



Children and Young People Scrutiny Committee

Date: Wednesday, 9 March 2022

Time: 2.00 pm

Venue: Council Chamber, Level 2, Town Hall Extension

Everyone is welcome to attend this committee meeting.

There will be a private meeting for Members of the Committee at 1.30 pm in the Council Chamber

Access to the Public Gallery

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Filming and broadcast of the meeting

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Membership of the Children and Young People Scrutiny Committee

Councillors –

Reid (Chair), Abdulatif, Sameem Ali, Alijah, Bano, Benham, Collins, Cooley, Foley, Hewitson, Lovecy, McHale, Nunney and Sadler

Co-opted Members -

Mr G Cleworth, Miss S Iltaf, Ms K McDaid, Mrs J Miles, Dr W Omara and Ms L Smith

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

To approve as a correct record the minutes of the meeting held on 9 February 2022.

Pages
7 - 16

5. Special Educational Needs and Disability Local Area Inspection

Report of the Director of Education

Pages
17 - 32

In November 2021, Ofsted and the Care Quality Commission conducted a joint inspection of Manchester to judge how effectively the local area has implemented the special educational needs and disability reforms introduced in 2014. The outcome letter following this inspection has now been published. This report highlights the main areas of strength and areas for development set out in the letter.

6. Manchester Sensory Support Service Commission - to follow

7. COVID-19 Update

The Committee will receive a verbal update from the Director of Education.

- 8. Children and Young People Participation and Engagement Plan** Pages
33 - 70
Report of the Strategic Director of Children and Education Services

This report provides an update on the current plans for children and young people's engagement and participation. This report includes updates from targeted as well as universal services, aligned to the ambitions set out in the Our City, Our Say Strategy. The report also outlines the plans for a refresh of the participation and engagement strategy, in response to global pandemic, new investment from the City Council and national funds and the declaration of the Climate Change Emergency.

- 9. Overview Report** Pages
71 - 82
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 decision-makers 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 – Dr Walid Omara
- Parent governor representative – Ms Katie McDaid
- Parent governor representative – Mr Gary Cleworth
- Secondary sector teacher representative – Miss Saba Iltaf
- Primary sector teacher representative – Ms Laura Smith

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.

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Chief Executive
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Further Information

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

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This agenda was issued on **Tuesday, 1 March 2022** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 2, Town Hall Extension (Library Walk Elevation), Manchester M60 2LA

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Children and Young People Scrutiny Committee

Minutes of the meeting held on 9 February 2022

Present:

Councillor Reid – in the Chair
Councillors Abdullatif, Alijah, Bano, Benham, Collins, Foley, Hewitson, Lovecy, McHale, Nunney and Sadler

Co-opted Voting Members:

Mr G Cleworth, Parent Governor Representative

Co-opted Non-Voting Members:

Miss S Iltaf, Secondary Sector Teacher Representative

Also present:

Councillor Rahman, Deputy Leader
Councillor Bridges, Executive Member for Children’s Services
Councillor Hitchen, Ward Councillor for Miles Platting and Newton Heath
Lorraine Ganley, Director of Nursing and Professional Lead, Manchester Local Care Organisation (MLCO)
Ben Aspinall, COVID-19 Vaccination Programme Lead, MLCO

Apologies:

Councillor Cooley
Mrs J Miles, Representative of the Diocese of Salford
Ms L Smith, Primary Sector Teacher Representative

CYP/22/08 Minutes

Decisions

1. To approve as a correct record the minutes of the meeting held on 12 January 2022.
2. To receive the minutes of the meetings of the Ofsted Subgroup held on 24 November 2021 and 19 January 2022.

CYP/22/09 An update on families residing in both bed and breakfast accommodation and homeless accommodation outside of the city boundaries, and the impact on schools and transport

The Committee received a report of the Strategic Director of Children and Education Services and the Strategic Director (Neighbourhoods) which set out the collaborative work undertaken by the Homeless Service and Children’s Services to support families who were impacted by homelessness.

The main points and themes within the report included:

- Background information;

- School and travel;
- Support for families;
- Reducing the use of bed and breakfast and out of city placements;
- Prevention;
- Apex House as a model;
- Placing families directly into dispersed accommodation;
- Nightly rate accommodation;
- Private Rented Sector;
- Domestic Violence and Abuse;
- Refugee Transitions Outcomes Fund (RTOF); and
- Transformation Programme.

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

- Who funded school transport when a homeless family was moved to a different area;
- The impact on families of living in temporary homeless accommodation and the impact on children of having to leave their area and move elsewhere;
- The importance of intervening early, when families first started struggling to pay their rent, and the roles housing providers and schools could play in this;
- Concern about the impact of rising costs of living and private landlords increasing rents;
- Concern about insufficient housing stock in the city;
- Concern about families in overcrowded housing who were not classed as homeless;
- People, predominantly women and children, becoming homeless due to domestic abuse, while the perpetrator was able to remain in the family home;
- Consideration about the safety of refugee families when allocating housing, for example, if racist, anti-refugee groups were active in the area; and
- To request more information on nightly rate accommodation.

The Ward Councillor for Miles Platting and Newton Heath highlighted how unaffordable rents were for people on the minimum wage. She expressed concern at the length of time that people were in dispersed temporary accommodation. She also expressed concern that people who were found housing in the private sector still did not have secure long-term accommodation, if they only had a six-month secured tenure. She reported that homeless people from other areas were being placed in temporary accommodation in her ward, whereas people from her ward who had become homeless were being placed elsewhere. She advised that consideration should be given to the needs of displaced families and the needs of and impact on the host community. The Chair suggested that figures on homeless families being placed in their ward could be provided to Members through Ward Co-ordination, noting that this disproportionately impacted on certain wards. She also expressed concern about the children who were being moved out of their communities and the impact of that.

In response to a Member's question, the Director of Housing Operations informed the Committee that the Private Rented Sector Team was working to source permanent

accommodation for homeless families in the private sector and to prevent families from becoming homeless through engagement with landlords and families, including providing incentives. He confirmed that links were being made with schools and other services, especially in relation to early intervention to prevent homelessness. He acknowledged Members' comments about the challenges facing families placed in bed and breakfast accommodation, advising that the average length of stay was 20 days but that this was still too long and that the transformation programme aimed to reduce the use of bed and breakfast accommodation. In response to the comments from the Ward Councillor for Miles Platting and Newton Heath, he advised that a mixed model, using both social rented and private sector accommodation, was needed but that housing had to be of good quality with a reputable provider and appropriate for the family. In response to a Member's comments about a specific case in her ward, he offered to provide a response outside of the meeting, if she provided him with further details.

The Director of Education reported that, if a child had an Education Health and Care Plan (EHCP), the Council had a statutory duty to fund home to school transport, which could be a taxi or a school bus. If a child did not have an EHCP, she advised that the Council would pay for a travel pass, if required due to distance, although she advised that she was aware of some cases where schools were arranging to collect the child from home, particularly where a family was temporarily being accommodated further away.

The Strategic Lead (Homelessness) informed Members that the Council funded an advice contract which could assist people who were struggling to pay their rent and that there would be a campaign to encourage people to get advice at an earlier stage before they have built up rent arrears. She encouraged Members to promote this to residents at their advice surgeries. She confirmed that there was a clear process for the placement of refugee families which took into account the safety of the area.

The Strategic Director of Children and Education Services drew Members' attention to previous items that had been brought to the Committee about domestic abuse and advised that he would discuss with the Director of Housing Operations the issue raised about perpetrators remaining in the family home, while the partner and children had to leave.

In response to a Member's question, the Director of Housing Operations reported that Apex House had been more successful than other accommodation in finding settled homes for the families placed there.

The Strategic Lead (Homelessness) informed Members that nightly rate accommodation was where a family was accommodated in a property on an emergency basis, which was paid for on a nightly rate, and that this was being used to reduce the use of bed and breakfast. She advised that her service had just started trialling moving people who presented as homeless directly to temporary accommodation rather than placing them in a bed and breakfast first. In response to a Member's question, she outlined how the Homeless Floating Support Service worked with a range of partners including Early Help, schools and GPs to support families in dispersed temporary accommodation.

The Deputy Leader reported that the transformation process was at the early stages and that he wanted to come back to the Committee in a couple of years' time to show the improvements that had been made in keeping families closer to their communities. The Chair advised that the Committee would continue to monitor this.

Decision

To receive a further report in 6 months' time.

CYP/22/10 Children and Education Services Directorate Budget 2022/23

The Committee received a report of the Strategic Director (Children and Education Services) which stated that, following the Spending Review announcements and provisional local government finance settlement 2022/23, the Council was forecasting a balanced budget for 2022/23, a gap of £37m in 2023/24 and £58m by 2024/25. The report set out the high-level position. Included in the report were the priorities for the services in the remit of this Committee. Appended were details of the initial revenue budget changes proposed by officers and the planned capital programme as well as information on the 2022/23 Dedicated Schools Grant. The Committee was invited to comment on the proposals prior to their submission to the Executive on 16 February 2022.

The main points and themes within the report included:

- Summary of Council budget;
- Current budget position;
- Scrutiny of draft budget proposals and budget report;
- Next steps;
- Children and Education Services context;
- Budget overview;
- Dedicated Schools Grant; and
- Capital budget.

The Executive Member for Children's Services drew Members' attention to the budget reports which had been submitted to the Communities and Equalities Scrutiny Committee and the Resources and Governance Scrutiny Committee which included proposals for additional funding for youth services and for Free School Meals over the Easter holidays respectively.

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

- To what extent the budget had taken into account the need for more special school places;
- Funding for improving the condition of school buildings, including school-based Early Years provision;
- To welcome the focus on carbon reduction around schools and to recognise the additional benefits of investing in reducing carbon, such as lower energy bills and improving children's well-being;

- Whether the Council had considered asset transfers for buildings which had previously been Council-run daycare provision but were now commissioned to other providers;
- Concern about home to school transport putting additional pressure on the Children's Services budget, as outlined in the report; and
- Concern about the national insurance increase referred to in the report.

The Director of Education reported that school places for children with Special Educational Needs and Disability (SEND) were funded by the Department for Education (DfE) through the High Needs Block of the Dedicated Schools Grant, which would be increased by £10 million next year. She informed Members about additional special school places which had recently been created and about plans for more to become available from next year. She advised that the Council had a capital maintenance grant each year to assist schools with significantly expensive maintenance issues, such as a new roof or boiler, and so had an understanding of the condition of school buildings; however, she drew Members' attention to proposals to undertake condition surveys of school buildings which, she advised, would formalise this knowledge and enable the Council to plan work for the future. She reported that the DfE was going to be making some funding available for new school buildings and that these conditions surveys would help the Council to provide evidence to the DfE about why some of this funding should be awarded to Manchester. In response to a question from the Chair, she confirmed that the Council only had statutory responsibilities in relation to the maintenance of the buildings of local authority-maintained schools, not academies.

The Executive Member for Children's Services confirmed that a range of different options were considered for buildings used for Early Years daycare provision. He suggested that the Committee might want to receive a report on the condition surveys that were due to be carried out on schools and Early Years buildings, once the work had reached an appropriate stage.

The Strategic Director of Children and Education Services highlighted the approach that had been taken to budget savings, which had focused on preventative work and cost avoidance rather than cutting services. The Chair welcomed the way that this approach had worked in recent years in reducing costs through early intervention to prevent children and young people from entering the care system.

Decision

To endorse the proposals outlined in the report.

CYP/22/11 Annual Virtual School Head's Report

The Committee received a report of the Director of Education which provided an overview of the work that had been undertaken, through the Corporate Parenting Partnership, during 2020-21 to promote the education, employment and training of the Children and Young People in the care of Manchester (referred to as Our Children and Young People), Manchester Care Leavers, Previously Looked After Children who attended education settings within Manchester and Young People supported by the Youth Justice Service.

The main points and themes within the report included:

- Key educational headlines for children and young people;
- Attendance at education settings; and
- Key high-level priorities for the Virtual School.

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

- Praise for the work of the Virtual School;
- Access to educational psychologists and training for teachers;
- How Manchester compared with other core cities, for example, in relation to the number of Our Children who were in education, employment or training post-16;
- Whether data was available broken down by ethnicity;
- Our Children and Young People who had Special Educational Needs and Disability (SEND);
- The Virtual School's new duties in relation to children and young people with a social worker; and
- What was being done to inform teachers about the work of the Virtual School.

Following a Member's comments about young people becoming involved in crime and serious youth violence, the Chair reported that the Committee had previously visited Wetherby Young Offender Institution and Barton Moss Secure Children's Home. She suggested that the Committee visit them again, as a joint visit with the Communities and Equalities Scrutiny Committee. She suggested that the Committee consider bringing a joint report on knife crime, in conjunction with the Communities and Equalities Scrutiny Committee. The Strategic Director of Children and Education Services highlighted how the use of Personal Education Plans (PEPs) in Youth Justice had improved young people's engagement with education, employment and training.

The Executive Member for Children's Services informed the Committee that a Youth Justice Peer Review had taken place towards the end of 2021 and that they had been very impressed by the work being done in Manchester.

The Virtual School Head reported that the Virtual School commissioned additional educational psychology time for consultation, advice, guidance and training for teachers. She informed Members that the Pupil Premium was paid to schools termly on receipt of a satisfactory PEP outlining how the money would be spent and that additional funding could also be provided to schools, where it was needed, including for staff training to support the needs of the child. In response to a Member's comments about exclusions, she reported that figures for fixed term exclusions for Our Children were currently higher than they wanted it to be but reducing and that permanent exclusions of Our Children were very rare. She drew Members' attention to the Inclusion Strategy which her service had been involved in developing and confirmed the service's aspiration to reduce the number of fixed-term exclusions.

