



Children and Young People Scrutiny Committee

Date: Wednesday, 7 October 2020

Time: 10.00 am

Venue: Virtual meeting – Webcast at

https://manchester.public-i.tv/core/portal/webcast_interactive/485328

Advice to the Public

The Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020

Under the provisions of these regulations the location where a meeting is held can include reference to more than one place including electronic, digital or virtual locations such as internet locations, web addresses or conference call telephone numbers.

To attend this meeting it can be watched live as a webcast. The recording of the webcast will also be available for viewing after the meeting has concluded.

Membership of the Children and Young People Scrutiny Committee

Councillors –

Sameem Ali, Alijah, Cooley, Hewitson, T Judge, Kilpatrick, Lovecy, McHale, Madeleine Monaghan, Reeves, Reid, Sadler, Stone (Chair) and Wilson

Co-opted Members -

Ms S Barnwell, Ms Z Derraz, Mr L Duffy, Ms J Fleet and Mrs J Miles

Agenda

- 1. Urgent Business**
To consider any items which the Chair has agreed to have submitted as urgent.
- 2. Appeals**
To consider any appeals from the public against refusal to allow inspection of background documents and/or the inclusion of items in the confidential part of the agenda.
- 3. Interests**
To allow Members an opportunity to [a] declare any personal, prejudicial or disclosable pecuniary interests they might have in any items which appear on this agenda; and [b] record any items from which they are precluded from voting as a result of Council Tax/Council rent arrears; [c] the existence and nature of party whipping arrangements in respect of any item to be considered at this meeting. Members with a personal interest should declare that at the start of the item under consideration. If Members also have a prejudicial or disclosable pecuniary interest they must withdraw from the meeting during the consideration of the item.
- 4. Minutes** 7 - 14
To approve as a correct record the minutes of the meeting held on 9 September 2020.
- 5. Update on Opening of Schools and Colleges For All Children and Young People** 15 - 30
Report of the Director of Education

This report provides an update on the full reopening of schools for all pupils in September and the current challenges faced by schools. The report provides an overview of the work that has taken place in Manchester to support school leaders at this time.
- 6. Special Educational Needs and Disability (SEND) Update and the Response to Covid-19** 31 - 52
Report of the Director of Education

This report details the actions taken by the Council, health services and education settings to support children and young people with SEND and their families during the Covid-19 pandemic.
- 7. Responding to the Needs of Unaccompanied Asylum Seeking Children** 53 - 64
Presentation of Children's Services

To receive a presentation on responding to the needs of

Unaccompanied Asylum Seeking Children.

8. Overview Report

65 - 72

Report of the Governance and Scrutiny Support Unit

This report provides the Committee with details of key decisions that fall within the Committee's remit and an update on actions resulting from the Committee's recommendations. The report also includes the Committee's work programme, which the Committee is asked to amend as appropriate and agree.

Information about the Committee

Scrutiny Committees represent the interests of local people about important issues that affect them. They look at how the decisions, policies and services of the Council and other key public agencies impact on the city and its residents. Scrutiny Committees do not take decisions but can make recommendations to decisionmakers about how they are delivering the Our Manchester Strategy, an agreed vision for a better Manchester that is shared by public agencies across the city.

The Children and Young People Scrutiny Committee reviews the services provided by the Council and its partners for young people across the city including education, early years, school standards and valuing young people.

In addition to the elected members the Committee has seven co-opted member positions. These are:

- Representative of the Diocese of Manchester – Vacant
- Representative of the Diocese of Salford – Mrs Julie Miles
- Parent governor representative – Ms Samantha Barnwell
- Parent governor representative – Vacant
- Parent governor representative – Ms Zainab Derraz
- Secondary sector teacher representative – Mr Liam Duffy
- Primary sector teacher representative – Ms Joanne Fleet

The co-opted members representing faith schools and parent governors are able to vote when the Committee deals with matters relating to education functions.

The Council wants to consult people as fully as possible before making decisions that affect them. Members of the public do not have a right to speak at meetings but may do so if invited by the Chair. If you have a special interest in an item on the agenda and want to speak, tell the Committee Officer, who will pass on your request to the Chair. Groups of people will usually be asked to nominate a spokesperson. The Council wants its meetings to be as open as possible but occasionally there will be some confidential business. Brief reasons for confidentiality will be shown on the agenda sheet.

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Smoking is not allowed in Council buildings.

Joanne Roney OBE
Chief Executive
3rd Floor, Town Hall Extension,
Manchester, M60 2LA.

Further Information

For help, advice and information about this meeting please contact the Committee Officer:

Rachel McKeon
Tel: 0161 234 4497
Email: rachel.mckeon@manchester.gov.uk

This agenda was issued on **Tuesday, 29 September 2020** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension (Lloyd Street Elevation), Manchester M60 2LA

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Children and Young People Scrutiny Committee

Minutes of the meeting held on 9 September 2020

This Scrutiny meeting was conducted via Zoom, in accordance with the provisions of the Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020.

Present:

Councillor Stone – in the Chair
Councillors Sameem Ali, Hewitson, T Judge, Kilpatrick, Lovecy, Madeleine Monaghan, Reeves, Reid and Wilson

Co-opted Voting Members:

Ms S Barnwell, Parent Governor Representative
Ms Z Derraz, Parent Governor Representative

Co-opted Non Voting Members:

Mr L Duffy, Secondary Sector Teacher Representative

Also present:

Councillor Bridges, Executive Member for Children and Schools

Apologies:

Councillors Alijah, Cooley and McHale
Ms J Fleet, Primary Sector Teacher Representative
Dr W Omara, Parent Governor Representative

CYP/20/30 Dr Omara

The Chair informed the Committee that this was Dr Omara's last meeting as a Co-opted Member of the Committee, although unfortunately he had been unable to attend due to another commitment. He reported that Dr Omara had been a valuable Member of the Committee and advised that he would write to him to thank him for his contribution.

Decision

That the Chair will write to Dr Omara to thank him for his contribution to the work of the Committee.

CYP/20/31 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 22 July 2020.

CYP/20/32 September opening of schools and colleges for all children and young people

The Committee received a report of the Director of Education which provided an overview of the work that had taken place in Manchester to support the reopening of schools and colleges for all children and young people in response to the most recent Government guidance which was also summarised in the report. The report also noted that, through the learning and education system, children were informed about and understood environmental issues and the negative impact of carbon; promoting safe and healthy lives.

Officers referred to the main points and themes within the report, which included:

- Government guidance;
- Implementation in Manchester;
- Supporting pupils to attend school;
- School operations;
- Curriculum offer;
- Continuity planning;
- Mental health and wellbeing;
- Safeguarding; and
- School/college workforce.

Some of the key points and themes that arose from the Committee's discussions were:

- To thank everyone involved for their work in re-opening schools to all pupils;
- How the position of schools would be reviewed if infection levels increased significantly and increased lockdown restrictions were required;
- The mental health impact of the pandemic on both pupils and staff;
- The additional funding that had been made available to schools;
- The use of bubbles in schools, noting that many households would have more than one child in different bubbles;
- Request that the Frequently Asked Questions (FAQ) documents being shared with schools also be circulated to Members of the Committee;
- Discussion about the wearing of face coverings by secondary school pupils when moving around school and whether these should also be worn in the classroom;
- Concerns about the potential for the transmission of the virus outside of school, for example, from parents congregating at the school gate and from secondary school pupils mixing on the way home; and
- The impact on children transitioning to the next stage of their education who had not had the normal support through the transition period.

The Executive Member for Children and Schools recognised the hard work involved in re-opening schools to all pupils and thanked all those involved. He expressed concern that new Government guidance had been issued shortly before the start of term, which had presented challenges for schools as they had already made plans.

The Director of Education drew Members' attention to the Government guidance on schools, which included four tiers of restrictions for education settings. She reported that, despite local restrictions in Manchester, schools were currently operating at Tier 1, where schools were open to all pupils; however, if necessary, a decision could be taken to move to Tier 2, where secondary school pupils would attend school on a rota basis, Tier 3, where secondary schools would be closed to most pupils and, in the most serious circumstances, Tier 4, where primary schools would also be closed. She advised Members that, under all these circumstances, schools would still be open for the children of key workers and vulnerable children, as they had been during the full lockdown earlier in the year. She informed Members that the Government guidance was to not require pupils to wear face coverings in the classroom on the basis that this impeded teaching and meant that pupils would be wearing them for long periods but that the rules on this were at the discretion of individual schools. The Consultant in Public Health advised the Committee that schools had reviewed their classroom layouts, for example, making sure that pupils were not facing each other at close proximity so this reduced the risk of transmission in classrooms in a way that was not always possible when groups of pupils were moving around school corridors. In response to a Member's question, the Director of Education clarified that pupils with Special Educational Needs and Disability (SEND) were not required to wear a face covering.

The Director of Education advised the Committee that a lot of work was taking place to support the mental health of pupils but agreed that support for teachers should also be considered and she suggested that this could be raised with schools through the Headteacher briefings and Chair of Governor briefings. She clarified that schools had been provided with additional funding from the Government, which they could use however they thought best to support pupils to catch up on missed learning, and that there was separate provision for subsidised tuition through the Education Endowment Fund, although schools had to pay the rest of the cost of this tuition.

The Consultant in Public Health advised the Committee that the purpose of bubbles was to enable the quick identification and isolation of close contacts of an infected person. She acknowledged that this was complicated because each pupil within a bubble would also have other close contacts, such as other family members, and she advised that, if that child subsequently tested positive, the rest of their household would also have to isolate.

The Director of Education advised that a few schools had experienced problems in the first week with parents gathering around school gates when dropping off and collecting their children and that the Council had offered support to the schools on managing this situation. She informed the Committee that no schools had contacted her service to report problems with this in the second week of term so it would appear that these issues had been resolved. She advised Members that a letter had been sent out to parents at the end of the last term about the importance of them working with schools to ensure that procedures were followed and that it would be worth sending another letter to remind them of this. She also stated that she would circulate the FAQs to schools to Members of the Committee.

The Director of Education reported that every school would receive a visit from a member of the Quality Assurance Team during the Autumn term to look at how

schools were managing, including where they were up to in teaching the full curriculum, what their remote learning plan was and which children had the greatest gaps in their learning which they needed support to catch up on. She advised Members that this would include how children entering Year 7 were doing, considering that they would not have had gone through the normal transition process to prepare them for secondary school.

Decisions

1. To have a standing item on future agendas on the response to COVID-19, including updates on schools, for as long as is necessary.
2. To note that the Director of Education will circulate the FAQs that have been sent to schools to Members of the Committee.

CYP/20/33 Working With Children and Young People and Their Families During COVID-19

The Committee received a presentation from Children's Services which provided an overview of how Children's Services was working with children and young people and their families during the COVID-19 pandemic.

The Head of Locality (North) delivered the presentation which referred to:

- The service's principles, approach, behaviours and impact;
- Response to the pandemic and initial crisis management;
- Creative responses in practice;
- Quality assurance and performance; and
- Next steps.

Some of the key points and themes that arose from the Committee's discussions were:

- Preparations for a potential increase in referrals following the re-opening of schools to all pupils;
- Availability of Personal Protective Equipment (PPE);
- Concern that supervised contact visits between children and their families had not been able to take place;
- Concern about young people being at risk of criminal exploitation and involvement in knife crime over the summer; and
- Concerns about the level of funding from the Government and the impact on Children's Services.

The Deputy Director of Children's Services reported that some modelling had taken place in relation to future demand for social work services following the lockdown but that this was difficult to do without past similar events to compare it to. He informed the Committee about the planning taking place for a potential increase in demand, including engagement with a range of partners such as school clusters, Child and Adolescent Mental Health Services (CAMHS) and Greater Manchester Police (GMP), consideration of staffing levels and ensuring that the front door service and the

provision of advice and guidance were as robust as they could be. He also confirmed that, beyond the first week or two of the lockdown, Children's Services had not had any issues with the availability of PPE.

The Deputy Director of Children's Services reported that planning had been taking place for the re-opening of centres for supervised contact and that two contact centres were re-opening that week. He outlined the work of the Complex Safeguarding Hub, the Community Safety Partnership and GMP in addressing child criminal exploitation and knife crime, including joint working using intelligence to target specific areas or individuals where there were concerns. The Director of Children and Education Services highlighted the role of the Inclusion Strategy in preventing young people from being excluded and becoming exposed to negative influences and the Youth Offer which had been available over the summer.

Decision

To thank officers for an informative presentation and to pass on the Committee's thanks to frontline social work staff and other key workers.

CYP/20/34 Early Years sector update and the response to COVID-19

The Committee received a report of the Director of Education which provided an update on how the Early Years sector had responded to the COVID-19 pandemic and gave an update on the key activities that had taken place to support the Early Years sector and plans to support providers moving forward in the Autumn term. The report also stated that education about the environment started in Early Years and a high quality Early Years sector supported this agenda. In addition, the buildings review of the Tendered Day Care Sites would enable the sites to have greater energy rating efficiency.

