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## **CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL**

**Tuesday, 8th March, 2022 at 7.00 pm in the Council Chamber, Civic  
Centre, Silver Street, Enfield, EN1 3XA**

### **Membership:**

co : Chinelo Anyanwu, Tolga Aramaz, Mustafa Cetinkaya (Associate Cabinet Member (Enfield South East)), Elif Erbil, Ayfer Orhan, Ahmet Oykener, Andrew Thorp and Glynis Vince (Conservative Group Whip)

### **AGENDA – PART 1**

**1. WELCOME & APOLOGIES**

**2. DECLARATIONS OF INTEREST**

Members of the Committee are invited to identify any disclosable pecuniary, other pecuniary or non-pecuniary interests relevant to the items on the agenda.

**3. MINUTES OF THE PREVIOUS MEETING (Pages 1 - 6)**

To agree the minutes of the previous meeting held on 20 October 2021.

**4. EARLY HELP SERVICES - REVIEWING EFFECTIVENESS (Pages 7 - 20)**

To receive the report from Ivana Price, Head of Early Help, Youth & Community Safety.

**5. LEAVING CARE SERVICE REVIEW** (Pages 21 - 28)

To receive the report from Luis Herrero, Service Manager Enfield Leaving Care.

**6. SERVICE USER FEEDBACK & HOW THIS WILL BE USED TO IMPROVE SERVICES** (Pages 29 - 58)

To receive the report from Suzanne Rowson, Head of Corporate Parenting, Virtual School Headteacher, HEART CAMH Manager & CIN Educational Lead.

**7. SEND STRATEGY** (Pages 59 - 64)

To receive the report from Victoria Adnan, Strategy & Policy Manager.

**8. DATE OF NEXT MEETING**

To be confirmed.

## **MINUTES OF THE MEETING OF THE CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL HELD ON WEDNESDAY, 20TH OCTOBER, 2021**

**MEMBERS:** Councillors Chinelo Anyanwu, Mustafa Cetinkaya (Associate Cabinet Member (Enfield South East)), Ahmet Oykenner, Andrew Thorp and Glynis Vince (Conservative Group Whip)

### **Officers:**

Head of Strategic Resourcing Partnerships - Education, Head of Service - Safeguarding Adults, Complaints and Quality Assurance, Learning Consultant PSHE/RSE & External Projects, Head of Early Help, Youth & Community Safety Services, Executive Director People, and Head of Special Education Needs

### **Also Attending:**

#### **1. WELCOME & APOLOGIES**

The Chair welcomed everyone to the meeting and apologies of absence were received from Cllr Elif Erbil, Cllr Ayfer Orhan and Cllr Mahtab Uddin.

In the absence of the Chair and Vice Chair, Cllr Chinelo Anyanwu was nominated as Chair. This was seconded and agreed by the panel.

#### **2. DECLARATIONS OF INTEREST**

There were no declarations of interest registered.

#### **3. MINUTES OF THE PREVIOUS MEETING**

The minutes of the Children, Young People & Education Scrutiny Panel held on the 8<sup>th</sup> July 2021 were agreed.

#### **4. HOLIDAY ACTIVITIES AND FOOD PROGRAMME**

Ivana Price, Head of Early Help, Youth and Community Safety Services, introduced the report and highlighted the following key points:

1. The programme was funded by the Department for Education (DfE) and a grant of £1.4m had been received for this year. The ambition was to reduce hunger and provide activities during the school holidays for children in receipt of free school meals.

2. Clear expectations had been set out by the DfE including a minimum of four hours per day, four days per week and six weeks per year. The curriculum should be of a high standard and the meals must be nutritious.

## CHILDREN, YOUNG PEOPLE & EDUCATION SCRUTINY PANEL - 20.10.2021

3. The timescales were very challenging, however a successful pilot was delivered during the Easter holidays with 556 children and young people attending.

4. The team had learnt from the Easter pilot project and a steering group was brought together to plan for the summer. The main challenges were with capacity so increased work with local providers took place.

5. 19 providers were selected to deliver the summer programme, with a total of 32,581 activity spaces created. The DfE's target for engagement was 20% and Enfield achieved 22%. Most delivery took place in the more deprived areas of the borough.

In response the following comments were received from Panel Members:

1. Cllr Andrew Thorpe asked if the £1.493m figure was for the entire year. Ivana Price responded to confirm that it was.

2. Cllr Andrew Thorpe highlighted that if 22% accessed the programme, that left 78% that did not. It was questioned if the marketing was right, for example, if mainly through digital channels many families may not be able to access this.

In response, Ivana Price advised that there was a two-fold marketing campaign and more work was being doing locally with schools. The main issue was with the capacity of local providers and that many smaller providers could not meet the very specific requirements set out by the DfE. The team were working with them to assist on this matter and looking at providers outside of the borough. Marketing would also start earlier for the next programme.

Peter Nathan, Director of Education, added that the Covid-19 pandemic had also impacted the take up of the programme as many families kept their children at home in the fear of them mixing.

Cllr Andrew Thorpe also asked if the 22% take up was evenly distributed across the borough. Ivana Price advised that more detailed analysis was being carried out. **ACTION**

3. Cllr Glynis Vince asked what happens to the remainder of the grant if it is not fully used.

In response, Ivana Prince advised that the Council only receives what it anticipates it will use. Any money not used must be given back.

### 5. **INCREASING IN-BOROUGH SEND PROVISION**

Neil Best, Head of Education Strategic Resourcing and Partnerships, outlined the report and the key points to note:

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1. Large amounts of work had been carried out to increase the quantity of SEND provision within the borough. Almost all Enfield SEND schools were at capacity. In response, ESRP had worked with the SEN Service to increase both Additional Resourced Provision and Satellite Provision to extend the number of SEND place available with the borough. However, over 600 children were currently being educated out of borough.

2. Table 5 of the report detailed the current pipeline SEN projects that were coming through. Additional new sites were now also being considered with the aim of establishing larger scale SEND provision. Sites currently being considered within the viability studies include Addison House, the former Eldon Road Tuition Centre, and a site at Bell Lane. This work was being directly supported by EMT.

3. Cabinet had recently agreed a Strategy in relation to the use of vacant caretaker's houses which will allow these building to be disposed of (where appropriate) and capital receipts targeted toward establishing new SEND provision.

In response, Cllr Glynis Vince commended Officers on their work which was echoed by all panel members.

### **6. SEN SERVICES - REVIEWING EFFECTIVENESS**

Barbara Thurogood, Head of SEN, gave an overview of the report which detailed the effectiveness of SEN within the borough.

1. There was around a 10% growth in Education & Health Care Plans (EHCPs) year on year. The Covid-19 pandemic had played a part in this.

2. Legislative reforms were underway, and the national feeling was that they were good and welcomed. There were however issues around insufficient funding and concerns over a two-tier system where it could appear that those who were able to go to tribunal get the opportunity to have independent provision.

3. In Enfield there was strong strategic leadership, with very good support from the Chief Executive and Directors. The investment in early intervention had helped greatly. Enfield were one of the only London Boroughs to do this.

4. The team were working with schools to help achieve at least 4 additional units in primary and 4 in secondary.

5. Overall parents were happy with the service and complaints were generally low. There are good partnerships and strategic leaders.

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6. The Post 14 Team was an area of weakness therefore work was taking place to strengthen this, and this had been recognised in the re-organisation of the service.

7. Tony Theodoulou, Executive Director Place, would like the service to be put forward for a pilot of the new Ofsted Framework.

Panel members thanked officers for their hard work.

### 7. ANNUAL SAFEGUARDING REPORT

Geraldine Gavin, Independent Chair Safeguarding Children's Board, introduced herself stating that her job title was now outdated following the Government changes made in 2019. The area had moved away from a board to an active safeguarding partnership.

1. It was noted that safeguarding responsibilities were now shared between health, police and the local authority. The partners meet regularly to make joint decisions.

2. Geraldine acknowledged that the report was very long and detailed but demonstrates the scope of the area and the important work undertaken. A shorter version was being produced and would be shared when available.

#### **ACTION**

3. There was a good cultural change in Enfield. The business unit was very busy and under pressure however in the last year a police officer had been seconded to the unit which had allowed for access to rich data.

4. The CCG bring in some funding to assist with multi agency audits and the progress has been significant. Bharat Ayer and Sharon Burgess were thanked for their assistance on this, as well as Lisa Tait and Licia Sinnott.

5. There were active partnerships and various activity groups across the borough. Activity was driven by the business unit. The lockdowns had a big impact; although it was business as usual, it was different.

In response, panel members commented as follows:

1. Cllr Chinelo Anyanwu asked about the increase in awareness of racial abuse and whether this was outlined anywhere.

Geraldine Gavin responded advising there was a separate piece of work looking at this. There were positive links with schools and increasing in-school activity was a focus.

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There was a Safeguarding Ambassadors Group which Bharat Ayer, Safeguarding Service Manager, attends. Emerging themes were around prejudice.

The Insight Group were breaking everything down by demographics to identify those affected and where they live.

Cllr Chinelo Anyanwu asked if more detail could be included in the report, stating that teachers at Enfield County School had expressed concerns that they did not have sufficient guidance on how to deal with racism.

Tony Theodoulou, Executive Director People, understood there had been an increase in hate crime. Also, after the George Floyd murder, extensive training for schools, including Governors, had taken place. It was difficult for schools to manage as they want to avoid exclusions but there must be consequences. Tony had not received any concerns from schools and would look into this. **ACTION**

2. Cllr Glynis Vince stated that historically there had been a Youth Engagement Panel who carried out wonderful work which could be used to assist.

The officers were thanked for their work on this.

### 8. DATES OF FUTURE MEETINGS

The future meeting dates were noted and agreed.

The meeting ended at Time Not Specified.

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**London Borough of Enfield****Children & Young Peoples Scrutiny  
8<sup>th</sup> March 2022**

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**Subject:** Early Help Services and their effectiveness

**Cabinet Member:** Cllr Mahtab Uddin

**Executive Director:** Tony Theodoulou

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**Purpose of Report**

1. To provide an overview of the effectiveness of Early Help Services for children and families in Enfield. This report focuses on the provision of targeted early help for children, young people and families.

**Relevance to the Council Plan**

2. The provision of Early Help services contributes to the strategic priority of '*safe, healthy and confident communities*' reflected within the Council's Plan

**Background**

3. The Early Help Strategy for All 2021-2025 is one of the cross-cutting themes of the Council's ambition of creating a lifetime of opportunities for everyone.
4. The Early Intervention Foundation describes early help as "identifying and providing effective early support to children and young people who are at risk of poor outcomes." Many families are facing complex issues resulting in multiple needs. These needs can escalate and result in involvement of children social care, if families are not supported to address these issues early on.
5. There is a broad range of legislation that underpins the work of Early Help including: Article 19 of the United Nation's Convention of the Rights of the Child, The Children Act 1989 and 2004, Working Together to Safeguard Children 2018
6. The Enfield Early Help Family Hub model consists of:
  - Children's portal – a mechanism that facilitates referrals to Early Help;
  - Early Help Triage – screening all referrals to Early Help to ensure these meet the eligibility criteria;

- Change and Challenge and Parenting Support teams delivering Early Help;
- Commissioned Children Centre provision, delivered by schools, delivering targeted family support alongside the universal offer; and

Families accessing Early Help benefit from having their needs assessed, using an Early Help assessment based on the Signs of Safety framework and use of the Family Star Outcomes tool. The Family Star measures the distance travelled from the point of the assessment throughout the team around the child/family review meetings to the point of the case closure.

The Early Help Family Hub works closely with the MASH and social care teams to ensure there is an effective step up/step down support to families when their needs change.

Early Help Family Hub works closely with a wider early help system of prevention and universal services provided by schools, health visiting, school nurses, early years, GPs, midwifery, substance misuse and sexual health services, youth services and third sector partners.

### **Main Considerations for the Panel – performance and impact of Early Help**

This report is supported by performance data for the period of 01 April 2020 to the 31<sup>st</sup> March 2021. The annual report and performance information for 2021/22 is currently in production and not available at this point.

#### **7.1 Referrals to Early Help**

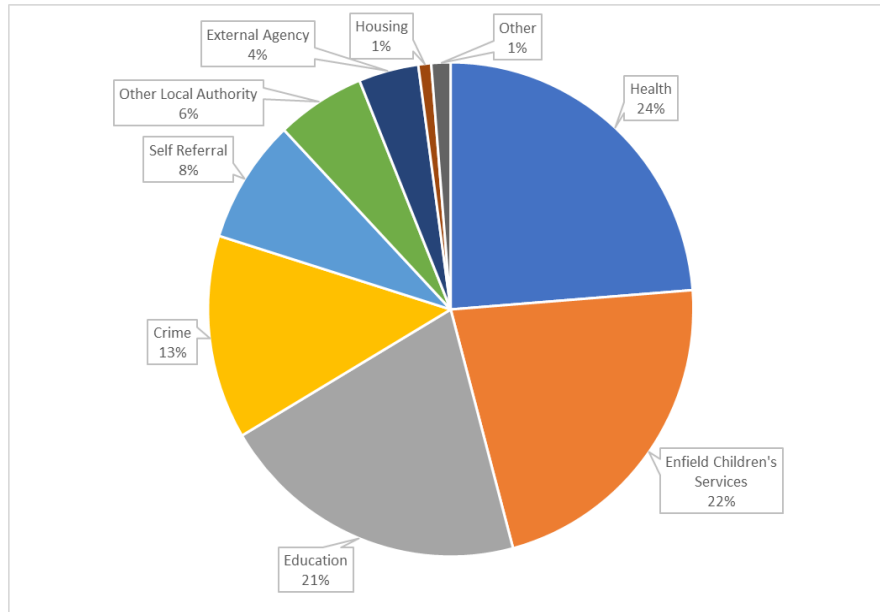
Between 01 April 2020 and 31 March 2021, a total of **1,402** referrals were received by the Early Help Family Hub. This shows a reduction of 15% from the previous year 2019/2020 when the total of referrals was 1,652. This is also consistent with the reduction of referrals seen in social care for the same period.