The Virtual School Deputy Head (Post-16) reported that Manchester compared favourably to other core cities, its statistical neighbours and other Greater Manchester authorities in relation to the number of Our Children who were in Employment, Education or Training (EET) post-16. She informed Members that the Virtual School undertook PEPs for those who were not in EET and she outlined how they worked to maximise opportunities for these young people. In response to a question from the Chair, she reported that preventing exclusions post-16 was challenging as the Virtual School was not always informed beforehand but that using the designated teacher model had enabled them to develop stronger relationships, find out about issues earlier on and make alternative suggestions to prevent exclusion.

The Virtual School Deputy Head advised that they collected data on the ethnicity and gender of the children and young people as well as whether they had SEND through the PEP process, that this was monitored and that data could be provided. She also informed Members about training that was being provided to carers, including in relation to SEND, and about the post-16 pilot, which included training colleges and Leaving Care Workers on SEND, as well as attachment and trauma. She reported that the Virtual School provided challenge to schools if they were not recognising that a young person was likely to have SEND and responding appropriately.

The Virtual School Head advised that her team was well known to designated teachers and that it was the designated teacher's responsibility to work with other staff within their school. She highlighted the launch of the Virtual School's website and outlined how they were informing schools about the Virtual School's new duties in relation to children and young people with a social worker.

The Chair reminded Members that all Councillors were Corporate Parents and invited to the meetings of the Corporate Parenting Panel.

Decisions

1. To arrange a visit to Wetherby Young Offender Institution and Barton Moss Secure Children's Home, in conjunction with the Communities and Equalities Scrutiny Committee.
2. To further discuss bringing a joint report on knife crime, in conjunction with the Communities and Equalities Scrutiny Committee.

CYP/22/12 COVID-19 Update

The Committee received a report of Assistant Director of Education which provided an update on the return of children and young people to education following the Christmas break and the arrangements in place in schools and colleges to report and manage COVID-19. The report had a particular focus on the bespoke offer to increase uptake of the vaccine in children and young people aged 12 to 15 and address inequalities therefore reducing disruption to children's education and learning.

The main points and themes within the report included:

- Main changes to guidance for schools from January 2022;
- Vaccinations;
- Positive cases in Manchester schools; and
- School attendance.

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

- Concern about lower take-up of COVID-19 vaccines in more deprived areas and in some demographic groups;
- The benefits of "Covid chat" and the role older pupils and members of the community could play in having conversations and answering questions about the vaccination; and
- Why more private schools had received the vaccines first.

The Executive Member for Children's Services reported that the Council had been working with health service colleagues to identify and address barriers to the vaccination of children and young people, highlighting capacity for school immunisation and how consent was gathered. He outlined some of the steps being taken to improve take-up, including a bespoke offer for each school, as well as an out of school offer, alongside an adult offer, and improved communications, including in community languages.

Ben Aspinall, COVID-19 Vaccination Programme Lead from MLCO, explained that the initial school immunisation programme had had to be introduced very quickly, that all Manchester schools had been contacted to ask when this could be timetabled in and that those who had responded first had been scheduled first. In relation to schools where a lower percentage of pupils had taken up the offer of a vaccine, he outlined the work taking place to address this, engaging with the schools, community leaders and the wider community and highlighting the offer for pupils to be vaccinated at other vaccination sites in the community, if they had not been vaccinated when the vaccination service was at their school. In response to a Member's comments about the electronic process for parents giving their consent ("e-consent"), he advised that, while it was quick and easy for some, having listened to stakeholders, schools were now being given the option to use e-consent, paper-based consent forms or a combination of the two.

The Chair expressed concern that anti-vaccination campaigners were also affecting the take-up of the MMR vaccine and advised that the Committee would continue to look at child health, in conjunction with the Health Scrutiny Committee.

Decision

To note the report.

CYP/22/13 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.

The Chair welcomed the new Co-opted Member, Mr Cleworth.

Decision

To note the report and agree the work programme.

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee - 9 March 2022

Subject: Special Educational Needs and Disability Local Area Inspection

Report of: Director of Education

Summary

In November 2021, Ofsted and the Care Quality Commission conducted a joint inspection of Manchester to judge how effectively the local area has implemented the special educational needs and disability reforms introduced in 2014. The outcome letter following this inspection has now been published. This report highlights the main areas of strength and areas for development set out in the letter.

Recommendations

Committee members are recommended to:

1. Note the report and positive letter from OFSTED/CQC and acknowledge the significant number of strengths identified particularly the strength of partnership working and co-production with parents /carers in the local area.
 2. Note the progress being made in the areas for development including communication of the local offer.
 3. Consider the developments in respect of the revisions to the Home to School Transport Arrangements.
-

Wards Affected: All

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

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	Continuing to improve SEN provision will contribute to improving educational outcomes, aspiration and job opportunities for pupils with SEND and contribute to Manchester's young people becoming happy, safe and successful adults.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Improving educational outcomes of pupils with SEND and continuing to improve the experience and opportunities for children and young people with SEND will better enable them to gain qualifications and contribute to Manchester's economic success. Increasing the numbers of Supported Internships and Supported Employment places will ensure more disabled people become economically active and Manchester's employers benefit from a more diverse talent pool.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Continuing to improve provision, through co-production, for children and young people with SEND will ensure increased opportunities and outcomes for one of our vulnerable groups - children with SEND.
A liveable and low carbon city: a destination of choice to live, visit, work	Investment in modern, energy efficient and high-quality education infrastructure drives reductions in carbon across the estate of schools.
A connected city: world class infrastructure and connectivity to drive growth	Investment in existing and new education provision will enhance the City's attractiveness to potential residents and contribute to the development of high-quality neighbourhoods.

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Background documents (available for public inspection): None

1.0 Introduction

- 1.1 In November 2021, Ofsted and the Care Quality Commission conducted a joint inspection of Manchester to judge how effectively the local area has implemented the special educational needs and disability reforms introduced in 2014. The [findings from the inspection](#) have now been published on the Ofsted website and [Manchester Local Offer](#) website.
- 1.2 This inspection process was introduced in May 2016 and apart from when inspections were halted during the peak of the pandemic, Manchester could have inspected at any point since then. The Ofsted [annual report](#) 2020-21 showed that 123 local area SEND inspections had been carried out by August 2021. Just over half of those (66) had been required to produce a Written Statement of Action after inspectors identified 'significant weaknesses'. Seven of the eight areas inspected in 2020-21 were required to produce Written Statements.

2.0 Background

2.1 Inspection Process

The area is given five days' notice and the inspection takes place over five days. During this time, parents and carers of children with SEND living in Manchester were invited to complete an online survey about their lived experience of having a child with SEND in the Local Area. Information about this was sent out to all settings, schools and colleges as well as directly to parents/carers of children and young people with an Education, health and care plan (EHCP). The survey was also promoted on our website and using social media. A total of 995 parents and carers responded to the inspection survey. In addition to this, inspectors spoke to around 70 parents/carers directly as part of focus groups or during site visits and over 100 staff in focus groups and on their visits to schools, colleges and clinics. They also spoke directly to young people including representative from our Change Makers Group and a group of Supported Interns as well as students at The Manchester College. Inspectors looked at 40 education, health and care plans which they randomly selected. The Local Area also chose to submit a detailed self-evaluation of SEND provision and provided some reports which had been taken to Children and Young People's Scrutiny committee both before and during the pandemic.

3.0 Outcomes of the inspection

- 3.1 Whilst the inspection does not result in a graded judgement, it was extremely positive and identified many strengths. Following the inspection, the Local Area receives a letter outlining the strengths and area of improvement identified by inspectors. Inspectors pleasingly concluded that senior leaders had an accurate understanding of strengths and areas for development in the local area; most importantly the were no areas considered to have any 'serious weaknesses', unlike many others across the country.

3.2 We are very proud that inspectors have acknowledged the many strengths of Manchester's implementation of the SEND reforms including:

- Leaders' strong vision for improving the outcomes of children and young people with SEND
- The support for families during the pandemic
- Our co-production with families, Manchester Parent Carer Forum, Parent Champions and the young people's Changemaker group
- Early identification and support for children with complex needs
- The 'start well pathway', the healthy child programme and identification of communication and other needs of early years children
- Strong multi agency collaborative working to support families
- The graduated response working well across the 0-25 age range and outreach support to mainstream schools
- The wide range of post 16 education and training options
- Improvements in quality and timeliness of EHCPs
- Joint commissioning, such as the new intensive support short breaks and outreach
- Reduction in exclusions through the implementation of the inclusion strategy
- Leaders are not afraid to pilot new and innovative ways of working, such as M Thrive

These strengths represent the tireless multi-agency work which has been undertaken since the SEND Reforms were introduced in 2014. The range of these strengths show that children and young people with SEND and their families receive high quality provision which is in line with our vision that all children should be safe, happy, healthy, successful and independent.

3.3 The main areas for development highlighted in the Ofsted/CQC letter are:

- The 'tell it once' aspect of the SEND reforms does not always work well in Manchester
- Many parents are frustrated with the school transport system, this has been exacerbated by the pandemic
- The local offer is not understood by all parents
- Families awaiting assessment or therapeutic interventions require more support while on waiting lists
- Outcomes and provision in some EHCPs need to be more personalised
- Many parents are anxious about their child's future and require advice and support at a much earlier stage to help the family make decisions
- Some young people need more support to help them prepare for adulthood
- There can be delay in finding appropriate adult mental health services for young people transitioning from CAMHS

3.4 It was and should be recognised that the Local Area had already identified many of these areas for development and work is already underway. An area of specific attention is that relating to the provision of Home to School Transport, which families have reported is problematic and the policy, which has been informed by the statutory SEND and transport reforms, eligibility and

guidance issued in 2015 is not 'user friendly'. The underpinning principles of which are wherever possible families should be enabled to take their children to school and young people should be taught how to travel independently and safely to school.

- 3.5 A review of the processes and administrative staff that support the Home to School Transport arrangements was undertaken in 2020 and changes made. The service has continued to monitor and review the impact of the changes made and whilst this has taken place throughout the pandemic it has been identified further work is required to make the Home to School Transport Policy be more accessible, refinement of the administrative processes and more importantly the delivery model. Subsequently, in order to progress this area with pace and traction, a third-party organisation with a track record of supporting organisations through the design and implementation of change in this area of work has been commissioned. They are already engaged with key stakeholders, including:
- Parent/ carers
 - Young People
 - School Heads
- 3.6 It is anticipated this work will be concluded by April 2022 with clear recommendations and supporting options appraisal for the operating model.
- 3.7 The multi-agency SEND action plan which outlines the activities to improve all of the aforementioned areas will be monitored and reviewed through the SEND Board which is chaired by the Director of Education. Following the inspection report, the multi-agency SEND action plan will be reviewed and a revised version co-produced with stakeholders.

4.0 Conclusions

- 4.1 As the letter states, leaders are not complacent - they know what is working well and priorities for future action. We continue to be ambitious for our children and young people with SEND. Manchester is fortunate to have staff across its education, health, care and voluntary sectors who are passionate about improving services, support and outcomes for children and young people with SEND.

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20 January 2022

Paul Marshall
Director of Children's Services
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Ian Williamson, NHS Manchester Clinical Commissioning Group Chief Accountable Officer

Julie Hicklin, Local Area Nominated Officer

Dear Mr Marshall and Mr Williamson

Joint area SEND inspection in Manchester City Council

Between 22 and 26 November 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Manchester City Council to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors (HMI) from Ofsted, with a team of inspectors including another HMI and three children's services inspectors from the CQC.

Inspectors spoke with children and young people with SEND, parents and carers, and local authority and National Health Service (NHS) officers. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the SEND reforms. Inspectors looked at a range of information about the performance of the area, including the area's self-evaluation. Inspectors met with leaders for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.



In reaching their judgements, inspectors took account of the impact of the COVID-19 pandemic on SEND arrangements in the area. Inspectors considered a range of information about the impact of the pandemic and explored how the area's plans and actions had been adapted as a result.

This letter outlines our findings from the inspection, including some strengths and areas for further improvement.

Main findings

- Leaders have a clear vision for improving the outcomes of children and young people with SEND. This vision is communicated to stakeholders with passion and ambition. Leaders have made progress in improving the quality of provision for children and young people with SEND since the 2014 reforms. In recent years, these developments have gained pace. However, leaders are not complacent. They know what is working well and the priorities for further action.
- Despite the pandemic, leaders have continued to make improvements. Leaders recognised the considerable strain some families were under. They thought carefully about what children and young people with SEND needed during this difficult time. Leaders acted swiftly from the start of the first national restrictions. They worked with the parent carer forum (PCF) and provided many families with resources, such as 'sensory bags', delivered to their door.
- Area leaders have a strong working relationship with the PCF. Leaders and the PCF work in partnership on the key strategic and operational SEND boards. The PCF both challenges and supports area leaders in equal measure, acting as a critical friend, for example in evidencing the anxiety of some parents around young people's preparation for adulthood. This ensures that leaders' plans incorporate the views, wishes and feelings of parents and carers across the city.
- There has been some improvement recently in the quality and timeliness of education, health and care (EHC) plans. This is due to increased capacity and high-quality training, which have improved processes within the statutory assessment team. More robust quality assurance is helping to improve the standard of new EHC plans. Parents recognise and welcome these recent improvements. However, there is still some work to do to ensure that outcomes are more personalised for each child and young person.
- The contributions from social care professionals to EHC plans is variable. Too often, when not accessing statutory services, children and young people's wider social needs are not identified well. This means that some children and young people's needs escalate as suitable provision is not in place. For example, some children and young people feel isolated at home and do not have the guidance and support they need to take part in their community.



