

Sandwell Council
Business Plan
2017/18 - 2019/20

Children's Services



Section 1: Executive summary

Children's Services: Our vision and strategy for the future

We are responsible for a wide range of services for children, young people, their families and schools in Sandwell. These include; social care; early help; young people's services; youth justice; and education services.

Children's Services is split into two core directorates, Children and Families and Education, with a directorate support function Infrastructure.

This plan draws together what we will do over the next three years to deliver and improve Children's Services. It offers a shared vision for improvement, it outlines where we want to go, how we're going to get there and the evidence we will use to measure our progress.

We have two key documents which set out our strategy moving forward, namely Sandwell Children's Services Delivery Plan and the Education Directorate's Improvement Strategy, each of which have vision statements. This business plan has been written using both of these and other core service documents¹.

Both plans set out a clear vision for Sandwell, which will create safe, strong and resilient children and families.

Sandwell Children and Families Delivery Plan - Vision

Our vision is for Sandwell's children and young people to have the best start in life and for them to be nurtured and supported by those who care for them so that they will develop into healthy, socially responsible and achieving adults who will, in turn, show the same level of care when raising their own families.

Education Directorate's Improvement Strategy – Vision

The Education Directorate is committed to:-

- working in partnership with all our stakeholders including young people, parents, carers, teachers and elected members to provide the best opportunities for all our young people in Sandwell.
- working with all our partners from all sectors of education we will develop and lead systems to improve the quality of provision in all phases of education. By so doing we will raise the overall achievement of pupils.

Through this work we will strive to ensure that all young people are well prepared for the next phase of their education and ultimately for work and life in modern Britain.

¹The Integrated Looked After Children and Care Leavers, Placement and Sufficiency Strategy

In order to achieve our visions we are embedding a number of guiding principles that will underpin all that we do:

- The voice of the child is of paramount importance and must be visible and listened to through child centred practice
- Our services will reflect and respond to the diverse needs of our communities.
- The quality of our delivery is central to our success and improved outcomes for children
- We take a whole family approach to our work and engage with those who will help us to meet their needs by offering early help rather than waiting until problems escalate
- We will communicate effectively and meaningfully with our families, our staff and partner agencies.

At the same time as we seek to improve the quality of what we do, we need to work within a defined budget. For 2017-18 and beyond Sandwell MBC will no longer allocate saving targets to individual services. Savings will be delivered through a range of council-wide, cross-cutting service reviews. In 17-18 these reviews will include preventative services (including children's centres, libraries, community centres etc.), locality services, back-office functions and savings to be delivered through investment in the ICT infrastructure.

We will protect frontline services as much as possible, provide value for money and make tough decisions about what we commission and deliver for our children. We will work with our partners to create services to intervene early by following the Troubled Families model to prevent crisis situations.

We will organise ourselves around three central pillars –social care, early help and schools/universal services.

On the 6 of October 2016 Sandwell received notification from the Minister of State for Vulnerable Children that, in light of Ofsted's 2015 inspection report, Ofsted's June monitoring visit, Malcolm Newsam's diagnostic work and the recommendations of Eleanor Brazil, the Minister was issuing a new Statutory Direction to Sandwell Metropolitan Borough Council under section 497A (4B) of the 1996 Education Act.

An important part of this Direction was that we transfer our children's social care services to a Children's Services Trust, for a period of time. We are currently working in partnership with our commissioner to achieve this objective, making sure children are at the heart of everything we do and that the trust is a success.

Children's Services will continue to face a number of challenges throughout the life of this plan. Our social care improvement journey, our partnership with the commissioner

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and the proposed transfer of services to a trust will be at the forefront of the work undertaken by Children and Families. Within Education, following the demise of the white paper, “Educational excellence everywhere”, the government’s consultation “Schools that Work for Everyone” and the future of the education services grant will have a defining influence on the services we deliver, as will the performance of our schools at both primary and secondary level. Nevertheless, in all that we do we will remain focused upon our principal objective for Sandwell, to create safe, strong and resilient children and families.