Officers referred to the main points and themes within the presentation which included:

- Response and financial support to the Early Years sector during COVID-19;
- Quality assurance support for the Early Years sector during the COVID-19 pandemic;
- Changes to the Early Years Foundation Stage (EYFS) Framework;
- Review of day care provision in Sure Start Children's centres; and
- Next steps.

Some of the key points and themes that arose from the Committee's discussions were:

- That the support the Council had provided to Early Years providers had been excellent;
- Concerns about the financial position of Early Years providers, particularly loss of income from private fee-paying families, as the funding commitment from the Government did not include this;
- That parents were concerned about sending their children back to Early Years settings due to COVID-19; and

- Reforms to the EYFS Framework.

The Senior School Quality Assurance Officer advised that his team was regularly engaging with and offering support to the Early Years sector regarding the financial challenges they were facing during the pandemic. He reported that a significant majority of Early Years settings across the city had re-opened but acknowledged that there were concerns about a loss of income from private fee-paying families and reported that his service would continue to offer support and advice to providers. He advised Members that work was taking place with the Quality Assurance Team, Outreach Workers, the Communications Team and Early Years providers to communicate to parents that measures had been taken to make settings safe for their children to return to. He informed the Committee that it was hoped that attendance would continue to increase and that attendance figures would be monitored over the next month.

The Executive Member for Children and Schools thanked staff in the Early Years sector across the city, noting that some settings had been open through the lockdown period. The Chair echoed these thanks.

The Head of School Quality Assurance and Strategic SEND advised that, due to the Early Years reforms, the baseline of children's levels at the end of the EYFS would no longer be available as a basis for measuring progress through primary school. She also highlighted the focus on reading comprehension in the new Framework, informing the Committee that increasing numbers of children in Manchester's Early Years settings had English as an Additional Language (EAL) and that these children usually made more progress in this area further on in primary school; however, the progress made later on would be difficult to show without the baseline data. She advised Members that previous work to improve reading levels, such as the Every Child A Reader initiative, had been very successful, with work which had taken place 10 or 11 years ago being reflected in improved attainment at high school for that cohort of children. She reported that, prior to the pandemic, it had been noticed that this approach had become diluted, that work had been started to re-focus on improving reading and comprehension at an early age and that this work would continue. She reported that there was no clear picture yet of how school readiness would be assessed under the Early Years reforms. The Chair and the Executive Member for Children and Schools both expressed their concern about the Early Years reforms.

Decision

To note the report and to continue to monitor the Early Years reforms.

CYP/20/35 Overview Report

A report of the Governance and Scrutiny Support Unit was submitted. The overview report contained key decisions within the Committee's remit, responses to previous recommendations and the Committee's work programme, which the Committee was asked to approve.

Decision

To note the report.

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee - 7 October 2020

Subject: Update on opening of schools and colleges for all children and young people

Report of: Director of Education

Summary

This report provides an update on the full reopening of schools for all pupils in September and the current challenges faced by schools. The report provides an overview of the work that has taken place in Manchester to support our school leaders at this time.

Recommendations

The committee is asked to recognise the challenges faced by school leaders at this time and discuss the measures being taken by schools and colleges to reduce the risk of infection within the school community and support all children and young people to continue to access education while in or out of school. The committee is also asked to comment on the support provided by the Local Authority to ensure that schools and colleges have the information, guidance and tools to put these measures in place.

The committee is asked to agree that future updates focus on school attendance data and any new developments or significant changes to the current situation.

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city
Through the learning and education system children are informed and understand environmental issues and the negative impact of carbon; promoting safe and healthy lives.

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	It is important we build a safe, healthy, happy and successful future for all of Manchester's children so that they can benefit from and contribute to the sustainability of Manchester thriving, economically diverse and successful. Children and Education

	Services work with all schools and early years settings in Manchester to promote children's learning and engage with those children and their families who need help, support and protection. The aim is for children to be safe, healthy and make progress in terms of education, training, social development so that they are successful and contribute and benefit from living in Manchester.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Children and young people matter in Manchester. The work of the Children and Education Directorate is driven by a commitment to provide opportunities and achieve positive outcomes; building a safe, happy, healthy and successful future for all of the city's children and young people
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Increase the influence Manchester's children and young people have on decisions that impact on them by supporting and enabling their voice to be heard; promoting a fair and inclusive place to live and work.
A liveable and low carbon city: a destination of choice to live, visit, work	A safe and effective children and education system is important to promote the awareness and inclusion of children in the engagement of wider societal issues; which together with a successful education offer make Manchester a place parents choose to visit, live and work.
A connected city: world class infrastructure and connectivity to drive growth	Continually improve outcomes for all children and 'reduce the gap' against the national attainment average

Contact Officers:

Name: Paul Marshall
 Position: Strategic Director Children and Education Services
 Telephone: 0161 234 3804
 E-mail: p.marshall1@manchester.gov.uk

Name: Amanda Corcoran
 Position: Director Education Services
 Telephone: 0161 234 4314
 E-mail: a.corcoran@manchester.gov.uk

Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

September opening of schools and colleges for all children and young people - paper presented to Children and Young People Scrutiny Committee 5th September 2020

1.0 Introduction

- 1.1 In Manchester, throughout the COVID-19 crisis, the majority of schools have remained open to vulnerable pupils and children of key workers and all schools and colleges have retained contact and an overview of their pupils/students. This has included a significant number remaining open for vulnerable children and key workers during the school holiday periods with many schools staying open during bank holidays as well. Following the easing of lockdown restrictions in June, Manchester schools safely increased the numbers of children who were able to access school and this offer by 13th July 2020 had increased to approximately 12 % of the school population. Following Government Guidance issued in July and subsequent Guidance in August, all schools were required to open to all children and young people in September 2020. In Manchester, all schools were allocated 2 additional training days to enable them to fully brief staff and prepare the learning environment and some schools then had a phased opening for their pupils. All schools were open to all of their statutory school age pupils by 14th September.
- 1.2 Throughout this time, officers from the Council have continued to work with education leaders to provide guidance, tools and support on the measures to be taken to reduce the spread of infection in schools. This has included regular communication, virtual meetings with headteachers and school leaders with responsibility for different roles across different phases and partnerships, school governors and Trade Unions. The Council has provided model policy documents, templates for risk assessments, staff risk assessments, updated step by step guidance in line with changes and learning from cases, regular Workforce and Health and Safety advice and direct support for individual schools as well as continuing to distribute PPE to special schools.
- 1.3 It is important to remember the statement made by the four UK CMOs on 23rd August that there is a low risk of severe disease or death from COVID in children and young people of school ages and this should be balanced with the certainty around the long term risk of harm to children and young people from not accessing education in any decision about schools.
- 1.4 Manchester has high numbers of disadvantaged children who are particularly adversely impacted by not accessing education in a school setting. For a whole variety of reasons linked to disadvantage, these children will not access high quality learning, linked to national expectations when they are not in school. In addition, there is likely to be impact on their physical and mental health. This is despite the best efforts of schools and families. It is therefore important that we continue to support our schools and colleges to remain open for all children and young people.
- 1.5 All schools in Manchester have provided detailed risk assessments of the strong control measures they have in place and for maintained schools these have been reviewed by our Health and Safety team and advice and support provided where these need to be strengthened. 10% of schools will be visited by the team to ensure compliance. This is in addition to spot checks from the

Health and Safety Executive which many of our schools have already experienced.

- 1.6 By being in school, children and young people are in a managed and highly controlled environment for most of the week. School also provides an opportunity for education about containing the virus and control measures such as handwashing and good hygiene, maintaining physical distance, face covering for older children to be reinforced on a daily basis so that they become habitual. This will impact on the implementation of these measures in households and the wider community.

2.0 Attendance

- 2.1 Overall, headteachers are saying that schools are very calm - much more so than usually for September, with children responding really positively to the changes and also very keen to get back to learning. Many schools are considering how they may use some of the current practices in place in future (post COVID) because of how well they are working. There have been 1 school exclusion from a Manchester school which is lower than compared to September in previous years.
- 2.2 Since schools have fully opened, attendance across the City has been over 80% each week with some schools reporting attendance of 97/98% which is higher than usual attendance in the first few weeks of term. School attendance the week beginning 14 th September averaged 81% and 80% for the week beginning 21st September. Although this is obviously much lower than attendance rates pre COVID, this means that on average there were approx. 67,200 children and young people attending school last week.
- 2.3 The attendance team have continued to operate a helpline for professionals and parents/carers. To date they have received 110 calls with the majority from schools. The main reasons that parents made contact was to discuss anxiety about children returning to school, wanting to know about home educating and issues with staggered starts.
- 2.4 During the summer period, the admission team received 945 in year school admission applications. Work is progressing with our schools to allocate school places and ensure that these children are put on a school roll and admitted to school quickly.
- 2.5 The number of notifications for families wanting to home educate their children has now started to increase Manchester which reflects the situation nationally. The number of new notifications received during September is 63 compared to 32 last September. There are a higher number of notifications from children who currently attend special school than usual. We have asked our headteachers to work with parents to ensure that they fully understand that by electing to home educate, their child will be removed from a school roll and will therefore not access the school's remote learning offer. All new cases are then being contacted by officers from Education who also discuss with parents the reasons why they want to home educate and ensure that parents who are not

sending their child to school because they are anxious about this, understand their options and the implications of home education. The team also provide information to parents on home education and establish whether the education provided by the parent is suitable for the child.

- 2.6 There were 57 children and 36 adults who tested positive for COVID19 in schools last week. This resulted in 1211 children and 42 adults at home self isolating as they have been identified as close contacts of those infected being told to self isolate for 14 days. This impacted on 42 education settings. This is in addition to 1211 children and 42 adults self isolating from the previous week.

3.0 Infection Control

- 3.1 All schools in Manchester have provided detailed risk assessments of the strong control measures they have in place and for maintained schools these have been reviewed by our Health and Safety team and advice and support provided where these need to be strengthened. 10% of schools are being visited by the team to ensure compliance. This is in addition to spot checks from the Health and Safety Executive which many of our schools have already experienced. Early feedback from these visits has been really positive with schools demonstrating that effective procedures are in place to manage risks
- 3.2 Over the last 2 weeks, all schools have been invited to attend a webinar with briefings provided by the Council's Health and Safety team, Community Infection Control and Public Health. Each service has taken headteachers through different scenarios which could be applied to their own setting when appropriate and provided key messages which have been posted on the Schools Hub. Overall approximately 90 schools have engaged with these sessions and feedback has been positive.
- 3.3 There have been positive cases in schools and these have been responded to by schools sending home the close contacts that are identified - usually within the child or adult's 'bubble'. This shows that the measures in place are working and that by isolating groups of children, it is clear which children need to self isolate. Schools have reduced movement around the school and are splitting lunchtimes and social times to reduce contacts across bubbles. As we learn more about what is working well in schools and how best to reduce the numbers of close contacts, this information is being shared across schools, so that risk assessments and where possible the size of 'bubbles' children are working within can be adjusted to minimise the number of pupils required to self isolate.
- 3.4 Initial feedback from school leaders was that they were waiting too long for advice from Public Health England and the GM hub when they were notified about a positive case although they were generally positive about the advice that they were receiving. The delays are due to the high volume of calls from schools and insufficient capacity in the system to deal with this demand. In response to concerns being raised about waiting times nationally, the DFE without prior notice set up a centralised DFE helpline for schools to contact.

However, the feedback on the advice received by schools using this helpline has not been positive and advice to schools has tended to be to send home large groups of pupils.

- 3.5 During the first few weeks of term, the advice to schools on how to respond to a positive case has varied and there have been inconsistencies in the response to schools locally as well. In the best case scenarios headteachers are reporting high quality and forensic questioning from staff in the GM hub where they are able to work through with the headteachers all of the possible contacts and risks to determine who actually needs to self isolate. This is obviously reliant on schools having good records and being able to quickly identify where a child may have had other contacts beyond their bubble.
- 3.6 There have been regular meetings with Education staff, Public Health and the GM Hub to review the feedback and processes and changes have been made in response to this. For example, changes were made early on which has enabled headteachers to take action in advance of a conversation with a contact tracer about which close contacts need to self isolate following a single positive COVID case and further guidance has been provided to support their decision making. The GM Hub has also regularly updated step by step guidance based on learning, feedback from schools and new guidance from the DFE and has provided clear guidance on how to respond to different situations to ensure consistency across schools (Appendix 1). More recently, three staff from Education have been deployed to support the Community Infection Control team to support with the high volume of enquiries from schools.
- 3.7 Schools with positive cases are also contacting senior education staff who are discussing options and supporting headteachers with their decision making.
- 3.8 In the first two weeks, a few schools reported issues of adults not socially distancing outside the school gates when dropping off and picking up children especially where they are in locations with narrow pavements, residential roads or there are 2 or more schools close together. In response to this some schools have been provided with metal barriers, cones etc to support with managing queuing systems and banners which promote standing at a physical distance have been ordered for all schools. However, there are some ongoing issues with this.
- 3.9 A letter has been provided via schools to all parents/carers from the Director of Education and Strategic Director of Children and Education services (attached as Appendix 2) which asks parents to support schools with the changes that have been made to ensure the safety of staff and children and which reminds parents/carers about their responsibilities to reduce the spread of infection.
- 3.10 When schools or colleges have multiple positive cases these schools are being monitored by the Community Infection Control team who will determine whether an Outbreak meeting is required. This meeting includes staff from services such as Health and Safety team, Communications team, Education,

Public Health and Infection Control to understand how the infection has spread and to provide support and advice to the school/college.