- Area leaders work hard to improve how they communicate with key stakeholders, including parents. Despite this, too many parents say that they have not heard of the online local offer. When they have, they find it difficult to use. School leaders recognise improvements in communication from area leaders. They reported that area leaders alert them to any planned changes in good time. This means that they are better able to implement any new plans as intended.
- Leaders have an accurate, up-to-date and comprehensive view of the most pressing issues across the area. They adapt their approach to meet the changing needs of different communities. For example, in some parts of the city, leaders have recognised the increased demand for mental health provision. They have trained frontline staff in schools to provide early intervention to prevent children and young people's needs escalating.
- Specialist settings provide valued outreach support and guidance to parents, providers and professionals. This means that a wide range of children and young people benefit from this specialist knowledge and expertise in early years settings, schools and post-16 placements. As a result, some children and young people with SEND have their needs identified and met earlier and sometimes without needing specialist support.
- Leaders have meaningful discussions about services that are jointly commissioned between health, social care and education. There are several examples of projects that are making a positive difference, such as the review of the joint equipment adaptations service. This ensures that important equipment for young people transitioning to adulthood is continually available.
- Many parents are frustrated with the school transport system. They, and often school leaders, are confused by the application process. This makes parents feel that the system is unfair. Also, parents and school leaders reported that organised transport changes frequently. Drivers and escorts change, and transport is often delayed. This has been further exacerbated by the pandemic. These problems distress some young people. In addition, some children and young people do not arrive at school on time and ready to learn. Leaders share these concerns and are taking steps to improve this situation.

The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities

Strengths

- Leaders have ensured that special educational needs and/or disabilities coordinators (SENCOs) attend regular network meetings. Professionals also have access to a wide range of specialist training and advice. This has strengthened the ability of frontline staff to identify needs more quickly.



- Most EHC assessments are completed within the 20-week timescale. Health and education professionals work closely to provide detailed assessment information. Over time, due to targeted training, these contributions have improved. This means that children and young people's health and education needs are more clearly identified in their EHC plans.
- EHC plans are reviewed annually. The area has a clear commitment to amend those children and young people's EHC plans at transition points. This could be when children move to secondary school, post-16 provision, or when their needs escalate.
- Children, young people and their parents reported that, more recently, professionals better understand their needs, wishes and feelings. Approximately two thirds of parents who responded to our survey said that they had been involved in making decisions about the help and support that they receive.
- Leaders responded quickly to the challenges presented by the COVID-19 pandemic. They encouraged the most vulnerable children and young people to attend educational settings. Many health teams, such as community nursing, continued to offer care remotely. When required, this happened in person. This ongoing contact ensured that professionals continued to identify any changes to children and young people's needs.
- Parents of children with complex needs that are identified at birth or shortly after feel well supported by professionals. They receive timely and relevant information that helps them better understand their child's needs and what to expect. For example, the Manchester sensory support service gives advice to parents of visually and hearing-impaired children, including those without an EHC plan. They help parents to make more informed decisions about education and specialist equipment, and how to access community activities.
- The 'start well pathway' provides early years professionals with robust systems to identify needs in the under-fives. Examples include the communication and language pathway, where up to 2,000 children are assessed each year. This has improved the early identification of children's speech, language and communication needs.
- The designated clinical officer (DCO) has clear ambitions and priorities to improve ways to identify and meet needs, and improve outcomes for children and young people across the area. The DCO works closely with multi-agency partners on a range of projects, which include the city-wide roll-out of the social communication pathway. This was co-produced with parents (a way of working where children, families and those that provide the services work together to create a decision or a service that works for them all), and has already shown some impact in reducing waiting times in the south of the city. More widely, leaders across the city are seeking to address inequities in service offers and the variation in waiting times reported by parents.



- The delivery of the healthy child programme at the important two- to two-and-a-half-year assessment stage currently stands at 77%, which is above the national average. This means that most children's needs are identified at the earliest stages. When children are not brought to appointments in the health visiting service, practitioners follow this up. This helps to make sure that there are no unmet needs.
- There is an open referral system in place for all therapy services. This means that multi-agency professionals or parents, carers and family members can make a referral into the service. SENCos have received training that has improved their ability to identify and support children's emerging speech, language and communication needs. Referrals to therapy services are then triaged and, where accepted, either signposted for urgent attention or placed on the general waiting list for assessment. This makes it easier for families and professionals to get the support that they need.

Areas for development

- Too often, the social needs of children and young people with SEND are not identified early enough. This means that they do not receive timely support. Families who are struggling do not always get the support they need. As a result, some children and young people's needs escalate. For example, some children and young people do not access clubs and activities alongside their peers due to their social needs. Professionals and parents do not always have the guidance or help that they need to help children and young people to participate.
- The 'tell it once' aspect of the SEND reforms does not always work well across Manchester. Most parents told us that they continually have to repeat their story to a range of multi-agency professionals. They said that joint meetings and reviews were rare. Leaders have plans to improve this, including the continued development of 'about me' and 'more about me' profiles. The initiative is planned to reduce the number of times families have to tell their story to different professionals.

The effectiveness of the local area in meeting the needs of children and young people with special educational needs and/or disabilities

Strengths

- Co-production is a strength. Across the area, multi-agency professionals work well with parents, children and young people. Professionals know each other well and there is a culture of collaborative working. Leaders and parent representatives jointly make important decisions for SEND provision across the area. For example, professionals and parents worked together to improve the online local offer and develop the new neurodevelopmental pathway.



- The 'changemakers', a large group of volunteer children and young people with SEND, work closely with area leaders. They help to shape future projects such as the area's leisure offer, and challenge leaders about existing services. This means that the views of children and young people are at the heart of decision-making.
- Leaders work closely with the PCF across Manchester. The PCF helps parents to navigate the SEND system. Parents appreciate this support. The PCF ensures that the views of parents and carers are considered carefully.
- Leaders jointly commission many services in Manchester. For example, leaders from health, social care and education worked together to redesign the short-breaks offer. This includes a facility that provides children and young people, many with autism spectrum disorder and learning difficulties, with short breaks and respite for families. This has a positive effect on these families, avoiding the need for further statutory involvement of social care professionals.
- Leaders have provided a 'matching provision to need' document for education settings. Education leaders and health professionals find this useful. This has ensured that the graduated approach works well across the 0–25 age range. Over time, settings have become more inclusive due to leaders' expectation that 'all teachers are teachers of SEND'.
- Area leaders in health, social care and education use social media to advertise support to parents. Parent champions, who are volunteer SEND advocates, have been appointed across the city. Parents value the advice and guidance that they receive from this group. The special educational needs and disabilities information advice and support service (SENDIASS) is also a welcome resource for parents. For example, these groups signpost parents to other useful charities and organisations.
- Area leaders are not afraid to pilot carefully considered, new and innovative ways of working, such as the continued roll-out and extension of the 'Manchester i-thrive' model for emotional well-being. This has started to ensure the widest possible access to social, emotional and mental health well-being services. This includes high-quality training to schools via the school nursing service.
- Children and young people referred to the neurodevelopmental pathway for autism spectrum disorder and attention deficit hyperactivity disorder are triaged initially to ensure that their needs are considered quickly by the most appropriate professional. The process ensures that informed decisions are made as to which service would be best placed to provide appropriate care, support and assessment.
- Following referral onto the neurodevelopmental pathway, children and young people have access to a lead professional who is best placed to understand the specific or suspected medical condition. This helps to maintain continuity for families and ensures a single point of contact for all agencies involved in the assessment process.



Areas for development

- The local offer is not well understood by parents. Many report that they have not heard of it. When they have heard of it, many parents say that they cannot find the information that they need. Many parents rely on friends and family for important advice and information. This results in parents feeling that they have not received the same quality of information and guidance as others across the area in order to access timely support for their child.
- The outcomes and provision outlined in some children and young people's EHC plans are too generic. This means that parents and professionals are not always able to identify suitable settings that will meet children and young people's needs well. This causes confusion and delays in the system.
- Practitioners and leaders acknowledge that, although families can be signposted to other support services while waiting for assessment or therapeutic intervention, there is more to do to communicate the offer to those families. Families we spoke with agreed that, overall, many were not made aware of the additional availability of support they could access while waiting on sometimes extended waiting lists.

The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities

Strengths

- Recent training for different professionals across health and education, such as for SENCos in schools, is helping to improve the quality of EHC plans. This is particularly the case where children and young people have hearing or visual difficulties. The professionals writing these plans are using the knowledge gained to write more relevant outcomes that better inform support for the child or young person.
- There has been a reduction over time in the rate of exclusions for pupils with SEND, including those on SEN support. This has been achieved due to the specialist training provided to mainstream schools by special schools and pupil referral units. Leaders' inclusion strategy has developed a culture of inclusion in the school system. Leaders are committed to further reducing the rate of exclusions for pupils with SEND.
- Across the area, there is a wealth of choice for young people moving on from key stage 4 and key stage 5 into further education, employment and training. A majority (95%) of 17-year-olds remain in education, employment and training, which is above the national average. More young people are now benefiting from the strong offer of apprenticeships, internships and traineeships. These opportunities are well matched to the demand for skilled workers across the city.



Young people with SEND who wish to follow a more academic pathway are also supported well. This means that those young people who can gain a place at university are supported to do so.

- Young people are actively encouraged to make a positive contribution to their local community. This gives young people further opportunities to develop those skills they will need as they prepare for adulthood.
- Health visiting teams use specially developed tools to maintain an oversight across Manchester of where demand for their services is high. Health visitors can then adapt their service offer to ensure that families who might require additional care and support are well catered for.
- There is a seamless transition of both specialist adaptive equipment and basic care products, including continence care items, across health services. This means that when a young person transitions into adult services, their dependence on such items to maintain and improve outcomes is not put at risk.

Areas for development

- Many parents are anxious about their child's future. They do not feel well-informed about the options available for their child's next steps in good time. For parents, this worry starts from early years and continues through to adulthood. Some parents reported that they rely heavily on friends and family for information and advice.
- The quality and reliability of transport for children and young people with SEND is poor. Many parents reported this. Area leaders are aware of this challenge and are working closely with the PCF to find a solution. However, parents and school leaders do not understand who is eligible for transport, and how it is allocated. For example, some parents say that they have an escort allocated in a dedicated taxi, and others say that they were unaware that they could have transport provided at all. This confusion is further compounded when transport is often cancelled, changed or delayed and has been exacerbated by the pandemic. This results in some children and young people with SEND being distressed on arrival at school. These difficulties in school transport also have a negative impact on children and young people's attendance and punctuality, especially in special schools.
- Children and young people with SEND are not always supported well to prepare for adulthood. This means that some young people worry about managing their finances, using public transport and moving out of home. Some young people feel isolated from their friends, unable to access the services offered and do not benefit from opportunities afforded by the city they live in. While there is an outreach service for travel training available, the reach of this is limited. Many young people are unable to travel to college independently in a safe way. This limits some young people's ambitions for their adult life.



- Practitioners in child and adolescent mental health services (CAMHS) are supported to 'hold on' to young people aged over 18 years where there is delay in finding similar service provision within adult services. This is due to it being sometimes difficult to access similar mental health support in adult services. Although it is positive that practitioners can continue working with young people beyond their 18th birthday and there is no gap in service, there is more to do to ensure transition and appropriate services are in place as young people move into adulthood.

Yours sincerely

Adam Sproston
Her Majesty's Inspector

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 Clinical commissioning group(s)
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 NHS England

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 9 March 2022

Subject: Children and Young People Participation and Engagement Plan

Report of: Strategic Director of Children and Education Services

Summary

This report provides an update on the current plans for children and young people's engagement and participation. This report includes both updates from targeted as well as universal services, aligned to the ambitions set out in the Our City, Our Say Strategy. The report also outlines the plans for a refresh of the participation and engagement strategy, in response to global pandemic, new investment from the City Council and national funds and the declaration of the Climate Change Emergency. As Manchester embarks on its journey to become a UNICEF child-friendly city the refreshed strategy will seek an expansion of provision so that more children and young people's voices can be heard, listened to and championed. Manchester will continue to be a city where the voices, needs, priorities and rights of children are an integral part of public policies, programmes and decisions.

Recommendations

The Committee is invited to make comments on the contents of the report and support the proposal to refresh the strategy for children and young people's participation and engagement, noting that the Strategy will be brought back to Scrutiny in late summer 2022 for endorsement and approval.

Wards Affected: All

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

Young people's engagement, participation and democratic involvement is a key component of the work towards achieving the zero-carbon target for the city. That has been evidenced through the development of the Manchester Youth Climate Charter and the creation of video content, developed by young people as part of Skills for Life programme.
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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	Strong participation and engagement with Young people ensure better connectivity to job opportunities within Manchester. This is achieved through the development of Skills for Life, apprenticeships programmes and work experience.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Participation and engagement with young people ensure a strong affinity to the city and helps employers understand and support the needs, wishes, thoughts, feelings, and views of young people. This in turn contributes to the City's development.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Through closer alignment of services, young people will be able to share lived experiences enabling them to better support each other whilst ensuring they amplify the voices of those young people who often miss out.
A liveable and low carbon city: a destination of choice to live, visit, work	Removing barriers to participation will include opportunities for young people to be involved in decision making at a local, neighbourhood / area level. This enthuses young people's commitment to the city.
A connected city: world class infrastructure and connectivity to drive growth	Young people's participation and engagement in local as well as City wide initiatives and through individual as well as group-based involvement provides them with key life skills.

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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.

