

# Council Plan 2020 - 2024

## Creating the best start in life for our children and young people

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# COUNCIL PLAN 2020-2024

## Action Plan 1

### **Council Plan Priority 1**

Creating the best start in life for our children and young people

#### **Our commitment to you**

We will raise educational outcomes

# Background

With our partners we are aiming to provide a fully inclusive education offer where leaders and staff have high aspirations for all children. We want all children to be able to access high quality education wherever they live, whatever their economic circumstances and their ethnic origin, so that everyone is given the opportunity to achieve their full potential.

We are working with schools to create a high performing education system underpinned by a commitment to inclusion. The commitment starts with leaders who want to deliver the best education possible which is engaging, relevant and responsive to the needs of all their children and young people. We have been identifying best practice approaches and adopting these locally and this year we have launched the [‘South Glos Way’](#) toolkit which provides all practitioners in every school with access to resources and models of best practice for the benefit of all children, focussing initially on support for children with special educational needs.

The Toolkit launched on 1 October 2020, and we welcome the positive response it has received from local people. We will support the implementation of the toolkit with a workforce development and training programme for practitioners and we will monitor participation and use of the toolkit to ensure that it continues to deliver best practice.

We currently use an Online-Pupil Survey to capture the views of our children and young people. This will remain a key monitoring tool moving forward. This year we will develop it further, establishing additional models of engagement with children and young people so that we are aware of how they are feeling and of their concerns, to ensure our response across all services provided is informed by their views and meets their needs.

We know that there are communities within South Gloucestershire that are at risk of being left behind and therefore we will work with those communities – children, young people and their families – developing strategies and targeting support to address inequalities and deliver good educational outcomes for all South Gloucestershire children and young people.

Analysing the data and liaising with our education providers, we are aware of a cohort of predominantly white children from disadvantaged backgrounds who are behind their peers in their educational attainment. We also recognise that there are smaller cohorts of Black, Asian, and Minority Ethnic children and children from the gypsy and traveller community facing an even larger gap in attainment. We want to work together to raise ambition, open new learning pathways and ultimately drive up attainment and opportunity for all these children.



We will also maximise the opportunity that children have to learn, for example, through a range of extra-curricular activities and by working with partners to deliver holiday programmes, targeting areas of disadvantage.

The Council is investing each year from 2021 to respond to Covid-19 and mitigate for the impact that this will have had on children and young people and their education. Our recovery curriculum approach will ensure they are ready to learn and supported to fully engage in school with a focus on wider learning opportunities outside the classroom, before and after school and during holidays.

As schools return to operating as normal and ways of assessing and examining children and young people also return to how they were pre-Covid-19, we will recommence publication of outcome measures so that our communities can see the relative performance of our schools and monitor the progress they are making to continuously improve.

Since 2018, leaders across South Gloucestershire have been working together to strengthen and build leadership capacity across local schools. Collaborative working providing school-to-school support for the benefit of all children has been highly effective, translating into improved judgements in Ofsted Inspections in 2019/2020. We will continue to work collaboratively, prioritising our focus on schools requiring support to get them to Good or Outstanding. Our focus will be on the quality of education as judged by Ofsted against the new framework introduced in September 2019, rather than examination outcomes, which although important, in the context of Covid-19 are not going to be comparable with previous years. Monitoring Ofsted judgements will show if schools across South Gloucestershire overall are improving and therefore if level of access to Good and Outstanding schools is improving. Focusing on this performance indicator should drive up examination outcomes over the longer term.

We will also continue to support our schools in accessing capital investment to ensure that children and young people have access to high quality learning environments across all communities, taking advantage of development opportunities to expand provision and create new schools when necessary. We will commit additional resources to create facilities which have a positive impact on the local environment and communities. Finally, we will secure the maximum benefit from the partnership arrangements that exist for development and growth of the area.

Leaders recognise that children and young people will only be able to perform at their best when they have good mental health, so providing support for emotional health and wellbeing has been a priority of education leaders in recent years. This has never been more important than this year in the context of a national pandemic.