- 3.11 Access to tests has also been raised as a concern by schools and reflects the situation nationally. Schools have been using their supply of 10 COVID tests to help with testing and most have been able to order replacements tests using the DFE portal which opened last week.

4.0 Workforce and wellbeing

- 4.1 One of the most significant risks to being able to keep schools open is not having enough staff available on site. There are currently a number of staff across the schools system who have tested positive for COVID19; who have symptoms of COVID 19 or other illnesses; are close contacts and are self isolating or who are having to look after their own children who are unable to attend school. Recent Government guidance stating that children can be looked after from adults in other households is helpful, however, there are still many challenges to ensuring there are enough staff in school. In addition, there is feedback from school leaders about the overall stress and pressure the workforce are facing on a daily basis dealing with COVID19.
- 4.2 The Council has provided school leaders with regular responses to frequently asked questions to ensure consistency about how different situations are dealt with across schools and they also have direct access to specialist HR advice for individual matters. There continues to be regular meetings and with all Trade Unions to discuss all matters relating to the workforce.
- 4.3 All new headteachers have been contacted directly by their Senior School Quality Assurance (SSQA) officer to offer support and they have also been offered an experienced headteacher in the City as a 'buddy' to support them during this time.
- 4.4 All headteachers in the City have an allocated SSQA who is their key point of contact with the Council and headteachers are regularly contacting officers for support and advice. In addition, all schools have been offered a visit in the Autumn term from an independent Quality Assurance professional. This is also intended as a supportive measure for headteachers.
- 4.5 Through an arrangement with the Manchester Schools Alliance school staff have access to an Employee Assistance Scheme which offers a number of products including a helpline and access to structured telephone and face to face counselling. This has been promoted through COVID bulleting to schools.
- 4.6 The importance of looking after yourself and your staff has been a constant message at meetings with school leaders and at the Autumn term briefing for Chairs of Governors this was also emphasised.

5.0 Newly Qualified teachers (NQTs)

- 5.1 NQTs did miss a proportion of their practical experience following the COVID restrictions and although theoretical input did continue online, the issue has been discussed recently with Headteachers who recognised that NQTs because of a lack of practical experience had been disadvantaged during the interview process.
- 5.2 As of 24th September there are 200 newly registered NQTs in Manchester schools. Taking into account those still under induction having started in January or April the total of active NQTs is 239. In terms of professional support and development NQTs in Manchester will benefit from the Early Career Framework (ECF) which is being piloted in Greater Manchester (and some other areas). The ECF is a programme of professional development for the first two years of a new teacher's career and will become compulsory for all NQTs from September 2021. This will not bridge the 'practical experience' gap but it will provide a level of early career support which has been missing from the teaching profession up until now. 65% of newly registered NQT's are signed up (by their schools) to the Early Career Framework pilot with the vast majority working under two (UCL and Teach First) of the four providers.
- 5.3 The NQT team within MCC are working with science colleagues at the University of Manchester to develop a programme whereby groups of NQTs are offered specific mentoring on primary science - a bit of of a primary science back up for the coming year when the challenges for delivering high quality teaching will be greater given COVID. The particular focus on primary science is because NQTs who haven't had experience of science in schools during their placements will find this especially daunting. In addition the NQT team continue to provide detailed advice and guidance to NQT tutors to ensure that the NQT induction year is well supported and fairly assessed.

6.0 Remote Learning

- 6.1 All schools are required to have a remote learning plan in place by the end of September, however, obviously many schools have already been required to provide this already during September. Throughout the term, due to the increasing infection rates, it is highly likely that significant numbers of children will need to be at home self isolating and so the provision of a strong remote learning offer so children can continue to access education is essential. This is one of the areas that the Quality Assurance professionals, who have been commissioned by the Local Authority, will be looking at when they visit schools this term. It is also a focus for OFSTED in their visits to schools this term.
- 6.2 Schools have continued to distribute laptops to children so they can access learning when not in schools and the DFE is also enabling schools to order more laptops when they are aware that 'bubbles' have been sent home to self isolate. Schools have a set amount of laptops available, depending on their percentage of disadvantaged pupils.

- 6.3 There have been two sessions for secondary leaders where schools have shared their learning and practice. Manchester Academy shared their tailored approach using the United Learning Trust website and/or Microsoft Teams depending on the key stage of pupils and also if they were in an self-isolating bubble or self-isolating because of contact out of school. St Matthew's shared another approach tailored to pupils' key stage and situation using a combination of Screencasts and live lessons. They also shared their approach to 'assessments' using 'checkpoints' after a self-isolation so teachers know what pupils have retained and their use of 'Knowledge Organisers' to support in class and home learning. More generally, all schools participating talked about their careful use of recovery curriculum language such as 'boost' rather than 'catch-up'.

Loreto Sixth Form shared their experience of the Ofsted pilot back in the summer term and the journey they have been on in using Microsoft Teams. In lockdown they used audio only for home learning. Pupils who self-isolate in the autumn term now log into their in college lessons via Microsoft Teams and access the lesson at the same time as those attending college. This approach is also been used across some of our other secondary schools.

- 6.4 A session for primary leaders to share their learning and practice is planned for 2nd October. The DFE are also providing webinars for schools this week on remote learning. Primary schools are looking at more of a blended approach to remote learning which does not just use online lessons.

7.0 Post 16

- 7.1 Leaders of our post 16 Colleges and 6th forms have also met with officers and overall reported that learners have settled in well and there has been a positive start to the year especially considering the amount of time learners who were in year 11 have been out of education. Most of the sector also reported that enrolment numbers are up on previous years, the process of enrolling students went well and there have not been the anticipated issues regarding public transport due to the measures put in place by TFGM. Most are offering a full timetable, with a few offering a blended offer which includes on line learning and face to face sessions.

8.0 Virtual School

8.1 Attendance of Our Children and Young People

There has been a positive school attendance picture since the start of the Autumn Term for Our Children and Young People in Reception to Year 11. Last week their overall attendance was 83.3% which was up from 81.1% for the previous week. Where Our Young People are absent for coronavirus related reasons the Virtual School is asking Designated Teachers to provide more information within the young person's electronic PEP about the reasons for their absence and about the remote learning offer that they are accessing whilst unable to physically attend school. The breakdown of school attendance up to 25.09.20 across sectors is below:

School Type	Our Young People attending Manchester Schools	Our Young People attending Schools outside Manchester	Total attendance for all Our Young People
Primary	87.3%	87.9%	87.5%
Secondary	77.1%	82.9%	80.2%
Special	79.7%	82.0%	79.9 %
All	82.3%	84.6%	83.3%

8.2 Exclusions of Our Children and Young People

In line with the picture for all Manchester children the Virtual School is receiving reports about a generally calm atmosphere within education settings which is bringing with it, compared to other years, reduced contacts to the Virtual School about young people at risk of exclusion. The Virtual School Team is having a strong focus on the early identification of young people at risk of exclusion. Members of the team are having discussions with education settings to ensure appropriate plans are being put in place to understand and address the underlying needs of young people at potential risk of exclusion.

- 8.3 Since the start of term we have had no reports of young people being at risk of permanent exclusion and only a low number of young people, again compared to this time in the term in previous years, who have been issued with a fixed term exclusion. The breakdown of fixed term exclusions across sectors is below:

8.4 Fixed Term Exclusions

School Type	Number of Our Young People issued with a fixed term exclusion (Young People attending Manchester Schools)	Number of Our Young People issued with a fixed term exclusion. (Young People attending Schools outside Manchester)	Total Number of Our young people issued with a fixed term exclusion for all Our Young People
Primary	0	0	0
Secondary	3	4	7
Special	2	2	4

All	5	6	11
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8.5 Remote Learning

The Virtual School is working to ensure that all young people have a laptop or other appropriate device for their individual use to enable them to access remote learning whenever they are unable to physically attend their education settings. Devices continue to be purchased with pupil premium for young people up to Year 11. These devices will remain with the young people whenever they move to a new education setting. During the week beginning 07.09.20 the Virtual School distributed 520 laptops provided by the DfE to Our Young People aged 16 and 17 and Care Leavers aged 18 plus who did not have an appropriate device. Working with others to ensure that all of Our Young People have a device to access remote learning will remain a key priority for the Virtual School.

9.0 Conclusion

9.1 It is important that our schools continue to stay open for all pupils because of the long term impact of missing education. The control measures in place in schools are working but this does mean that as part of their business as usual 'bubbles' of children will be sent home in response to a positive case when appropriate and that these children will access remote learning while at home.





9.2 By being in school, children and young people are in a managed and highly controlled environment for most of the week. School also provides an opportunity for education about containing the virus and control measures such as handwashing and good hygiene, maintaining physical distance, face covering for older children to be reinforced on a daily basis so that they become habitual. This should impact on the implementation of these measures in households and the wider community.

10.0 Recommendations





The committee is asked to recognise the challenges faced by school leaders at this time and discuss the measures being taken by schools and colleges to reduce the risk of infection within the school community and support all children and young people to continue to access education while in or out of school. The committee is also asked to comment on the support provided by the Local Authority to ensure that schools and colleges have the information, guidance and tools to put these measures in place.

The committee is asked to agree that future updates focus on attendance data and any new developments or significant changes to the current situation.

COVID-19 (coronavirus) absence: A quick guide for parents / carers

What to do if...	Action needed	Back to school...
 <p>...my child has COVID-19 (coronavirus) symptoms*</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Child should get a test • Whole household self-isolates while waiting for test result • Inform school immediately about test results 	<p>...when child's test comes back negative provided they have been fever free for the 48 hours before returning to school, and feel well</p>
 <p>...my child tests positive for COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Child self-isolates for at least 10 days from when symptoms* started (or from day of test if no symptoms) • Inform school immediately about test results • Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - <i>even if someone tests negative during those 14 days</i> 	<p>...after 10 days, once child feels better, and has been fever-free for at least 48 hours</p> <p>They can return to school after 10 days even if they have a cough or loss of smell / taste. These symptoms can last for several weeks once the infection is gone.</p>
 <p>...somebody in my household has COVID-19 (coronavirus) symptoms*</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Household member with symptoms should get a test • Whole household self-isolates while waiting for test result • Inform school immediately about test results 	<p>...when household member test is negative, and child does not have COVID-19 symptoms*</p>
 <p>...somebody in my household has tested positive for COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Whole household self-isolates for 14 days from day when symptoms* started (or from day of test if no symptoms) - <i>even if someone tests negative during those 14 days</i> 	<p>...when child has completed 14 days of self-isolation, even if they test negative during the 14 days</p>

* Symptoms include at least one of a high temperature; a new continuous cough; a loss of or change to your sense of smell or taste. See more at: <https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>

What to do if...	Action needed	Back to school...
 <p>...NHS Test and Trace has identified my child as a 'close contact' of a confirmed COVID-19 (coronavirus)</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Child self-isolates for 14 days (as advised by NHS Test and Trace) – even if they test negative during those 14 days • Rest of household does not need to self-isolate, unless they are a 'close contact' too 	<p>...when the child has completed 14 days of self-isolation, even if they test negative during those 14 days</p>
 <p>...we / my child has travelled and has to self-isolate as part of a period of quarantine</p>	<ul style="list-style-type: none"> • Do not take unauthorised leave in term time • Consider quarantine requirements and FCO advice when booking travel • Provide information to school as per attendance policy <p>Returning from a destination where quarantine is needed:</p> <ul style="list-style-type: none"> • Child shouldn't attend school • Whole household self-isolates for 14 days – even if they test negative during those 14 days 	<p>...when the quarantine period of 14 days has been completed for the child, even if they test negative during those 14 days</p>
 <p>...we have received advice from a medical / official source that my child must resume shielding</p>	<ul style="list-style-type: none"> • Child shouldn't attend school • Contact school as advised by attendance officer / pastoral team • Child should shield until you are informed that restrictions are lifted and shielding is paused again 	<p>...when school / other agencies inform you that restrictions have been lifted and your child can return to school again</p>
 <p>....I am not sure who should get a test for COVID -19 (coronavirus)</p>	<ul style="list-style-type: none"> • Only people with symptoms* need to get a test • People without symptoms are not advised to get a test, even if they are a 'close contact' of someone who tests positive 	<p>...when conditions above, as matching your situation, are met</p>

If anyone in your household has symptoms*, book a free COVID-19 test at nhs.uk/coronavirus or call **119**

Monday 21st September 2020

Dear Parents/Carers

We wanted to write to you to say how heartening it has been to see so many of our pupils back at school, learning again with their friends. We also wanted to say thank you for all your support in getting the children back, for preparing them for this new academic year, and learning in different circumstances. Early feedback from schools is that our children in the city have been incredibly resilient, are responding well to the new arrangements in school and are really eager to get back learning.

