduated response, how to write a good EHCP outcome.
- Social Care Practice Standards and Processes in place.
- Audits of social care advice undertaken in August.
- The Designated Clinical Officer (DCO) reviews all agreed EHCNA requests for identified health needs and provision and potential unmet needs.
- The DCO reviews all draft plans (EHC needs assessment summaries) to review the health contribution and agree the health provision in the plan. This information is recorded monthly.
- Senior Health Managers have met with parent carer representatives of local organisations, followed up with individual discussions to understand service user experience and gaps. This information is being collated and themed and a report will be made available for the next SEND board.

## **Worcestershire Safeguarding Children Partnership - Update on CYPP outcomes for CYPSP 21<sup>st</sup> September 2022**

### **Action Plan Key Priorities**

#### **Get Safe Partnership**

- Our partnership approach to prevention, protection, and pursuit in relation to on-line exploitation across Worcestershire

Progress: Via the Get Safe Partnership Group, Police, Education and Young Solutions have worked together to produce an action plan to strengthen our approach in this area. This includes the development of guidance for staff on what they should know in relation to their role in keeping children safe on-line, and guidance on messaging to parents, children, and young people. The latter is to be supported by consultation with young people via Young Solutions. Further, processes are being reviewed for information sharing by Police with Children Social Care prior to enforcement action, normally the execution of a warrant at a home address, and support systems developed for children and parents after online CSE warrants have been completed to minimise potential impact on innocent occupants who do not have access to the Criminal Justice care process.

- Mapping out all diversionary activities available to victims or those that are at risk of exploitation, to ensure that the different agency offers provide efficient and comprehensive support across all age groups.

Progress: This work is currently being progressed via the Get Safe Partnership Group action plan. Young Solutions have been commissioned to complete a piece of work which will contribute to this mapping exercise. This work is in its early stages and will require further update.

- Ensuring all recommendations from the 'Sarah' Child Safeguarding Practice Review are embedded in practice. This will include an audit of cases discussed at MACE to ensure that where a young person meets the threshold for child protection, the appropriate processes are used.

Progress: An audit has been completed by representatives of Children Social Care, Police and Health to look at the use and application of child protection procedures in GET SAFE cases to provide reassurance that child protection was recognised by partners within these cases and acted upon. For this audit a random selection of 10 RED pathway children were selected. The cohort audited had a range of Child Protection, Child in Need and Children Looked After, and an age range of 11 years to 17 years, and a range of exploitation concerns including CSE, Missing, County Lines, and gang and weapon carrying. The audit results are being presented to the Get Safe Partnership Group Meeting on 22nd July 2022.

- Providing continuous professional development for practitioners around changing and emerging risks, local problem profile findings, the national picture of exploitation and the voice of the child.

Progress: The Exploitation and Vulnerability Training final report for 2021/22 showed that Worcestershire has contributed to 41% of the total training. During that period 2681 delegates from Worcestershire, representing 69 different organisations attended 106 sessions. Worcestershire has continued to engage well with the training, this has been made easier with the superb working relationships developed with Emma Brittain, Melody Bedford, Doe Goodwin and Denise Hannibal as well as the numerous administration officers who have marketed and distributed the training.

- Ensuring all identified CCE concerns are shared via the Get Safe Portal and so contribute to our local understanding of risk and harm.

Progress: This also forms part of the current Get Safe action plan. Specific sources where more CCE referrals would have been expected have been identified and this is being followed up via the Get Safe Operational Group.

- Strengthening the influence of children and young people's views on GET SAFE services with a particular focus on commissioning processes.

Progress: The views of Children and young people have provided an important part of the development of the Get There website and services, which are aimed at keeping young people between the ages of 16-25 safe from exploitation. Further work is needed on commissioning processes.

- Ensuring that the Get Safe approach is fully supported and embedded within other local partnership groups where their priorities and activities contribute to keeping children and young people safe from exploitation

Progress: Update - the three Safeguarding Partners wrote to Community Safety Partnership Chairs to seek assurance on how the CSP's consider the need to safeguard children and young people within their current priorities and any future priority setting, and this assurance has been provided.

## **Quality Assurance Practice and Procedures Group**

- Completion of the Early Help project in conjunction with the University of Worcester

Progress: Last progress meeting with university representatives took place on 22/06/22. At this point 32 families who were willing to take part in the project had been identified by various agencies and details passed to the University, who have begun the process of contacting these families. Additional request has been made to agencies to identify any further families, and next progress meeting with university to take place in August.

- The development of multi-disciplinary audits at the Family Front Door between Social Care, Education and Early Help to look at the quality of referrals and application of the levels of need to promote system learning and the Early Help agenda.

Progress: Ten cases (schools' referrals) are now audited each month. The Early Years and Education Safeguarding Adviser then meets with schools and uses the learning from those audits, together with the learning from the QAPP Group work on wider Family Front Door audits in reflective sessions.

- Support the Get Safe Partnership Group in embedding the learning from the 'Sarah' Child Safeguarding Practice Review.

Progress: A questionnaire has been sent out to all agencies via the QAPP Group asking them the following:

1. How has your organisation disseminated the learning from the Worcestershire Child Safeguarding Practice Review 'Sarah' to your own staff?
2. How does your organisation plan to assure itself that the learning relevant to your agency has been embedded and that where necessary practice has changed in line with learning?
3. How has your organisation promoted the use of the GET SAFE risk assessment within your own organisation, and the processes to be used following completion of the risk assessment tool?
4. How does your organisation monitor the use and submission of the Get Safe risk assessment tool to ensure it is being completed and submitted in appropriate circumstances?
5. What has your organisation done to promote the understanding and use of a contextual safeguarding approach amongst your staff who have contact with children and young people?
6. Are you assured your agency is appropriately attending and contributing to children's Looked after Reviews? How is this monitored and followed up where there is non-attendance?