School leaders across South Gloucestershire have embraced the opportunity to adopt a system-wide approach to wellbeing in education. Working with Public Health colleagues they have ensured all children and young people are ready to return to school through the development of the #SouthGlosConnect Initiative. This initiative provides access to resources developed in partnership across all schools and support for wellbeing of mental health and staff. This will continue to be a significant focus across the current academic year and for the foreseeable future.

# How we will measure our success

Action	Measure of success	Delivery date
Build leadership capacity across the education system through school to school support	Increased number of schools judged to be good by Ofsted across the 2020/2021 and 2021/2022 academic years	August 2022
Respond to widening inequality gap through a range of targeted interventions responding to the needs of specific community groups including the establishment of an education and learning all age equalities steering group.	Improvement in outcomes for specific community groups	August 2021
Rollout of wellbeing in education programme of support for welcoming children back to school including improved access to support for primary mental health	Access to primary mental health support across the whole of South Gloucestershire	August 2021
Launch on 1 October and roll out across the year of the South Glos Way Toolkit, providing resources and training to all practitioners across the local authority – developing consistent highly effective, inclusive practice across the local area. Focussing initially on support for special educational needs	Improved educational outcomes at SEN Support in primary and reduction in exclusions.	August 2021
Work with children, young people and school leaders to develop models of engagement so that the views of children and young people are central to all of the services we provide.	Range of models of engagement used consistently and routinely when developing education strategies	August 2021

Continue to invest in developing high quality learning environments, taking advantage of opportunities to develop and expand our provision and supporting the creation of new provisions as necessary which have a positive impact on the environment and communities served	Quality of learning environments continues to improve and increased percentage of children accessing new/improved school facilities	Ongoing improvement in quality of estate each year
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Key Performance Indicators	Current Performance	Target
Percentage of South Glos schools judged be good or outstanding	85%	Dec 2022: 90% Dec 2023: 93%
Pupils attending South Glos schools judged to be good or outstanding	77%	Dec 2022: 90% Dec 2023: 95%
A range of pupil outcome measures at the end of Key Stages 2; 4 and 5 to show relative performance of our schools, locally, regionally and nationally in order to demonstrate continuous improvement and impact of the strategies outlined in this plan.	To be determined and published post Covid-19	To be determined

The KPIs highlighted in yellow are those of significant public interest which will be given priority attention through the reporting process for the Council Plan.

### Ensuring this Action Plan remains relevant

This Action Plan and Council Plan have been prepared at a time of significant change and uncertainty for local people, businesses, the council and the partner organisations we work with. Recognising this uncertainty, this is a 'living document', which we will continue to develop to ensure the plans and our accompanying work and targets remain relevant in response to external factors.

# COUNCIL PLAN 2020-2024

## Action Plan 2

### **Council Plan Priority 1**

Creating the best start in life for our children and young people

#### **Our commitment to you**

We will ensure that children and young people are supported in their early years

# Background

Children in South Gloucestershire generally achieve a good level of development (GLD) in early years and we are proud of how well the performance of our local settings compare nationally and within the region. We want to ensure that all communities have access to high quality childcare provision and all children have opportunity to achieve a good level of development.

We are aware that since 2018/2019 the improving year-on-year trend in GLD has now reached a plateau. Further, the gap between disadvantaged children and their peers is now wider than ever before. As children then move through the primary phase, we see that standards start to decline in Key stage 1 and again by the end of Key Stage 2. Therefore, in this 20/21 academic year (and as referenced in the Action Plan for Commitment 1) we will establish an Equality in Education Steering Group with representatives from early years settings and schools and from the communities served to identify barriers to child development and to develop and implement targeted strategies relevant to the needs of individual communities. We will continue our work to develop effective transition arrangements to support children to make continuous progress from early years across the primary phase.

The Revisit of the SEND Inspection also noted that outcomes for children with special education needs had declined. We believe that this is partly due to a need to improve the skills of practitioners in our settings - in accurate early identification of need.