- Our City, Our Say Strategy 2015-2018
- Children and Young Peoples Plan 2020-2024
- Valuing Young People's Strategy 2016-2019
- Our Manchester Youth Strategy 2019-2023
- Children and Young People's Engagement Annual Report, 2021

1.0 Introduction

- 1.1 Children and young people's engagement and participation is a key component of the Our Manchester Strategy and the way in which Manchester City Council is seeking to deliver services. Young people's participation is written into the City's constitution and there is a responsibility on the authority to ensure that children and young people have access to holistic participation, engagement, and democracy activities. This is delivered through both universal services and targeted services who work together to ensure the Council fulfils its obligations to children and young people.
- 1.2 Listening to young people's voices and ensuring effective engagement and participation cannot be undertaken in isolation. The Council has a rich history of working alongside the voluntary sector, in particular around youth, play and participation provision and this will be strengthened further, through the establishment of new commissioning arrangements in 2022/23. As such, young people, regardless of their background or geography can be assured that opportunities to have their voices heard whether that be as an individual or part of a group will be heard, listened to and championed.
- 1.3 As indicated in section 1.1, the City Council has two complementary participation services. One supports the development and delivery of universal provision with the other focusing on and supporting targeted groups of children and young people who are in care, care leavers, newly arrived, children and young people with special educational needs and disabilities (SEND), young carers, and those young people who are being supported by our youth justice and early help services. These services ensure that all children and young people, regardless of their background or barriers, are provided with opportunities to have a voice and be involved in a range of participatory activities as well as supported to amplify their voice through a range of decision-making forums.
- 1.4 The universal offer includes the delivery of the Manchester Youth Council (MYC) as well as associated activities such as the Make Your Mark Ballot - the world's largest young people's ballot and the elections of Members of Youth Parliament. MYC is engaged in a range of activities locally, regionally and nationally and this sits under the umbrella body of the British Youth Council.
- 1.5 The targeted offer includes supporting internal practitioners to have a better understanding of how participation and engagement can be embedded in the plans of all services. Mechanisms have developed over the last 2 years to support practitioners to capture the voices of children and young people and identify ways that these voices can help shape service design and delivery.
- 1.6 Both the universal and the targeted approach to children and young people's participation and engagement will be a central theme of the Our Year work that the Council recently launched. The focus on this throughout 2022 provides a unique opportunity for the Council and our partners to further embed participation, engagement and democracy. Throughout the engagement with children and young people on the development of Our Year,

they told us of their priorities, wishes, concerns and aspirations. These items will start to be addressed over the next 12 months and will form a detailed plan as part of the City's ambition to be a UNICEF's Child Friendly City (CFC).

2.0 Targeted Offer - Participation and Engagement

- 2.1 A detailed Annual Report has been prepared for the year 2020-21, this can be found in Appendix 1. The report focuses specifically on children and young people in Manchester who are in care, care leavers, children and young people with special educational needs and disabilities (SEND), young carers, and those young people who are being supported by our youth justice and early help services. It provides an overview of the engagement activity and where relevant includes the input of universal services that have supported these cohorts. In turn it looks at what children and young people have been telling us and draws out the key themes.
- 2.2 Engaging with children and young people from vulnerable groups is part of day-to-day practice for participation and engagement teams. However, as a Directorate priority a range of additional engagement methods are used, for example assessment and direct work activities, awards, SEND change makers groups, events, and activities amongst others. The refreshed Children in Care Cooperative provides children and young people with an opportunity to engage with their professional of choice in the way that they feel most comfortable, whether that is in person or through other means of their choice and influence service provision. A plan on a page for the cooperative model can be found in Appendix 2.
- 2.3 Children and young people have told us that the impact of Covid-19 has been without a doubt the biggest single issue facing them. It has consistently been identified as an overarching theme and one that has impacted on all other themes that have been identified. It is also important to note that there is some crossover between some of the themes. The other key themes include:
- Education, Future & Aspirations
 - Mental Health & Emotional Wellbeing
 - Inequalities related to Race & Ethnicity
 - Independence, Access & Safety
- 2.4 The global pandemic has required officers to rethink how they deliver events and activities over the last two years. Many events and activities continued but were just delivered differently. Instead of large events there has been a focus on smaller activities. There has been a mix between virtual and face to face contact to make sure children and young people are safe, happy and healthy; and to ensure support can be provided where needed. Examples include cooking & budgeting sessions for care leavers, co-production of a travel hub for young people with special educational needs and disabilities, volunteering and campaigning, gardening, employability skills & mentoring, sports activities, virtual meetings/conversations (1-1 & groups) and young people's videos / regular welfare calls. Senior officers and elected members also visited schools and holiday clubs to talk to children and young people. It is important to note

that events and activities are not for everyone, so staff have regularly arranged 'catchups' with smaller groups of young people in environments of their choice.

- 2.5 The Annual Report (see Appendix 1) highlights a significant number of participation and engagement activities in which children and young people have been able to influence services, examples include:
- The SEND Services - influenced and shaped by children and young people. Change Makers co-designed the recent children and young people's SEND Lockdown Experience survey, which had over 360 responses from SEND young people across the city.
 - Education Health Care Plans - a child or young person's voice is included in all.
 - Youth Violence research and strategy - informed by young people.
 - Inclusion Strategy - informed by young people.
 - Manchester Achievement & Buzz Awards - clothing events with support from the business sector in improving the experiences and outcomes for looked after children and care leavers.
 - The Young Carers strategy co-produced with children and young people, and their voice continues to influence its delivery; voice and asks are clear in the strategy.
 - Recruitment and Selection - Children and young people have been involved in the recruitment and selection of new staff.
- 2.6 The targeted work over the reporting period has had a positive impact and has contributed to the following outputs:
- Co-production charter for strategies and over 97% of children seen as part of assessment and planning practice.
 - 94% of young people aged 2-17 years have a Personal Education Plan in place; informed by their aspirations and views.
 - 96% of 'Our Children' participate in their Statutory Review.
 - Meaningful 'in touch' with 97% of Care Leavers (10% increase).
 - 20% reduction in remand since 2018/19.
 - 64% of care leavers engaged in Education, Employment and/or Training.
 - 63% of Manchester's schools have been awarded Rights Respecting status.
- 2.7 **Lessons learned** - Frontline practitioners do a great deal of work with young people that has a significant impact on their lives. However, this is not always recorded in a way where it demonstrates the amount of work that has been done and, in some instances, it is not always easy to draw out those examples when practitioners are asked for this information. Children Social Care work with over 5,350 vulnerable children and young people at any one time plus over 5,000 with Education, Health & Care Plans and they have a responsibility to create opportunities for them to engage in a way that feels right for them. This happens all the time, but more can be done to evidence the impact that

this has on young people's lives. The Council and its partners collectively have a responsibility and the engagement framework 'A journey from voice to influence' will help professionals through the process, this can be found in Appendix 3.

2.8 Next steps - In response to the outputs from the Annual Report, practitioners are working to deliver the following priorities:

- Continue to have collective responsibility to allow young people to work with their professional of choice. Engagement and participation with children and young people will be everyone's business.
- Recognise day to day practice as a key part of Participation & Engagement with vulnerable children & young people. Events and activities will be used as additional opportunities for engagement.
- Ensure all teams and partners that we work with have a clear understanding of our new engagement framework (A Journey from Voice to Influence).
- Ensure all our teams have clear mechanisms in place to regularly review what children and young people are telling us and share the learning wider, taking it to a place of influence, especially if further support is required.
- Ensure all service reports include what children and young people are saying, what we have done in response to that and how we have checked that we have got things right.
- Ensure all children & young people are aware of all opportunities and have the choice to engage and collaborate in a way that feels comfortable to them.
- Ensure all teams contribute to large events and consultations.
- Engagement & participation to be wide reaching and not tokenistic.
- Incorporate key local, regional, national and global themes identified into service plans. There are 5 themes that have been identified:
 - a) Covid-19
 - b) Education, Future & Aspirations
 - c) Mental Health & Emotional Wellbeing
 - d) Inequalities related to Race & Ethnicity
 - e) Independence, Access & Safety
- Demonstrate evidence and impact of all participation and engagement activity to inform practice.

3.0 Universal Offer – Refresh of the Participation and Engagement Strategy

3.1 The Our City, Our Say strategy set out an ambition to ensure that Manchester is a good place for children and young people to grow up in and prepare for their futures. The Strategy was underpinned by a desire to see:

- Young people leading their own campaigns and influencing decisions.
- Young people actively involved in volunteering and social-action projects.

- Better services that meet and respond to the needs of children and young people.
- The engagement of children and young people being something everyone does as part of their everyday business/practice.
- A workforce skilled and committed to the engagement of children and young people.
- Children and young people taking an active role in the creation and review of their own individual plans.
- The provision of good-quality opportunities for children and young people, so they can get involved in their communities, develop life skills and be successful

3.2 In response to the ambition set out in 3.1. the offer for children and young people's participation and engagement is seeking to focus on four key areas of delivery, as follows:

- **Decision-making** - Working to involve more children and young people in the formal and informal structures and making decisions.
- **Choices and rights** - Making sure that children and young people know what their rights and entitlements are, and that they can make informed choices.
- **Improving services** - Developing ways of making sure services meet the needs of children and young people by listening and responding to them directly.
- **Building communities** - Making sure that children and young people recognise and have respect for how diverse Manchester is, and how it is a great and very culture-rich city because of this.

3.3 Over the last two years there has been a significant amount of change with regards to the way in which the Council has configured services to deliver on the Our City, Our Say Strategy. This includes aligning the universal offer for children and young people within the Neighbourhood Services Directorate; developing a new Strategy for Youth and Play; restructuring the Youth, Play and Participation Team to reflect the priorities set out in the Strategy; and, taking a decision to change the way in which the Council commissions Youth and Play activity from 2022/23 onwards. In addition, there has been a global pandemic, the declaration of a Climate Change Emergency in Manchester, and additional resources have been pledged by both Manchester City Council and from national sources to improve outcomes for children and young people. In this context, the Our city, Our Say Strategy for young people's participation and engagement will now be refreshed over the next 6 months to ensure that it is aligned to the recent changes.

3.4 **Decision Making** - In 2020 12,002 young people were supported to take part in the online ballot during lockdown. In the previous year 2019, 25,725 young people aged 11-18 took part in the ballot, which was a 53.87% turnout. This year's ballot has recently gone live and part of the Our Year theme 'Connected' officers have been supporting schools and other settings to encourage as many young people as possible to take part in this year's UK

wide decision-making process. Young people across the UK and Manchester are currently voting on which of the following topics are of the highest priority:

- Covid Recovery
- Education and Learning
- Environment
- Health and Well- Being
- Jobs
- Money
- Homes & Opportunities
- Our rights and democracy
- Poverty.

The refreshed strategy will seek to ensure more children and young people are involved in the formal and informal decision-making structures. Whilst significant progress has been made on this in recent years, particularly with the development of School Council's, the Manchester Youth Council and Members of the Youth Parliament, in decision making, more can still be done to help reach out to children and young people through wider membership structures and campaigns and to increase the use of digital solutions to support decision-making.

- 3.5 **Choices & Rights** - There are many examples of where children and young people have been more active in the development of plans, these include inputting to the refresh of the Our Manchester strategy, attending Children's board and feeding into the priorities of the Youth Strategy. However, in line with the Manchester's Children and young people plan, we will continue to recognise and value the voices of children and young people in all areas of our work, listening to them and responding to what they tell us. Children and young people will have the opportunity to be active participants in shaping both policy and practice, as well as the future city. A sharper focus needs to be placed on making sure children and young people can make positive choices by being able to access good-quality information and ensuring that there is access to good advocacy support if needed.
- 3.6 **Improving Services** - There are some excellent examples of how services have sought to meet the needs of children and young people by listening and responding to them directly, as well as ensuring children and young people having a say in the recruitment of staff. For example, young people are currently involved in the integration and cohesion consultation. However, more focus needs to be placed on developing ways to check that services are consistently meeting the needs of children and young people. This should include working more effectively to achieve full co-production with children, young people and services; and, encouraging the sharing of good practice and feedback from children and young people between services. Officers will continue to focus on children's strengths and provide them with the support to build resilience and overcome obstacles. As part of this teams are working to celebrate the successes of children and young people and to encourage them to reach their full potential.

3.7 **Building Communities** - The Skills for Life Initiative has provided significant opportunities for children and young people to build communities through volunteering and working with the community to gain the skills they need to be active citizens. 500 young people were supported and encouraged to record the skills they acquired through the NCS programme over the summer of 2021. Several of our schools and settings are using the Skills for Life programme to help build young people's confidence and self-belief, post pandemic. However, more support is needed to provide networking and peer-support opportunities and activities; and, making sure that there are opportunities for children and young people to help inform local plans. The development of area youth forums, the detail of which was set out to Children and Young Peoples Scrutiny last autumn, will present an opportunity to address this. Representatives from these forums will also be active members of the Area Youth Panels, which will determine the allocation of commissioning funding and the forum will bring together young people from universal and targeted provision.

3.8 **Climate Change Emergency** – In 2019 25,484 young people across Manchester took part in the Annual Make Your Mark ballot. 12,421 voted to protect the environment. Following this Manchester Youth Council ran workshops with 250 young people to create a Climate Wheel which could support young people to act and encourage others too. The climate wheel empowers young people to take action and supports the city's zero carbon strategy. There has also been some excellent work through the climate change emergency summits that were organised for children and young people prior to the global pandemic. This work along with the work undertaken on the Youth Climate Charter can be intensified as part of a refreshed strategy. There is a strong commitment and appetite for children and young people to play a more active role in developing policies to reduce emissions and the new participation and engagement strategy will set out how this will be addressed. In 2021 Manchester Youth Council won the Youth Focus Northwest most committed to saving the planet award. Below captures a snapshot of the comments from Manchester's children who have been engaged in the above work

"We use the climate wheel and we have meet free Mondays and I eat more veg now" Ali aged 10.

"We take turns to prepare the food, and healthy snacks" Lily aged 7.

"By planning the week menus, we don't waste food, we only plan what we need" Luke aged 9.

3.9 **Recovering from the Pandemic** - The focus on Our Year will provide an excellent platform to build the participation and engagement of children and young people as the city seeks to recover from the global pandemic. Internally this will provide the impetus to ensure closer alignment of both targeted and universal services, whilst externally the focus will enable business and the voluntary sector to align more closely with the ambition. This will ensure that more young people across the city have access to more opportunities, can

support each other and amplify the voices of each other and their peers through various decision-making platforms.