Our analysis indicates the variance in trend of referrals coincides with the pandemic's lockdown and restrictions. It is also important to note that the move from local reporting to the Liquid Logic Early Help software programme reporting may have also impacted on the data quality.

The latest data on referrals to Early Help for this financial year (up to the end of January 22) shows 1,526 referrals with our forecast expecting the number of referrals to exceed 1,800 by the end of March 2022. This is a positive trajectory.

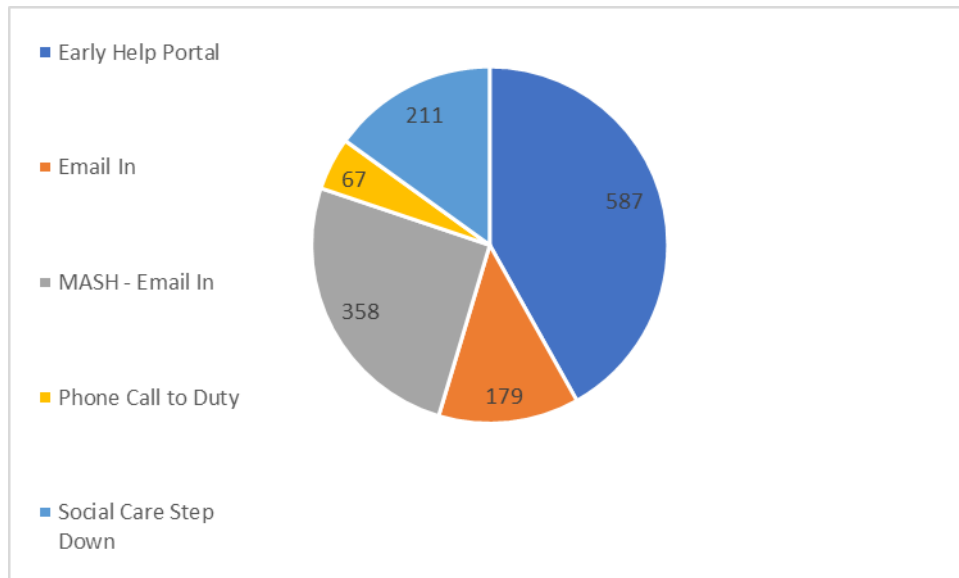
Chart 1 highlights that the highest number of referrals to Early Help comes from education, children services and health, which is consistent with a typical trend.

Chart 1



The Children’s portal was introduced in 2019 to provide a consistent and effective front door to Early Help. The data in the chart 2 highlights that the majority of referrals (67%) come via the Children’s portal or MASH, which is positive. More work will be taking place to further embed the use of the Early Help portal with partners and the integration of the Early Help Triage within the MASH.

Chart 2 – Breakdown of referrals traffic to the Early Help



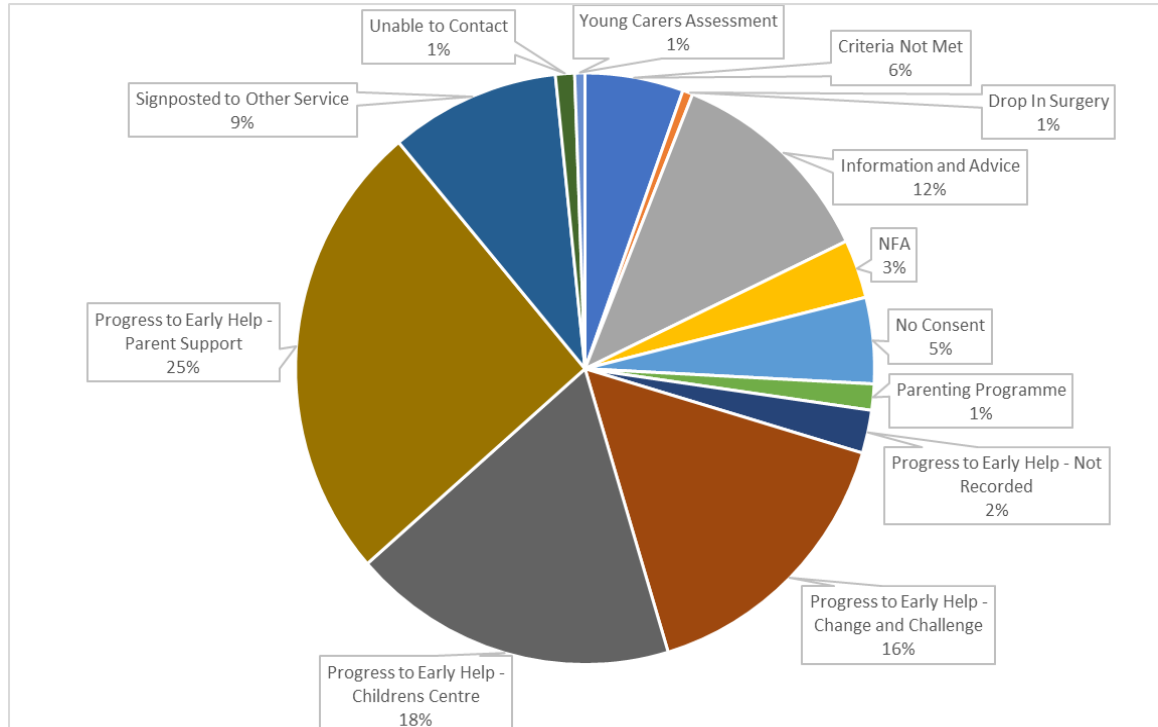
## 7.2 Referral outcomes

The data reflected within chart 3 highlights the following outcomes:

- 94 % of referrals were accepted by the Early Help Family Hub after meeting the eligibility criteria, which is positive

- The majority of referrals (59%) have accessed targeted support provided either by the Parenting Support, Change and Challenge service or Children Centres, benefiting from the Early Help assessment being used to identify additional needs and a plan of support to help these children and families
- Only 1% of families were considered and referred to the parenting programmes as a referral outcome. This number does not accurately reflect the reality as some families may have accessed the parenting programmes as plan of the plan or referred directly to the parenting programmes rather than via the Children’s Portal.
- 1% of referrals required a young carer’s assessment, which is a drop from previous year. Going forward, we will be developing a holistic approach to assessing young carer’s needs and more accurate data collection of young people with caring responsibilities and working with commissioners to ensure we meet the needs of these vulnerable young people
- 22% of referrals have resulted in the provision of information advice and guidance, signposting to other services to access help or accessing a drop in surgery
- A small number of referrals did not result in accessing Early Help due to the following reasons - 5 % of referral either not provided with or withdrew consent, 1% of referrals were not contactable and 3% did not require further action
- 2% of referrals have not had their outcome recorded

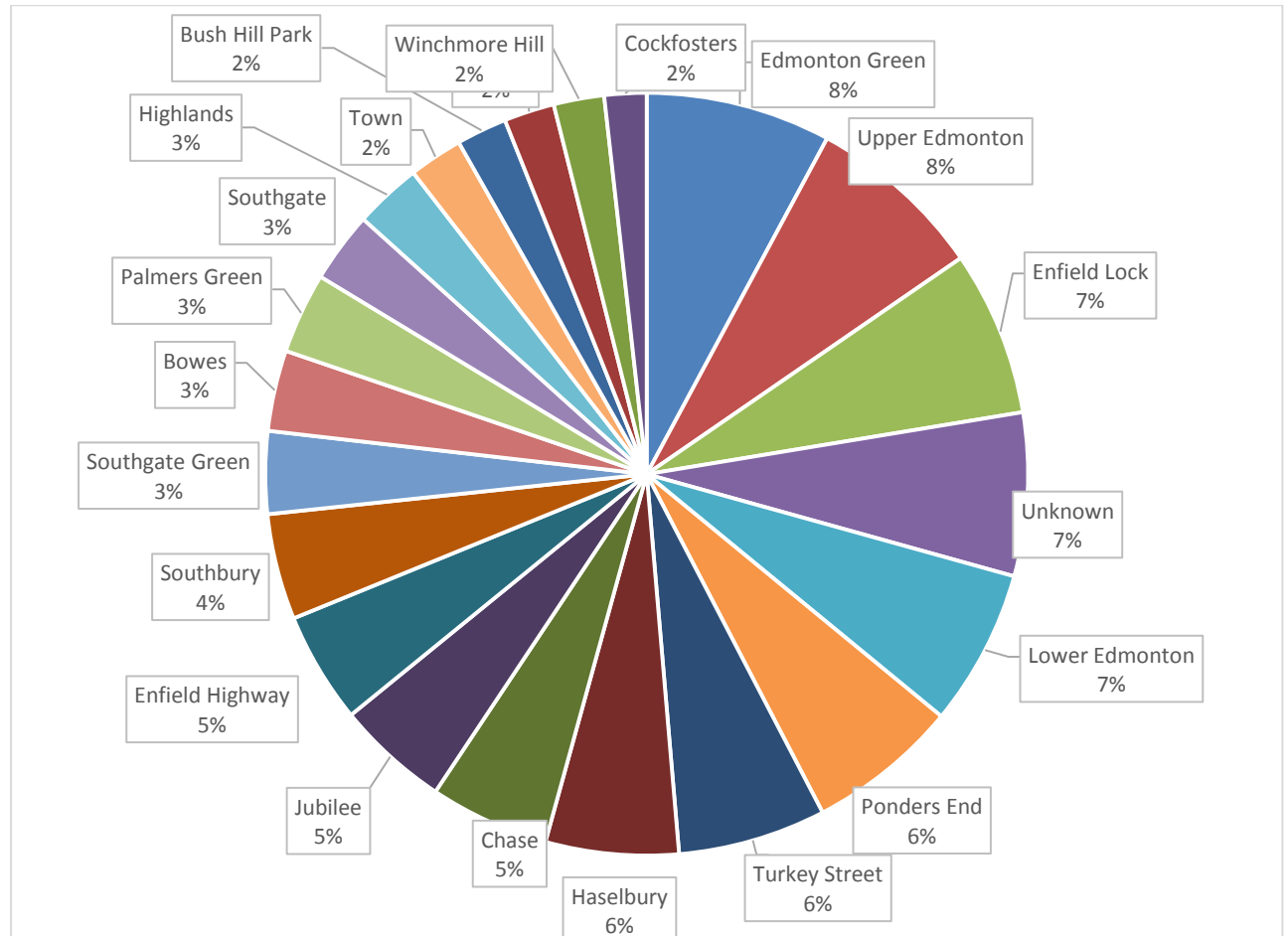
Chart 3 - The data tracking the outcome from the referrals



### 7.3 Demography of families accessing Early Help by wards and ethnicity

Data on the profile of referrals by wards highlight a stronger prevalence of referrals coming from the East side of the Borough which has the highest levels of deprivation and social issues, see chart 4

Chart 4



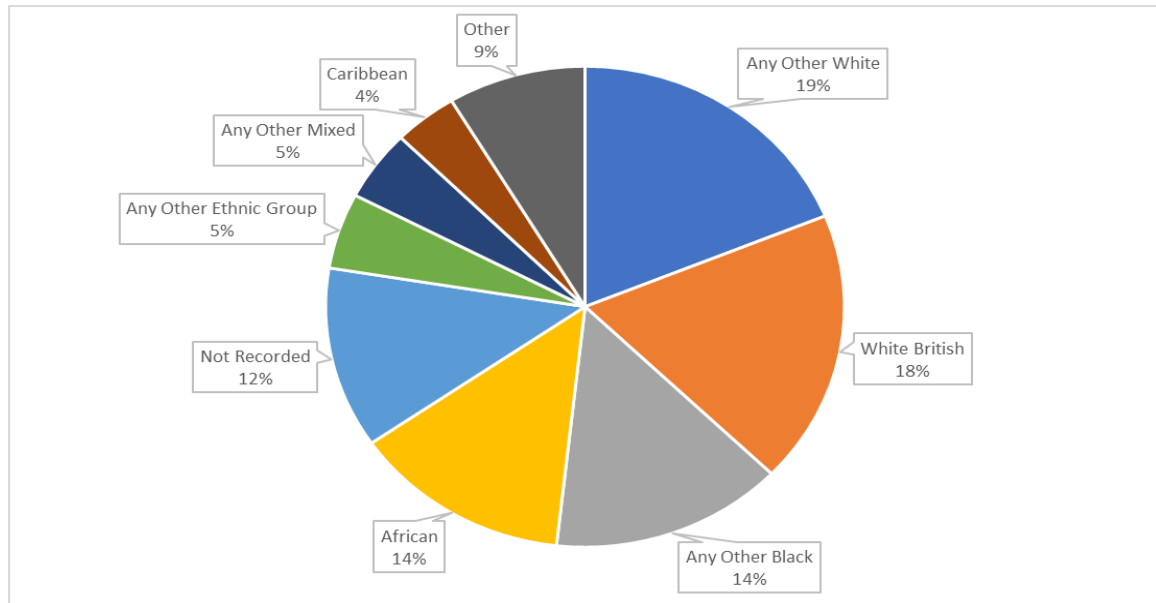
Research evidence highlights that Black and mixed-heritage boys are less likely than their peers to have been referred to early help services when they were younger, but more likely to have been involved with children’s social care and youth justice services.

42% of the cohort of families receiving Early Help came from a Black, Asian and minority ethnic background, see chart 5. This could be viewed as positive in terms of access and provision of Early Help.