- We will develop our support for children with special educational needs in early years to ensure that inclusive practice is embedded in every setting.
- We will work with the early years sector to review the use of the Inclusion Fund and commit match funding to support accurate identification of need, access to early support services and support smooth transition into reception class in primary school.
- We will extend the [‘South Glos Way’](#) toolkit to ensure that practitioners in early years settings have access to best practice resources for children with special educational needs.
- We will support the development of “Inclusion Hubs” for early years, bringing parents, children, providers and professionals together to encourage integrated working and provide improved access to educational psychology, speech and language, and family support services via the highly effective five-star Portage Team.
- To ensure that we continue to offer sustainable high-quality childcare, we will work with schools to pursue opportunities when there is a gap or potential gap in

provision. We will seek to increase the number of school-based early years settings, including in other community buildings.



# How we will measure our success

Action	Measure of success	Delivery date
Respond to widening inequality gap through a range of targeted interventions responding to the needs of specific community groups including the establishment of an education and learning all age equalities steering group.	Improvement in outcomes for specific community groups	August 2021
Develop best practice toolkit for early years practitioners - including best practice approaches to transition into reception	Toolkit available, training delivered and practitioners using tools provided and consistent best practice evident across South Glos.	August 2022
Establish Inclusion Hubs in areas where we can tailor support to the most disadvantaged families and ensure earliest access to priority services.	Hubs in place and delivering co-ordinated support services to families	August 2021
Using childcare sufficiency assessment – identify potential priority school sites to consider for development of early years provision	Complete review and priorities identified.	August 2021

Key Performance Indicators	Current Performance	Target
Measures to be developed post covid-19 which demonstrate the impact of strategies to ensure that all children are able to achieve a good level of development.	To be confirmed from an agreed point post Covid 19	TBC
Percentage of settings accessing Inclusion Toolkit	0%	100%

Percentage of settings judged to be good by Ofsted	95%	98% by 2023
Percentage of children eligible for 2-Year-Old funding who have taken up a place in a setting	TBC	TBC
Percentage of settings working with high numbers of disadvantaged children engaged with quality improvement work with the EY team	TBC	TBC

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# COUNCIL PLAN 2020-2024

## Action Plan 3

### **Council Plan Priority 1**

Creating the best start in life for our children and young people

#### **Our commitment to you**

We will work to eliminate child poverty across South Gloucestershire

# Background

Child poverty is a major source of inequalities which can persist throughout life. Children who grow up in poverty are four times as likely to become poor adults becoming the parents of the next generation of children living in poverty. A child growing up in poverty has a greater likelihood of reduced attainment and employment outcomes and in experiencing health problems from birth and of accumulating physical and mental health problems throughout life.

Data collected in the 2015 Needs Assessment estimated 6,000 children are living in poverty in South Gloucestershire; before accounting for housing costs, 66% of these live outside the priority neighbourhoods. Since then poverty rates have increased; End Child Poverty calculated (May 2019) that 12% of children in South Glos are living in poverty before housing costs, rising to 20% after housing costs. In addition, we are already seeing the socioeconomic impacts of Covid on families, which is likely to increase over the coming months; an estimate is that 1 in 4 families have already been negatively financially impacted.

Child Poverty is complex: it is the result of a number of factors impacting on families and the communities in which they live. As such, Child Poverty is not something that a single intervention or team can tackle. Every single commitment outlined in this Council Plan will have an impact, to some degree, on the future of child poverty and that is why it is so important that these commitments and action plans are developed in a strategic context and are understood across departments. It is important that we galvanise partners and communities to help us to understand what is going on and what measures will make greatest difference for families and the communities in which they live. There are four key areas of focus that can help us to make positive changes now, while also impacting on the future for children in South Gloucestershire and their families:

- **Maximising household income:** There are a range of things we can do across South Gloucestershire to help families to maximise their income, including support for training and skills to increase low pay, ensure benefits are accessed and debt support is provided where needed. It is also important to recognise communities where there are inequalities in accessing support; we must understand the reasons why and focus work to address them.
- **Focusing on families facing multiple challenges:** Some families face a combination of challenging circumstances. We will work with them in a multiagency way to help identify and overcome their challenges; this includes ensuring that all families have a safe and suitable place they can make a home.
- **Tackling food insecurity:** Everyone should have access to enough food to eat of sufficient nutritional quality for optimum health. Food insecurity has varying degrees of severity. We will work with partners to ensure that immediate food insecurity needs are met and that longer term sustainable approaches are developed to reduce and prevent food insecurity. Food insecurity usually presents with other issues of inequality that need to also be addressed.