4.0 Next Steps 2022/23

- 4.1 Following significant change over the last 12 months, the recruitment to vacant posts within the Youth, Play and Participation Team is now well advanced. With the commitment to Our Year coupled with new investment and additional staffing resources, there is a significant opportunity to raise the bar and be far more ambitious over the next 12 months. As such, the following new programmes of work will be undertaken ensuring an even stronger offer for children and young people.
- 4.2.1 **Strategy Refresh** - A refreshed strategy for participation and engagement will be developed in parallel with the work that is already underway on refreshing the Needs Analysis for Children and Young People and the revised Youth and Play Commissioning approach for 2023 onwards. This document and framework will provide overarching objectives as well as specific measurable outcomes which will meet the needs of children and young people, practitioners, the City Council and voluntary sector providers / partners. The document and framework will also provide a roadmap for further, closer alignment between the services. It is proposed that a report will be brought back to Scrutiny in late summer 2022 setting out all three of these workstreams.
- 4.2.2 **Targeted and Universal Service Integration** – Further work will be undertaken to strengthen the connectivity between the two teams both in terms of approach and unifying the strategy. This will enable young people across the city have access to more opportunities, can support each other and amplify the voices of each other and their peers through various decision-making platforms. This will also lead to greater equity of opportunity for all young people including the Shadow Executive programme which will be launched in May 2022.
- 4.2.3 **Intensify Partnership work** - Working in partnership with schools, closer ties between school councils / forums and the work of the Council's participation services will be formed. Schools have, historically, engaged well with one off events, such as the Youth Elections and Make Your Mark however officers will look at developing systems and structures so that a holistic participation programme of activity can be developed and delivered. Initially, we will work with secondary schools and pupil referral units because of the historical ties / context (i.e., Youth Elections / Make Your Mark). In doing so, more young people will be engaging in decision making processes and young people who are in receipt of targeted provision will have access to additional support structures.
- 4.2.4 **Area Youth Forums** - Developing area youth forums which will link into the Manchester Youth Council. Representatives from these forums will be active members of the Area Youth Panels which will determine allocation of commissioning money. The area youth forums which will bring together young

people from universal and targeted provision and will focus primarily on project and campaign development and delivery. The Skills for Life agenda will be the central tenant through all youth forums. Additionally, forums will work closely with Neighbourhood Teams as well as other locality providers / partners.

4.2.5 **Our Year Impetuous** - Specifically relating to Our Year, additional support will be offered to the wider Authority through to ensure that officers continue, and in some cases begin, to place children and young people's voices at the centre of decision making especially when it affects them. In addition, and following the success of engagement activities last year, senior leaders will continue to engage regularly with children young people to ensure that they are actively listening to and championing the voices of children and young people. Officers will also continue to work with voluntary sector partners supporting them to be actively involved in leading the initiative in local communities.

4.2.6 **More Opportunities** - Providing more opportunities for young people to be involved in "one-off" participation, engagement, and democracy opportunities. Whilst MYM and the elections of Members of Youth Parliament are examples of this, the two services will work on identifying other avenues as well as bespoke opportunities (such as Youth Bank, Youth Summits, Eurocities) in which individual young people can engage in a way that meets their social, emotional, and physical development. We will also identify mechanisms as to how these opportunities can link into formal structures such as the Manchester Youth Council, Area Youth Forums and Area Youth Panels.

5.0 Conclusion

5.1 The last two years have challenged everybody, but nobody more so than the children and young people in cities such as Manchester. Despite this, officers have found innovative ways to continue to ensure services are provided and that children and young peoples voices can be heard. Our Year presents an excellent opportunity to accelerate the life chances of all children and young people and to ensure that services are creating the mechanisms for full participation and engagement. The refreshed strategy will focus on achieving this and ensure stronger coordination across the Council, as well as the voluntary and business sectors. A whole system approach to participation and engagement coupled with a renewed alignment between young people's experiences and the services they receive, will ensure greater connectivity to corporate priorities. All of this will provide a strong evidence base to assist in Manchester becoming a Child Friendly City.

Children's and Education Services

The Children and Young People Engagement Annual Report 2020–21

Ensuring effective engagement with our vulnerable Children and Young People



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“Building a safe, happy, healthy and successful future for children and young people in Manchester”

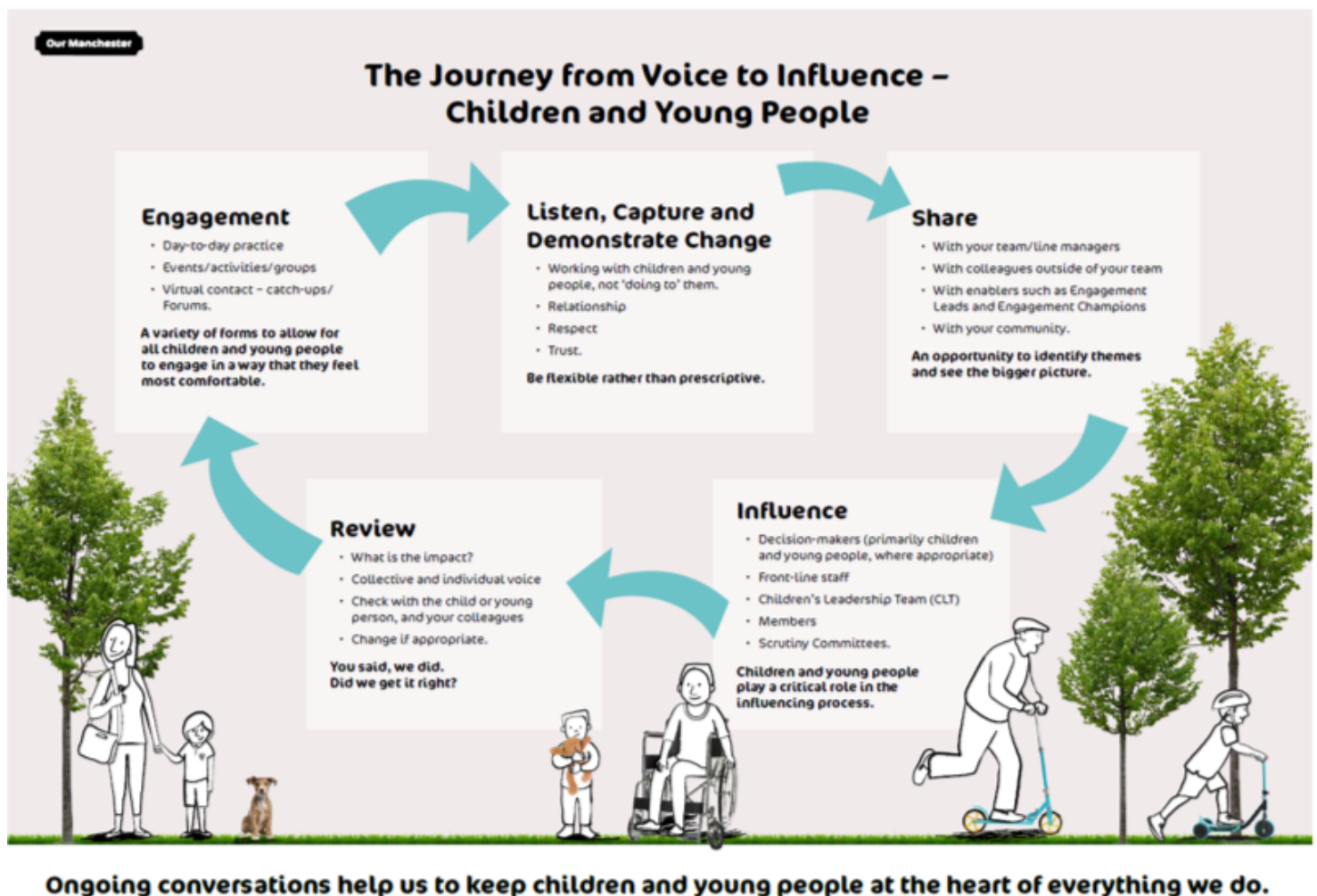
Context & Purpose

Children & young people are at the heart of what we do and to make sure we get things right we have made a commitment to have ongoing conversations, in a variety of ways, to allow for all children and young people to engage in a way and place that they feel most comfortable. Allowing young people to lead in environments that suit them best.

Listening and responding to children and young people is our number one priority; we will:

“Recognise and value the voices of children and young people in all areas of our work, listening to them and responding to what they tell us.”

We have a collective responsibility, allowing children and young people to communicate with their professional of choice, ensuring that what we hear is taken to a place of influence. The diagram below demonstrates how we do this in Manchester.



This report will focus specifically on children and young people in Manchester who are in care, care leavers, children and young people with special educational needs and disabilities (SEND), young carers, and those young people who are being supported by our youth justice and early help services. It will provide an overview of our engagement activity across the directorate of Children's & Education services and where relevant will include the input of universal services that have supported these cohorts. In turn it will look at what children and young people have been telling us and draw out key themes.

1. Overview & Engagement captured in this report

2020-21 has been a year like no other, Covid-19 has had a significant global impact on everyone, none more so than the lives of children and young people in our city. It is important to note that Manchester has experienced far more restrictions compared to other areas in the country, which in turn has had a greater impact on our most vulnerable children and young people. Our teams have gone above and beyond in making sure that children and young people remain at the heart of what we do despite the challenges that the pandemic has posed. We continue delivering services, albeit differently sometimes.

Although we do not fully know the impact of the pandemic yet, we know that our most vulnerable groups have been disproportionately affected. To mitigate any further setbacks as well as routine support, we will be dedicating 2022 as the 'Year of children & young people'. We have started planning a year to celebrate and engage with and further support children and young people in Manchester. As part of this city-wide campaign of listening and acting together, we will create a programme of activities, opportunities and experiences that will help children and young people emerge stronger and reclaim their future; we also aim to create a legacy and for our city to be recognised by UNICEF as 'child friendly.' A place with young people as part of its DNA.

Methods of engagement

Our Manchester



MANCHESTER
CITY COUNCIL

Children and young people

- Achievement awards
- Assessments and direct work activities
- Children in Care Co-operative and SEND Change Makers groups
- Clothing events for care leavers
- Consultations

- Day to day practice
- Early Help assessments
- Electronic Newsletters
- Events and activities
- Face to face focus groups
- Manchester Youth Council
- Mentoring

- Personal Education Plans/Education Health and Care plans
- Phone calls/WhatsApp
- Reviews
- School visits
- Virtual groups



Service areas involved*

- Alonzi House & Other Residential Settings
- Early Help
- Independent Reviewing Officers
- Leaving Care Service
- Libraries, Galleries & Culture
- Social work teams
- Special Educational Needs & Disabilities (SEND)
- Sure Start Childrens Centres
- Virtual Schools
- Young Carers
- Youth Justice
- Youth Strategy

*Service functions & routine recording methods/databases - Appendix B&C

Surveys & Reports

- PEP Pupil Voice Rec-Year 13 Report 2019 Manchester Virtual School
- PEP Pupil Early Years -Year 13 Report 2019 – 20
- SEND change makers survey and outcomes of OFSTED survey of young people over 16 with SEND
- Impacts of Covid-19 on Children and young people in the United Kingdom 2021

Events & Activities

We have had to rethink how we deliver our events and activities over the last year due to the pandemic. Events and activities continued but just differently. Instead of large events there has been a focus on smaller activities. There has been a mix between virtual and face to face contact to make sure our children and young people are safe, happy and healthy; and to ensure we can provide support where needed. Examples include:

- Cooking & Budgeting sessions for care leavers
- Co-production of a travel hub for young people with special educational needs and disabilities
- Volunteering/Campaigning
- Gardening
- Employability Skills & Mentoring
- Sports
- Virtual Meetings/conversations (1-1 & groups)
- Young people's videos
- Regular welfare calls
- A range of universal provision during school holidays
- Manchester Achievement Awards – awards and prizes delivered to young people's homes
- Monthly meetings in residential homes
- Support not sympathy campaign for young carers
- Refreshed Children in Care Cooperative
- Senior officer and elected member visits to schools and holiday clubs to talk to children and young people.

It is important to note that events and activities are not for everyone, so we regularly have smaller catchups with young people in environments of their choice.

2. How our teams engage with children & young people.

Engaging with children and young people from our vulnerable groups is part of day-to-day practice for our teams, an area which is hugely underestimated but carries so much importance. Frontline practitioners do a great deal of work with young people that has a massive impact on the young person's life. However, this is not always recorded in a way where it demonstrates the amount of work that has been done and, in some cases, it is not always easy to draw out those examples when teams are asked for this information. We are working with over 5,350 vulnerable children and young people plus over 5000 with Education, Health & Care Plans and we have a duty to create opportunities for them to engage in a way that feels right for them. This happens all the time, but we need to get better by evidencing the impact that this has on young people's lives.

As well as day-to-day practice a range of engagement methods are used, we clearly listen to children and young people and adapt our services accordingly and instantly sometimes, but this is not always clearly recorded or shared within teams or wider.

Engagement activity which is working well includes:

- Manchester's Youth Council which includes some of our vulnerable young people. We continue to support others who would like to join. MYC are actively engaged in the Children's board and set priorities as well as commission services.
- Corporate parenting Panel is influenced by our refreshed Children in Care Cooperative. Meaning ALL children in care and care leavers can contribute and in a way that they feel most comfortable, whether that is in person or through other means of their choice.

- 2022 has been dedicated to children and young people; an ambition to be a UNICEF child friendly city by 2024. School visits in preparation for next year have resulted in lots of meaningful conversations with children and young people that will help us shape the service's that we provide for them.
- SEND Services are influenced and shaped by children and young people. Change Makers co-designed the recent children and young people's SEND Lockdown Experience survey, which had over 360 responses from SEND young people across the city.
- A child or young person's voice is included in all Education Health Care Plans.
- Youth Violence research and strategy informed by young people.
- Inclusion Strategy
- Manchester Achievement & Buzz Awards and clothing events with support from the business sector in improving the experiences and outcomes for looked after children and care leavers.
- The Young Carers strategy, co-produced with children and young people, and their voice continues to influence its delivery; voice and asks are clear in the strategy.
- We ensure children and young people are involved in the recruitment and selection of new staff
- Young people are supported to plan and deliver events and activities and play a huge part in their success.