However, caution needs to be exercised when making definitive conclusions on engaging with diverse communities as 21% of the cohort had not had either their ethnicity recorded or have chosen the ‘other’ as a category. We recognise that we need to further examine our procedures and processes for all early help

services to see if our approaches are going far enough to meet the needs for this group of children.

**Chart 5**



#### **7.4 Step up and step down**

The crucial aspect of early help services is to provide continuing support for children and families who have been 'stepped down' from statutory social care provision, which was recognised by the Ofsted 2015 report on early help. The report highlighted that in too many cases, children's social care ended their involvement without securing appropriate support for children with families falling through the net and eventually being re-referred to social care.

Between 01 April 2020 and 31 March 2021, the Early Help Family Hub received 211 step-down cases from children social care, providing a hand holding level of support to these children and families to sustain positive progress and prevent re-referrals to social care.

29 cases in total were stepped-up from the Early Help Family Hub due to safeguarding concerns to the children social care. This is a very low number, indicating the effectiveness of Early Help and preventing the needs of children and families escalating into statutory services.

#### **7.5 Re-referrals**

The current re-referral rate to the Council's Early Help provision within six months of the case closure averages within 18.5%-20.3% during 2021/22. This measure was introduced this financial year.

This means that 80% of families have benefited from sustainable improvement.

Going forward, we will be reviewing the re-referral cases to develop a better understanding of the reasons for the re-referrals to help us to improve our practice.

### 7.6 Early Help impact measured via Family Outcomes star

The Early Help Family Hub uses the Family Star Plus tool to dovetail with the Early Help assessment and team around the child reviews to measure impact of the Early Help.

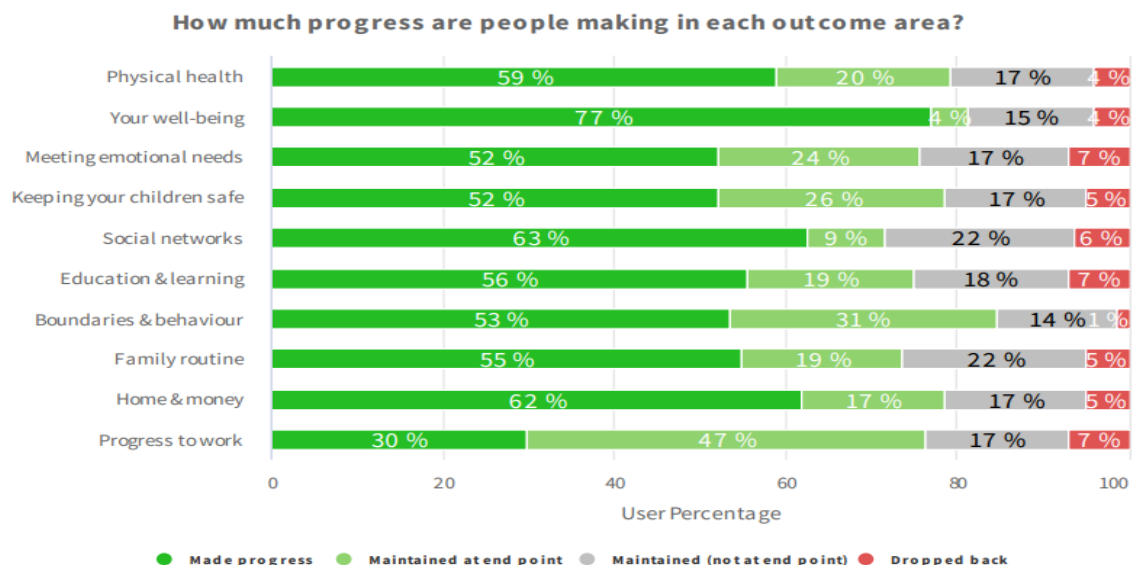
During 2020/21:

- 100% of all service users improved in at least one area;
- 95% improved in at least two areas;
- 86% improved in at least three areas; and
- On average a service user improved in 5.5 areas out of 10

Chart 6 provides a breakdown of the progress made by families by category of outcomes and highlights the following:

- Early Help support provided is most impactful in the following areas: improving well-being and social networks for families and their children, followed by physical health, children’s education and learning, improved parenting capacity in terms of setting boundaries, behaviour and family routine and keeping children safe and money issues.
- The least impactful area of work is supporting parents to progress to work. This has been impacted by the pandemic and the temporary loss of the seconded DWP workers.

Chart 6



## 7.8 Quality of practice

The Early Help Family Hub is a part of the Children and Family Services' quality and practice assurance framework. All services complete a 6-weekly audit and moderation process, which is reviewed by senior leadership. Children Centre's audits of practice show that 95% are rated either as outstanding or good with higher prevalence of outstanding grades (62%). 83% of audits within Change and Challenge and Parenting Support Service has been rated either as good or outstanding with higher prevalence of good grades (65%). Overall, this highlights a positive picture on the quality of practice and work with families.

## 7.9 Turning families around – payments by results achievements

497 families have been identified and supported through our Change and Challenge, funded by the Supporting Families Grant (previously known and Troubled Families Grant).

Enfield Council Early Help achieved 100% payment by results for 'turning these families around', achieving positive and significant sustained progress in more than three of the following categories: reduced involvement in crime, improved education outcomes, children accessing help, reducing worklessness and financial exclusion and improvement of health outcomes.

Note, majority of the 497 families are not included within the referral numbers to Early Help.

## 7.10 Strengthening the focus of Early Help on tackling serious youth violence

Enfield has the highest levels of serious youth violence in London. In 2021, the Council has adopted public health approach to the reduction of Serious Youth Violence, informed by local needs assessment. The needs assessment identified the strength of association between various risk factors and serious youth violence in Enfield alongside of providing us with a deeper understanding of the local needs. (see table 1). This has been pertinent in terms of informing our focus of where we prioritise our resources and interventions to help us to prevent serious youth violence. One of the key recommendations is that Early Intervention is critical to addressing the underlying root causes of the problem.

*Table 1 - indicators showing strongest correlation with serious youth violence in Enfield*

<b>Crime</b>	<b>Deprivation and unemployment</b>	<b>Education</b>	<b>Social care</b>
<ul style="list-style-type: none"> <li>• Drug trafficking (0.6)</li> <li>• Domestic violence (0.6)</li> <li>• Possession of a</li> </ul>	<ul style="list-style-type: none"> <li>• CAB financial debt advice contacts (0.5)</li> <li>• Household overcrowding</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term school exclusions (0.5)</li> <li>• EHCPs (0.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Looked after children (0.6)</li> <li>• Social care contacts (0.5)</li> </ul>



knife or bladed object (0.5)	(0.5)	• Child Protection cases (0.4)
• Criminal damage (0.6)	• Index Multiple Deprivation (0.4)	
• Drug possession (0.4)	• Unemployment or long-term unemployment (0.4)	
• Public order offences (0.5)		

The Council has implemented the following new Early Intervention initiatives as part of its public health approach (note this is not an exhaustive list):

- developing Strengthening Families approach within Youth Offending Service. Since June 2021, 3 Family Coaches have been providing support to families of young people involved in youth offending with a specific focus on working with the whole family and siblings of young offenders
- piloting project Dove from August 2021, funded from the health inequalities fund, creating dedicated referral pathways from health settings, schools and Police for children and young people showing high risk factors to serious youth violence
- piloting Operation Alliance in partnership with Police, Haringey Council, Oasis Hadley and Children Society, placing youth support workers in the Wood Green Custody Suite. The project aims to provide early identification of additional needs and follow through support for young people within the community with focus on plugging them in to the Early Help.
- Developing Family Hubs network model in Enfield

### 7.11 Leveraging resources to deliver Early Help

Funding for early help across the country has been significantly reduced or discontinued in the last decade. This is against the backdrop of the overall funding for local authority children and young people services across the country falling by an estimated £2.2 billion between 2010 and 2019.

Council has sought alternative funding streams and made new investments, collaborating with partners in leveraging financial resources to sustain and increase our early help offer. Table 2 provides an overview of examples of initiatives that have been funded to enhance Early Help in the last 12 months. (please note this is not an exhaustive list).

Table 2

Initiative	Funding
Funding support for Trauma Informed Practice in schools	£90,000
Project Vanguard -NCL CCG regional bid – provision of therapeutic support (2 clinicians and 2 youth workers) within community for young people at risk of exploitation and serious youth violence.	N/A as a regional bid

<b>Initiative</b>	<b>Funding</b>
CCG Health Inequalities funding Project Dove – violence reduction social prescribing early help case worker	£42,000
VRU funding for the Operation Alliance in the Wood Green custody suite	£200,000
DfE Covid recovery grant to develop feasibility for Family Hubs	£46,000
DfE funding for Holiday and Food Activities for children eligible for free school meals	£1,493,520
Council funding Summer University	£80,000
NEXUS programme for targeted youth support for young people in schools and youth centres to reduce school exclusions	£500,000
Council capital funding to procure mobile youth provision	£90,000
Securing Violence Reduction funding to fund additional detached youth workers	£68,000
Council funding additional contextual safeguarding youth workers	£40,000
Council funding from capital receipts joined up pilot project between Housing and Early Help to support families in temporary accommodation	£87,000
<b>Total</b>	<b>£2,241,529*</b>

*\*not including NCL regional bid amount for Vanguard*

## **8. Early Help system improvement**

Our priority is to continue to build on our mature Early Help system in Enfield whilst responding to the:

- local needs of children and families in Enfield;
- challenges arising from the impact of the pandemic on the lives of children and families and the wider Early Help system; and
- fiscal challenges within public sector service delivery

### **8.1 Strengthening the Council's Early Help provision for children and families**

We are currently reviewing the Council's Early Help for children and families with the ambition to:

- Harmonise the existing teams into Early Help Family Support
- Redesign the Early Help assessment and integrating the distance travelled tool into the Early Help assessment and team around the child/family review to simplify the Early Help conversations when working with children and families
- Improve the parenting programmes offer through a more joined-up and coordinated approach with partners
- Integrate the young carers assessment within the existing assessment frameworks. Improve support for young carers through training and provision of new dedicated youth provision to provide respite for young carers

- Develop a new digital online brochure of the Early Help directory to help professionals and families navigate and access Early Help
- Redesign the journey of the child by providing more holistic support to families through closer working with children centre provision, moving away from allocating cases for targeted Early Help by an age split
- Co-locate Early Help Triage with the MASH to improve joined up working
- Strengthen the data collection, recording and performance reporting from the Liquid Logic Early Help; and
- Continue to embed the public health approach to tackling wider determinants of children and young people linked to the likelihood to being impacted by serious youth violence

## **8.2 Maximising partnership working within delivery of Early Help**

We will be focusing in the next eighteen months on:

- capacity building within the Early Help system through provision of effective training for key partner agencies, embedding integrated working processes and tools to facilitate Early Help conversations with families to increase access to Early Help;
- implementing the delegated function within our children's portal to enable other professionals to contribute to the assessment and plan of support for children and families to improve information sharing and co-delivery of support;
- developing shared commissioning priorities with the CCG to ensure that we commission services in response to the needs and growing demands in the wider context of the fiscal challenges faced; and
- connecting Early Help for children and families with the wider Early Help offer for all residents through joined up working with Housing, Community Hubs, Adult Services and Community Safety;
- enabling integration of services and resources across Early Help system with focus on reducing demand in acute/statutory services

## **8.3 Developing an effective Early Help system via Family Hubs**

The government has committed to championing Family Hubs. The Department for Health and Social Care in March 2021 published the Best Start for Life review: A Vision for the 1,001 critical days, highlighting Family Hubs at the heart of the Early Help offer. The comprehensive spending review committed £82 million in 75 areas, as part of the £560 million identified for family support. Family Hubs provide a central access point for integrated family services. Family Hubs can include buildings, virtual offer and outreach.

Developing Family Hubs presents a strong strategic fit for strengthening our local Early Help system in terms of joining up and integrating services further in line with the Council's Early Help Strategy for All.

Enfield Council has secured funding from the DfE in the region of £46,000 to develop Family Hubs network model to improve delivery of Early Help services.

Our ambition is to enhance the Early Help offer through a Family Hubs approach, bringing services together into Family Hubs network for families with children of all ages (0-19) and or up to 25 with SEND. Our approach to developing Family Hubs in Enfield is to:

- build on the existing strengths;
- join up and bring existing family help services together, to improve access to services and connections with families with a focus on the 'journey of the child/family';
- provide a strong universal offer (health visiting, safeguarding, midwifery, infant feeding, mental health support and SEND services) alongside of a universal plus offer (this may include, youth support, family support, housing advice, employment and debt management advice, sexual health provision, DA support and parenting programmes);
- incorporate the best use of the existing buildings, including Community Hubs, Youth Centres, Children Centre delivery sights alongside virtual delivery methods and outreach whilst tapping into any new opportunities within our existing regeneration programme of work;
- deliver high-quality provision or children's early years to provide the best start in life and school readiness; and
- integrate health and public health priorities with early help and social care through a joined up commissioning approach and bringing services to the local communities

The Mutual Ventures have been commissioned to support co production of the Family Hubs model. The Family Hubs feasibility study will be completed by April 2022 and will:

- define a strategic fit and vision, building on our strengths;
- review and test the potential impact of Family Hubs;
- outline the options and assess the best fit model for services operationally and the governance, including high level costing; and
- outline a high-level transformation road map

The Council has also submitted a bid for transformation funding, for which we are currently awaiting an outcome.