Section 2: High Level Actions

Children's Services – High Level Actions			
High Level Action	Critical Steps Necessary 2017-20	Link to Scorecard	Resource Allocation
<p>1.1 We will put the views of children and their families at the heart of our services for them</p>	<p>We will look at all our services from a commissioning viewpoint. This means:</p> <ul style="list-style-type: none"> • understanding what we are seeking to achieve; • planning it; • doing it; • and then reviewing how effective it is. <p>Children and their families will be at the heart of this process. Directors and senior managers, supported by specific commissioning officers, will lead it.</p> <p>We will make sure children and their families help shape the plans we make to give them early help and social care – and help assess what these plans achieve. We will tailor our systems for measuring the performance and quality of our services and make sure they centre on the individual child.</p> <p>We will work closely with our commissioner to positively drive forward our ongoing improvement journey.</p>	<p>Great People - Our children: Sandwell's future</p>	<p>Within existing budget allocation and via the execution of service plans: Sandwell Children's Services Delivery Plan and the Education Directorate's Improvement Strategy</p>

Children's Services – High Level Actions

High Level Action	Critical Steps Necessary 2017-20	Link to Scorecard	Resource Allocation
<p>1.2 We will continue to work in partnership with schools to give pupils a good education and provide the right number of places</p>	<p>We will broaden our relationships with Sandwell's schools and academies. All levels of management in all our services will work in partnership with them so all our children have the opportunity to achieve their best.</p>	<p>Great People - Our children: Sandwell's future</p>	<p>Within existing budget allocation and via the execution of service plans: Sandwell Children's Services Delivery Plan and the Education Directorate's Improvement Strategy</p>
<p>1.3 We will stop problems escalating by giving families early help so they can help themselves to meet the needs of their children</p>	<p>We will organise our early help services so that they:</p> <ul style="list-style-type: none"> • meet the projected needs of children and families; • reflect our strategy for the journey children and families make; and • fall within budget limits <p>We will continue to implement a partnership approach to the national reforms for children and young people with special education needs</p>	<p>Great People - Our children: Sandwell's future</p>	<p>Within existing budget allocation and via the execution of service plans: Sandwell Children's Services Delivery Plan and the</p>

Children's Services – High Level Actions

High Level Action	Critical Steps Necessary 2017-20	Link to Scorecard	Resource Allocation
	<p>and disabilities (SEND). We will meet the requirements of the SEN Code of Practice. In particular:</p> <ul style="list-style-type: none"> • maintain the local offer for SEND and respond to feedback; • transfer statements of SEN to education health and care plans (where appropriate) aiming for positive lifelong outcomes for young people; • work to develop an offer of personal budgets in support of education health and care plans; • share understanding of needs towards increased levels of joint commissioning of support across education health and care. <p>We will work closely with our commissioner to positively drive forward our ongoing improvement journey.</p>		Education Directorate's Improvement Strategy
<p>1.4 We will protect children in Sandwell so that they are safe and feel safe – and meet the physical and emotional needs of the children in our care</p>	<p>Most work with children and families is not done by social workers. They only need to deal with cases where children are at risk of significant harm through abuse or neglect, or where they cannot live with their birth families because of such risk;</p> <p>We will make sure that:</p> <ul style="list-style-type: none"> • our early help offers a variety of family support and help to parents; 	Great People - Our children: Sandwell's future	Within existing budget allocation and via the execution of service plans: Sandwell Children's Services Delivery Plan and the Education

Children's Services – High Level Actions

High Level Action	Critical Steps Necessary 2017-20	Link to Scorecard	Resource Allocation
	<ul style="list-style-type: none"> • families needing a social work service are passed to children's social care in a timely manner; • most families get help from family support workers and other frontline workers based at local level in Sandwell's six towns and the six community operating group (COG) localities (so they can work with other local professionals such as health visitors and GPs to help people with their day-to- day lives and stop problems from escalating); • the council and our partners share information we have about children and their families securely (to make sure we meet their needs and protect them when necessary); • Children and Families works very closely with police and other partners to make enquiries when children are in need of protection; • when children come into care, there is a clear plan for their long-term future in place very quickly so that they can live in stable and loving homes. <p>Children in care rarely need residential care. They need a permanent home whether this is by returning to their families; care by relatives or friends; or adoption; or other appropriate orders.</p> <p>We will work closely with our commissioner to positively drive forward our ongoing improvement journey.</p>		<p>Directorate's Improvement Strategy</p>