Positive impact of the above:

- Co-production charter for strategies and over 97% of children seen as part of assessment and planning practice.
- 94% of our young people aged 2-17 years have a Personal Education Plan in place; informed by their aspirations and views.
- 96% of 'Our Children' participate in their Statutory Review.
- Meaningful 'in touch' with 97% of our Care Leavers (10% increase).
- 20% reduction in Remand since 2018/19.
- 64% of care leavers engaged in Education, Employment and/or Training.
- 63% schools awarded Rights Respecting status.

3. What Children & Young People are telling us

Covid-19

The impact of Covid-19 is without a doubt the main topic that children and young people have been talking about. It has consistently been identified as an overarching theme and one that has impacted on all other themes that have been identified. It is also important to note that there is some crossover between some of the themes.

What has worked well

Some young people have enjoyed online activities and learning from home, particularly primary-aged children and those with special educational needs and disabilities. Young people liked having a laptop and learning with their families, they felt they could have more quality time together which in turn strengthened their relationships. Some of our vulnerable young people continued attending school throughout the pandemic and liked being in school, especially in smaller groups. They thrived in quieter environments and gained confidence especially as they received more support when they struggled with a specific task. Others felt they had more time to relax and play at home.

'It was good because we got to still remain on task and in a routine but just from home.'

'Young carers really enjoyed lockdown and they learnt better from home, they felt more relaxed and although still challenged, didn't feel under as much pressure as they do in the classroom'.

'I feel that I have people to support me and help when I need it'

Things that have not worked well

Having a clear routine and structure during lockdown has been difficult for some children and young people. This has resulted in a lack of motivation to complete school and college work and or take part in any other activities. Sometimes it has been difficult to concentrate in busy households with children and young people of different ages. Young people have had to change their routines and adapt in whatever way they felt best at the time.

I stay up late because I'm stressing about my schoolwork and exams, it's the only time I get some proper headspace to think and then I'm tired and wake up late...I've got nothing to look forward to'

Sometimes the pressures felt by adults in the household due to loss of income, redundancies and having to home school have been felt by children and young people.

'It's not fair, mum and dad can't work anymore, and it upsets me when I see them upset...I want to help but I don't know how'

'We've missed normality and seeing friends and teachers...'

'YCs have shared they have missed being able to attend lunch time and after school clubs and activities in the community like going to the mosque or going to the gym.'

You Said (Theme)	We did
Covid-19	<ul style="list-style-type: none"> • Supported young people to create reparation packs to bring positivity to vulnerable groups in our communities i.e., the elderly (Youth Justice) • Doorstep visits to ensure we could see young people face to face where necessary • Provided hampers for care leavers, including food vouchers. • Young carers have been encouraged to attend extra-curricular activities in school and sign posted to attend local events in the community • We held a variety of virtual activities, for example Easter egg hunts for our children and young people. Children were given prizes for completing a questionnaire and Easter eggs were given to all. • For the summer holidays we distributed 'Happiness Bags' to all our school-aged children and young people. This was a small token to acknowledge the difficult year they have had and included mindful messages, books and crafts. There were also individual messages included from their social workers, supervising social workers and others • 'Life after lockdown' - To establish what we can do to help children and young people (Youth Justice)

Education, Future & Aspirations

Children and young people have regularly talked about the interruption that the pandemic and school closures have caused to their education and how this will impact their future. There has been a fear of falling behind or not achieving the results that truly reflect their ability. There has also been uncertainty about opportunities in the future, especially as many young people lost their jobs or were furloughed. The impact of reduced household income and parent/carer redundancies has also been felt by children and young people in those homes.

'I was furloughed and it was hard for me because I like working'

'I don't want to be flopping'

Although initially seen as a novelty, there has sometimes been a dislike towards online learning by some children and young people. They have felt bombarded with information and the regular changes in guidance (attending school/ learning from home) have caused the boundaries to become blurred. This has been further complicated by the mixed messages received through social media.

Transitions to the next destination and the fear of the unknown have been massive for some young people. The opportunity to visit new settings and meet new staff and friends has not been the same, which has added to the existing fears of the unknown.

'I have a lot of social anxiety now and I'm worried about making new friends and fitting in and living up to the standards...social and fashion trends'

Overall, most of the experiences of our vulnerable children and young people have been in line with their peers. However, there are some cohorts where these experiences have been further compounded. For example, unaccompanied Asylum Seekers have been talking about wanting to go to university but not being able to access funds.

'I want to speak English and be more independent' (Care Leaver)

You Said (Theme)	We did
Education, Future & Aspirations	<ul style="list-style-type: none"> • Had discussions with schools / colleges and relevant professionals to ensure our young people have the right wrap around support (Virtual Schools) • Created opportunities for young people to safely go into school / college during lockdown on a reduced timetable. • We developed creative and art -based interventions and courses – (Youth Justice) • ESOL tuition arranged and more intake at college to a later date in the academic year to improve education and increase learning • MAES (Manchester Adult Education Service) were invited to events to support care leavers with enrolling for courses (Maths & English)

- Promoted regular communication between education settings and young people during COVID-19 to check on their wellbeing, identify any ways that learning can be enhanced during lockdown, and discuss any worries, including moving to a new school, college, or exam results
- SEND team distributed sensory bags to all children and young people with an Education Health & Care Plan in summer 2020 and winter 2021

- **Mental Health & Emotional Wellbeing**

Young people have been experiencing a range of emotions and have told us that they are worried about the following things:

- Missing family members, especially grandparents & birth parents for our children in care & care leavers.
- Fear of passing the virus on to parents and grandparents, especially where extended families live together or near each other.
- Struggling to cope with bereavement and or the fear of losing loved ones.
- Struggling with online lessons
- Making friends in a new school
- Fear of the unknown
- Transitions to the next destination - transition to school and college
- 'Not knowing where I will live in the future'
- Anxiety around Covid-19 vaccinations for parents, grandparents, and young people themselves.

'I have anxiety cos of Covid and feel down, and I'm fed up with online learning, its lonely and I miss my friends'

'I'm not having the jab, I don't trust it'

'I just felt like no one was there'

'I'm always on my phone, I know it's not good for me but I don't know what else to do or where to go...I miss my friends, it's the only way we can catch up'.

You Said (Theme)	We did
Mental Health & Emotional Wellbeing	<ul style="list-style-type: none"> • Buddy systems • Work with our partners to get young people the right support, e.g., 42nd Street • Support care leavers through their individual journey and help them reflect and come to terms with the impact that past trauma has on their current wellbeing • Young carers that could not attend school/college received safe and welfare checks via weekly phone calls or home visits • Support young people to their health & immigration appointments (before, during and after) and working with GP's and other medical staff to ensure the young person feels safe at all times <i>'I praise my YP about how well they are doing before, during and after their appointment. I try to make them laugh or smile during my visit. I always listen to what they tell me'</i>

- We followed young people who are at risk and who leave their home at night, to ensure they are safe
- The Virtual School (VS) has provided mentoring from an assistant educational psychologist for those young people experiencing difficulties in school
- Provide a safe space when things get difficult; children can request time themselves at Alonzi House rather than being driven by carers or staff
- Children wanted to improve their communication and self-esteem and were taken on short break holidays to allow them time and space to develop trusting relationships

Inequalities related to race & ethnicity

The murder of George Floyd months after the pandemic sparked global protest, and movements such as Black Lives Matter created conditions to allow children and young people to slowly start talking about an area within their lives which has been difficult to talk about in the past. An area which has raised lots of question marks in their young minds and an area which has created a lot of passion for positive change and equality. The quotes below demonstrate some of their experiences:

"Why do white people think its ok to treat me badly just because of my colour?"

"I can't be me"

"Society says young black lads like me behave in one way even if we don't. I get stopped by the police a lot and every time I see a police van my heart drops, it doesn't matter who I'm with or what I'm doing. I just expect I'm going to have to stop".

"I only realised after BLM that all my teachers were white and that most of the people who support me in different organisations are mainly white as well. What is that saying to young people of colour?"

Manchester is a hugely diverse and vibrant city and there are many of our children and young people that have been affected by inequalities related to race, ethnicity and colour. The pandemic has also further exposed these inequalities.

You Said (Theme)	We did
Inequalities related to Race & Ethnicity	<ul style="list-style-type: none"> - Young people's reading groups (YPRG) with authors from diverse backgrounds - Provided young carers with the opportunity to offer their daily prayers whilst in school within the safety of their year group bubble - Provided support to Greater Manchester Police to help them write their strategy for youth engagement; we also delivered the 'Our Manchester Experience' to GMP sharing what children and young people had told us of their experiences with the police - Used creative methods to help children and young people elicit their views about racism and the overrepresentation of black and Asian young men in prison through the production of a short video (Youth Justice) - Created worksheets with the support of young people to talk about their individual identities and societies perception of them: <ul style="list-style-type: none"> - 'My culture, my identity' - 'Just because I am...' (Youth Justice)

Independence, Access, Safety & Inclusion

Young people (mainly secondary age onwards) across all our vulnerable groups regularly talk about their independence, access to information, opportunities and the right emotional and financial support when they need it. They want to feel safe in the choices that they make about their lives, the resources they can access and safe spaces in the communities that they live in. They want to become independent adults and want the support and opportunities to be able to do this as and when they need it. They want to be included in conversations that affect their lives. There is a sense of pride and accomplishment in their achievements despite the difficulties they sometimes face, this is conveyed in a variety of ways and examples include:

- Concerns about future accommodation
- Money
- Access to information that the local authority holds about them (Children in care and care leavers in particular)
- Getting support from people they already know
- Feeling safe when they are out and about
- Recognition for what they do well
- Be included in decisions/planning about their lives.

'I feel helpless sometimes when lots of professionals turn up, making decisions that affect my life, I want to be included in what happens in my life and when'

'I want my own place and make my own decisions'

"My universal credit payments are not enough."

" I have a right to access the information held about me since I went into care."

"Being a young carer is sunshine and rain, 99%happy 1% sad'

You Said (Theme)	We did
Independence, Access & Safety	<ul style="list-style-type: none"> • We increased the leaving care allowance by £20 in line with the Universal Credit uplift and will be keeping this in place. • The children at Rodney House could not get into the city centre so we brought the Evolve performance to them, with funding from Reading Friends • Supported young People from GMCDP (Greater Manchester Council for Disabled People) Young Creatives with their performance which will be showcased in December • Apply for gym passes on behalf of our young people • Support to manage expectations of what is realistic at 18 • Provided recipes, ingredients, and cooking equipment so that children could cook and bake during lockdown • We have used what children and young people have told us to continue to improve our service; we have prioritised making sure children have face-to-face meetings, helping them plan their visits (IRO's) • With the help of young people and partners, we are co-producing a travel hub with a range of services and tools to support YP to access the places they want to go safely • We have issued weekly newsletters about what is available for children with additional needs and their families to do over the summer holidays • Promote accessing the wider network of services available to young people through youth centres and community-based projects • We have facilitated various free activities for children and young people across the city, including youth clubs in north, central and south Manchester • We help children and young people articulate their voice in the way they feel comfortable and shape our services in response to that, for example: <ul style="list-style-type: none"> ○ The Youth Justice service supports young people to tell their stories through videos and art • Young people are now part of the Our Manchester Disability Plan Board and feed in specifically to the transport workstream • Several young carers are on the Young Carers Partnership group to ensure they are key partners in both the development and the delivery of the Young Carers offer • Young carer champions plan to take the work forward in settings • We changed the language we use with our young people, e.g., changing 'Reparation' to 'helping the Community' - we are committed to reflect on and change our language to ensure young people feel part of the conversation

It is important to note that the environment & climate change only came up in organized group activities within schools and settings and although this is one of the key themes universally, it is not the case amongst our vulnerable groups.

4. Did we get it right?

Theme	Feedback
Covid-19	<p><i>Xxxx told me she was excited to meet me, I asked her why and she replied, 'I don't know really, people have been helping us a lot and its nice'.</i></p> <p><i>'It was good to have the young carers meetings where we get to have fun and build new friendships'</i></p> <p><i>'We enjoy being part of the Support not sympathy project'</i></p> <p><i>'xxx is over the moon to receive an award, his beaming face says it all, he's currently online choosing the toys & games to buy with his vouchers!!!'</i></p> <p><i>'She also kept in touch weekly to see how we are doing and if we needed anything else as this was very important to me to have someone listen and encourage you'</i></p> <p><i>'We thank and appreciate everything that you did for us'</i></p>
Education, Future & Aspirations	<p><i>"Schools tried hard to make sure everyone had access to tech during lockdown, but we had to share a laptop between our family, it was difficult to manage'</i></p> <p><i>'We missed out on our education due to being in bubbles, I've had to stay back a year to catch up and get my grades up, it's not what I wanted to do'</i></p> <p><i>'Thank you so much for all the support, checking in on myself and the kids during lockdown and bringing the activity packs to keep the children busy. Also, for your time and help with the completion of forms. I was completely lost with my daughter's additional needs and didn't know where to go I now with your help and support have appointments in place. I just want her to be able to go to school. I can now look forward to her going to school and getting the helps she needs. Once again thank you so much for all the support you have given us'</i></p> <p><i>'Creative and arts-based interventions and courses not only increased young people's self-esteem and confidence but also helped them develop their aspirations and confidence' – Youth Justice.</i></p>
Mental Health & Emotional Wellbeing	<p><i>'You helped to take a lot of our worries away just by being a higher power(!) You gave us some control back'</i></p> <p><i>'It helped to know that there was someone I could turn to if I wanted to talk but would also not try and force me to talk if I didn't feel like opening up.'</i></p> <p><i>'School made sure we were happy' 'lots of goodies, prizes and opportunities'</i></p>