## Conclusions

9. The Council's Early Help system overall and the experiences and progress of children who need help and protection was rated as good within the last Ofsted inspection in March 2019. It specifically highlighted the positive work of early help triage, supported by a comprehensive and broad range of good quality universal and targeted early help services.
10. The evidence in this report highlights good access to Early Help by children and families with further due diligence work planned to test this out.
11. Our data shows that families accessing Early Help are achieving positive outcomes reflected within the Family Outcomes Star. This clearly reduces the risk of needing an intervention from statutory services.
12. The low levels of re-referrals and low numbers of families stepped up to social care from Early Help further validate the quality and the impact of Early Help support enabling families to sustain positive outcomes.
13. The Council has secured extensive additional funding to boost the local Early Help offer and has made a firm commitment to the delivery of the Early Help Strategy for All.
14. The Early Help system within Enfield has capacity to further improve, which will be enabled by:
  - the review and redesign of the Council's Early Help services; including better intelligence of the effectiveness of Early Help across wider system,
  - focus on partnership working and capacity building;
  - continued focus on leveraging resources within delivery of Early Help; and
  - strengthening Early Help as a whole system approach through developing Family Hubs.

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Date of report: 23<sup>rd</sup> February 2022

## Appendices

N/A

## Background Papers

N/A

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# London Borough of Enfield

Scrutiny Panel 8<sup>th</sup> March 2022

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**Subject: Leaving Care Service Review**

**Cabinet Member: Cllr Mahtab Uddin**

**Executive Director: Tony Theodoulou**

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## **Purpose of Report**

1. The purpose of this briefing is to provide members of the Children, Young People and Education Scrutiny Panel with an update on the work of the Leaving Care Service and the progress of the young people we work with.

## **Relevance to the Council Plan**

2. Care Leavers are an extremely vulnerable group, the majority of our young people have experienced past trauma, abuse and neglect and/or a range of other challenges.
3. It is recognised that Care Leavers have the same needs as other young adults, but additionally, that there are unique challenges that Care Leavers face. Research shows that the outcomes of Care Leavers nationally are consistently poor.
4. Care Leavers continue to be a priority for Enfield Council. The current Care Leavers Strategy (2020-2023) sets out our ambitions, plans and actions in place to continuously improve the experiences and outcomes for our young people. All the strategies and action plans relating to Care Leavers are overseen and monitored by the Corporate Parenting Board, chaired by the Lead Cabinet Member and with the delegated authority to carry out this function on behalf of the Council.

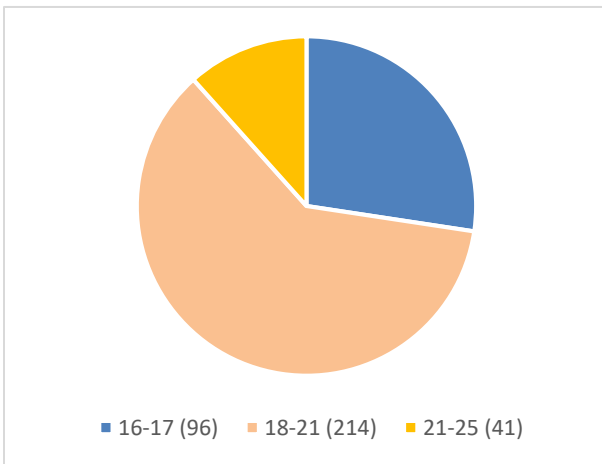
## **Background**

5. Enfield Adolescents and Leaving Care Team is an inclusive and welcoming Team that works with young people that have been in care or currently still are from the age of 16 up to the age of 25. This include young people who were born in the UK and those who entered the country as Unaccompanied Asylum-Seeking Children. The Team consists of a mix of Social Workers and Personal Advisors. The main difference is that Personal Advisors will start working with young people only when they become an adult after turning 18 years of age.
6. At Enfield's Adolescent and Care Leavers Team we are responsible for supporting and preparing young people for independence.

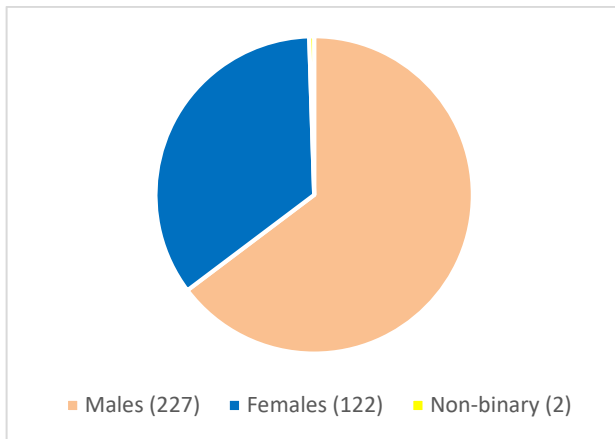
7. Enfield Council is committed to providing young people with the necessary tools and support that they will need in preparation for independent living. In doing this we work alongside partner agencies and young people in the completion of their Pathway Plan to help them decide what they want to achieve when they leave care, including their future goals and what help they will need to achieve them.

**Demographics**

8. The total number of young people currently being actively supported by the Leaving Care Team is 351. This include young people who are British Citizen and those with a different immigration status.
9. A breakdown of this number gives us the following information:

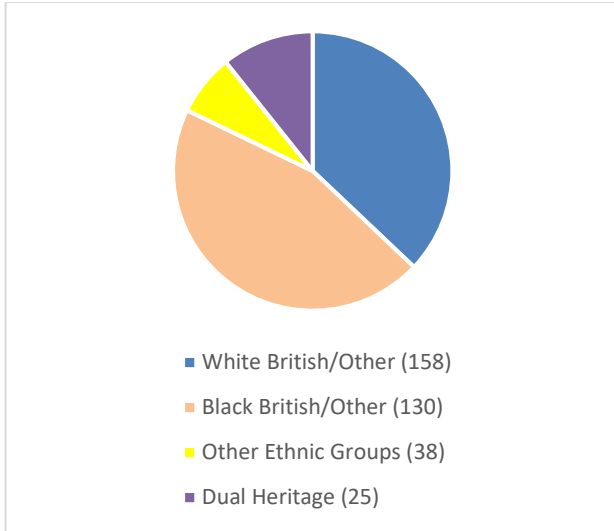


BY AGE	2021	2020
16-17 (LAC)	96 (27.35%)	105 (27.1%)
18-21 (Care Leavers)	214 (60.9%)	256 (66.1%)
21-25 (Care Leavers)	41 (11.6%)	26 (6.7%)
TOTAL	351	387

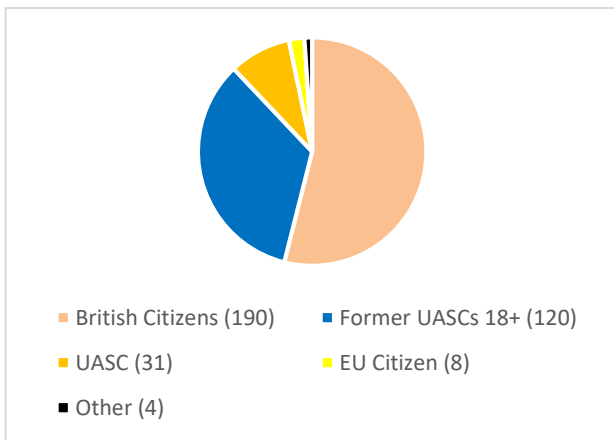


BY GENDER	2021	2020
Males	227 (64.6%)	250 (64.5%)
Females	122 (34.7%)	135 (34.8%)
Non-binary	2 (0.5%)	2 (0.5)





BY ETHNICITY	2021	
Black British/Other (not differentiated in the system)	130	37%
White Other	98	27.9%
White British	60	17%
Other Ethnic Groups	28	7.9%
Dual Heritage	25	7.1%
Asian	10	2.8%



BY IMMIGRATION STATUS	2021	
British Citizens	190	54.1%
Former UASCs (18+)	120	34.1%
Unaccompanied Asylum-Seeking Children (UASC)	31	8.8%
EU Citizen	8	2.2%
Other	4	1.1%



BY COUNTRY OF ORIGIN (UASCs and FORMER UASCs)	2021	
Albania	76	21.6%
Eritrea	42	11.9%
Afghanistan	9	2.5%
Sudan	5	1.4%
Vietnam	4	1.1%
Turkey	3	0.8%
Iran	3	0.8%
Syria	2	0.5%
Algeria	2	0.5%
DR Congo	1	0.2%
Kosovo	1	0.2%
Kurdish	1	0.2%
Nigeria	1	0.2%
Somalia	1	0.2%

10. We analyse data regularly in order to identify evolving trends and needs and to develop appropriate responses to these. The tables below show how data is used to monitor how well performance supports the 6 life GOALS that we believe are key in our Care Leavers' pathway towards independence. These goals are embedded in both our Local Offer for Care Leavers and the Service's Strategy (2020-2023). Below data relates to last year, 2021.

<b>STAY HEALTHY</b>		<b>BUILD UP LONG LASTING, POSITIVE AND SUPPORTIVE RELATIONSHIPS</b>	
Young people (16-17) who accessed the support of HEART CAMHs support	<b>8</b>	Number of young people who have accessed a service from Leaving Care in 2021	<b>118</b>
Young people (18-24) who accessed HEART CAMHs Psychological Therapy.	<b>24</b>	Number of young people over the age of 21 closed to the Service who have requested a service back.	<b>15</b>
Number of young people that have had their annual dental check completed in the last year.	<b>42</b>	Number of Care Leavers who have joined KRATOS in 2021	<b>9</b>
Number of young people with up to date immunisations.	<b>62</b>	Young Parents within the Team	<b>26</b>
		• Mothers	<b>19</b>
		• Fathers	<b>7</b>
		• Young parents under 18	<b>1</b>
<b>ENGAGE IN EDUCATION, TRAINING OR EMPLOYMENT</b>		<b>ACCESS AND SUSTAIN LONG TERM ACCOMMODATION</b>	
Total of young people in Education, Training, Employment	<b>265</b>	Living in semi-independent provision	<b>257 (50 LAC)</b>
YP engaged in an apprenticeship with the Council in 2021	<b>5</b>	Staying Put Placement	<b>33</b>
Higher Education	<b>25</b>	Foster Care including Family and friends' placement	<b>27</b>
In employment	<b>59</b>	Number of Young People who have accessed their own Council Tenancy in 2021	<b>54</b>

<b>ACCESS TO INFORMATION, PARTICIPATE IN SOCIETY AND INFLUENCE</b>		<b>BE IN CONTROL OF YOUR FINANCES</b>	
Young People supported to access Advocacy	<b>49</b>	Number of Care Leavers supported to access Benefits in 2021	<b>67</b>
Number of young people who have participated directly in different forums (i.e. internal surveys, round tables, interviews with external assessors) to provide their opinion about the service received by the Leaving Care Team.	<b>37</b>	Number of Care Leavers supported financially to ease them into the new UC rate	<b>110</b>
Number of EU young people supported to access settled status in the UK	<b>13</b>	Number of rent deposits provided to Care Leavers to best avoid rent arrears from the beginning of a new tenancy and support long term accommodation arrangements for them.	<b>63</b>
Number of UASC and Former UASC granted Leave to Remain in the UK	<b>61</b>		

## **Main Considerations for the Panel**

### **Challenges faced in 2021**

11. The Pandemic has proved very challenging for our young people and our staff and had an unavoidable impact on performance in some areas. Nationally, and for a significant period of time, it reduced the number of dentist appointments available for routine check-ups and the take up of immunisations. The Service, together with the LAC Heath Team have worked hard to address this backlog and take up is now improving. The percentage of young people open to Leaving Care with up to date Immunisations has gone up from 53% last August (2021) to 85% this month (February 2022). Dental check-ups have gone from 30% in August 2021 to 80% in February 2022.
12. Staff appreciated more opportunities to work from home, but some also struggled with feelings of isolation. A number of strategies were developed to overcome this including; more frequent service and team meetings via Teams, regular 'check in phone calls' and wellbeing sessions, a buddy system and a duty rota for different small teams of people working in the office, with PPE.

13. The pandemic reduced the opportunity to fully utilise the Care Leavers Hub within Charles Babbage House. As restrictions loosen, we are looking forward to making far more use of this space to promote participation and hold support activities.
14. Financial support was made available to Care Leavers to mitigate the financial constraints that Care Leavers claiming state benefits had experienced.
15. The Covid related delays experienced by the Home Office in dealing with the asylum claims made by our Unaccompanied Asylum Seeking Children (UASC) population has resulted in far longer periods of uncertainty for our young people and has meant they need to be financially supported by the Service for an extended period. Some of these costs have been mitigated by the reduction in the number of UASC approaching Enfield for support and additional emotional support is provided to those affected. We are currently supporting (Feb 2022) 74 young people (49% of the total UASC population) who are waiting for an outcome on their immigration claim by the Home Office.

### **Achievements in 2021**

16. Robust plans remained in place throughout the pandemic to ensure we continued to provide a service of a high standard that meets the needs of our Care Leavers.
17. An internal audit exercise conducted on the service in May 2021 was robust and extremely comprehensive. While a small number of improvements were recommended, the overall findings were that the Service was likely to be judged as 'GOOD' in any external inspection. Staff reported being extremely satisfied with the management and supervision they received and appreciated all the extra support they had received to help them through the pandemic. The inspection was a good opportunity to showcase the joint work and partnership in place with other relevant Teams including Cheviots and Youth Offending.
18. An Action Plan was developed following the audit, responding to the recommendations made. All the recommended actions have been completed.
19. The Service supported the implementation of a recovery plan in line with the Government's decision to ease lock down restrictions, setting out expectations of resuming face to face visits with young people. Staff are very happy to be seeing their young people face to face.
20. The Service updated and published the Local Offer for Care Leavers for 2021.
21. Four more Care Leavers were supported to access Apprenticeship opportunities within the Council. One of the apprenticeships is being completed within the Leaving Care Service.
22. Two new specialist posts were created within the Leaving Care and the HEART Teams to facilitate young people's access:
  - to therapeutic (trauma informed) support. This is aimed for Care Leavers over the age of 18 who do not meet the criteria for Adult Services but would benefit from this intervention and
  - to Education, Training and Employment opportunities. Currently (Feb 2022) over 75% of our young people are engaged in either education, training and/or employment.