Our schools in Manchester have worked hard to ensure that children have been able to return to a well-managed and safe environment and all of our schools have developed a detailed risk assessment which outlines the steps that the school will be taking to reduce the risks of spreading the virus.

As a result of these extra measures, your child's school will have some new rules and routines in place and it is extremely important that you understand what these are and continue to support them throughout the term. This includes for example ensuring that children walk to school wherever possible, that all parents and carers maintain social distancing outside the school gates, and that children at secondary schools have a mask for school to wear in communal areas and to wear on public transport.

Schools also have detailed guidance which they are required to follow to reduce further infections when a child or adult presents with symptoms of COVID19 or tests positive. This will include sending other children or staff home to self isolate when they are assessed to have been in close contact with that child or adult. In these circumstances, no other member of the household is required to self isolate as well unless the child/adult who is self isolating develops symptoms. In these circumstances your child should continue to access education provided by the school while they are at home. Although we completely understand how upsetting this may be for your child and the disruption this may cause, this is an essential part of the process to reduce infection and your headteacher is following national guidance.

It is extremely important that we all play our part in preventing the spread of this disease and ensure that our schools are able to remain open. As a reminder, current law (Rule of 6) and additional restrictions for Manchester mean:

*You must not meet or socialise in groups of more than 6 people in any setting;
And in Manchester you still can't meet in other people's homes or gardens, or ask them round to your house or garden

* This does not apply to people in support bubbles. A support bubble is when a single adult, with or without children can join up with one other household.

This is in addition to regularly washing hands, wearing a mask where required and maintaining a physical distance from other people.

Thank you for your continued support on this and we trust you will be reassured by the arrangements being put in place and that welfare and a safe learning environment remains a priority for us all.

With best wishes

A handwritten signature in black ink, appearing to read 'Paul Marshall', written over a set of horizontal lines.

Paul Marshall
Strategic Director of Children and Education Services

A handwritten signature in black ink, appearing to read 'Amanda Corcoran', written in a cursive style.

Amanda Corcoran
Director of Education

**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 7 October 2020

Subject: Special educational needs and disability update and the response to Covid-19

Report of: Director of Education

Summary

Manchester is committed to building a safe, happy, healthy and successful future for all our children, none more so than those with a disability and learning need. The report details the actions taken by Manchester City Council, health services and education settings to support children and young people with Special Educational Needs and Disabilities and their families during the COVID-19 pandemic.

This report sets out in detail the impact of the Covid -19 crisis on services delivered to children, young people with Special Educational Needs and Disability (SEND). In addition, the report outlines how children and their families have influenced the response of Manchester City Council and its partners. Manchester's parents are a key partner and have been instrumental in the development of innovations throughout the Covid -19 pandemic.

The Government made temporary changes to Special Educational Needs and Disability (SEND) legislation, including relaxation of timelines for the Education Health and Care Plan process and the introduction of the 'Reasonable Endeavour' duty in regard to meeting the provision in Education Health and Care Plans. The report details Manchester's Local Area response to these changes.

Recommendations

Committee members are asked to recognise the work of parent/ carer groups, education, health and care staff in responding to the needs of children and young people with SEND and their families during the Covid pandemic. In addition members are asked to consider and comment on the information in the report and the planned next steps.

Wards Affected: All

Environmental Impact Assessment - the impact of the issues addressed in this report on achieving the zero-carbon target for the city

Through the learning and education system children are informed and understand environmental issues and the negative impact of carbon; promoting safe and healthy lives.

Our Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Ensuring high quality provision for children and young people with special Educational Needs and Disabilities and working in co-production with families to ensure improved lived experience with a focus on preparation for adulthood will enable our young people to fulfil their potential through education and schemes such as supported internships.
A highly skilled city: world class and home grown talent sustaining the city's economic success	The development of high quality special educational needs and disability provision across education, health and social care will lead to improved education
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Multi agency working has allowed innovation and provision in which the diversity and talent of Manchester's children is celebrated. Children and young people are supported and encouraged to achieve their aspirations and maximise their potential.
A liveable and low carbon city: a destination of choice to live, visit, work	The development of high quality special educational needs and disability provision across education, health and social care makes Manchester a more attractive city to live and work
A connected city: world class infrastructure and connectivity to drive growth	A development of a well-connected system between health, social care and education and between schools and preparation for adulthood will to allow a smoother transition for our young people and ensure all children and young people have opportunity to reach their potential and contribute to Manchester's economic growth.

Contact Officers:

Name: Amanda Corcoran

Position: Director of Education

E-mail: a.corcoran@manchester.gov.uk

Name: Isobel Booler
Position: Head of School Quality Assurance and Strategic SEND
E-mail: i.booler@manchester.gov.uk

Name: Julie Hicklin
Position: SEND Lead
E-mail: j.hicklin@manchester.gov.uk

Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

Annual Report on Special Educational Needs and Disabilities, December 2019

1.0 Introduction

- 1.1 On 23rd March 2020 the government made the decision to 'lockdown' and imposed a series of measures restricting the movement of the population in England. Most significantly these included following Public Health England advice to follow strict social distancing, use of Personal Protective Equipment, only essential services to continue to operate which included Schools and Early Years settings remaining open for vulnerable children, including children and young people with an Education, Health and Care plan, and those of key workers.
- 1.2 There has been widespread national concern raised in regard to the impact of the national 'lockdown' on children and young people with special educational needs and disabilities and their families. The resulting changes to health, care and education services has put additional pressures on many families of children with Special Educational Needs. It has been a time of high anxiety and concern as many parents have supported their children and young people to continue their learning at home as well as meeting care needs.
- 1.3 Although all special schools and the majority of Manchester schools remained open for children with Education Health and Care plans, many parents expressed anxiety about children returning to school, particularly at the start of the crisis. Initially the Government's coronavirus guidance was clear that for most children and young people, including those people with special educational needs and/or disabilities, it was safer to stay at home with their families during the early lockdown period. From May there was a change in emphasis and if it was safe to do so, children with Education, Health and Care plans (EHCPs) were actively encouraged to return to schools or settings. By July 17% of children with EHCPs were regularly attending schools and settings in Manchester compared to 12% of the school population as a whole.
- 1.4 From September 2020, Government guidance has been clear that all schools and colleges should be open for all children and young people. Our schools, settings and colleges in Manchester have welcomed back all of their pupils and have been fully committed to ensuring that children return to their school in a well-managed and safe environment - with appropriate support in place where needed so that they don't suffer the long-term effects of not being in school.
- 1.5 Over summer, education, health and care staff have been communicating with families to encourage the return to education in September. This included another letter sent to parents and young people in August, to reassure families, that schools and colleges were ready to welcome children and young people, with Education Health and Care Plans, back safely. The letter gave links to resources for young people and parents, including some created by Greater Manchester Health and Social Care Partnership eg a video of a pupil from North Ridge High, one of our special schools in Manchester talking about her experience of returning to school: [GMHSC Partnership Video on Youtube](#). Parents and schools have reported how happy children are to be back with their teachers and friends and back to their usual routines. One young boy in a

special school was asked how he felt about returning to school in early summer. He said 'March sad, April sad, May happy.' Schools and colleges are also reporting how calm schools are and how well children and young people are adapting to the new arrangements in place.

- 1.6 Since September 78% of children with Education Health and Care Plans have returned to school. Manchester City Council's attendance team and Strategic SEND team are working closely to support more children back to school. The attendance hotline which has been set up to support this and has received positive feedback including from parents of children attending Special Schools. The main thematic reason for non- attendance is parental anxiety about Covid-19. Schools; attendance officers in the Early Help hubs and the attendance team are working to alleviate concerns and support children back to school. The need for children to self isolate in a number of Manchester Special Schools has also impacted on attendance figures.
- 1.7 Throughout the six month period from March to September, colleagues from Health, Education and Social Care have worked closely with parents to ensure, where possible, a business as usual approach was adopted. Where this was not possible innovative approaches have been used and the Local Area has continued to work in co-production with parents to find creative solutions.

2.0 Changes in Government Legislation in relation to children with Special Educational Needs and Disabilities

- 2.1 Since March, the government has been regularly updating its guidance relating to education and Special Educational Needs/Disabilities and all guidance has had to be read in conjunction with schools and settings guidance.
- 2.2 On 1st May 2020 aspects of the law on education, health and care (EHC) needs assessments and plans changed temporarily to give local authorities, health commissioning bodies , education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19).
- 2.3 These changes were:
- a) The SEND (Coronavirus) (Amendment) Regulations 2020 amended the regulations that specify timescales relating to Education Health and Care assessments and reviews. This allowed local areas to complete the process as soon as reasonably practicable if unable to meet the time limit due to Coronavirus. This temporary legislation change ended on 25th September and all the usual statutory timescales are now back in force.
 - b) From 1 May to 31 July 2020, section 42 of the Children and Families Act 2014 (duty to secure special educational and health care provision in accordance with EHC plan) was modified by a notice from the Secretary of State for Education issued under the Coronavirus Act 2020. During this

period, local authorities and health commissioning bodies were required to use their 'reasonable endeavours' to discharge this duty.

- 2.4 As the changes to legislation were temporary, the statutory guidance, the SEND code of practice: 0 to 25 years was not updated during this period. It is important to note that all relaxations of duties were temporary; the reasonable endeavours relaxation ended on the 31st July and the relaxation of timescales for Education Health and Care plan assessments ended on the 25th September 2020. Autumn term guidance has provided information on steps schools and settings need to take to ensure children and young people with SEND can return to full-time provision.
- 2.5 The Department for Education published guidance on home to school transport on 11th August, which included information on how local authorities and transport authorities should manage capacity and demand on public and dedicated transport.

3.0 Participation and co-production with parents/carers

- 3.1 Throughout the Covid 19 crisis, the local authority, schools and health services have sought to involve parents/carers in giving their views about their child's education, health and care provision and in influencing strategy through co-production. Education providers were asked to continue holding EHCP reviews, though the majority of these had to be held virtually or by phone. Some parents and schools reported that online meetings were preferred by many families and allowed better participation, however, some families struggled with digital access.
- 3.2 Throughout the current crisis co-production and strategic work with parents and carers has strengthened and the learning from this period will inform our future partnership. One key learning has been that virtual strategic meetings have enabled more parents to engage and participate ensuring a more representative voice. MPCF have attended virtual SEND Boards, been involved in the anxiety pathway, advised on risk assessments and letters to parents, worked with community health on their new referral pathway and are currently feeding into a review of the SEND Joint Strategic Needs Assessment and personal budgets policy. In addition Manchester Parent Carer Forum successfully applied for grant funding to run a forest school summer activity for children with higher level needs to supplement MCC's summer offer.
- 3.3 In response to concerns of parents/carers and disabled people's organisations about the requirement to wear face coverings on trams, buses and trains, Transport for Greater Manchester provided an exemption card for people who were exempt from this duty. This included disabled people, people who would be severely distressed by having to wear a face covering and people who are travelling with or helping someone who lip reads or uses. Parent/carer groups and schools publicised the card widely to families. Since the guidance on the wearing of face masks has changed to also include shops, and in secondary schools, whilst Manchester remains under further restrictions, the parent carer forum has co-produced a card with Manchester City Council for children, young

people and parents to use in the wider community and other settings including schools.

3.5 MPCF has developed a Coronavirus area on their website and also shares key messages for families through social media.

3.6 During Covid 19 Manchester City Council staff have worked with our Parent Champions to strengthen the offer of peer to peer support through their Facebook page. At their request we have offered Facebook live sessions where a member of the Information, Advice and Support Service answers questions and gives information. Local Offer and specialist resource team staff worked closely with the parent champions on developing the summer short breaks offer for families and we have responded to requests for information in different formats, such as a short video clip explaining 'reasonable endeavours'. Feedback from parent champions is positive and they report feeling involved and supported during this period. Geraldine Hills Parent Champion Representative writes about the work that Manchester Parent Champions have done in partnership with the Council and the Parent Carer Forum:

'The Council approached the Parent Champions and asked us what ideas we had that could influence the Summer Plan given the restrictions brought about because of Covid. We gathered a mass of fantastic suggestions and ideas about how we can use our parks and other community outdoor spaces. We met with the agencies involved and worked up a very exciting programme for the summer.'