	<p><i>'I used to have issues with my mum, we used to clash a lot. I could call my worker and get the help. I asked for space and they supported me. I had to be removed from the house and have time at the Alonzi to sort myself out... my relationship with mum has now improved, I think learning how to self control my anger has got better.'</i></p> <p><i>'They taught me how to feel better about myself and how to calm myself in troubling situations.'</i></p> <p><i>'xxx has really benefitted from Alonzi's intervention. She seems happier in herself, and we have seen a massive improvement in her emotional wellbeing.'</i></p> <p><i>'It was good to stay in touch with everyone and have someone to talk to outside school and family. Everyone struggled during lockdown but staying in touch and knowing someone was there to talk to helped me'</i></p> <p><i>'It was good to know that everyone had ups and down in lockdown, not just me'</i></p>
<p>Inequalities related to Race & Ethnicity</p>	<p><i>'A young person from the YPRG attended an author event showcasing 3 young black writers. She said it was very inspiring for her to see young black women as professional writers and felt it gave her the confidence to aim high. She could recognise herself in those writers'</i></p> <p><i>Families were extremely grateful that their children were given the opportunity to pray in school and said the contributions made all the difference to emotional wellbeing.</i></p>
<p>Independence, Access & Safety</p>	<p><i>'The children loved the last performance, and it was pitched perfectly'</i></p> <p><i>GMCDP will showcase their performance work at the International Day of Persons with Disabilities (IDPD) in Manchester Central Library on 3 December 2021.</i></p> <p><i>Two siblings who were given the cooking package described how they spent all day cooking and were really proud to serve the rest of the family a cooked dinner.</i></p> <p><i>Work from Birchfield has been recorded and will feature at our launch of support not sympathy campaign for young carers and will be a key resource to directly influence change for other schools to follow the example.</i></p> <p><i>'I like coming to your centre to see my mam and dad, nobody knows me here. You are always smiling and make it fun. I can decide what I want to do, it makes me feel happy'</i></p> <p><i>'97% of children engage in their review, which shows how they feel invested in'.</i></p> <p><i>'I feel safe when I'm at x and x's house. They look after me well and they stick up for me when I need them. I love being part of the family. They help in any way they can to help support me. I love everyone so much. I have everything I wanted....x and x made me feel like I am part of their family.'</i></p>

It has been a challenging year for young people and the professionals who work with them, getting things right at a time where the full impact is not completely understood has not been easy. Nevertheless, our teams have been flexible and consistent in making sure support is provided to children and young people as required.

There have been some areas which have been more difficult than others. For example, inequalities related to race and ethnicity is a theme which is compounded by many varied factors and will mean different things to different young people, whether it is their individual experiences, experiences of their friends and family, experiences with professionals or authority figures or a combination of all. An area which requires a great deal more understanding and work.

"We have the challenge ourselves to embrace difficult conversations about inequality and racism in order to equip ourselves with the skills to talk to children about their experiences and the impact they have on their perception of themselves and the world around them" Youth Justice manager.

5. Next Steps.

Children & young people will remain at the heart of what we do and to ensure we get things right we will:

- Continue to have collective responsibility to allow young people to work with their professional of choice. Engagement and participation with children and young people will be everyone's business.
- Recognise day to day practice as a key part of Participation & Engagement with vulnerable children & young people. Events and activities will be used as additional opportunities for engagement.
- Ensure all teams and partners that we work with have a clear understanding of our new engagement framework (*A Journey from Voice to influence*).
- Ensure all our teams have clear mechanisms in place to regularly review what children and young people are telling us and share the learning wider, taking it to a place of influence, especially if further support is required
- Ensure all service reports include what children and young people are saying, what we have done in response to that and how we have checked that we have got things right.
- Ensure all children & young people are aware of all opportunities and have the choice to engage and collaborate in a way that feels comfortable to them.

- Ensure all teams contribute to large events and consultations.
- Engagement & participation to be wide reaching and not tokenistic.
- Incorporate the themes identified into service plans:
 - **Covid-19**
 - **Education, Future & Aspirations**
 - **Mental Health & Emotional Wellbeing**
 - **Inequalities related to Race & Ethnicity**
 - **Independence, Access & Safety**
- Demonstrate evidence and impact of all participation and engagement activity to inform practice.
- Ensure service areas collate details of their service-user demographics (age, gender, ethnicity, locality) to enable us to look out for patterns or variations.

To achieve these objectives, we will:

Ensure everyone has a good understanding of our engagement approach

Ensure everyone understands and puts into practice the new engagement framework 'The journey from voice to influence - Children and young people'

Incorporate the responsibility for engaging with children and young people into everyone's role (fits with the 'Our Manchester behaviours')

Create communities of practice to progress engagement projects and create positive change

Provide guidance, support, share best practice, and current ideas on how to engage successfully with children and young people and how to share what children and young people are telling us

Establish a consistent approach to recording the voice of our children and young people

Collate the learning from our engagement and use it to influence our delivery plans

Recruit and support a network of Engagement Champions – with an aim of having at least one per team



Develop information channels that ensure everyone can access the full range of activities, services, and information

Work across all our partnerships and services to build an effective communication and engagement network, ensuring we all share and utilise the learning from our engagement activities

Appendix A

Service Delivery Plan 2021

Children and Young People's Participation and Engagement

Mission Statement

- To increase the voice and influence of Manchester's children and young people with a particular focus on those who need additional support.
- To ensure wherever possible our universal engagement opportunities are inclusive of all children and young people.

Our Achievements

- 50 Engagement Champions across the directorate.
- New Our Manchester Experience for Children & Young People.
- Children & Young people's voice to influence framework.
- The Skills for life framework
- Manchester Achievement Awards
- New Children In Care Cooperative
- New engagement models within each service area including regular activities.
- Regular analysis of views expressed by children and young people in their Personal Education Plans
- Manchester Youth Council - Make your Mark.
- Up to date electronic information on MCC website including regular service broadcasts.
- Youth Ambassadors 'Change Makers' - SEND
- The Young Carers Ambassador programme
- Digital work in special schools (Digital Advantage)
- Young person's participation & engagement framework - Youth Justice.
- Serious Youth violence research - Youth Justice.

(Please note this is not a complete list - engagement activity changes and varies according to the needs of children and young people).

Our Priorities

- Ensure that the views of children and young people are used to inform service delivery and wider agendas which impact on all young people.
- Ensure that there is collective responsibility across our services for engaging with children and young people in a strength-based way.
- Adopt a tell us once approach, avoiding the need for children and young people to repeatedly provide us with information that is already held.
- Strengthen the voice of our children and young people by delivering a range of engagement opportunities, ensuring that these are inclusive and representative.
- Ensure that children and young people are represented on groups and boards in a way that is appropriate - children and young people led and not tokenistic.
- Create opportunities for children and young people to take part in collaborative projects, i.e., co-designing their own plans and activities.
- Ensure engagement opportunities are used to address the things that children and young people have told us, for example:
 - Impact of Covid-19
 - Inequalities related to race & ethnicity.
 - Education, Future & Aspirations.

How we deliver them

Collective responsibility

- Each team to share what children and young people are telling them within their team and wider to influence change.
- A network of engagement champions linked to each team.
- Communities of practice to progress engagement projects.

Create a menu of engagement opportunities

- Year of the child - 2022 a year dedicated to Children & Young People. Phase 1: Listening to CYP in their environments to plan for 2022.
 - Annual Events:
 - Buzz Awards - Universal
 - Targeted Events - Based on specific cohorts
 - Manchester Achievement Awards - Our Children

Develop a programme of activities in environments children and young people naturally feel comfortable (some of these to be universal)

- Our Manchester experience for children & young people.
- Ensure our vulnerable groups are supported to attend all universal activity.
- Corporate parents to attend where possible.


Create a programme of clear pathways for young people at the point of engagement with clear and consistent outcomes which support the development of skills for life.

Clear induction & training for all opportunities.

- Mentoring/Shadowing
- Interview Panels
- Apprenticeships
- Opportunities to influence service change

Smart reporting to inform service planning and practice

- Easy reads for young people, staff and members
- Annual report to include 'you said' 'we did', 'did we get it right?' (All service areas to contribute).
- Up to date & concise electronic information



Greater Manchester Strategy

Our Manchester Strategy

Our Corporate Plan

Council Business Plan | Council Budget Report

Service Plans on a Page

Team Plans

About You

Our Manchester

Appendix B

Description of service areas that engage with children and young people

Alonzi House

Alonzi House offers support to parents, children and young people who need some help during times of crisis. It's a safe place for children and families, where they are listened to, and their voice is clearly heard. Alonzi House also provides a weekend service, where respite beds can be offered to young people on a case-by-case basis if necessary.

The overall aim of Alonzi House is to help children and young people to stay with their families and reduce the number going into care.

Early Help

Early Help is essential to improve the life chances of Manchester's children, young people and their families. The aim of the Manchester Early Help Service is to build capacity in communities that will prevent crime, support education and enterprise, and keep children, young people and their families healthy and safe. They aim to do this by working with other agencies, and directly with individuals from local communities.

Independent Reviewing Officers (IROs)

The primary tasks of the IRO are to ensure that the care plans for our children and young people fully reflect their needs, wishes and feelings, and to ensure that the actions set out in the plan are consistent with the local authority's statutory responsibilities. As a corporate parent, each local authority should ensure that it looks after the children and young people as a responsible and conscientious parent would.

The appointment by local authorities of an IRO is a statutory requirement.

Leaving Care Service

The Leaving Care Service provides a statutory service for young people aged 16–25 years who have previously been or are currently looked after by Manchester City Council.

The service helps young people who want some help to live independently and make their own decisions about how they want to live.

When young people in care reach the age of 16yrs, they get a personal adviser, whose job is to make sure young people get everything they need to enter the next stage of their life.

Libraries, Galleries and Culture

The Children and Access Team in Manchester Libraries supports a citywide programme of engagement, education and cultural events, to tie in to both local and national priorities.

Read Manchester is a separate entity, supported by Education and Libraries, with the purpose of encouraging reading for pleasure across all groups in the city.

Manchester City Council liaises with culture and arts partners to deliver a mix of universal and targeted engagement opportunities for young people, in school, out of school, and at cultural venues in the city.

Manchester Youth Council

The Youth Council is a forum that represents the views of young people. Run by young people for young people, it ensures they have a voice, enabling them to make their views heard and be involved in decision-making.

Residential setting (children's home)

A residential setting is a home for children and young people who can't live with their own families.

In a residential setting, sometimes also known as a children's home, children will live with a few other children. There is a team of workers whose job it is to look after the children living in the home.

Every children's home has a manager, who makes sure that good care is taken of all children and they are kept safe from harm. All children have a social worker who visits to make sure everything is okay. All children and young people also have a personal key worker in the home.

SEND

SEND children and young people's strategic participation is effectively supported, and there are effective mechanisms to enable the strategic participation of individual SEND children and young people. The participation of young people, both individually and collectively, is thoroughly embedded in culture and practice.

Social work teams (children in care and children in need)

There are 15 Duty and Assessment teams and 21 Court and Locality teams across the city that work with children and families in need.

At the initial stages they complete child and family assessments, support children in need under S17 and children in need of protection under S47 (Children Act 1989). They also look after those children who cannot live within their birth families.

- North locality: six Duty and Assessment and seven Court and Locality teams
- Central locality: five Duty and Assessment and eight Court and Locality teams
- South locality: four Duty and Assessment and six Court and Locality teams.

In addition, there is a Citywide Migrant Children's team and a Citywide Children with Disabilities team based in central, as well as a front-line team in the south in terms of students.

Sure Start Children's Centres

Offer activities and a range of services for parents and children under 5 years with a focus on improving outcomes and reducing inequalities between families in greatest need and their peers in:

- child development and school readiness.
- parenting aspirations and parenting skills
- child and family health and life chances

Virtual schools (children in care)

Manchester Virtual School supports and champions the education of all children and young people in the care of Manchester, regardless of where they are living.

They are responsible for supporting some 1,400 children aged 2–18 years, and link with the leaving care service to provide ongoing advice and support for education, employment and training up to the age of 25, reaching a further 905 young people.

Young carers

Young carers are people up to the age of 18 who have a caring role for a family member or loved one. The service is developing and promoting the agreed strategic approach to identifying and supporting young carers in Manchester through partnership working, as outlined in the Young Carers Strategy. They work with all agencies to ensure a universal offer of support and that statutory functions are fulfilled.

Youth Justice

Manchester Youth Justice is a forward-thinking relationship-focused service – a multi-agency team that is embedded in each of the three localities. Its key principles are trust, participation and change. In 2017, in collaboration with Manchester Metropolitan University, young people designed an engagement framework,

Participatory Youth Practice, which underpins the approach to interventions with children, young people and their families.

They assess the risks and needs of children and their families, and co-design multi-agency holistic interventions that build on strengths. They are trauma-informed and responsive to the complex and changing needs of children and their families in Manchester.

The service empowers children to realise their ambitions and provides the opportunities and support to access and achieve their potential.

Appendix C

A list of service databases/routine recording methods

Alonzi House and residential settings

All the sessions with young people are recorded on Liquidlogic, including wishes and feelings. Also, children and young people complete questionnaires/feedback forms.

Care Leaver Service

All electronic files are on Liquidlogic. There are specific areas on care leavers' files where the voice of the young person is asked for, these include the 'In-Touch' form (this is an 8-weekly form for personal advisors to complete for all care leavers – it is one of the key performance indicators) and Pathway Plans. Staff also record the voice of the young person in their case notes.

A monthly newsletter also includes young people's voices.

Early Help

The voice of the child or young person is recorded on Liquidlogic, Early Help Assessments – or both – depending on the team within the hubs. Partners generally record on Early Help Assessments and within their own agency systems, e.g. CPOMS in schools.

Libraries, galleries and culture

Separate reports and service feedback folders.

Manchester Youth Council

Youth Voice feedback template and reports

SEND

Work with partners to support them to capture the voice of children and young people to ensure it informs their services and strategic approach. The voices of children and young people are captured in reports/presentations to the SEND board, Children's Board and appropriate partners.