23. The Care Leavers Hub was re-launched in July 2021 to promote participation, as well as to provide Care Leavers with the opportunity to access and engage with different services face to face. A representative from partner organisations have a weekly presence at the Hub to support young people in different areas including benefits, substance misuse, tenancy management, Education, Training and Employment and advocacy.
24. The Asylum and Immigration Leads Working Group (AIL) has been operational since March 2021 with the purpose of promoting professional development in this highly technical area. This group is supporting best practice and is allowing the Leaving Care Team to better understand and address the specific needs that young people who are seeking asylum, have otherwise insecure immigration status or are recognised as refugees. Amongst other achievements, through the AIL Group, we have supported our EU Looked After Children Nationals to access settled status as well as to apply for their UK Citizenship.
25. In October 2021, to mark last year's Care Leavers Week, Enfield took part in a joint Celebratory Event alongside other Greater London Authorities. The theme was "Just a Care Leaver: Your Past does not define your Future".
26. An online survey was distributed amongst Care Leavers to aid gathering young people's views on the quality of the semi-independent placements they were living in as well as their overall opinion on the service they were getting from our Team. The data collected in the survey provided very positive and reassuring data. This included:
  - 82% of the young people confirmed they are either satisfied or very satisfied with their current placement.
  - 97% of the young people say that their key worker is supportive to their needs.
  - Nearly 90% confirming they felt safe in the placement they were living in
  - 88% confirming they felt fully supported by their Social Worker/Personal Advisor.
  - 85% of the young people that took the survey are either satisfied or very satisfied with the overall service that they are getting from the Leaving Care Team. The remaining 15% of young people have had their cases checked and their comments addressed where necessary.

## Conclusions

27. Care leavers continue to be a priority for the Council.
28. Enfield Leaving Care Service, together with its partner agencies, are working well together to ensure that Care Leavers have all the support they need to live safe, and successful lives.
29. Some of the areas we are focusing our efforts on are:
  - 29.1. Maximising the use and impact of the Care Leavers Hub.
  - 29.2. Reviewing and updating of relevant internal policies (i.e. Finance Policy, Staying Put Policy) as well as our Local Offer for Care Leavers.
  - 29.3. Working on asylum and immigration matters, led by the Team's AIL Group.

- 29.4. Engagement and liaison with Adult Services and Enfield Housing to continue developing joint plans that support Care Leavers pathways.
- 29.5. Continuing to raise awareness and promote the corporate parenting duties owed to our Care Leavers by the different departments of the Council.

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**Date of report:** 15<sup>th</sup> Feb 2022

**Appendices:** N/A

**Background Papers:** N/A

**London Borough of Enfield****Children & Young Peoples Scrutiny  
8<sup>th</sup> March 2022**

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**Subject: Looked After Children and Leaving Care Participation,  
Consultation and Engagement of Young People who are Looked After and  
Care Leavers in Enfield****Cabinet Member: Councillor Uddin  
Executive Director: Tony Theodoulou**

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**Purpose of Report**

1. This report is provided for information purposes to update the Scrutiny Panel on the work the Looked After Children and Care Leaving Service has undertaken. It outlines how the service is strengthened by new guidance on youth participation across all Enfield's children's services to hear the voice of the child as corporate parents so that it informs, shapes and improves service delivery through consultation, co-production, participation and engagement.

**Relevance to the Council Plan**

2. Empowering Young Enfield - Part of priority 1 of our Children and Young People's Plan, and priority 2 of the Council Plan. Part of the Looked after Children and Care Leaver Strategy. Part of the principle of corporate parenting.

**Background**

3. Looked after Children and Care Leaving Services has always been part of the role of the corporate parent putting consultation, participation and the voice of the children and young people at the heart of our children's care. With all looked after children being part of the decision-making process, this provides them with the skills, knowledge and correct information so that they understand their rights and are able to voice their views and shape their future. This is done in a variety of ways within Looked After Children, Leaving Care Services and Fostering, through Looked After Children reviews with the Independent Reviewing Officers, the Virtual School, Health, the Children in Care Council (KRATOS) and through children and young people being part of the corporate parenting board which holds us all to account and scrutinises the outcomes of Looked After Children & Leaving Care in relation to their care, education, health and mental health.

## Main Considerations for the Panel

4. The information below is provided for the Scrutiny Panel to see how participation, consultation and engagement is central to Enfield as corporate parents and how this shapes the lives for our young people with a culture of transparency and accountability, with the view that we have to future proof today to secure tomorrow for vulnerable children in our care, with a focus on listening and doing (You said, We did). We are continuously reviewing how we do this and keeping at the forefront of our minds *“Would this be good enough for my child?”* which is summarised in the conclusion/next steps.

### KRATOS (Children in Care Council)



KRATOS is Enfield's Children in Care Council where young people in care come together to feedback to the Participation and Consultation Officer (managed by the Head of Corporate Parenting) to shape their services as looked after children and care leavers to Enfield. The name KRATOS was chosen by them, and means 'Power, Strength.' KRATOS takes part in activities, trips and educational opportunities. They take part in consultations to ensure that we are informed of their views, which shapes service delivery. KRATOS is separated into two groups; under 16s and over 16's and takes place every other week. We now hope that this will take place at the new Youth Centre. Both groups meet to share ideas, attend focused workshops e.g., money management, and discuss future projects, which is facilitated by the Consultation and Participation Officer.

Between 2018-2020 looked after children and care leavers were consulted, and through co-production shaped services by being involved with 15 plans, strategies and projects such as the SEN Strategy, Looked After Children & Leaving Care Strategy, Vulnerable Persons Strategy, Homeless & Housing Strategy, Health Passports, Independent Reviewing Officer Strategic Priorities, Children & Young Peoples family plans, Poverty and Inequality Commission, Leaving Care Local Offer, Youth Empowerment Strategy, the design of the Enfield Care Leavers Hub, part of the process of appointing the new Consultation and Participation Officer, the Care Leavers Pledge (see below) which was co-produced, appointing the Director of Children's Services and design of the Children's portal.



## **Enfield's Pledge to Care Leavers**

Enfield's original Pledge to Care Leavers has been updated following consultation with 73 Enfield Care Leavers during the Care Leavers Celebration Event held in October 2019.

We welcome the clear statement from the Care Leavers who attended the event on the things which are most important to improve the experience of children in care and care experience to people.

Specifically, we pledge, in our written policies, procedures and practices, to take clear steps to ensure that all the services we deliver will demonstrably:

1. Promote more love in the care system including displays of positive physical affections;
2. Ensure care experienced people are regarded and treated as individuals worthy of respect and to promote that respect whenever we can, regardless of any discriminatory factor i.e. disability;
3. Ensure that relationships are seen as central to all our policies and procedures to support children in care and care experienced people;
4. Take clear steps to improve stability and continuity in the lived experiences of people in care;
5. Emphasise the importance of working with our partners and young people to raise awareness of need and improve support for the mental health and well-being of children in care and care experienced people in our local area;
6. Recognise in our daily work that the impact of care experienced does not end at 18 or 21 or even 25. We will engage with you, seek your views and review our practice to remove age restrictions on support wherever we can;
7. Protect, promote and where necessary rebuild family and community connections and help those young people for whom we are responsible to understand their personal history;
8. Make sure that young people in our care are routinely engaged, consulted and have a real say in their own lives prior to decisions being made (whenever possible) and provide them with opportunities for growth i.e. sporting activities, careers support.
9. Ensure that young people in our care are properly and fully informed of their rights and responsibilities and offer advocacy to ensure they receive them; and
10. Listen to the voice of children in care and care experienced people of all ages and always consult them about changes to services and support.

Examples of looked after children & leaving care consultation and participation in 2021 includes:

- During mental Health Week 2021, KRATOS took part in a film "How are you?" which focused on how the pandemic affected young people's mental health.
- One care leaver has been accepted on the Home Office board for Borders, Immigration and Citizenship. This is a fantastic opportunity for young people to shape service delivery on a national and international level.
- One of the care leavers is now part of the Peer Power scheme (which is a paid role), where they share their experiences of being in care and being in a secure setting in relation to mental health.
- KRATOS were involved in the co-production of the children's contextual safeguarding film for Enfield children.
- KRATOS are part of Enfield's Youth Parliament and part of the film produced during Mental Health Awareness week to tackle the stigma in relation to mental health.
- Two care leavers now have the level 2 Youth Worker qualification.

- One care leaver is now trained as a Young Inspector and completed a mock inspection of another Local Authority.
- Care leavers have taken part in the consultation process for the Enfield Children and Young Peoples Plan - Empowering Young Enfield and the youth participation guidance across all services for children in Enfield.
- Consultation on the independent living workshop training for care leavers, before being presented to Housing Panel.
- KRATOS were interviewed by the Learning and Work Institute and shared their thoughts and experiences of the Welfare system.
- Care leavers and looked after children continue to be the part of the pan London Children in Care Council, ensuring Enfield is represented and part of the different focus groups which shape the national picture for looked after children and care leavers.
- Took part in National Care Leaver week.
- Attended Scrutiny when the Empowering Young Enfield Children's Plan was presented.
- Part of the mock in house inspection of the Care Leaving Service.
- Looked after children & care leavers took part in the independent review of Social Care.
- Attended the annual Social Care Conference.

### Looked After Children, Leaving Care and Foster Carers

Through a variety of different ways Social Workers listen daily to the voice of the child, which is pivotal to their care planning and is central to the direct work they do with children and young people, to ensure that they are part of the decision-making process and their care plan. Below lists a variety of different ways the voice of the child is heard and used to improve service delivery:

- Looked After Children Reviews
- Gathering views through home visits
- Life Story work to inform care plans
- Having an advocate through Barnardo's
- Independent visitors
- Fostering send feedback forms to children and young people's Social Worker so that they can obtain feedback for foster carer reviews, to review practices and improve the care experience of children and young people in care. It also identifies any support foster carers may need to better equip them to provide better care for our children and young people.
- The Access to Resources and Integrated Services team conduct an annual survey to young people in semi-independent provision to find out if they feel happy and safe in their current placement. As a result, the Access to Resources and Integrated Services team give direct feedback to providers to improve the accommodation, which helps us to support our young people
- Pathway Plans are completed with the young person
- Staying put placement reviews are expected to have the young person actively participating in them.
- Through multi professional panels (like the Not In Education and Employment Training Panel). In the case of the Housing Nomination Panel the young person is invited to attend online/in person to support their nomination to the panel as well as to answer their queries.

- Through the information and complaint service which is available to young people.
- Through the professional network (when care leavers at times are not engaging with their allocated worker but they do with someone from their professional network who may speak on their behalf, this may be the allocated key worker at their placement).

### Education and Health

Education is key to ensuring our young people leave school with the skills and essential qualifications they need in life to succeed. If young people are unhappy at school, or are struggling to succeed, this is captured through the Personal Education Plan which takes place three times a year and is also an opportunity for children to share their wishes and feelings each term (which we adapted during Covid to clearly see how we could improve our support – See Appendix 1).

The wishes and feeling Personal Education Plan highlighted to us the experiences of looked after children during the spring and summer lockdowns which in turn enabled us to tailor the support for young people and led to the development of a transition plan to ensure a supported return to school and good attendance.

Within the Health Team, the Looked After Children's Nurse supports young people with health information, health questionnaires and passports for example, looked after children's views on health assessments explores if they feel safe. During the summer holidays the Virtual School Headteacher and English for Speakers of Other Languages teacher hold English language lessons to equip learners to express their feelings and mental health needs. In Child and Adolescent Mental Health Services through participation groups and questionnaires that were sent out by the Participation and Consultation Officers, we have adapted services especially for 18+ to follow a social psychological model though drop in's at the Hub, home visits, following a more informal model.



**You said**

*We want to help design the Care Leavers Hub*



**We did**

*We had a working party on this and care leavers were part of the launch.*



**You said**

*As Care leavers we want support with mental health, welfare and financial entitlement, sexual health service and access to employment.*



**We did**

*These sessions are part of the care leavers Hub with a weekly timetable of sharing sessions taking place. We now have 18+ CAMHs therapist who spends every Thursday in the Hub for drop-in sessions.*



**You said**

*We want swimming lessons.*



**We did**

*Enfield Swimming Club deliver weekly swimming lessons every Friday for looked after children aged 7-9.*



**You said**

*KRATOS to have a takeover session at Corporate Parenting including a workshop on apprenticeships and how they could be introduced for Enfield care leavers.*



**We did**

*We now have four leaving care apprenticeships.*

**Conclusions – Next Steps**

5. In summary this report demonstrates the variety of ways in which we position the voice of the child centrally to the service which we provide in Social Care as corporate parents. However, we believe in Enfield that we can further enhance this service by sharing the good practise of Looked After Children, Leaving Care, Cheviots and other services in Education and Social Care. In light of this as Head of corporate parenting I am the nominated lead for the council's guidance on youth participation. The purpose of the guidance is to support the inclusion of children and young people in consistent and meaningful consultation, engagement, and co-

production. This relates to the work of the council in the development of strategy, policy, campaigns, in service design and delivery with evaluation. The guidance will set out different approaches to youth participation, guiding principles, and practical considerations to support council officers to develop and deliver meaningful and effective youth participation activities. Youth participation will further support the work across all of Children and Family Services. It is also intended for this guidance to widen their input across the whole organisation and enhance the councils work for children and young people up to the age of 19, and 25 for care leavers with Special Educational Needs and Disabilities. Further guidance is also due to be developed in 2022, to enhance the inclusion of our families in consultation, engagement and co-production. The youth participation guidance is due in Spring 2022.