- **Tackling fuel poverty and climate change:** Climate change can impact disproportionately those who are already disadvantaged, including families who face challenges in heating their homes. We will ensure that all families are able to afford and live in warm homes.

Underlying all this is what we learn from our communities – so our main focus will be engaging in real and innovative discussion with communities. We need to understand what is important to people, what their aspirations are (for themselves and their families) and what is helping to meet those aspirations. This will enable us to work with partners and the communities themselves to develop and deliver community responses to the drivers and impacts of child poverty, which will complement South Gloucestershire-wide responses.

# How we will measure our success

Action	Measure of success	Delivery date
Maximise household income by ensuring all parts of the community understand what's available and can access support; including benefits, free school meals and training opportunities. We will run a programme with partners to actively identify communities where inequalities in access exist and work with partners and the communities to provide local solutions.	Understanding of inequalities in access and take-up of services, and subsequent reduction of those.	Agree process with partners to begin in Jan 2021
Develop and pilot a programme, based on a creative solution panel model, to identify and support families who have multiple challenges. This programme will also ensure relevant support is available to them throughout the process to enable a sustainable outcome.	Increase in the number of families who are in stable and sustainable accommodation.	Agree structure and resource need 2020/21FY, for programme pilot in April 2021
<p>Ensuring that immediate food insecurity needs are addressed by working with partners to coordinate appropriate food provision/vouchers.</p> <p>Develop longer term sustainable approaches informed by community insights and data:</p> <ul style="list-style-type: none"> <li>• We will improve access to affordable nutritious food upholding dignity, building independence and resilience</li> <li>• We will increase opportunities for food education/training/skills.</li> <li>• We will support development of community-based food initiatives e.g. community meals, food co-ops, food clubs</li> <li>• We will consider wider determinants e.g. financial security, planning, food growing, food waste/climate change</li> </ul>	Reduction (or slower growth) in the number of South Gloucestershire residents in food poverty or in danger of food poverty	From Nov 2020

<p>Tackle fuel poverty and address climate change by working with partners to:</p> <ul style="list-style-type: none"> <li>Identify and train front line staff within South Gloucestershire Council, Sirona and other organisations who work with families at risk of or experiencing fuel poverty and refer to Warm and Well. Those families will be given free energy efficiency advice and support to access funding for energy efficiency measures. This may include the Green Homes Grant (up to 10k per low income households from Sept 2020 – further details awaited).</li> <li>Deliver practical workshops for Key Stage 2 children to focus on the climate emergency. Schools will be targeted where there are a higher than average proportion of pupils eligible for the deprivation pupil premium (DPP) and in geographical areas with higher than average levels of fuel poverty.</li> </ul>	<p>Reduction in families self-reporting fuel poverty</p> <p>Increase in families taking up fuel poverty schemes</p>	<p>From Sept 2020 and ongoing</p>
<p>Develop and deliver a robust community engagement and development plan where we work with communities to identify local issues and opportunities and shape local actions, building on good practice that already exists.</p>	<ul style="list-style-type: none"> <li>Increased community engagement</li> <li>Development of localised actions plans</li> <li>Positive feedback from communities</li> </ul>	<p>From April 2021</p>
<p>Financial Security Group to develop an annual questionnaire to gain feedback from families who are eligible for Free School Meals (FSM) about the financial challenges they are facing and what can help</p>	<p>Questionnaire developed</p> <p>Link to KPI below</p>	<p>TBC</p>