In addition, further questions have been asked of certain individual agencies where specific learning was identified relating to them. Most agencies have now responded with updates, with the quality of the responses being monitored via the QAPP Group, and the remaining four agency returns are being followed up.

- Ensure that a multi-agency plan is in place to ensure Worcestershire can effectively respond to any Joint Targeted Area Inspection (JTAI). This will include support for agencies to understand their role, expectations, and resourcing commitments of such an inspection.

Progress: From April 2022, the inspectorates will carry out 2 types of JTAI: One type will evaluate the multi-agency response to identification of initial need and risk (or the 'front door' of child protection), and the other type will look at a particular theme or cohort of children, the first of which will focus on the multi-agency response to the criminal exploitation of children.

A JTAI Multi-Agency Inspection Briefing for Partners has been produced and circulated via the QAPP Group. This explains what a JTAI is, what happens during the inspection and what information will be sought. To ensure partners are confident with the JTAI audit process should we be required to complete one, recent audits completed by the QAPP Group (child on child abuse, and Voice of the Child) have used a JTAI style audit tool. Additionally, Dan Gray (WCF - Head of Quality Assurance & Principal Social Worker) has visited all WSCP sub-group meetings



and delivered a comprehensive presentation on the JTAI process and partners' roles and expectations within that.

Agencies that would support if there was a JTAI inspection have provided Specific Point of Contact details for data, audit, and timetable coordination/logistics.

- Continue to deliver multi-agency audits in areas identified as requiring further scrutiny and use the learning from those audits to improve services to children and young people. The audit activity within this coming reporting period will include how effectively agencies capture the voice of SEND children within our safeguarding processes.

Progress:

Child on child abuse – This audit has now been completed, and 7-minute learning briefings covering the key points have been produced and circulated.

Voice of the SEN Child – Initially raised as a potential theme through the Head Teachers Steering Group. In May 2022 agencies audited five cases using the JTAI methodology. Outcomes and learning are now being finalised and will be circulated more widely shortly.

It was agreed for the next JTAI style audit to be on the Initial Response and Identification of Need and Risk – agencies to look at the initial referral and response all the way through to the Initial Child Protection Conference (ICPC) for 7 cases using previously agreed template.

## **Child Safeguarding Practice Review Group**

- Improve the timeliness of the completion of safeguarding children practice reviews.

Progress: Worcestershire currently have four Child Safeguarding Practice Reviews in progress, one is ready for publication next month, the second should be completed and published by the end of 2022, and the other two reviews are currently held sub-judice pending completion of criminal investigations. None will meet the six-month publication target date as all have been subject of a criminal process, and the Partnership will not risk compromising those through any potential impact of early publication. The WSCP continues to meet the necessary 15-day timescales for completion of Rapid Reviews as set out by the National Child Safeguarding Review Panel.

- Strengthen the multi-agency approach to reducing the risk of non-accidental injury to children under one through the 'Keep Me Safe' strategy, incorporating the learning from the national review completed on these themes.

The final 'Keep Me Safe' strategy document has now been circulated for virtual sign off by partners across Worcestershire and Herefordshire. This document has been created by Heather Manning from Herefordshire and Worcestershire CCG with support from health partners and WSCP. The document has been through a comprehensive consultation period with strategic managers within health safeguarding which has included Public Health. The first two thematic guidance's to sit under the overarching strategy are already partially written through a task and finish group with partners – 'Keep me safe...when I am sleeping' and 'Keep me safe...when I am crying'.

## **Head Teacher Safeguarding Steering Group**

- Ensure the learning from the audit of multi-agency responses to reports of sexual violence in schools and colleges is used to further improve the services provided to children and young people.

Progress: Child on child abuse case audit has now been completed, and 7-minute learning briefings covering the key points have been produced and circulated to education settings.

- Build on how learning from Ofsted complaints, which also includes identified best practice, is used to strengthen practice in our education settings

Progress: A briefing on key learning themes has been produced and circulated to head teachers briefing on key themes. Two schools good practice case studies are being produced to be presented to head teachers in September, and these will include complaint prevention through school's approaches to most common themes such as bullying, and opportunities for young people to raise concerns within schools so they can be addressed prior to them reaching the complaint stage.

- Support education providers to encourage those who are victims of sexual violence, sexual harassment, and other forms of child-on-child abuse to report those concerns, and have processes in place that promote such reporting through education and guidance, recognising that this is happening in all settings

Progress: A new child on child abuse policy has been produced and circulated to schools. There has been significant focus on the response to sexual violence and sexual harassment in the network meetings, and the last DSL conference was focused on this subject. The Education Safeguarding Team provide a case consultation service for cases of this type, and the subject is built into the training for DSL's. There is now greater focus in the template school safeguarding policy, and systems to encourage reporting and support, such as peer mentoring are also being promoted.

- support the relationship between education settings and the Worcestershire Family Front Door and promote the knowledge and understanding of the Levels of Need Guidance through regular joint audit activity and clear guidance and dissemination of learning

Progress: During Quarter 4 [Jan -March 2022], 30 children's experiences were audited that were referred into FFD by schools for support at Level 4 but where the outcome was that needs could be best met at either Level 1 or Level 2. In addition to the follow up meetings with schools by the Early Years and Education Safeguarding Adviser as mentioned in the QAPP Group section above, a 7-minute learning briefing covering the findings from these audits has been produced and disseminated to education settings. This regular audit activity will continue to monitor impact of the support provided, and the conversion rates are also monitored via the QAPP Group performance data set.