As corporate parents we have also reviewed the Corporate Parenting Board. The corporate parenting annual report summarises the reports shared at Corporate Parenting, which KRATOS will use to hold us to account and evaluate whether the improvement priorities set out in each officer's report has been achieved. This will take place during the takeover of the corporate parenting. In addition to the questionnaires we conduct, the following surveys will be given out to our young people at achievement day and care leavers conference (see Appendix 2 and 3) and via the Personal Education Plan (see Appendix 4) so we can annually benchmark ourselves, similarly to the survey commissioned by Bright Spots.

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8th February 2022

## **Appendices**

- Appendix 1 Wishes and Feelings PEP Report
- Appendix 2 Achievement Day Survey
- Appendix 3 Care Leavers Survey
- Appendix 4 Additional PEP 3 Questions

## **Background Papers**

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## EYFS Summer PEP Report



How do you feel about learning from home / going to school?



Most of the children reported to be very happy or happy to be learning at home/ going to school (92%), while only one child reported to be indifferent.

What is good about learning at home / learning at school?

All children reported to be enjoying various things when learning at home, such as counting, learning letters, learning with their siblings and carers

Are you keeping safe online?

All children (100%) reported to be keeping safe online

What's the highest number you can count to?

All children have been learning to count to 20, and 24% of children reported to be able to count beyond 100

Does anything make you sad/upset?

Children reported not generally be sad or upset, however, some children (16%) noted that not seeing their friends can occasionally make them sad

Do you have any worries when you are online?

All children (100%) reported to NOT to have any worries when online

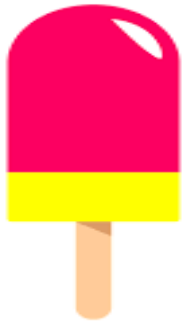
What do you like to do?

Children reported to like various activities, such as: outdoor activities, colouring, drawing and playing with their friends



What do you find hard?

Dependent on their interests and abilities, children reported various answers, such as reading and running



How do you feel about going into reception/year 1?



Most of the children reported to be very happy or happy to be going into reception/ year 1, while only one child reported to be indifferent.







## KS1 Summer PEP Report



How do you feel about learning from home / going to school?

While missing their friends, all children reported to be happy to be learning at home/ going to school

What is good about learning at home / learning at school?

Children reported different things to be good about learning at home/ school. These include: art, coding, using iPad for learning, choosing topics they enjoy and being with their friends.

Only one child reported not to enjoy learning at school, and prefers playing

Are you keeping safe online?

All children who completed the PEP (100%) reported to be keeping safe online and monitored by adults

What, if anything are you finding hard about being at home / being at school?

None of the children had any alerting difficulties about being at home / being at school. However, some children have expressed to miss their friends.

Do you have someone you can talk to about how you are feeling at the moment? Who is that person?

All children who completed the PEP (100%) reported to have someone to talk to, these include people at school and at home, such as carers, teachers and siblings.

Do you have any worries when you are online?

All children who completed the PEP (100%) reported to NOT to have any worries when online



What is your daytime routine for learning?

All children reported to have a routine for learning, starting from morning when they either read a book, do English/ Maths/ Science work supported by carers or teachers.

What are some of your achievements this year? (In or out of school).

Children reported their different achievements. Some these included: coding, learning the Arabic alphabet and reading in English, riding my scooter, fixing my bed, improving my attendance, becoming better at swimming

What would you like to be different, next year, if anything?

Only three children stated that they want something different next year. This included the following: coronavirus to go, to learn on to be a scientist and how to do a backflip on the trampoline and not to have to move schools again.

What is your favourite lesson?

Children reported different lessons as their favourite, these included English, Maths and Science

What do you like to do in your free time?

Different activities were noted as activities children enjoy doing during their free time. Some of the activities are: art and craft, reading, playing with toys, coding, watching TV, playing in paddling pool and water slide.

How do you feel about going into year 2/3?

All children who completed the reported to be happy about going into the following year group. Only one child reported not to have thought about going into the following year group.

What would you like to do in the future?

Children stated different wishes on what they would like to do in the future. Some of those are: bus driver, pink ballerina, policeman/ police lady, scientist, teacher, youtuber and to be

Is there anything in particular you would like to share / discuss in the PEP?

Only two children wanted to share additional information in their PEP, this included questions of when they will see their family and is it possible to continue with Kumon as they had lots of fun learning



## KS2 Summer PEP Report

How do you feel about being away from / going back to school?

While sad for missing their friends, all children reported to be happy to be learning at home/ going to school

Do you have someone you can talk to about how you are feeling at the moment? Who is that person?

All children reported to have someone to talk to, these include people at school and at home, such as parents, siblings, carers, teachers and friends

One child reported to be talking to an imaginary friend, which was reported to social worker by Virtual school. For anyone who is experiencing difficulties with mental health, the Head of Virtual school makes a referral to CAMHS which provides access to support within a week.

What is good about having school at home / going to school?

Children reported different things to be good about learning at home/ school. These include: lots of fun learning, gardening, have family around to help with work, spending time with friends and family

What, if anything, are you finding hard about having school at home or having to go to school?

None of the children had any alerting difficulties about being at home / being at school. However, some children have expressed to miss their friends

What are some of your achievements this year? (In or out of school).

Children reported various achievements, such as becoming better in Maths, English, RE, singing, reading, spelling, gymnastics and dancing, bike riding, football skills, read the analogue clock, certificates for good behaviour

If you are at home, how are you keeping in touch with your friends at the moment?

Most children reported to be in touch with their friends via phone/ facetime and playing PS4 games

What is your daytime routine for learning at home / learning at school?

All children reported to have a routine for learning, starting from the morning, this usually includes Maths work, English, topic work and physical activity, supported by carers or teachers.

How are you feeling about going into year 4/5/6?

Although feeling slightly nervous, all children reported to be happy and excited about going into next year group

What would you like to be different next year, if anything?

The children reported to be looking forward to do more learning and PE, and access to more resources would be helpful for their learning

What is your favourite lesson?

Children reported different lessons as their favourite, these included English, Maths, Science, art and P.E.

What do you like to do in your free time?

Different activities were noted as activities children enjoy doing during their free time. Some of the activities are: playing duck duck goose, playing with siblings, sharing toys, gardening, watching TV, riding a scooter and a bike, play on my trampoline

What would you like to be or do in the future?

Children stated different wishes on what they would like to do in the future. Some of those are: a chef, a fireman, a policeman, a train driver and be a pilot, maths teacher, hairdresser, singer and a vet

Are you keeping safe online?

All children who completed the PEP (100%) reported to be keeping safe online and monitored by adults

Do you have any worries when you are online?

All children who completed the PEP (100%) reported to NOT to have any worries when online

Is there anything in particular you would like to share/discuss in the PEP?

As additional information children wanted to express was a wish to have access to new computers for learning and more resources.

## KS3 Summer PEP Report

How do you feel about being away from / going back to school?

Children reported different views on being away/ going back to school. These included being happy and safe at home, wish to go back to school and concern about going back to school due to pandemic

Do you have someone you can talk to about how you are feeling at the moment? Who is that person?

All children who completed the PEP (100%) reported to have someone to talk to, these include people at school and at home, such as parents, siblings, friends, carers, teachers and social

What is good about having school at home / going to school?

Some of the expressed positive sides of working at home/ going to school are: being more independent, listening to music while working, being safe, work is more fun, having no distractions

What, if anything, are you finding hard about having school at home or having to go to school?

Some of the expressed difficulties are: staying motivated, grasping new Maths concepts, missing friends and teachers

If you are at home, how are you keeping in touch with your friends at the moment?

Most children reported to be in touch with their friends in different ways, including: at school, via social media, what's app and online games

What are some of your achievements this year? (In or out of school).

Children shared different achievement, including: learning new things, being the best youngest player of geometry dash in the whole world, winning the soapbox challenge first place, meeting new friends, learning a new language, learning how to swim and lead, no negative behaviour points and detentions, awards for good behaviour

Only one child expressed no achievements for the previous year

What is your daytime routine for learning at home / learning at school?

Children learning in school had a time tabled learning routine. If learning at home all children reported to have a routine for learning, starting from morning accessing online sessions.

How are you feeling about going into year 8/9/10?

Although feeling nervous, all children reported to be happy, excited and confident about going into next year group

What would you like to be different next year, if anything?

The children reported that they would like the pandemic to end to have more clubs in school.

One child expressed a wish for bullying to end next academic year. This was reported to the social worker, and as a result required support will be put in place to prevent bullying

What is your favourite lesson?

Children reported different lessons as their favourite, these included English, Maths, History, geography, drama, art, music, nurture and P.E.

What do you like to do in your free time?

Different activities were noted as activities children enjoy doing during their free time. Some of the activities are: playing football, playing video games, playing with roblox, talking to friends, watching TV, bouncing on Yoga ball, reading, spending time with family, playing the piano.

Are you keeping safe online?

All children who completed the PEP (100%) reported to be keeping safe online. However, one child reported to be using Instagram account during the lockdown which was difficult for adults to monitor. This was reported to the social worker, and as a result required support

Do you have any worries when you are online?

All children who completed the PEP (100%) reported to NOT to

What would you like to be or do in the future?

Children stated different wishes on what they would like to do in the future. Some of those are: pilot, engineer, electrician, youtuber, lego designer, hairdresser, vet, chef, Celebrity Personal Assistant, working in sport, working at a nursery, horse riding instructor, child

Is there anything in particular you would like to share/discuss in the PEP?

Children shared their additional information when talking on the phone with one of the members of the Virtual school team

## KS4 Summer PEP Report

How do you feel about being away from / going back to school?

Children reported that they are happy and safe at home, with a wish to go back to school once the lockdown is finished. Only 3% of children reported not to like staying at home.

Do you have someone you can talk to about how you are feeling at the moment? Who is that person?

All children who completed the PEP (100%) reported to have someone to talk to, these include people at school and at home, such as parents, siblings, friends, carers, teachers, counsellors and social workers

What is good about having school at home / going to school?

Some of the expressed positive sides of working at home/ going to school are: not having to travel, having no distractions and being able to concentrate, working at own pace, working in the comfort of the home, doing more fun activities

Only 3% of children reported not to enjoy anything

What, if anything, are you finding hard about having school at home or having to go to school?

4% children reported that they have been given a large amount of work, without clear instructions and no teachers to support

What are some of your achievements this year? (In or out of school).

Children shared different achievement, including: learning English, improving in Science and in English, acting achievements, going to college, dealing with money, improving my grades, completing a fire fighter course/ food and cookery course, finding

If you are at home, how are you keeping in touch with your friends at the moment?

Most children reported to be in touch with their friends in different ways, including: seeing them at school, via social media, what's app, face time and online games

What is your daytime routine for learning at home / learning at school?

Children learning in school had a time tabled learning routine. If learning at home most children reported to have a routine for learning, including access to online sessions.

How are you feeling about going into year 11?

Children reported to be excited, happy and slightly nervous about going to year 11.

What would you like to be different next year, if anything?

The children reported that they would like increased hours of ESOL, French, Science, Maths, arts and craft.

One child expressed a wish to have access to a quiet space for learning within school. This was reported to the social worker, and as a result required support will be put in place to support the child's learning.

What do you like to do in your free time?

Different activities were noted as activities children enjoy doing during their free time. Some of the activities are: playing football, playing video games, coding, riding bike, talking to friends, watching TV, spending time with family, acting, going to the gym

Have you had any career guidance?

All year 11 children had access to career guidance.

Children in Year 10 reported that they did not have access to career guidance as this is something that schools focus on in summer term in Year 10, and some in Year 11

Via PEPs Virtual school provides career support and guidance. Additionally, support by Enfield career guidance is offered for those who need it

What would you like to be or do in the future?

Children expressed different wishes for the future, these included: becoming a plumber, owning a design company, study medicine, do something in computers / technology, become a computer programmer, be a carpenter, an engineer, a footballer, join the army, be a chef and a fireman

Is there anything in particular you would like to share/discuss in the PEP?

Children shared their additional information when talking on the phone with one of the members of the Virtual school team

Do you have any worries when you are online?

All children who completed the PEP (100%) reported to NOT have any worries when online

Are you keeping safe online?