Another example of how Manchester Parent Champions have co-produced work has been working collaboratively with Information Advice and Support Services (IAS). At the request of Parent Champions, IAS do a live Q&A on the PC Facebook page. This gives parent/carers and IAS a chance to chat informally and highlight any issues that IAS can give feedback to the council. Following the success of these sessions, we are now in the process of inviting other agencies to come and chat with us on our PC Facebook page.'

Since this Lockdown has come upon us, I have seen some fantastic examples of collaborative working from parent/carers and services and I know this will continue long after the lockdown is lifted.'

'Manchester Parent Champions together with the Council and Manchester Parent Carer Forum have all worked especially hard through Covid 19. We have made sure that we reach out to as many vulnerable SEND families as we can and offer friendship and support and information.'

As a parent of a young person with complex disabilities, I can honestly say I am proud of the way that the SEND community and Council have stayed connected through this difficult time and that the Council continue to support and listen to parent carers in Manchester.'

Geraldine Hills parent carer; parent champion representative

4.0 Young people's experience, views and engagement

4.1 Young People's experiences of lockdown were gathered by our Changemakers who are our SEND Young Ambassadors. The following themes emerged from the consultation:

- **Young people had a mixed experience of lockdown:** All had experienced boredom, low mood, feelings of loss, loneliness, confusion and frustration. However, half of the young people asked had been able to engage in their youth providers'/school/colleges' online provision and this had hugely alleviated those feelings. The other half of young people had retreated into themselves and not accessed any support at this time apart from their families and friends. Despite parents/carers trying to engage them in activities online, the young people felt that there was no provision 'for them' and therefore did not want to take part.
- **Good experiences of online provision:** Of the young people who had engaged with online provision, all had enjoyed the sessions they had attended (this has included sports, arts, faith and friendship activities) and said that they would be happy if both face-to-face and online provision were available in the future. Some said that more varied platforms should be used by youth providers such as Kahoot, Discord, Gaming Apps and TikTok. They said that mostly they could get onto platforms such as Zoom without much support and that their providers had helped them if they were stuck.
- **Digital technology:** Young people had a varied experience of access to digital technology; some had devices provided from school/college, some did not. Some young people already had devices they could use. Of those that lived with parents/carers, most had a stable internet connection. However, those who live independently had a much less stable access, running out of data and not having the devices needed or up to date devices that were needed to get involved online.
- **Transition:** All young people stated that they were worried about 'going back to normal' and the challenges that they would face, especially those who were the most isolated and didn't engage with online provision. They were anxious about the ever-changing social distancing guidelines, using public transport, the virus itself, meeting people, and social skills lost through lack of interaction. Transitional work and processing the difficulties of the pandemic was said to be of high importance to the young people.

4.2 This feedback from young people has already influenced actions taken and will continue to influence the Local Area's Action plan going forward. In response to the concerns of young people about transition back to school or college, the education team in collaboration with multi-agency partners, created and shared resources to support children, young people and parents in planning for the return in September. Young people have also clearly indicated the impact of Covid-19 on their Mental Health and well-being; this continues to be an area of focus for the local Area.

4.3 There has also been a large amount of work distributing 2200 laptops and 750 BT wifi vouchers to the school system and this has included our special schools and Pru.

4.4 Following the feedback telling us that not all young people wanted or were able to take part in online and outdoor activities and some had disengaged two creative projects with Venture Arts were provided to support these families at home. The first was joining artist Dominic Bennett in creating ceramic weasels, inspired by characters in *The Wind In The Willows*. Families were sent a box containing all the clay, tools and step by step guidance they needed to create some weasels to join his army – plus one for them to keep. The creations were collected, put in the kiln and sent back to young people for painting. The second project was with artist and storyteller Louise Hewitt, making ceramic garden monsters. Over 80 families have taken part in the ceramics project with very positive feedback:

“My 17 year old daughter suffers with anxiety and depression. She is under camhs and attended the Leo Kelly hospital school until she started college last year. She still hardly leaves the house and her way of dealing with her feelings is sleeping. She loves art though so getting her involved in this has been brilliant. She spent 5 hours making things with clay yesterday when she probably would have been napping. She can’t wait to get her hands on the next box “

“I can’t believe it, my kids are working together. I was able to get on with other stuff while watching them enjoy this. Please pass on my thanks to the council & venture Arts”

4.5 The Changemakers also reported feelings of loneliness and anxiety amongst some young people. As part of the alternative summer offer we worked with Groundwork to offer a 4 week programme with an emotional wellbeing theme in Crumpsall Park, North Manchester for young people aged 10-14, especially those with Social, Emotional and Mental Health (SEMH) needs. Activities took place every Tuesday and Thursday in August from 12-3pm and included den building, tree identification, outdoor open space sports, and creating a mini-garden to take home. Young people could book on as many sessions as they liked. Takeup was good and initial feedback positive. However we are awaiting a full evaluation from the providers.

5.0 Local Offer and Information Advisory Service

5.1 Covid-19 related information has been circulated to both schools and families through the Local Offer and a weekly electronic newsletter. The Manchester Information, Advice and Support Service helpline has continued to be available with extended hours and One Education has provided a helpline to support parents/carers with concerns about their child’s education and offer strategies to manage anxieties and behaviour. However, call volumes to these lines have been lower than expected. The local authority wrote to children, young people with SEND and their parents/carers in May to explain how they can access support and again in August to encourage the return to education. A set of

Frequently Asked Questions was provided with the letter explaining the measures schools and colleges are putting in place to keep children, young people and staff safe.

- 5.2 The Local Offer team, parent champions, IAS, short breaks and educational psychology staff are running regular virtual drop-ins for parents and carers. These are going well and feedback has been positive. Some parents/carers have said they are getting information overload, so the Local Offer team produced a leaflet that can go on the fridge with essential information and telephone numbers. The Local Offer and IAS teams are also engaging with the Parent Champion Facebook parent page which has approximately 400 parents engaged with it. Following discussions with both parent champions and the parent/carer network, Frequently Asked Questions documents have been put on the Local Offer website.

6.0 Multi-agency working and joint commissioning

- 6.1 A multi-agency approach is required to support the needs and improve the outcomes of children and young people with SEND. During the Covid crisis, children and young people with SEND, and particularly those with higher level needs, have been the focus of strong partnership working between services and families. Manchester's embedded multi-agency working, effective strategic leadership and strong partnership approach with Manchester Local Care Organisation (LCO) and Manchester Clinical Commissioning Group, parents/carers, settings, schools and colleges have held Manchester in good stead to respond proactively across the Local Area to the Coronavirus pandemic.
- 6.2 The Covid 19 crisis provided opportunities for innovative approaches to multi-agency working. Panels and Boards have continued to be multi-agency and have met virtually throughout the lockdown period, including the SEND Board which includes parental representatives; Education, Health and Care plan (EHCP) panel; Multi-agency High Needs panel and multi-agency senior moderation of Education Health and Care Plans.
- 6.3 During this period the Local Area has continued to focus on the improvement of child and family experience and has used the current crisis as an impetus for change. Innovations include:
- 6.3.1 **The Introduction of a temporary Health and Therapies Pathway**
An Emergency Covid Interim Community Health Pathway has been introduced during this time and comprises Speech and Language Therapy, Physiotherapy, Occupational Therapy, Special School Nursing and CAMHS. It has first been trialled with special schools and the pathway has provided a coordinated approach for schools and families to access Community Health services with one member of the team providing a coordinated response to the school and family. Manchester Parent Carer Forum has been involved in the pathway development. Plans are now being reviewed to widen the scope of who can refer to this pathway and the learning is being used to inform future practice.

6.3.2 **About Me**

Community Health have led a group which has co-produced a document which will allow families to share crucial information about the child/young person's needs and preferences when accessing health and other services. This was particularly important when young people were having to meet new staff and access services online.

6.3.3 **Anxiety Based School Avoidance**

Education services, One Education Educational Psychologists, CAMHS, Healthy Schools, parents and schools have co-produced a guidance document to help families, schools and settings with children and young people who struggle who come to school due to anxiety difficulties – anxiety based school avoidance. Permission was gained to use a West Sussex document as a model. The guidance document includes tools for parents/carers and schools to talk to children and young people regarding their anxieties and to provide strategies to encourage school attendance. The guidance, tools and new guidance from the attendance team were launched through a webinar in early September attended by over 130 people – from a wide range of local authority teams, health, schools, colleges and parent/carer groups. Delegates have been asked to trial the document and to feed in their own practice and research and the documents will be updated in spring. [Hyperlink to the Local Offer page - Anxiety Based School Avoidance](#)

6.3.4 **Aerosol Generating Procedures (AGPs)**

There has been extensive multi-agency work around how to ensure the safe return to education of children and young people who require aerosol generating procedures, including changing tracheostomies and suctioning. Staff from community health, health and safety, population health, infection control, education services, are advising schools on their approach and as each pupil has such individual circumstances, they each need individual plans to ensure they receive their education safely. The focus has been on ensuring children have access to safe learning in school, where possible, and has led to schools adapting rooms to support this.

7.0 **Quality and impact of Education, Health and Care assessments and plans**

7.1 **Education Health and Care Plan compliance**

- 7.1.1 Following robust self-evaluation, and taking account of parental experience of Education, Health and Care plan processes, timeliness and quality, the improvement of the Education Health Care Plan, statutory assessment and review process had been a priority for the local area prior to the Covid-19 crisis. Following a restructure in the Education Health and Care plan team to move to a district model, external recruitment took place in July to increase capacity and 15 new members of staff have joined the team in September; new team members are currently being trained with the emphasis on improving the parental and family experience of the process and ensuring high quality EHCPs impact on improved provision and outcomes for children and young people with Special Educational Needs and Disabilities.

- 7.1.2 The Education Health and Care Plan (EHCP) team have been working from home in line with Government guidance, adopted a 'business as usual approach', successfully updated data systems and have started to embed the new statutory assessment process, including a virtual multi agency SEND panel. Although there has been a relaxation of the 20 week window, the EHCP team has continued to complete statutory assessments and work towards 20 week compliance, finalise Education, Health and Care plans and complete annual reviews, in line with statutory duties. In the few cases where Education Psychology assessments have not been possible, parents have been consulted and older assessments used with an early review date planned. Since April (and therefore during the lockdown period) the 20 week EHCP week compliance has been 63% which compares favourably to the national compliance rate of 60 % for 2019.
- 7.1.3 Children with EHCPs transitioning to Reception and Year 7 places were offered school places by the statutory date, with parents and schools being informed of the allocations by the EHCP team. However, the updating of some plans took place after this date, due to a resourcing issue within the team; this did not impact the timeliness of the allocations being made. The team have worked with post 16 providers and the Connect Service to ensure that all students with EHCPs who were expected to start post 16 provision in September 2020 have enrolled and are following up those who have not yet started.
- 7.1.4 The EHCP Quality Assurance framework is becoming embedded in the revised process. Senior moderation of the EHCPs noticed that draft plans in the early stages of the Covid -19 crisis lockdown were becoming single agency plans. This has been addressed and recently moderated plans have demonstrated an improvement in quality, parental and child and young person engagement and have been much more reflective of a multi agency approach.

7.2 Risk Assessments for children with Education Health and Care Plans

- 7.2.1 Early Government guidance required Local Authorities to make a risk assessment after consulting with parents/carers/schools or settings and young people to determine if the child is safer at home or safer at school. Following consultation with Manchester Headteachers it was agreed that all schools would Risk Assess all of their pupils with EHCPs following a standardised process involving social care and health where appropriate and, where agreed, provide an offer of provision for pupils.
- 7.2.2 The risk assessment, letter templates and guidance were **co-produced with Manchester Parent Carer Forum (MPCF)** in a very short space of time. The risk assessment template was sent out to all schools, colleges and early years settings, with a coding system - green, amber and red. The Risk Assessment Template has allowed schools to show their decision making process and the involvement in this of education, health, care, parents/carers, children and young people. Provision and level of risk is clear. At all points through the process parents, carers, children and young people have been fully consulted and informed. Schools and settings were asked to regularly review and update the Risk Assessment, as circumstances changed for families and children and

in the light of recent government guidance that all pupils are required to return to education in September.