Social work teams

Assessments and activities are recorded on Liquidlogic and the E-PEP system.

Sure Start Children's centres

Upon receipt of a referral or self-referral, Early Years Outreach Workers carry out a strength-based conversation and if appropriate set up an electronic case file. Outreach workers add to the case file as additional contact is made and as work is carried out with the family. Depending on the outcome of the strength-based conversation Outreach Workers may go on to complete and register an EHA (Early Help Assessment). A separate spreadsheet is used to monitor our EHA activity i.e. needs identified, interventions accessed and impact.

Recently moved from using a standalone Estart Data Base to using Liquidlogic Early Help Groupwork to register and monitor the engagement of our children and families and will shortly be using the casefile function within Liquidlogic Early Help to capture and monitor our Outreach Worker case work with families.

Virtual schools

Use the E-PEP system for schools and social workers to record the opinions of children and young people in their individual PEP plans. This is monitored by the virtual school team. Information is taken and recorded in the internal database system, and feedback is given to appropriate partners.

Young carers

Work with partners to support them to capture the voice of children and young people to ensure it informs their services and strategic approach. The voice of children and young people are captured in reports/presentations to the SEND board, Children's Board and appropriate partners.

Youth Justice

Have a child view (case recording system) – this captures sessions and case notes. The AssetPlus YJB-approved assessment and planning tool is also used to incorporate the self-assessment of children and young people and allows for analysis of risk and planning.

Making It Right panel – The child and carer co-design their intervention plans with volunteers from the community.

Youth Justice also elicit the views of children and young people to inform the design and delivery of the service by engaging them in a session called 'If you had the power to change Youth Justice, what would you do?'.



The Children in Care Co-operative – making sure Our Children’s voices are heard

Our Children

Our Children (Manchester’s looked after children and care leavers) are all part of the Children in Care Co-operative. This means they’ll get the chance to have their say about their experiences, feelings, and ideas for change in whichever way is best for them. They’ll work towards a common goal – to help improve the services they and their peers receive. Every professional who works with Our Children is responsible for helping them have their say and ensuring that their views and feelings are reflected in the services we offer them.

Our Children can have their say:

- Via engagement events and consultations (online and face to face)
- By feeding back directly to their chosen professional, in whichever way they like, ie. children may choose to express their feelings in creative ways, such as via poetry. Any form of expression should be heard, and not dismissed
- In their Personal Education Plans (PEPs)
- Via Engagement Champions (there is one in every team)
- At the children’s Our Manchester Experience (designed by them, for them)
- Through the children in care cooperative - Conversations led by young people with corporate parents in young people friendly environments. Young people will be supported to do this by their professional of choice and on occasion will run the sessions
- At statutory reviews and planning meetings
- Through the young people’s advocacy service
- Through coproduction - We have a coproduction charter
- At the end of service feedback.

Refer to the engagement and participation framework for children and young people – A Journey from Voice to Influence.

Professionals involved:



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The Journey from Voice to Influence – Children and Young People

Engagement

- Day-to-day practice
- Events/activities/groups
- Virtual contact – catch-ups/ Forums.

A variety of forms to allow for all children and young people to engage in a way that they feel most comfortable.

Listen, Capture and Demonstrate Change

- Working with children and young people, not 'doing to' them.
- Relationship
- Respect
- Trust.

Be flexible rather than prescriptive.

Share

- With your team/line managers
- With colleagues outside of your team
- With enablers such as Engagement Leads and Engagement Champions
- With your community.

An opportunity to identify themes and see the bigger picture.

Review

- What is the impact?
- Collective and individual voice
- Check with the child or young person, and your colleagues
- Change if appropriate.

**You said, we did.
Did we get it right?**

Influence

- Decision-makers (primarily children and young people, where appropriate)
- Front-line staff
- Children's Leadership Team (CLT)
- Members
- Scrutiny Committees.

Children and young people play a critical role in the influencing process.



Ongoing conversations help us to keep children and young people at the heart of everything we do.

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**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee – 9 March 2022

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.

Wards Affected: All

Contact Officer:

Name: Rachel McKeon

Position: Scrutiny Support Officer

Tel: 0161 234 4997

Email: rachel.mckeon@manchester.gov.uk

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 will be incorporated into a future report.	Neil Fairlamb, Head of Parks, Leisure, Events and Youth
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 has been requested and will be reported back to the Committee via the Overview report.	Neil Fairlamb, Head of 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, Head of Parks, Leisure, Events and Youth
4 March 2020	CYP/20/16 Improving Children's Outcomes Through Collaboration	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	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Paul Marshall, Strategic Director of Children and Education Services

Date	Item	Recommendation	Action	Contact Officer
	and Working in Partnership in a Locality	Member for Children and Schools will circulate a briefing note on work that is already taking place to address smoking in pregnancy.		
22 July 2020	CYP/20/26 Manchester's Transformation Plan for Children and Young People's Mental Health and Wellbeing	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 briefing.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Amanda Corcoran, Director of Education
2 December 2020	CYP/20/51 Early Help Evaluation (2015 - 2020)	To ask officers to consider how Councillors could help with this work and to circulate a note to the Committee Members on this.	A response to this recommendation has been requested and will be circulated to Members.	Julie Heslop, Strategic Head of Early Help
2 December 2020	CYP/20/51 Early Help Evaluation (2015 - 2020)	To request that the Early Help Project Manager provide information on the number of families, in relation to the presentation slides on areas of the city and the sustainability of impacts.	A response to this recommendation has been requested and will be reported back to the Committee via the Overview report.	Ed Haygarth, Early Help Project Manager
9 February 2022	CYP/22/11 Annual Virtual School Head's Report	To arrange a visit to Wetherby Young Offender Institution and Barton Moss Secure Children's Home, in conjunction with the Communities and Equalities	A response to this recommendation will be reported back via the Overview report.	Rachel McKeon, Scrutiny Support Officer

Date	Item	Recommendation	Action	Contact Officer
		Scrutiny Committee.		
9 February 2022	CYP/22/11 Annual Virtual School Head's Report	To further discuss bringing a joint report on knife crime, in conjunction with the Communities and Equalities Scrutiny Committee.	This will be discussed with the Chair of the Communities and Equalities Scrutiny Committee.	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 **28 February 2022** 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>Early Years - Tendered Daycare Settings (2021/07/16B)</p> <p>The approval of capital expenditure to support the continued provision of high-quality Early Years settings across the City.</p>	<p>City Treasurer (Deputy Chief Executive)</p>	<p>Not before 16th Aug 2021</p>		<p>Checkpoint 4 Business Case</p>	<p>Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk</p>
<p>Youth Offer Strategy (2019/12/11B)</p> <p>To agree a Youth Offer Strategy for the next 3 years and complete the production of the strategy document</p>	<p>Strategic Director (Neighbourhoods)</p>	<p>13 Jan 2020</p>		<p>Manchester Youth Offer Strategy</p>	
<p>TC451 Provision of Transport Service for Manchester Schools Swimming Programme (22/02/18A)</p> <p>To seek approval to appoint a company to provide transportation for the Manchester Schools Swimming Programme. The contract will be for 2 years commencing September 2022 with an option to extend for up to an</p>	<p>City Treasurer (Deputy Chief Executive)</p>	<p>Not before 18th Mar 2022</p>		<p>Confidential Contract Report with recommendations</p>	

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
additional 2 years.					
<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 a SaLT (Speech and Language Therapy) Service (2021/10/14A)</p>	Strategic Director - Children and Education Services	Not before 14th Nov 2021		Report and recommendation	Mike Worsley mike.worsley@manchester.gov.uk
<p>Contract for the Provision of: TC724 - Missing from Care Service & Return Interviews (2021/11/04A)</p> <p>The appointment of a Provider to deliver the Missing from Care Service & Return Interviews.</p> <p>The Missing from Care commissioned service will provide a statutory independent return interview service for children and</p>	Strategic Director - Children and Education Services	Not before 4th Dec 2021		Report and recommendation	Julie Heslop julie.heslop@manchester.gov.uk

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
<p>young people who go missing from care. The service will contribute to the delivery of the complex safeguarding strategy which identifies key areas of work required to take place in order to meet the core objective of reducing the number of young people who go missing and those who go missing regularly in the city.</p>					
<p>Liquid Logic Phase 2 (2021/11/29D)</p> <p>To support the further embedding of system functionality and improved data quality and reporting and agree to fund the staff costs associated with this work and the costs for a external consulting organization to help with the work.</p>	<p>City Treasurer (Deputy Chief Executive)</p>	<p>Not before 27th Dec 2021</p>		<p>Checkpoint 4 Business Case</p>	<p>Andrew Blore a.blore@manchester.gov.uk</p>
<p>Changing Primary and Secondary School Formula (2021/12/06A)</p> <p>Approve starting a transition to the National Funding Formula (NFF) in advance of submission of primary and secondary budget to the Department for Education in</p>	<p>Executive</p>	<p>19 Jan 2022</p>		<p>School Budget Report</p>	

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
January 2022.					
<p>Manchester Sensory Service (2022/02/04A)</p> <p>Proposal to take Manchester Sensory Service out to tender in order to identify new governance arrangements. The budget for this service is £2.83m</p>	Executive	16 Mar 2022		Report and recommendations	Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk
<p>Home to school travel for children and young people with SEND (2022/02/08A)</p> <p>Proposal to implement a new policy across the City for home to school travel for children and young people with SEND.</p>	Executive	16 Mar 2022		Report and recommendations	Amanda Corcoran, Director of Education a.corcoran@manchester.gov.uk
<p>(TC1108) Dynamic Purchasing System for the Provision of Alternative Education for Manchester Schools (24/02/2022A)</p> <p>To establish a Dynamic Purchasing System of organisations to provide Alternative Education provision for Manchester Schools.</p>	Strategic Director - Children and Education Services	Not before 24th Mar 2022		Report & Recommendation	
Q20347 Consultant for EYES	City	Not before		Report and	Jon Nickson

Subject / Decision	Decision Maker	Decision Due Date	Consultation	Background documents	Officer Contact
<p>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>	<p>Treasurer (Deputy Chief Executive)</p>	<p>1st Jun 2019</p>		<p>Recommendation</p>	<p>j.nickson@manchester.gov.uk</p>

**Children and Young People Scrutiny Committee
Work Programme – March 2022**

Wednesday 9 March 2022, 10am (Report deadline Friday 25 February 2022)

Item	Purpose	Lead Executive Member	Strategic Director/ Lead Officer	Comments
SEND Inspection	To receive the letter from the recent Ofsted inspection of services for children with Special Educational Needs and Disability (SEND).	Councillor Bridges	Amanda Corcoran	
Sensory Service	To receive a report on proposals for the Sensory Service.	Councillor Bridges	Amanda Corcoran	Executive Report
COVID-19 Update	To receive a verbal update.	Councillor Bridges	Paul Marshall/ Amanda Corcoran	
Participation and Engagement	To receive a report on work relating to participation and engagement with children and young people.	Councillor Bridges	Paul Marshall/ Yasmin Bibi	
Overview Report	The monthly report includes the recommendations monitor, relevant key decisions, the Committee's work programme and any items for information.	-	Rachel McKeon	

Items To Be Scheduled

Item	Purpose	Executive Member	Strategic Director/ Lead Officer	Comments
Home School Transport	To receive a report on Home School Transport.	Councillor Bridges	Amanda Corcoran	Executive Report See November 2021

				minutes
Remote Learning	To receive a report on remote learning, to include a particular focus on Years 11 and 13 and information on the numbers of pupils who are able to access any streamed lessons or online learning that is being made available.	Councillor Bridges	Amanda Corcoran	See November 2020 minutes
Children and Young People's Plan 2020 - 2024	To receive an annual report on the progress of this work.	Councillor Bridges	Paul Marshall	See November 2020 minutes
Provision of Services by One Education	To receive a report on the provision of services by One Education.	Councillor Bridges	Amanda Corcoran	See March 2021 minutes
Lyndene	To receive a further report on Lyndene in 12 months' time.	Councillor Bridges	Paul Marshall	See March 2021 minutes
Manchester Safeguarding Partnership	To receive regular reports on the work of the Manchester Safeguarding Partnership.	Councillor Bridges	Paul Marshall	See May 2021 minutes
School dinners and healthy well-balanced meals	To receive a report on school dinners and healthy well-balanced meals for the children.	Councillor Bridges	Amanda Corcoran	
Update on wellbeing and mental health and support for schools and settings and education for children unable to attend school due to ill health	To receive a further report on this and to invite a representative from CAMHS to this meeting.	Councillor Bridges Councillor Midgley	Paul Marshall	See September 2021 minutes
Sex and Relationship Education	To receive a report on Sex and Relationship Education in schools, including how child sexual exploitation	Councillor Bridges	Amanda Corcoran	See October 2021 minutes

	and child criminal exploitation are addressed through this.			
Youth and Play	To receive a further report on Youth and Play commissioning arrangements at an appropriate time.	Councillor Bridges	Fiona Worrall/Neil Fairlamb	See October 2021 minutes
Adoption	To receive a report on adoption which includes what difference the move to Adoption Counts has made in providing stable adoption placements for Our Children and what happens when an adoption breaks down.	Councillor Bridges	Paul Marshall	See November 2021 minutes
Pupil Referral Unit (PRU) and Alternative Provision	To receive an update report in approximately 12 months' time.	Councillor Bridges	Amanda Corcoran	See December 2021 minutes
The Role of GMP Engagement Officers in Manchester Schools	To receive a report on the role of GMP Engagement Officers in Manchester schools.	Councillor Bridges	Amanda Corcoran	
Elective Home Education	To receive a report on Elective Home Education.	Councillor Bridges	Amanda Corcoran	See January 2022 minutes
Homeless Families	To receive a further report in 6 months' time.	Councillor Rahman Councillor Bridges	David Ashmore/ Mohamed Hussein/Paul Marshall	See February 2022 minutes