All children who completed the PEP (100%) reported to be keeping safe

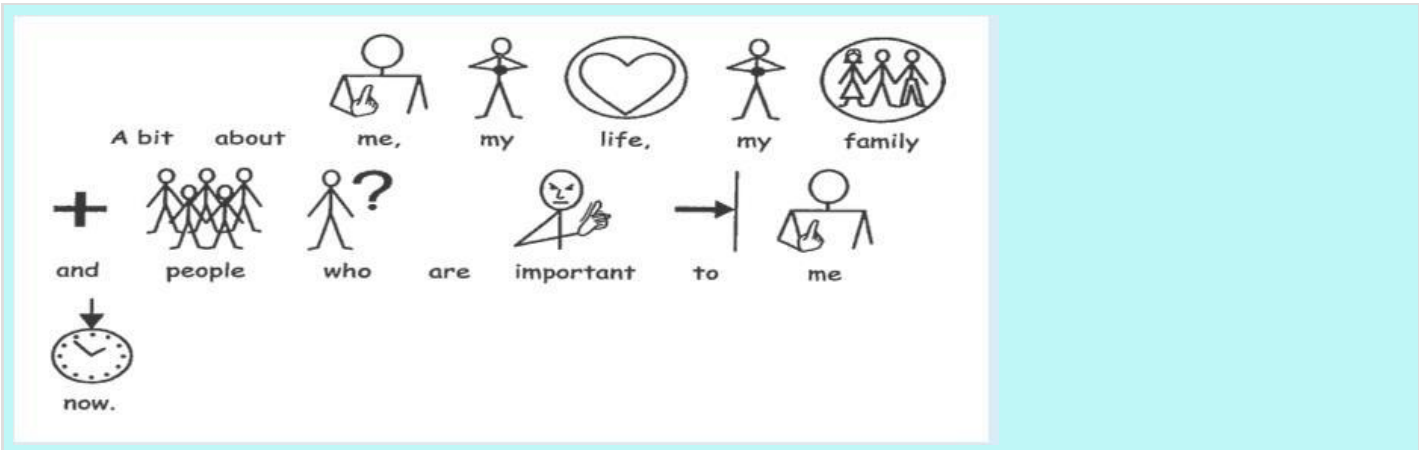


- *A total of 101 of KS3 and KS4 children completed Summer PEPs.*
- *In total there are 227 children in care, out of which only 9 Year 11 children did not want to engage with Summer PEPs as they believed that their school is finished, and they already got their GCSEs*

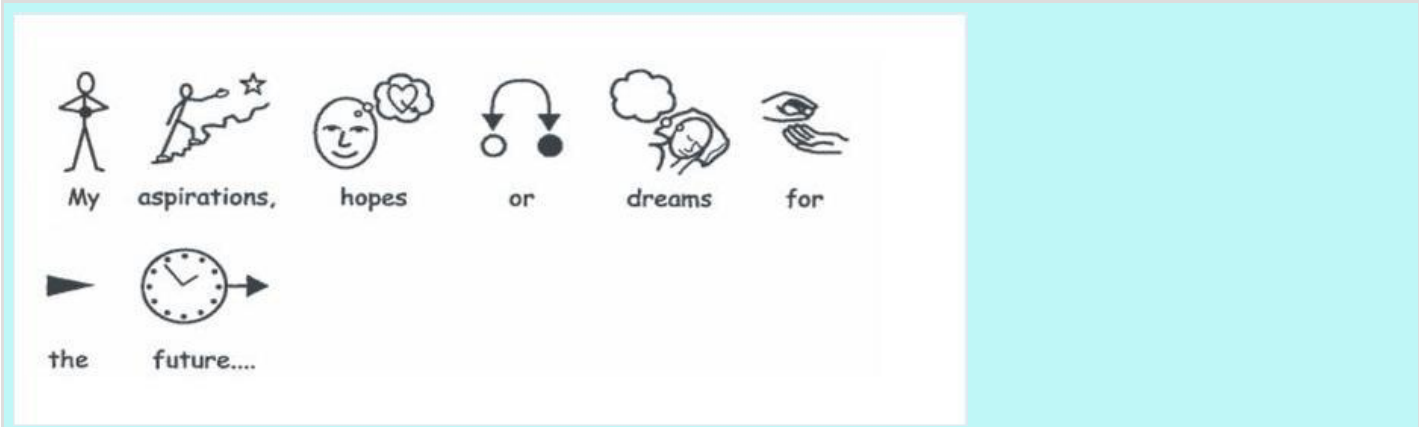


Summer PEP Report

Non-Verbal Pupil View



Children reported different people to be important to them, these included parents, siblings, grandparents and carers.

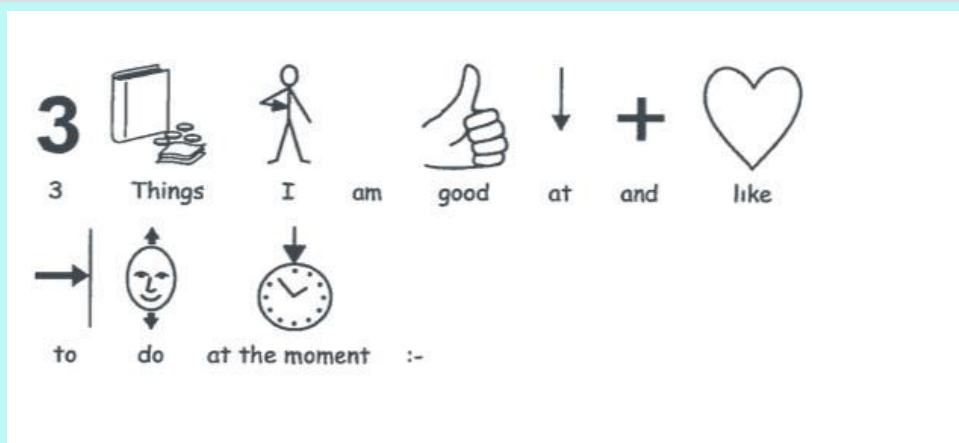


Children reported different aspirations, hopes and dreams for the future, such as: to learn how to read, write and communicate with others, to be more independent, not to wear nappies and to have a better understanding about danger.



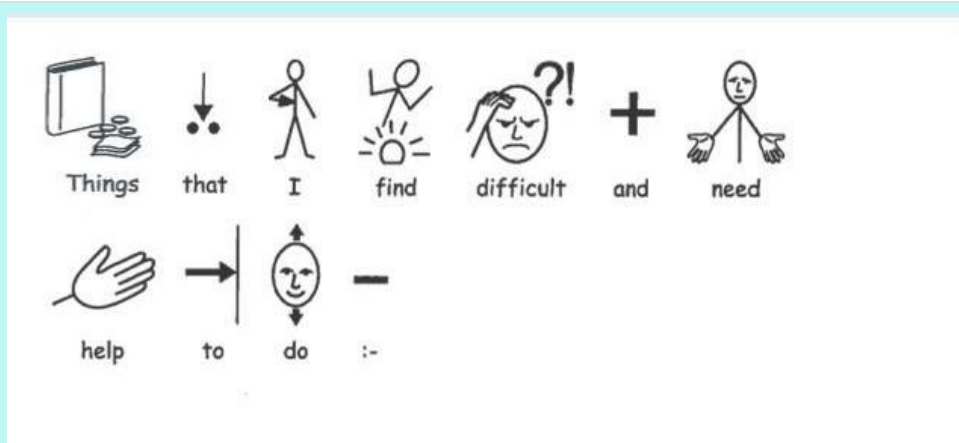
Carers' aspirations, hopes and dreams included children being independent to do daily tasks, such as dressing and undressing, learning how to talk and communicate well with others, being able to share

and play with other children, attending a specialised school for children with needs and disabilities in order to access required support and facilities.

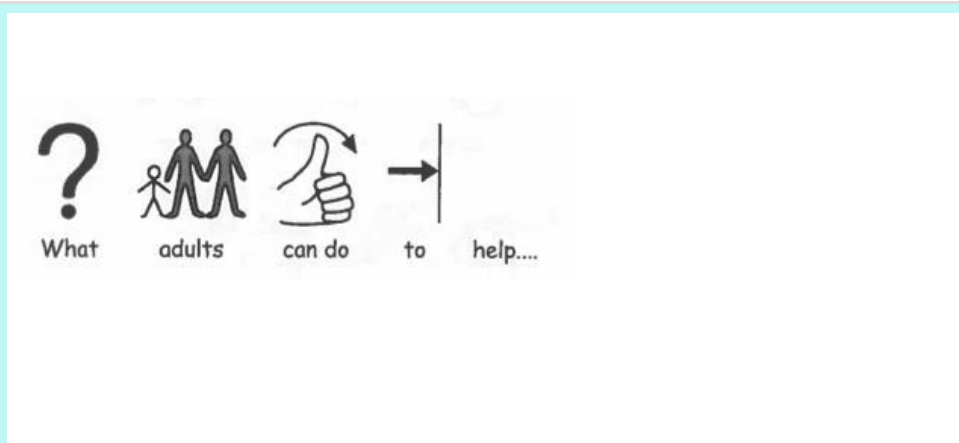


Some of the things children reported to be good at are: feeding themselves, putting shoes on and following daily routine, tidying up toys, dancing, singing, colouring

Some of the things children reported to like are: watching tv, playing with siblings and other children, trains, singing and dancing, jumping on the trampoline, colouring and playing in the paddling pool.

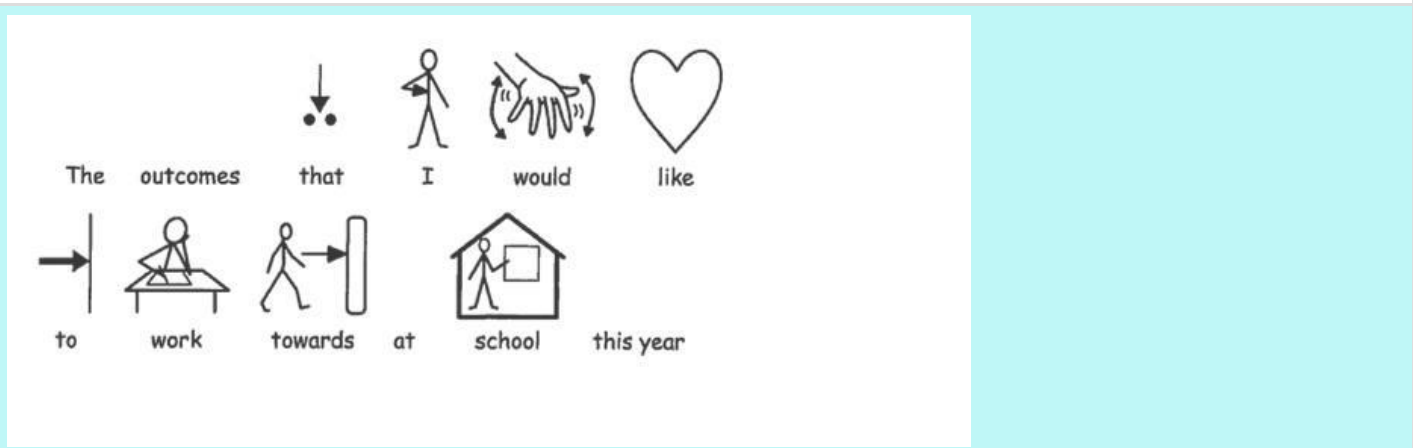


Some of the things children reported to find difficult and need help with are: dressing and undressing, having showers, changing nappies, using toilet facilities, supported and kept safe when outdoors, support with sleeping routine and support to keep healthy diet.

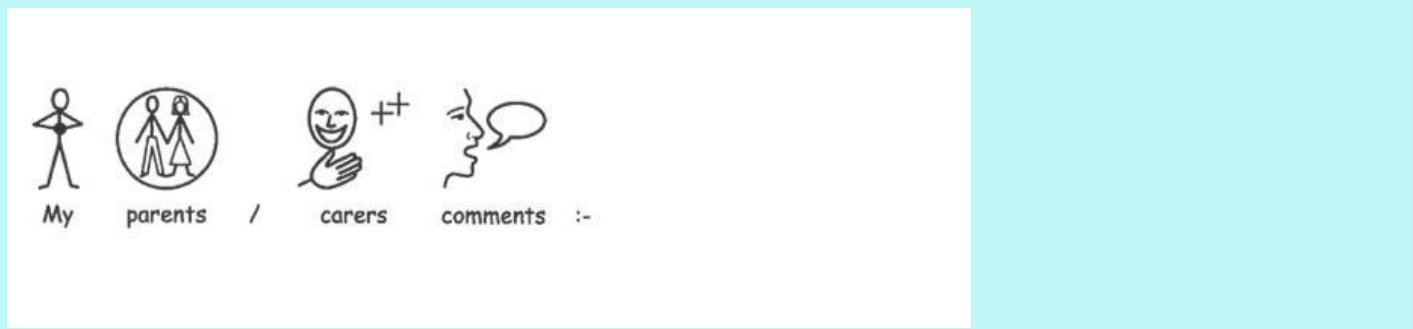


Adults supporting the children should know and understand the children's needs, protect and guide the children, offering one- to- one support at school and at home, have patience and energy, be skilled and

know a range of strategies to support the children in different situations, be consistent, supportive and re- assuring.



Children reported various outcomes that they would like to work towards to at school. Some these included: to learn how to speak, to learn the alphabet, numbers and how to write them, to be able to write their own name, to make friends and learn how to share toys and play with them, to understand other’s people’s feelings better, to manage their feelings better and to be more independent.



Parents/ carers reported that children started to learn numbers and letters. It was noted that children learnt how to say some words which improved their communication with others. Parents/ carers also expressed their aspiration for children to become more independent in the future.

Please note: Whoever is filling this in with the young person, please could you also find out if they are keeping safe online / have any worries when they are online. If they are, please write this here.