7.3 Reasonable Endeavours

- 7.3.1 The Department for Education introduced temporary legislation that allowed local authorities and health services to use their 'reasonable endeavours' to deliver the provision in children and young people's EHCPs. Education services wrote to parents, carers and young people to inform them of this temporary change and the sources of support available to children and young people with SEND and their families. This included the Information, Advice and Support service helpline, which parents/carers could contact if they had concerns about their child's provision. Education services provided schools with a model letter to support them with informing parents, carers, children and young people of the school's reasonable endeavours to meet the requirements of their education, health and care plans. Each letter was personalised, outlining the reasonable endeavours for education, health and care following discussion with parents/carers. Education Services quality assured the risk assessments / reasonable endeavours letters and offered support and challenge to schools. There are some examples of very detailed and personalised letters which were shared as good practice.
- 7.3.2 All special schools, mainstream schools and all colleges completed and returned their risk assessments. Greater Manchester authorities took a coordinated approach to communicating with independent and out of district schools. As of August, we had received 4000 risk assessments and reasonable endeavours letters. Special school risk assessments evidence multi-agency working; there is also evidence of multi-agency planning in mainstream schools and colleges. Social workers and Early Help staff have continued to work with families throughout lockdown and worked with schools to plan the return to education for many of our most vulnerable children.
- 7.3.3 Examples of the reasonable endeavours letters showed a range of provision offered including part-time school with blended online learning. Those families that didn't have access to online learning were provided home learning packs to complete and regular telephone calls from school staff. Some letters also included the number of home visits the child/young person would receive. Information, Advice and Support posted a video for parents and carers on the Local Offer on the subject of reasonable endeavours and risk assessments.
- 7.3.4 To support Manchester Special Schools being able to make reasonable endeavours, the Mutual Aid Hub provided them with a regular supply of PPE. Several families who employ home carers through direct payments have also been supplied with PPE.
- 7.3.5 The temporary change to legislation in regard to 'Reasonable Endeavours' ended on the 31st July 2020. The statutory duty to meet provision as detailed in the Education Health and Care Plan has now come back in force.

8.0 Elective Home Education

8.1 Since schools have returned in September there has been an increase in parents of children with Education Health and Care plans seeking to electively home Educate with 7 applications received so far. Staff from schools and education officers are actively engaging with parents to understand the reasons and to ensure any necessary support is in place. Manchester City Council's Elective Home Education policy is being followed to ensure safeguards are in place.

9.0 Inclusion

9.1 Manchester launched its Inclusion Strategy in November 2019. During the partial closure of schools following the Covid-19 crisis, all schools, including out of area schools were asked to pause their exclusions and to provide day 6 provision as this was felt in the best interest of the young people and families during this time. At this time there were 17 exclusions, all of which were requested to be paused and education provision and welfare checks undertaken by the excluding schools.

9.2 All schools have been given guidance about updating their 'Behaviour Policy' during this time and ensuring the needs of all children including those identified as vulnerable or with SEND are met. The Attendance Team have updated their guidance on exclusions and shared this with schools.

9.3 Feedback from headteachers has been that the arrangements in place to reduce the spread of infection such as reduced movement around school, separate class break times and specific slots for dining have resulted in schools feeling very calm. This has also been echoed by some parents/carers of children with special educational needs who have said that these arrangements are really working well for their children. This has also been reflected in a further reduction in exclusions; since September there have only been 2 permanent exclusions of Manchester children, neither exclusion is from a Manchester school.

9.4 Multi agency working on supporting emotional resilience and mental wellbeing

9.4.1 Multi agency working on supporting emotional resilience and mental wellbeing was a key strand of the Inclusion Strategy, in addition to the increased focus on trauma informed approaches. Like many things, the Covid-19 crisis has accelerated the work in this regard and has led to a truly multi-agency phased approach to emotional resilience which is being phased across all schools. The first outcome of this was the production of an 'Emotional Resilience Resource Collection' to support wider openings of schools and preparation for more students returning to settings, schools and college in June 2020. [Manchester City Council - Inclusion Strategy Document](#)

9.4.2 Manchester Health and Care Commissioning approved new funding in March 2020 to establish a Manchester THRIVE Hub as a single point of entry, a front door, to Manchester's Emotional Wellbeing and Mental Health offer, which will

be managed by Manchester Foundation Trust Child and Adolescent Mental Health service (CAMHS) and work alongside multi-agency partners, including Education, Early Help, Healthy Schools and voluntary sector. Over the next five years the NHS will fund new Mental Health Support Teams (MHST) working in schools and colleges, building on the support already available. Manchester Clinical Commissioning Group was chosen in April 2020 as one of the first localities to develop and mobilise the MHST over the coming months. This has been ongoing with virtual meetings despite Covid -19.

- 9.4.3 The NHS Healthy Schools team has paused their usual accreditation programme to concentrate on supporting schools responding to the current coronavirus pandemic. This offer includes 1-2-1 consultation (via phone and/or email), whole-school online training and virtual networking, plus resource and policy development i.e. Mental Health and Wellbeing Policy or Relationships and Sex Education curriculum. Healthy Schools has been commissioned through the dfe 'Wellbeing for Education' project to deliver training to schools and colleges from November 2020 that will build resilience of schools to support their children and young people and complement the existing developments within the Manchester local offer for mental health and wellbeing.
- 9.4.4 Manchester Thrive in Education will bring together existing services and support into a new, multi-agency offer for children and young people to enable them to access mental health support in an educational context. **The Manchester Directory** (offering a wealth of resources on emotional health and wellbeing and signposting to services and organisations) and the **M-Thrive in Education Offer** are aligned resources to assist school and college leaders to meet the needs of children and young people in Manchester. These will be explored in a webinar for all headteachers and school or college leaders on 21st October 2020.
- 9.4.5 The impact of the close communication with schools, and parents, including parents with children with SEND, and the consistent response from all partners resulted in an ever increasing number of children attending school during the summer term and to the high attendance figures as schools returned in September.

10.0 The Continuum of Provision in Manchester

- 10.1 The commitment to maintaining a continuum of provision within Manchester including special schools, resource provision, mainstream schools, Children's Disability team/Children's Social Care, Early Help and health professionals has continued throughout Covid 19.
- 10.2 Throughout the Covid 19 crisis the Access and Sufficiency service has been operating as business as usual and that includes completion of the additional places which were due to increase special school capacity in September 2020. Building work has continued and special school places have increased by 80 for September 2020. **Prospect House Specialist Support Primary School** - a new 100 place special school has opened in temporary accommodation at Grange School and has offered an initial capacity of 25 pupils for this academic

year 2020/21. Only one scheme has been delayed: the purpose built sixth form for North Ridge High School will be completed in December 2020.

- 10.3 Education services colleagues have worked very closely with all of Manchester's early years providers/settings, 185 state funded schools, Manchester based independent schools, alternative provision providers and post 16 providers to ensure all schools have responded to the changing guidance relating to the Covid 19 crisis. Throughout the lockdown period the vast majority of our schools remained open to children identified as vulnerable, children with Education, Health and Care Plans, and children of key workers. All 13 Special Schools in Manchester remained open throughout, and feedback from our parents has been very positive in regard to provision from Special Schools; there has been a more mixed response from parents of children with SEND in mainstream settings.
- 10.4 A very small number of children and young people may not be able to return to classroom learning at this stage on medical advice. The Greater Manchester SEND Board, chaired by the Director of Education, is exploring the use of technology to keep these students connected to their schools and colleges whilst unwell in hospital or at home.
- 10.5 **Home to School Transport** continued to operate throughout the crisis, coordinating approx 74 routes each week; this included working with the 7 special schools in Manchester, and other out of authority schools, which were open over the Easter break to arrange transport for those pupils who were attending school.
- 10.5.1 The Home to School Transport team and schools have been having conversations with parents /carers of children with SEND about how they can get their children to school/college safely. This includes paying personal mileage to parents who are able to drive their children and staggering start times. The Home to School Transport team was operating at full capacity in September to support the return of children to schools with all routes open.
- 10.6 **Social Care:** The Disabled Children's team and locality teams have continued to work throughout Covid-19 supporting children and families and in a number of cases challenging schools where they believed a school place should have been provided for a child. There has been mixed responses across Child Protection and Child In Need as parents still retain parental responsibility and so can choose not to send their child to school which may be contrary to the social care advice given. Where children have gone into school, social workers are reporting good stories from parents, and that children going to school has been very positive and has worked well. Overall schools kept in contact with their vulnerable pupils well. Schools reported their approach to safeguarding children out of school in detail to the schools' Quality Assurance team.
- 10.7 **Community Health:** at the start of the pandemic many community health staff were seconded to other duties so were not able to offer all of their usual services in schools and clinics, though some essential therapies and treatments were delivered through home visits. NHS England's guidance on 3rd June

directed the restoration of Children's Community Health Services (CCHS) across the country. Children's health services in Manchester planned a phased approach to restoring services and are managing referrals and consultations via a range of different communication modes, including phone calls and online consultations, as well as the more traditional face to face clinic based consultations. Staff also provided social stories to explain to children what will be different about their visit to clinics [Manchester Parent Carer Forum website- Community Health Services](#)

10.7.1 The Community Health lead manager and her team have spoken regularly to education services staff and special school heads regularly about when and how to resume services in schools and the assistant director for CCHS has written to mainstream schools to outline the health provision for the autumn term from school nursing, Healthy Schools, therapists. Chat Health for secondary pupils is continuing and a new website Heath4Teens has just been launched. This helps young people take ownership about their physical health and mental wellbeing and how to access support from school nurses and other services.

10.8 Early Years: During Lockdown there was no difficulty meeting sufficiency. Families were redirected to open settings where their current setting is closed.

10.8.1 During the Covid 19 crisis there has been multi agency co-production of the Early Years Ordinarily Available Provision Document aimed at the Early Years Sector which sets out all of the things an early years setting should be able to provide for a child with SEND. This piece of work has been facilitated as an Action Learning Set by the Council for Disabled Children. This is a document aimed at all early years settings, including school nurseries; it is based on the Code of Practice and the Equality Act and aims to support staff in settings/nurseries in their graduated response to meeting the needs of children with SEND. It also helps parents understand what type of support/resources they can expect from the setting/nursery for their child. The aim is to increase access to early years provision for all children with additional needs. [Early Years Ordinarily Available Provision Document on the Local Offer](#)

10.9 Preparing for Adulthood

10.9.1 In late March the authority had discussions with college/adult education/training providers about provision for their students during the Coronavirus outbreak, including for students with EHCPs or other support needs. All mainstream colleges very quickly moved to an online learning offer and provided the LA with their risk assessments and later, with information on the reasonable endeavours they were making to support students with EHCPs. The mainstream colleges and Manchester Adult Education Service (MAES) have developed online learning offers, supplemented by pastoral phone calls and visits, which have ensured that the majority of their students were able to engage with learning and access support.

10.9.2 Students on technical/vocational courses, including supported interns have experienced the most disruption to their learning. Several post 16 providers

requested extended time for some of their students - particularly for interns and Manchester Adult Education Service students who have not yet met their EHCP outcomes, due to closure of their work placement and/or community / independence skills activities and a number of students are being funded for an additional term or longer. The Manchester College, our largest provider of internships, has reported that of the 51 students on internships, 10 have already secured paid employment, 11 will secure this imminently, 10 are likely to be able to move into paid work, with some additional support provided between July and September. A further 15 have secured other outcomes - including further education, supported employment or voluntary work.

2019/20 Supported Internship Case Study (name has been changed)

Sarah started on The Manchester College and Manchester NHS Foundation Trust Supported Internship in September 2019, she had already completed Routes and the Preparation for Supported Internship Programme. Sarah's first placement was in a catering role which she enjoyed but helped to confirm that she would like to work in a caring role ideally working with children. In January 2020 Sarah started a placement at a Saint Mary's Hospital Ward in a Housekeeper role.

Sarah was initially supported by a job coach and after a period of time, demonstrated with the structure of the role, the support of the staff team and her commitment that she was able to work more independently. Sarah has always wanted to work with children and specifically babies so this placement was a perfect fit. Shelly always arrived early and never wanted to leave and even wanted to attend in the holidays. The staff team saw her dedication and commitment and soon embraced her as part of the team. The team supported Sarah to work at her own pace and also stretched and challenged her which enabled her to flourish. Sarah maintained privacy, confidentiality and was sensitive to individual needs throughout her placement.

In March Sarah was nominated by the staff team for Employee of The Month and her picture appeared on the wall of fame. It has been amazing and inspiring to see the growth in confidence and self-esteem and is testament to the support and belief offered from such a supportive team. The balance of education and practical application has enabled Sarah to develop in all areas to the point where she is more than capable of taking on the responsibility of full-time work and training for her new role. At her Internship review it was clear that Sarah was a pivotal part of the team with the manager thanking her quoting "I am overwhelmed at the peace and kindness that Sarah has brought to the ward"

Sarah loved the placement, was keen to gain a full-time position and was successful in achieving a Trainee Maternity Support Worker role in May 2020. Despite the current challenges of securing employment, Sarah has been able to get started by completing her online induction and training whilst working from home.

10.9.3 Following a successful programme of activities in 8 Manchester special schools in 2019, the authority, The Manchester College and Pure Innovations have

worked with Digital Advantage, a Community Interest Company, to develop a digital supported internship. Partners held a virtual open evening in May, which was followed by virtual interviews and 12 young people being offered places on the internship. 3 further places are available for late applicants or can be infilled during the academic year. Employers who have offered placements and other support include: GCHQ, Autotrader, the Co-op and the Council.