Key Performance Indicators	Current Performance	Target
Given the complexity of the issue and the lack of a single indicator that can describe child poverty, over the next 6 months we will develop a local indicator suite that best describes the local situation. These will be individual proxy indicators, which will also be brought together into a bespoke single indicator that we will use and track over the coming years to monitor change.	Baseline to be provided when key indicators agreed and single indicator developed	Indicators will have existing targets, single indicator target to be agreed on annual and longer term timescale.
As part of an ongoing plan of engagement, we will develop an annual questionnaire to gain feedback from families who are eligible for Free School Meals (FSM) about the financial challenges they are facing and what can help	Baseline return rate in year 1, and reflecting current community demographics	Improvement on return rate, and feedback to families on findings
<p>The national DWP Indicator 'Children in relative low income families (under 16s)'. This is also reported in the PH Outcomes Framework</p> <p>In addition, we will highlight the End Child Poverty indicators, which includes percentages before and after housing costs (using DWP data and additional metrics). This can also track as comparison with statistical neighbours.</p>	<p>DWP current indicator (in PHOF) is 9.8% (2018/19)</p> <p>End Child Poverty calculated (May 2019) that 12% of children in South Glos are living in poverty before housing costs, rising to 20% after housing costs.</p>	<p>Continuous reduction – and tracking against statistical neighbours</p>

The KPIs highlighted in yellow are those of significant public interest which will be given priority attention through the reporting process for the Council Plan.

### Ensuring this Action Plan remains relevant

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# COUNCIL PLAN 2020-2024

## Action Plan 4

### **Council Plan Priority 1**

Creating the best start in life for our children and young people

#### **Our commitment to you**

We will support all children and young people to achieve positive mental health and wellbeing

# Background

Children and young people's mental health impacts on all aspects of their life. It can affect their development including their cognitive abilities and social skills, their emotional wellbeing, physical health and life expectancy.

Mental health and wellbeing in young people is a complex issue with many influencing factors including peer, parental, educational and societal influences, from conception through pregnancy and the early years of life. The council is just one of the organisations working to address the causes of mental health issues and there are challenges nationally around waiting times for treatment. We are committed to working with our partners to supporting young people, making meaningful and timely interventions with an emphasis on early intervention for young people and their parents. We support the need for a life-course approach to addressing mental health and recognise the importance of settings such as schools. Consideration of the wider socio-economic, cultural and environmental conditions and the inequalities that exist, which impact on mental health is also vital.

There are children and young people who have an increased risk of developing emotional and mental health problems and experiencing poor health outcomes, often linked to existing inequalities and their experiences of trauma; this includes looked after children and care leavers and young people from black and minority ethnic communities and those who identify as lesbian, gay, bisexual or transgender. We must take this into account to prevent current and future inequalities.

In line with national trends, mental health needs of local children and young people have increased over recent years and it is likely that the impact of Covid-19 will further exacerbate these trends. Indeed, we are already seeing increased issues for certain groups, specifically young people already supported through statutory social work services and those in lower income families. We will continue to learn as much as we can about these and other impacts, and make sure that we respond appropriately.

We and our partners share a commitment to securing positive emotional wellbeing and mental health and we have a joint vision to support all children and young people to achieve their full potential and make a successful journey into young adulthood and beyond. That vision is captured in the [Children and Young People's Mental Health Strategy 2016-2021](#).

Our work is directly informed by our conversations with young people, their carers and families. In particular, feedback from the Online Pupil Survey (OPS) helps us to better understand the experiences of, and challenges facing, children and young people so that we can work together to develop a response that works best for them.



We have good partnerships and relationships in place that we will continue to build on. Across the system we will:

- Commission and coordinate with partners interventions and training programmes that meet needs in all parts of the system and reduce inequalities in need, access and outcome.
- Recognise inequalities and work with young people who may be at greater risk of poor mental health outcomes, such as young people supported through statutory social work services, those looked after, those leaving care, young people from black and minority ethnic communities, young people who identify as lesbian, gay, bi-sexual, transgender or those with complex needs, to ensure they receive support that is tailored and targeted to their needs.
- Ensure that everything we do is trauma informed and responsive. This means that all partners will commit to developing and delivering trauma informed practice and care in whatever they do.
- Develop whole setting approaches to mental health in schools and early years settings, including support for staff. This will build on the work of South Gloucestershire Connect (Recovery Curriculum) and the Mental Health in Schools programmes.