**When accessing online contents all children are keeping safe and are supervised by adults**



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Achievement day survey

1. Do you feel that you have an adult in your life that you can trust?
  - a. I feel I have an adult in my life that I can trust
  - b. There is an adult in my life I can trust but I rarely see them/speak to them
  - c. I do not feel I have an adult in my life that I can trust
  
2. Do you know who your social worker is?
  - a. I know who my social worker is
  - b. I don't know who my social worker is
  
3. How frequently do you experience a change of social worker?
  - a. I have only ever had one social worker in my life
  - b. I have had a few changes of social worker, but these changes have been manageable, and I have had a good relationship with all of them
  - c. I have experienced frequent changes of social worker, and I have found this distressing
  
4. Do you feel you have a good friend who you see and talk to regularly?
  - a. I feel I have a good friend who I see and talk to regularly
  - b. I have a good friend, but I don't see them very often
  - c. I feel I do not have a good friend and would like to have a good friend
  
5. Do you feel that you are treated differently because you are in care, by your peers who are not in care?
  - a. No, I feel that I am not treated any differently because I am in care
  - b. I feel that I am treated slightly differently because I am in care, but I am not treated unkindly
  - c. I feel that I am treated slightly differently because I am in care, and I am treated unkindly
  - d. Yes, I feel that I am treated very differently because I am in care, and I have frequently experienced derogatory comments and/or bullying
  
6. Do you feel included in the decisions that are made about you?
  - a. Yes, I feel included in the decisions that are made about me and I am always informed
  - b. I feel am included in some of the decisions that are made about me, but I would like to be more involved
  - c. I feel I am not included in any decisions that are made about me, and I am unhappy about this
  
7. Would you like more contact with your birth families?
  - a. Yes, I would like more contact with my birth family

- b. I am happy with the amount of contact I currently have
  - c. I would like less contact with my birth family
8. Do you know why you are in care, and would you like to know more about why you are in care?
- a. I feel I have a good understanding of why I am in care
  - b. I have some understanding of why I am in care, but I would like to know more
  - c. I have some understanding of why I am in care, and I don't want to know more
  - d. I have no understanding of why I am in care, and would like to know more
  - e. I have no understanding of why I am in care, and I don't want to know more
9. Are you happy in your placement?
- a. I am happy in my placement
  - b. I am fairly happy in my placement, but there are things about my placement that I would like to be changed
  - c. I am not happy in my placement



Care Leavers Conference Survey

1. Do you feel you have been provided with sufficient support and advice on areas such as housing, money management, and mental health and wellbeing support?
  - a. I feel that I have been provided with sufficient support and advice
  - b. I feel that I have been provided with some support and advice but would like more support and advice in certain areas
  - c. I do not feel that I have been provided with sufficient support and advice
  
2. Do you feel that you have an adult in your life that you can trust?
  - a. I feel I have an adult in my life that I can trust
  - b. There is an adult in my life I can trust but I rarely see them/speak to them
  - c. I do not feel I have an adult in my life that I can trust
  
3. Do you feel that you have less opportunities because you are a Care Leaver?
  - a. I feel that I have the same opportunities as someone my age who is not a care leaver
  - b. I feel that I have less opportunities because I am a care leaver to some extent, but not to a point where I am at a major disadvantage to others my age who are not care leavers
  - c. I feel that I have far less opportunities because I am a care leaver, and this puts me at a major disadvantage to others my age who are not care leavers
  
4. Do you feel that you are involved in decisions that are made about you?
  - a. I feel that I am involved in decisions that are made about me and I am always informed
  - b. I feel that I am sometimes involved in decisions that are made about me, but I would like to be more involved
  - c. I feel I am not involved in any decisions that are made about me, and I am very unhappy about this
  
5. Do you feel you are given enough opportunities to have a say on how Leaving Care service delivery is run?
  - a. I feel I have enough opportunities to have a say in how my service delivery is run
  - b. I feel I have some opportunities to have a say in how much service delivery is run, but I would like more opportunities
  - c. I do not feel that I have enough opportunities to have a say in how my service delivery is run

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**3 Questions to be added to the PEP's**

**1. In your care planning, do you feel that you have been consulted enough?  
Since being in care, do you feel supported by the adults currently helping you? (foster carers, social workers, teachers etc.)**

- I feel I have not been consulted enough, and I don't feel supported by the adults around me
- I feel the amount of consultation is the right amount, and I feel supported the adults around me
- I feel I am consulted on too frequently, and feel very supported by the adults around me

Please give a brief written answer with more details.

**2. What are your thoughts on the support that you have received by Enfield services? Do you feel that you are given enough opportunities to have a say in the support that has been provided to you?**

- I do not feel I have enough opportunities to have a say
- I feel that I have enough opportunities to have a say
- I am given too many opportunities to have a say

Please give a brief written answer with more details.

**3. Do you feel that you are given enough opportunities to take part in activities/trips/educational opportunities each year?**

- I am not happy, I would like more opportunities
- I am happy, I feel I am offered the right amount of opportunities
- I feel there are too many opportunities and I am not always able to take part due to other commitments

Please give a brief written answer with more details.



## London Borough of Enfield

### Children Young People and Education Scrutiny (08/03/22)

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**Subject:** Special Educational Needs and Disabilities (SEND) Partnership Strategy

**Cabinet Member:** Cllr Mahtab Uddin, Cabinet Member for Children's Service, Education and Protection

**Executive Director:** Tony Theodoulou, Executive Director of People

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#### Purpose of Report

1. This report provides information relating to the ongoing development of a new Special Educational Needs and Disabilities (SEND) Partnership Strategy.
2. This report seeks feedback from Members of Children, Young People and Education Scrutiny on the strategy's proposed draft vision, principles and priorities, as part of ongoing engagement with stakeholders.

#### Relevance to the Council Plan

3. We have high aspirations for every child and young person with SEND in Enfield. At the heart of the strategy is a focus on supporting all our children and young people with SEND to achieve their best at all stages of their learning, in everyday life, in their health and wellbeing; and as they take their next step into adulthood and working towards their independence. The SEND Partnership Strategy is therefore crucial to supporting our work to **inspire and empower young Enfield**, as part of building **safe, health and confident communities**.
4. The SEND Partnership Strategy seeks to embed a culture of embracing difference, and where we work together to make Enfield an inclusive borough where "SEND is everyone's business". Through prioritising inclusion, this strategy will positively contribute to a **Fairer Enfield** and contribute to wider work to build an **economy that works for everyone**.
5. Finally, the SEND Partnership Strategy will also assist the Council in its objective to be a **Modern Council**, which **targets resources smartly**. The proposed priority to strengthen our knowledge and understanding of our SEND community and their needs is intended to help us enhance the way we plan, strategically commission and deliver the services and support that children, young people and their families need, both now and in the future. This is crucial to ensure we effectively manage our resources to provide equity for all our children and young people, in a way that responds to the changing needs of our diverse community.

## Background

6. The SEND Partnership are responsible for overseeing the development of the new SEND Partnership Strategy and for delivering the final priorities. The partnership brings together representatives from our parent and carer groups and expertise from education, health, social care and the voluntary and community sector.
7. The new strategy will set out our shared vision, principles and priorities, as the SEND Partnership work together over the next 4 years to support every child and young person with SEND, from birth to the age of 25.
8. The new strategy builds on the crucial progress made since the publication of our [SEND Education Strategy](#) in July 2018. The previous strategy focused on 3 important priorities to:
  - 1) Identify, assess and intervene early where children and young people have SEND.
  - 2) Improve access and participation in early years settings and schools.
  - 3) Support a successful transition to adulthood.
9. The first draft of the new SEND Partnership Strategy has been developed following discussions with sponsors, research and benchmarking while taking into consideration Enfield's local context. Central to the development of the draft has been engagement with the SEND Strategy Development Group, a working group established under the SEND Partnership in Enfield to contribute to the development of the strategy and an associated action plan.
10. A targeted engagement programme on the strategy is underway to ensure we hear the views and ideas of our families, educational settings, our partners and stakeholders on the draft strategy; and suggestions for how we can enhance existing joint delivery. The engagement period will conclude ahead of the pre-election period in late March. Following this, the draft will be further developed, taking into consideration the feedback that we have reviewed.
11. The Draft will also be subject to further development as required in response to the upcoming publication of the Government's SEND Review Green Paper, which is expected by the end of March 2022.
12. Our final SEND Partnership Strategy for 2022 – 2026 is due to be published this summer, subject to approval by Full Council.

## Main Considerations for the Panel

### About our SEND Community: Children and young people with an Enfield Council maintained Education, Health and Care Plan (EHCP)

13. Enfield Council currently maintains 3,930 EHCPs.<sup>1</sup> The national average growth in EHCPs over the last year is 11%. However, Enfield has experienced a higher level of growth of 14.41% over the last year. The number of EHCPs that Enfield Council maintains has increased each year since 2014. Currently, 539 children and young people attend out of borough educational settings.

14. The table below shows the percentage rate of increase in EHCPs year on year between 2017 to present. The table importantly includes the year of 2018 where the conversion from statements of SEN to EHCPs was finalised.

<b>EHCP increase (year on year)</b>	<b>Barnet</b>	<b>Enfield</b>	<b>Haringey</b>
% Increase from 2017	84.50%	<b>85.50%</b>	112.90%
% Increase from 2018	10.70%	<b>46.50%</b>	45.60%
% Increase from 2019	13.10%	<b>24%</b>	15.30%
% Increase from 2020	8.10%	<b>12.39%</b>	10.85%
% Increase from 2021	-	<b>14.41%</b>	-

15. Of the 3930 children and young people with an Enfield Council maintained EHCP, there are:

- **255** aged **0-5 years old** (early years)
- **1495** aged **6-11 years old** (primary)
- **1349** aged **11-16 years old** (secondary)
- **834** aged **17-25 years old** (post-16)

16. The primary category of need for our children and young people with an Enfield Council maintained EHCP is as follows:

- Speech, Language and Communication Needs (SLCN) – 1,466 (37.3%)
- Cognition and Learning – 1544 (41.28%)
- Social, Emotional and Mental Health (SEMH) 553 (14.07%)
- Sensory and/or Physical – 367 (9.27%)

### About our SEND Community: Children and young people attending Enfield schools and settings

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<sup>1</sup> number of Enfield Council maintained EHCPs as at 01/02/22, which includes pupils attending early years settings, primary and secondary schools (including special schools), post-16 education settings, as well as pupils attending out of borough educational settings.

17. In 2020/21, 10% of pupils attending Enfield schools received SEN support and 4.3% of pupils had an Education, Health and Care Plan (EHCP). On average there is a higher percentage of pupils attending Enfield schools with an EHCP than in England (3.7%) and across London (3.8%). Comparatively, a lower proportion of pupils attending Enfield schools receive SEN Support, than both the London (11.4) and England (12.2) average.
18. The most common primary need for our pupils attending Enfield schools who have an EHCP is Autistic Spectrum Disorder (33.3%) and the most common primary need for our pupils receiving SEN Support is Speech, Language and Communication Needs (30.2%).
19. Educational attainment is measured in different ways as children and young people move through their education. At Key Stage 2, 31.5% of pupils with SEN in Enfield schools (without an EHCP), and 9.1% of pupils with an EHCP achieve the expected standard of attainment in reading, writing and maths, compared with 74.6% of pupils without SEND. By the time pupils reach Key Stage 4, 24.2% of pupils with SEN (without an EHCP), and 4.9% of pupils with an EHCP achieve a 5+ in English and maths GCSE, compared with 46.9% of pupils without SEND.
20. In 2021, 40% of pupils who had an EHCP and almost 33% of pupils who received SEN support were entitled to Free School Meals (FSM). In 2019/20, 71.9% of Children in Need in Enfield had an EHCP, and 12.8% received SEN support (not including those on a child protection plan or those that are looked after); and 34% of pupils who had an EHCP and almost 28% of SEND pupils without an EHCP were looked after.
21. Between 2017-2020, zero pupils with an EHCP were permanently excluded from Enfield schools and the permanent exclusion rate for pupils with SEND (without an EHCP) was almost zero (decreasing from 0.31 – 0.15). During the same time, the suspension rate of pupils with an EHC Plan decreased from 17.6% to 9.4%; and for pupils with SEND (without an EHCP) the suspension rate fell from 13.9% to 9.2%. However, pupils with SEND have a higher rate of overall absence from school.

### **The proposed vision, principles and priorities**

22. The proposed vision for the SEND Partnership Strategy is:

“Our vision is for all our children and young people with SEND to feel safe, healthy, happy and included in their educational setting and communities. We want our children and young people to discover and achieve their goals and we want to enable them to be at the heart of decision making, so that they can make positive choices about their lives and futures. Together, our collective ambition is to make Enfield an inclusive borough where “SEND is everyone’s business”. An inclusive Enfield is a place where diversity and difference are understood and celebrated, and where barriers are minimised or removed.”



23. The draft SEND Partnership Strategy has 4 principles. Our principles are the foundations that underpin how the SEND Partnership will work with children, young people and their families.

Our draft principles are:

- Children, young people and their families are empowered, respected and included in the decisions that affect their lives and futures, and we recognise that all children develop differently
- Work together with children, young people and their families to build on their strengths and enable them to be as independent as they can be.
- Work in partnership to provide the right support as early as possible, in the right place and at the right time.
- Effectively manage our resources to provide equity for all our children and young people, responding to the changing needs of our diverse community

24. The draft SEND Partnership Strategy has 4 key priorities, which we believe are crucial to improving the life chances of our children and young people and supporting them to thrive, throughout their childhoods and as they prepare for adulthood.

Our draft priorities are:

**Priority 1:** Know our local area and understand and plan for the needs of our children and young people with SEND and their families.

**Priority 2:** Identify the needs of children and young people with SEND and provide the right support in the right place, and at the right time.

**Priority 3:** Provide an inclusive education and community environment for all our children and young people with SEND

**Priority 4:** Ensure Education Health and Care (EHC) needs assessments and Education Health and Care Plans (EHCPs) are completed on time and to a high standard.

25. The associated objectives for each of the 4 priority areas can be found on pp. 4-5 of the accompanying SEND Partnership Strategy Summary document.

## Conclusions

26. The purpose of this report has been to provide information and to seek crucial feedback from Members of Children, Young People and Education Scrutiny. This engagement forms part of a wider programme of engagement with local stockholders.

27. As the SEND Partnership continue their work to develop the new SEND Partnership Strategy, the feedback received will be used to further inform the document, ahead of finalisation and presentation to Full Council this summer.

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### **Appendices**

**N/A**

### **Background Papers**

The following documents have been relied on in the preparation of this report:

- **SEND Partnership Strategy - Summary for Engagement**