10.9.4 Education Services have worked with Careers Education, Information, Advice and Guidance (CEIAG) leads and the Work and Skills team to ensure young people with SEND are included in Manchester's multi-agency not in education, employment and training (NEET) prevention work. The teams led a well-attended joint network for secondary special educational needs coordinators (SENCOs), college SEND leads and careers leads and the ideas generated have fed into the NEET recovery plan. Transition to post 16 provision has been a topic at other Preparing for Adulthood networks - sharing best practice on how schools, colleges and other providers are supporting young people to move between education placements and into work and adult life. Colleges have created excellent resources for school leavers, and the Connect service are prioritising work with young people with SEND or other support needs identified in the risk of NEET indicator - who had not confirmed their post 16 destination or had not enrolled at the start of term.

11.0 Transition Planning Team

11.1 The transition planning team has built stronger communications and collaborations with key partners with weekly information sharing sessions, and through engaging with citizens' families, carers and partners. Staff from the team put in place Safe and Well checks to ensure those deemed vulnerable had access to the right information and contact numbers to get help and support quickly and easily. The collation of risk registers ensured citizens received the support they required. Collaboration with families and other partners and sharing of information for those deemed high risk ensured tailored support to reduce the risk of carer breakdown. Joint working with children's services for any young people pre 18 and adult services for post 18 citizens identified as at risk of going into crisis during the lockdown period proved very effective. This collaborative approach produced better outcomes and support for those who needed it most at times of crisis. Citizens and families have shown resilience over this period, supporting each other and some have reduced their reliance on paid care and support.

12.0 Short Breaks and Personal Budgets

12.1 The specialist resource team, social workers and commissioners have worked with parents/carers, short breaks providers and schools to deliver short breaks differently during the Covid period. Some providers were not able not deliver short breaks due to staff shortages or because families were being advised to minimise contact with external agencies. The specialist resource team has set up a virtual multi-agency short breaks panel to continue to work together to find creative solutions. These included: flexible use of direct payments and drawing on community resources such as the use of special schools' outdoor space, as

many parents were concerned that their children could not safely access community facilities.

- 12.2 There was particular concern from families that they would need access to a break over the school holidays. The Local Offer and Short Breaks team worked with the Manchester Parent Carer Forum (MPCF), Parent Champions and Young Manchester to co-produce an alternative summer offer. This included creative use of outdoor space in both schools and parks delivered in partnership with voluntary sector providers. For example, families were able to book time to use special school playing fields, parks offered dedicated sessions for families with children with SEND to go on boating lakes or use cycle tracks. This work has provided an opportunity to test new ways of delivering short breaks informed by parents and carers and will have a lasting impact on our short breaks offer. Short breaks are currently being reviewed and both the Manchester Parent Carer Forum and the parent champions will be working closely with the team.
- 12.3 Following a successful pilot with our Parent Carer Forum, Parent Champions and in collaboration with a voluntary sector partner - 4CT, Manchester City Council distributed Summer Sensory and Wellbeing Bags for children and young people (4-16) with an Education Health and Care Plan. The content and design was informed with our Parent Forum and delivery of the bags has brought about much joy:

"We love every single toy in the bag, they have been great and very useful, we have played for ages. It is as though they have a magical knowledge of my child's needs. I am really pleased."

More reactions to this successful collaboration are captured on MPCF's website.

13.0 Workforce Development

- 13.1 This summer term, the Special Educational Needs and Disabilities Coordinator (SENCO) and Preparing for Adulthood (PfA) networks were replaced by virtual networks due to Covid 19. Two Special Educational Needs and Disabilities Coordinator (SENCO) networks were held for Primary SENCOs focussing on the new Early Years Ordinarily Available Provision document, as well as sharing best practice and answering questions about school support for children with SEND during Covid (attendance 110). SENCOs found the chance to meet colleagues and hear about new resources very useful, and also beneficial to hear from other schools and Outreach Leads about how they are dealing with issues such as social distancing, risk assessments, systems for welcoming visitors such as Speech and Language Therapists (SALTs) and Educational Psychologists (EPs).
- 13.2 Rodney House and Early Years Quality Assurance staff held an Early Years SENCO network, to ensure all settings and nurseries were given the same messages about, and chance to feed into, the Ordinarily Available Provision document .

- 13.3 Three Preparing for Adulthood networks were held - the first focussing on recent DfE and local guidance and chance to discuss issues such as school and college leaver transition, and online learning for students with SEND. Another focused on Person Centred Reviews - sharing practice and resources on carrying out virtual reviews, and a final session led by the Transition Lead in adult social care on transition pathways. The Preparing For Adulthood networks are attended by staff from secondary mainstream and special schools, colleges, training providers, supported employment providers, EPs, health staff, Connect and other careers staff. 134 staff attended the three networks.
- 13.4 Over 200 staff attended one or more SENCO or PfA networks. This compares favourably with usual face to face network attendance - average attendance each term has been 130 primary and secondary SENCos and 35 for PfA networks. We supplemented the networks with SENCO newsletters and links to new resources on the Schools Hub and Local Offer websites. A further network for SEND and careers leads in schools, colleges and training, was jointly hosted by education and Work and Skills/careers teams.
- 13.5 Manchester's special school outreach leads have provided advice and resources to mainstream colleagues throughout - with a particular focus on how to safely bring pupils with SEND back into schools, how to teach social distancing and hand hygiene, sharing resources for home learning and supporting schools with individual pupil risk assessments. The new outreach lead at Bridgelea School has developed a comprehensive Social Emotional and Mental Health training offer for primary schools. This includes a programme of training and mentoring for Newly Qualified Teachers around strategies to manage behaviour and understanding the drivers of behaviour.

14.0 Regional networking

- 14.1 Local authority, school and health staff and parent/carer forum members have had the opportunity to network with colleagues across Greater Manchester and the North West. This has included meetings with Department for Education and NHS advisers, North West SEND strategy group, Greater Manchester SEND Board and a regular conference call for GM special schools, SEND leads, representative from NW parent carer network, with the GM mental health and disability lead and DfE adviser. These meetings have allowed sharing of practice and resources, and are helping us provide more consistent messages to families and partner agencies across the region.

15.0 Conclusion

- 15.1 Manchester City Council and Local Area is committed to supporting all our children including those with a disability and learning needs through the current Covid 19 crisis. This report has focused on the impact of schools closures and changes to Health and care provision on children with Special Education Needs and Disabilities and their families and the strong multi agency response.

15.2 Manchester's parents are a key partner and the Covid 19 crisis has led to closer working relationships and great innovation demonstrated through the summer offer and the success of the sensory bags.

15.3 However, Manchester as a Local Area still has more work to do to achieve our ambition of improved outcomes for children and young people with SEND and improved young people's and parental experience

16.0 Next Steps

- To continue to work as a partnership to improve the quality of Education Health and Care plans and outcomes through embedding the EHCP Quality Assurance Framework
- Improve the short break offer, by identifying gaps and including the learning from the summer offer through the Covid-19 pandemic, which had increased uptake.
- Continue to improve Inclusion through the implementation of the Manchester Inclusion Strategy and ensuring access to education for all during the Covid-19 crisis.
- Continue to ensure the voice of the child and parents and carers are central to everything we do
- Further embed co-production through work with Manchester Parent Carer Forum, the Working Together for Manchester group and work with our parent champions to respond to the Covid 19 crisis
- Further develop the multi agency approach to workforce development across Education, Health and Social Care.
- Continue to improve Educational outcomes of children and young people with SEND at every key stage
- Work with schools and settings to quality assure remote learning offers which are accessible for all, including children and young people with SEND
- Improve Attendance of children and young people with SEND, through targeted work with identified schools, working directly with parents to alleviate anxiety through an attendance hotline and through the attendance Early Help Hubs.
- Continue to Improve Transition to adult health and care services through the work of the Transition Board and by improving the clarity of information provided to young people and parents on services and support for 14-25 year olds and beyond.
- Further increase the proportion of 16-25 year olds with identified SEND in education, employment and training through the implementation of the NEET reduction plan.
- Ensure sufficiency for Manchester's growing child population, reduce pressure on special school places and reduce waiting times for specialised health services through the implementation of the special school places plan and the further development of the co-designed social communication pathway.
- Ensure parents are supported in navigating and understanding the systems and pathways to accessing services.
- Work with partners to develop a cohesive Mental Health offer for Manchester's Children.

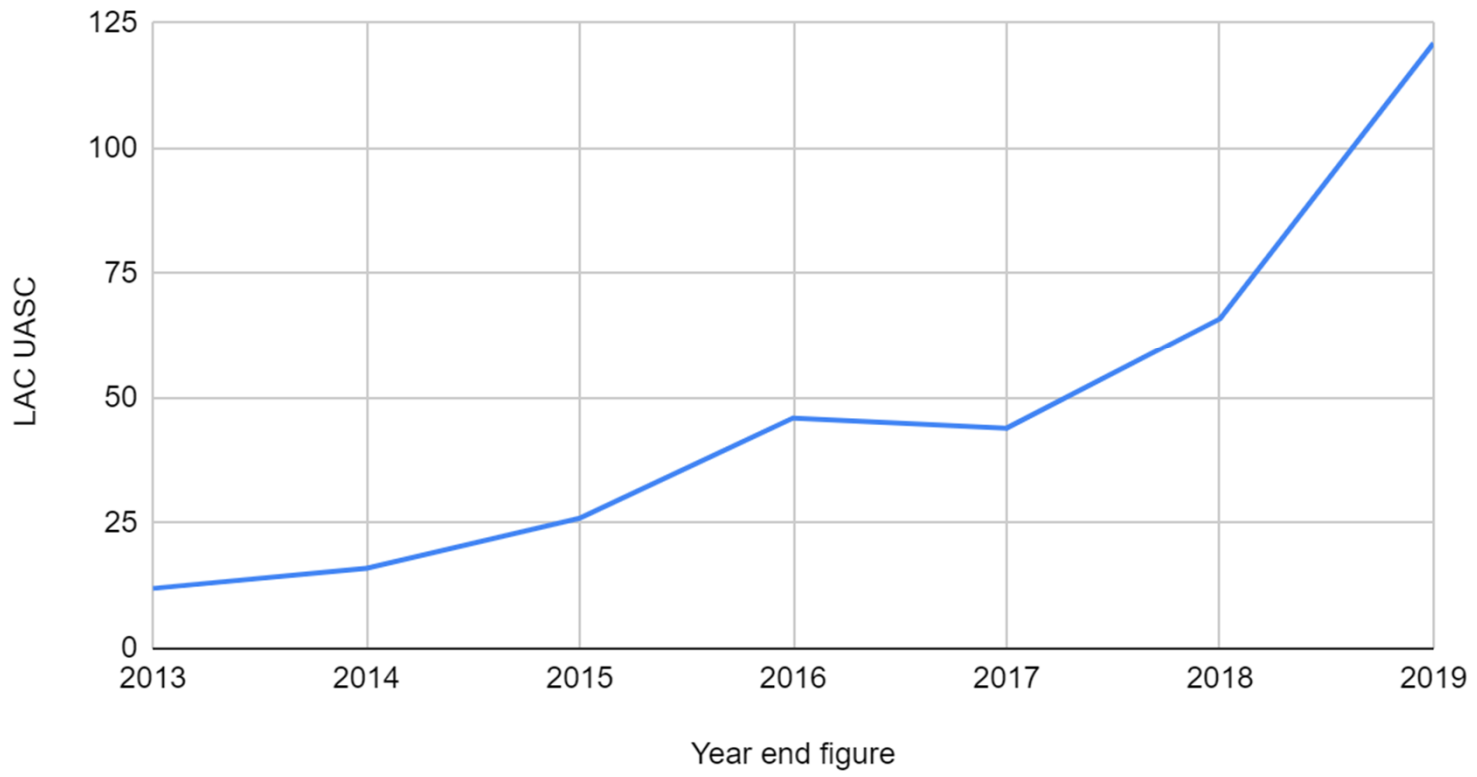
Responding to the needs of unaccompanied asylum seeking children



Presenting Issues

- Increase in numbers of unaccompanied asylum seeking children
- EU settled status applications for post Brexit arrangements
- Increase in Dublin III assessments, where children in refugee camps in Europe have family members in the UK

LAC UASC vs Year end figure



The Changes In Our Demographic Of Children Needs

Along with increases in unaccompanied asylum seeking children, there has also been an increased need/demand in related areas;

- EU children, needing to make a settled status application, prior to Brexit arrangements.
- Increasing numbers of families seeking asylum placed in 'dispersed' accommodation in Manchester.
- Increases in Dublin III assessments, where children in refugee camps in Europe have family members in Manchester and wish to join them and claim asylum.

Manchester's Multi Agency Offer: Improving Outcomes

UASC in Manchester benefit from a robust partnership team that is targeted to meet their particular needs.