# How we will measure our success

Action	Measure of success	Delivery date
Deliver a new programme of Mental Health Support Teams (MHST) to support targeted local schools to improve the Mental Health of their school population. This will include work with schools to develop whole school approaches and direct work with individual young people at risk and where inequalities exist.	Improved outcomes in CYP who have been supported by the MHST	Delivery from April 2021
Address poor outcomes and reduce inequalities for the SEND population by working with the SEND clusters to test different interventions in their effectiveness to address poor mental health, challenging behaviour and school exclusion	Improved mental health outcomes for targeted CYP	From Sept 2020
Build on the initial work on ACEs (Adverse Childhood Experiences) and roll-out trauma and adversity training across the Children's workforce and schools and to develop a plan to ensure all CYP supported through statutory social work services have timely access to trauma informed support	Increased number of children's workforce receiving trauma training; positive feedback from CYP	Training from Summer 2021, rolling programme of team plan development (subject to resource availability)
The new South Glos Connect programme will work in partnership with Healthy Schools to develop a range of support for schools and teaching staff to meet the needs of CYP returning to educational settings. We will link this to the grant available from the DfE's 'Wellbeing for Education Return' programme to ensure a sustainable approach and one that tackles and prevents inequalities.	School staff reporting that the return to education has been well supported	From Sept 2020
Work with our children, young people, families and carers to co-produce a new partnership mental health and wellbeing strategy and plan, building on the 2017-21 Strategy and learning from COVID19	Co-developed strategy with positive feedback from CYP, families and carers	Develop Needs Assessment from Jan 21  Draft Strategy Summer 21

		Consultation on Strategy Autumn 21
Review the mental health support needs of care leavers and agree with partner agencies how their needs will be met	Additional mental health resource in place Care leavers report easier and quicker access to mental health support resources	June 2021

Key Performance Indicators	Current Performance	Target
Online Pupil Survey (OPS) responses	Full report for 2019 OPS in development.	Improvement on all baseline scores
Percentage of ICS staff that have attended trauma based training	Training not yet available	50% by September 2021
Data relating to specific programmes <ul style="list-style-type: none"> <li>Mental Health Support Teams</li> <li>SEND pilot</li> <li>Training Programme</li> <li>South Glos Connect</li> </ul>	Baseline determined as projects develop	To be agreed following baseline
Improvements in Young people accessing new PMH Specialists	TBC	New staff starting April 2021, pilot last 12 months
Longer term measure on increase in happiness	TBC	

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### **Ensuring this Action Plan remains relevant**

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# COUNCIL PLAN 2020-2024

## Action Plan 5

### **Council Plan Priority 1**

Creating the best start in life for our children and young people

#### **Our commitment to you**

We will provide appropriate support to facilitate choices for children with a learning difficulty

# Background

We are committed to ensuring that all children with special educational needs and disabilities have access to the highest quality local support arrangements which are designed to meet their needs.

Most children with special educational needs in South Gloucestershire are supported in mainstream education and feedback from Ofsted inspections of individual schools shows that overall, they are well supported. We have established high quality specialist Resource Bases in mainstream schools and our local special schools are all good or outstanding, offering an excellent education to children and young people.

Construction of another new special school will commence in 2021, which will increase access to high quality places. We are fortunate to have strong partnerships with our local Parent and Carers Forum who were commissioned in 2019 to develop our [Local Offer Information, Advice and Guidance website](#) to ensure that local families have timely access to all relevant information about provision within the local area. We also have excellent partnership working with our local health partners and are developing joint commissioning arrangements to ensure that there are integrated approaches to meeting children's needs.

The Ofsted/CQC re-inspection in 2020 this year recognised the good progress that we have made in addressing weaknesses in our local arrangements. They also noted that, although there is still work to do in ensuring that all children and families feel the positive impact of the improvements delivered so far, we have a clear sense of direction and know what is required to provide consistently high-quality support to all children, whether at SEN Support or those with Education, Health and Care Plans. DfE monitoring of the progress we are making to respond to the two outstanding areas of weakness shows that we are accelerating progressing to ensure children achieve good outcomes and that the quality of EHC Plans is improved.

It is a challenge to measure how well children are doing during the Covid-19 period however we will publish a full suite of measures in 2022/2023 so that we can show relative performance of our schools locally, regionally and nationally and how they are improving over time.

Our plans for this year and the future include expansion of local specialist provision to meet increased demand for specialist places. For children with special educational needs in mainstream education, specifically those at SEN Support, we have been working with schools to establish our Cluster Model of delivery. This year we will have all local primary and secondary schools organised in geographical clusters, five in total, working together to understand the needs of their local communities and using their collective resources to



respond to the priority needs of the children in their schools. Clusters have identified that priorities include improved access to speech and language therapy and primary mental health services and plans are in place to make these services available across the whole of the area within the current academic year.

To ensure that practitioners across all schools have access to the resources they need to accurately identify children's needs and provide an effective early response, we have developed the ['South Glos Way'](#) toolkit – an online resource which draws on best practice. This toolkit was recently launched, and we welcome the positive response it has received from local people. We will support the implementation of the toolkit with a workforce development and training programme for practitioners delivered across the academic year and we will monitor participation and use of the toolkit and will develop it to ensure that it continues to deliver best practice.

We will also prioritise our focus on supporting children and young people in developing their independence and acquiring the essential life skills they require as adults. In recent years we have opened 'The Chase' at South Gloucestershire and Stroud College and this is proving to be a very popular choice for young people with special educational needs. However, we now want to develop a range of pathways and options including education, employment and training so that all young people have the best opportunity to succeed in later life. We will also take advantage of central government financial opportunities to invest in supporting young people to access employment and training across the local area and across sectors.

# How we will measure our success

Action	Measure of success	Delivery date
Launch on 1 October and roll out across the year of the South Glos Way Toolkit, and delivery of training and support across the year via the 5 SEND Clusters to improve arrangements for early identification of need and early access to support.	Launch and associated training programme delivered with excellent feedback	August 2021
Deliver new specialist places and develop existing provisions to improve access within the local maintained sector.	Existing plans delivered and longer-term plan for future provision agreed	August 2021
Improve support for young people in preparing for adulthood including greater access to employment and training.	A plan in place for a range of pathways in response to what young people need.	August 2021

Key Performance Indicators	Current Performance	Target
Quality of new EHC Plans agreed at multi-agency audits to be of good quality	46.6%	By end 2023: 80%
Post Covid-19, a range of education outcome measures across all key stages (KS2, 4, 5) for children at SEN Support and for children with an EHC Plan to show relative performance of schools and how they are improving over time.	From 2022/23	TBC
Percentage of schools participating in SEND Clusters and supporting development of best practice	50%	75%
Percentage of young people with special educational needs in year 9 accessing support in Preparing for Adulthood.	Pending latest data	80%

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# COUNCIL PLAN 2020-2024

## Action Plan 6

### **Council Plan Priority 1**

Creating the best start in life for our children and young people

#### **Our commitment to you**

We will provide the best support possible to those children and young people we are responsible for who are looked after, as they leave care and beyond as they begin their independent lives

# Background

We believe that young people should only become looked after if their safety and wellbeing require it and where being looked after will demonstrably provide them with better outcomes than might be achieved if they were to remain at home or with family.

However, once that decision has been made, like any parent, we want the very best for the young people in our care. We have high aspirations for them. We want them to have the best education and get good jobs. We want them to live happy, healthy lives.

Looked after young people and adults leaving care are amongst the most vulnerable in the South Gloucestershire community. Many have had especially challenging life experiences, with understandable implications for their emotional health and wellbeing. Many have experienced disruption to their learning. Nationally, we know that many looked after young people and care leavers experience inequalities and are overrepresented in the homeless and prison populations and often do less well in education and employment. Further, we know that these risks are even greater for care leavers from a black and minority ethnic community, or who identify as lesbian, gay, bi-sexual or transgender. We don't want these outcomes for our young people.