- **Education;** Links with virtual school ensure all young people can access education
- **Health;** specialist UASC looked after nurse, bespoke health assessments. Child and family mental health service (CAMH's) providing specialist trauma therapy for UASC.
- **Accommodation;** Commissioning of 16/17 year old supported accommodation, capacity building and foster care recruitment.
- **Asylum and settled status applications;** working in partnership with Greater Manchester Aid Immigration unit

Education and attainment outcomes

Our asylum seeking children are keen to access education and have aspirations and a desire to contribute to society. We work closely with education partners via the Virtual school to ensure access into education, this can be formal statutory education, ESOL courses or training eg:

- One young man is at college and completing courses so that he can become an **electrical engineer**.
- Another young person would like to become a **pilot**, he is currently at school and attending air cadets to help him.
- One young person wants to become a **doctor**. She is completing her A Levels and is hoping to study medicine at university.
- Another young person would like to be a **fashion designer**, he has started College and undertaking related courses.
- Another young man who is teaching himself **coding**, his college has reported he is one of their best. The aim is to go to university.
- One young person would like to be a **maths teacher**, she is aiming for a Masters degree and is currently studying A Levels.
- There is another young man who dreams of being an **architect**. He is being supported by his college so that he can go onto study this after he has finished.
- Another young person who wants to become a **dentist**.
- We have another young man who would like to become an **air traffic controller**.

With partnership support our UASC children will achieve improved outcomes in education, training and employment.

The Pledge

On the 4th March 2020 Manchester City Council via the Corporate Parenting Panel pledged its commitment to all children in care and care leavers affected by Brexit immigration changes:

‘To our children in care and care leavers affected by Brexit immigration changes. In Manchester our looked after children and care leavers will not become part of the next Windrush generation because of Brexit immigration changes. We will:

- Identify all our looked after children and care leavers affected by Brexit*
- Connect them with legal advice so they can make the most appropriate immigration applications*
- Support those who are eligible to apply for British citizenship’*

The pledge: Improved outcomes

As of the 31st August 2020 there were 51 children in our care who are EU/EEA/Swiss nationals, 22 young people formerly in our care who are EU nationals.

- Working with Greater Manchester Aid immigration Unit, we have developed a pathway to support our children to claim 'settled or pre-settled status.'
- Of the 51 looked after children, there have been 18 successful applications for settled status.
- There are 20 live applications awaiting a home office decision and 12 pending applications, where we are awaiting documents from embassy's.
- There has been one application for settled status that has been refused due to the criminal conviction of the child.
- Of the 22 young people who are open to leaving care services, there have been 9 successful settled status applications, 8 live applications awaiting a home office decision. 2 Young People have had their applications refused due to having a criminal conviction and 3 have pre-settled status granted.
- Pre-settled status is where a person has not been in the UK for a consistent period of 5 years and full settled status can only be granted at the 5 year point.

Partnership working; improving outcomes

- Concerns were raised that Refugee families were placed in 'temporary' accommodation in a Hotel in Manchester.
- A team around the Family approach was developed, with education, health, adult services, early years, early help, social work services
- Improved and targeted specialist offer of Health screening, legal advice, school/nursery provision and SureStart support.
- Improved communication, information sharing and joint working led to better outcomes

Making a difference - a case study

K arrived in Manchester a year ago aged 11. He told us that he saw Father and older Brother killed, following this his Mother arranged for him to be taken out of the country to safety. The smugglers (who his mother paid for safe passage) took him via a lorry, on a journey that took many weeks. In this time K was injured falling from the lorry, he reports he was placed in the wheel arch due to his small size.

K was 'dropped off' in Manchester, tired, hungry, dirty, with injuries from his journey and very afraid.

On arrival, K was placed with in house foster carers and he had health screening from the specialist UASC looked after nurse. Partners in education assessed him to ensure he accessed the right support and he joined a year 7 class in school.

K loves sport and plays on the school badminton and cricket team, he described watching a cricket match at Old Trafford as 'the best day of his life'. Via the red Cross K located his mother and has some contact with her when she is able to get internet/telephone.

K's asylum application is pending. He is a popular child at school who is meeting all his targets. He is settled, happy and healthy. He is described as a polite, confident and funny child who has great ambitions for his life in Manchester.

Improving outcomes for our children

A travelled to the UK alone at 13 years old, he is from Kuwait and his family were part of the Bedum tribe which meant that they are not entitled to access any education and there are very limited opportunities for members of the Budum tribe.

Since arriving in the UK in May 2018 he has done extremely well in school, he volunteers with the Hope services ran by the Children's Society and works with 'Pot of Gold' sitting on the panel that decides which money is given to which service. A takes this role very seriously and enjoys making these decisions, although he says at times it can be hard as he feels they all deserve the money.

A has achieved a number of awards and trophies for his extracurricular activities and engagement with the childrens society. A has aspirations to become a pilot, He has joined the air cadets to help fulfill his dream.

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 7 October 2020

Subject: Overview Report

Report of: Governance and Scrutiny Support Unit

Summary

This report provides the following information:

- Recommendations Monitor
- Key Decisions
- Items for information
- Work Programme

Recommendation

The Committee is invited to discuss the information provided and agree any changes to the work programme that are necessary.

Contact Officer:

Name: Rachel McKeon
Position: Scrutiny Support Officer
Tel: 0161 234 4997
Email: rachel.mckeon@manchester.gov.uk

Wards Affected: All

Background Documents (available for public inspection):

None

1. Monitoring Previous Recommendations

This section of the report contains recommendations made by the Committee, responses to them, if they will be implemented, and if it will be, how this will be done.

Date	Item	Recommendation	Action	Contact Officer
8 January 2019	CYP/19/05 Youth and Play Services	To request the needs analysis ranking information for the 32 wards in Manchester.	A response to this recommendation has been requested and will be circulated to Members by email.	Amanda Corcoran, Director of Education
9 October 2019	CYP/19/39 Skills for Life	To request that the Council work to ensure that, as far as possible, all settings are involved in Skills for Life, including independent schools, and that officers look into how Skills for Life could be incorporated into the contracts when Our Children are placed in non-Council-owned residential settings.	A response to this recommendation will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
6 November 2019	CYP/19/46 Ghyll Head Outdoor Education Centre	To recommend that officers look into how Ghyll Head could be used by families whose children are on the edge of care.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
6 November 2019	CYP/19/46 Ghyll Head Outdoor Education Centre	To request that consideration be given as to how Members and the Friends of Ghyll Head can be engaged in the work of the Stakeholder Board.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
6 November	CYP/19/47 Youth Strategy	To request demographic information on the young	A response to this recommendation has been requested and will be reported	Neil Fairlamb, Strategic Lead

2019	and Engagement	people accessing youth services, particularly the youth hubs, including by ward.	back to the Committee via the Overview report.	(Parks, Leisure, Events and Youth)
6 November 2019	CYP/19/48 Youth and Play Services - Young Manchester	To request that clear information on the availability of toilet facilities, for example, in park cafes, be included on signage in parks.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Strategic Lead (Parks, Leisure, Events and Youth)
5 February 2020	CYP/20/11 The Council's Updated Financial Strategy and Budget reports 2020/21	To request a short note in a future Overview Report on the tendering process for the Educational Psychology service.	A response to this recommendation will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
4 March 2020	CYP/20/16 Improving Children's Outcomes Through Collaboration and Working in Partnership in a Locality	To request further information on how the Manchester University NHS Foundation Trust is dealing with smoking around its hospital sites and to note that the Executive Member for Children and Schools will circulate a briefing note on work that is already taking place to address smoking in pregnancy.	A response to this recommendation will be reported back to the Committee via the Overview report.	Paul Marshall, Strategic Director of Children and Education Services
22 July 2020	CYP/20/26 Manchester's Transformation Plan for Children and Young	To request that school governors be included in the plans for schools and that CAMHS and the support on offer be included on the agenda of a future Chair of Governors	A response to this recommendation will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education

	People's Mental Health and Wellbeing	briefing.		
9 September 2020	CYP/20/30 Dr Omara	That the Chair will write to Dr Omara to thank him for his contribution to the work of the Committee.	This recommendation has been completed.	Rachel McKeon, Scrutiny Support Officer

2. Key Decisions

The Council is required to publish details of key decisions that will be taken at least 28 days before the decision is due to be taken. Details of key decisions that are due to be taken are published on a monthly basis in the Register of Key Decisions.

A key decision, as defined in the Council's Constitution is an executive decision, which is likely:

- To result in the Council incurring expenditure which is, or the making of savings which are, significant having regard to the Council's budget for the service or function to which the decision relates, or
- To be significant in terms of its effects on communities living or working in an area comprising two or more wards in the area of the city.

The Council Constitution defines 'significant' as being expenditure or savings (including the loss of income or capital receipts) in excess of £500k, providing that is not more than 10% of the gross operating expenditure for any budget heading in the in the Council's Revenue Budget Book, and subject to other defined exceptions.

An extract of the most recent Register of Key Decisions, published on **25 September 2020** containing details of the decisions under the Committee's remit is included below. This is to keep members informed of what decisions are being taken and, where appropriate, include in the work programme of the Committee.

Register of Key Decisions:

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
<p>Capital Investment in schools Ref: 2016/02/01D</p> <p>The approval of capital expenditure in relation to the creation of school places through new builds or expansions.</p>	City Treasurer (Deputy Chief Executive)	Not before 1st Mar 2019		Business Case	Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk
<p>Early Years & Education System (EYES) - Additional Funding (2020/09/01A)</p> <p>The approval of revenue expenditure for additional costs attributed to the implementation of the Liquidlogic EYES module, funded by a transfer to the revenue budget from the Capital Fund.</p>	City Treasurer (Deputy Chief Executive)	Not before 30th Sep 2020		Checkpoint 4 Business Case	Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk
<p>Young Manchester Funding (2019/12/06A)</p> <p>To finalise the contract value for the continuation of funding to Young Manchester.</p>	City Treasurer (Deputy Chief Executive)	Not before 4th Jan 2020		Manchester Youth Offer Strategy	Lisa Harvey Nebil lisa.harvey-nebil@manchester.gov.uk
<p>Youth Offer Strategy (2019/12/11B)</p> <p>To agree a Youth Offer Strategy for the next 3 years and complete</p>	Strategic Director (Neighbourhoods)	13 Jan 2020		Manchester Youth Offer Strategy	

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
the production of the strategy document.					
<p>Future model of care for Lyndene Children's Home (2020/07/24C)</p> <p>To agree a new model of residential, short breaks and edge of care support care at Lyndene Children's home.</p>	Strategic Director - Children and Education Services	Not before 22nd Aug 2020		Report and Recommendation	Sarah Austin sarah.austin@manchester.gov.uk
<p>Contract for the Provision of Children's Residential Care Services in Manchester (2020/07/24D)</p> <p>The appointment of a Care Provider to deliver Children's Residential Care Services in Manchester following a tender exercise.</p>	Strategic Director - Children and Education Services	Not before 22nd Aug 2020		Report and Recommendation	Sarah Austin sarah.austin@manchester.gov.uk
<p>Q20347 Consultant for EYES data Migration. 2019/04/25A</p> <p>Contract is to support Manchester City Council with the migration of their Education Management System away from Capita One towards the Liquidlogic EYES solution.</p>	City Treasurer (Deputy Chief Executive)	Not before 1st Jun 2019		Report and Recommendation	Jon Nickson j.nickson@manchester.gov.uk

**Children and Young People Scrutiny Committee
Work Programme – October 2020**

Wednesday 7 October 2020, 10.00am (Report deadline Friday 25 September 2020)				
Item	Purpose	Executive Member	Strategic Director / Lead Officer	Comments
COVID-19 Update	To receive a further report to include an update on the re-opening of schools and information on referral levels to children's social services.	Councillor Bridges	Paul Marshall/Amanda Corcoran	See September 2020 minutes
COVID-19 and Children with Special Educational Needs and Disability (SEND)	To receive a report on COVID-19 and children with SEND.	Councillor Bridges	Amanda Corcoran	
Responding to the Needs of Unaccompanied Asylum Seeking Children (UASC)	To receive a report on responding to the needs of UASC.	Councillor Bridges Councillor Craig	Paul Marshall	
Overview Report	The monthly report includes the recommendations monitor, relevant key decisions, the Committee's work programme and any items for information.		Rachel McKeon	

Wednesday 4 November 2020, 10.00am (Report deadline Friday 23 October 2020)				
Item	Purpose	Executive Member	Strategic Director / Lead Officer	Comments
COVID-19 Update	To receive a further update.	Councillor Bridges	Paul Marshall/Amanda Corcoran	
School Governance	To receive a report on school governance to include:	Councillor Bridges	Amanda Corcoran	

	<ul style="list-style-type: none"> Recruitment including vacancies for Local Authority Governors and recruitment of Black and Minority Ethnic (BAME) governors How Parent Governors can be supported to play a full role in the governing body 			
Children and Young People's Plan	To receive a report on the Children and Young People's Plan.	Councillor Bridges	Paul Marshall	
Quality of Social Work Practice	To receive a report on the quality of social work practice.	Councillor Bridges	Paul Marshall	
Budget-related item	Precise details to be confirmed.	Councillor Bridges	Paul Marshall/Amanda Corcoran	To be confirmed
Overview Report			Rachel McKeon	