We are committed to providing the support our young people need to help them do well; whilst there is some good work happening, we know too many of our young people are not in education, employment or training and we have more to do.

We want to ensure that all looked after young people and care leavers have safe, good quality care that supports them to make the transition to young adulthood and beyond. Building good relationships with young people is important to us as we know it really matters to them. We want to make sure we have a permanent staff force so that young people get a reliable and consistent service and don't have to keep repeating their stories to different people.

We want to know how our young people feel about the support we give them, and we want to make sure that our new Participation Strategy is making a difference. We want to know that our work is having a positive impact and we welcome the scrutiny we receive from Elected Members and the local Corporate Parenting Board.

We recognise that there are areas to be developed, specifically in relation to foster carer recruitment and support and we have taken steps to make the changes needed. We have worked hard to improve our foster carer recruitment strategy as we want our young



people to be able to live locally and within their communities, we will therefore monitor closely the number of carers that we recruit during the year.

In addition, there has been improvement work across the Transition to Independence Team service which supports young adults leaving care following a visit by the Government Care Leavers Lead. Work across both areas now needs to be embedded within the service under the leadership of the Service Manager.

Looking ahead, there are areas of performance within the teams needing action, especially around timeliness (visits/reviews/plans completed etc) and we must increase the proportion of young people in employment, education or training. Through this Action Plan we will seek to ensure that the young people in our care receive the same care and support as any other young person.

# How we will measure our success

Action	Measure of success	Delivery date
Make our commitment to the Care Leavers Charter obvious in our policies, procedures and practice and ensure that all our care leavers have seen it and understand our offer to them.	Young people confirm they have seen our Local Offer to them and there is an annual survey and consultation events to understand what difference we are making to their lives.	July 2021
Provide a range of good quality, nurturing places for young people to live where they can thrive. This includes increasing our in-house foster care numbers and reviewing how we commission residential and Independent Fostering Agency (IFA) places.	<ul style="list-style-type: none"> <li>• Increase in number of fostering beds available in house.</li> <li>• Reduction in use of IFA carers and residential beds</li> <li>• More young people living near/in SG and their family, networks and community.</li> </ul>	Monitored monthly
Develop, with partners across the Council and externally, an action plan that describes how we will support care leavers not currently in education, employment and training (NEET) into suitable education, training or employment opportunities, taking into account the particular disadvantage experienced by some groups of young people as described above.	More young people in meaningful EET opportunities.	Nov 2021
Develop, with partners including the CCG, trauma informed therapeutic support to looked after young people and care leavers (in relation to both the trauma they may have experienced during the lockdown/COVID-19 pandemic and subsequently as part of our core service provision).	Young people have access to suitable therapeutic support which will help them make sense of and address the trauma they have experienced.	Starting from July/August 2021
Embed the Therapeutic Parenting Programme within the service, supporting young people to remain at home or remain within family-based care rather than residential care, unless assessments indicate this is the right option for the young person.	Policies, procedures and referral pathways are finalised and launched.	May 2021

Key Performance Indicators	Current Performance	Target
Number of new carers in year 20/21	7 (net gain)	Net gain of 15 new carers in the year 20/21.
More young people, especially those with a MH/emotional health/learning need and those from black and minority ethnic communities are supported into meaningful education, employment and training opportunities.	In development (links to EET Strategy – Nov 2021)	Improvement of 20% on current performance.

The KPIs highlighted in yellow are those of significant public interest which will be given priority attention through the reporting process for the Council Plan.

### Ensuring this Action Plan remains relevant

This Action Plan and Council Plan have been prepared at a time of significant change and uncertainty for local people, businesses, the council and the partner organisations we work with. Recognising this uncertainty, this is a 'living document', which we will continue to develop to ensure the plans and our accompanying work and targets remain relevant in response to external factors.