Children's Services – High Level Actions

High Level Action	Critical Steps Necessary 2017-20	Link to Scorecard	Resource Allocation
<p>1.5 We will support children and young people, particularly the most vulnerable by:</p> <ul style="list-style-type: none"> • Making sure they attend school; • Offering coordinated training and learning so they have the skills to continue their education of get a job after leaving school; and • Helping them to become independent adults 	<p>We will make sure children and young people attend school. We will coordinate training and learning so they have the skills to continue their education or get a job after leaving school. We will help them to become independent adults.</p> <p>We will work closely with our commissioner to positively drive forward our ongoing improvement journey.</p>	<p>Great People - Our children: Sandwell's future</p>	<p>Within existing budget allocation and via the execution of service plans: Sandwell Children's Services Delivery Plan and the Education Directorate's Improvement Strategy</p>

Section 3: Commissioning considerations for service areas

Children's Services - Combining both Children and Families and the Education Directorate			
3.1 Why are services needed?	3.2 What will the outcomes be?	3.3 How will the services be provided?	3.4 How is the service performing?
<p>We have a range of universal and universal plus services which target the most appropriate support to children, young people and their families. We also have statutory services which are subject to inspections.</p> <p>Please see the Children and Families and the Education Directorate sections below.</p>	<p>Our vision is reflected in the outcomes that we want for children. These reflect the ambitions that every parent wants for their own child. We will support families to achieve these outcomes for their own children wherever possible.</p> <ul style="list-style-type: none"> • Being healthy: enjoying good physical and mental health and living a healthy lifestyle and for their family to be able to provide this • Staying safe: being protected from harm and neglect both at home and in their communities • Accomplished and successful: getting the most out of life and developing the skills for the successful transition to adulthood including educational attainment and the personal and social skills 	<p>We will have to ensure maximum value from our budgets and will achieve this through looking at all our services from a commissioning viewpoint. This will mean that all our services will be smarter and geared towards shared outcomes with other public agencies.</p> <p>We are reorganising services, doing things differently and making tough decisions about what we commission and do for Sandwell's children and families.</p> <p>We will make decisions on the services we commission by thoroughly assessing the needs of children and families. We will base this assessment on local and national research and the views of all involved, including elected members and children, young people, parents and carers.</p>	<p>Children's Services continues to face challenges in achieving its overarching vision of safe, strong and resilient children and families.</p> <p>This is most evident in the improvement journey being undertaken by Children and Families and the work Education are delivering within both the primary and secondary sectors.</p> <p>Detailed progress is set out in the Children and Families and the Education Directorate sections below.</p>

Children’s Services - Combining both Children and Families and the Education Directorate

3.1 Why are services needed?	3.2 What will the outcomes be?	3.3 How will the services be provided?	3.4 How is the service performing?
	<p>to take care of themselves when they are older</p> <ul style="list-style-type: none"> • Be a valued member of society: being involved with the community and society and not engaging in antisocial or criminal behaviour. This includes being listened to by adults including those who work with them in a professional capacity. • Getting the best start in life: not being prevented by economic disadvantage from achieving their full potential in life. This includes their families being able to access sufficient resources to take care of themselves and their children and improving their employment prospects if reliant on the state for support. 	<p>Please see the Children and Families and the Education Directorate sections below.</p>	

Children and Families			
3.1 Why are services needed?	3.2 What will the outcomes be?	3.3 How will the services be provided?	3.4 How is the service performing?
<p>We have a range of universal and universal plus services which target the most appropriate support to children, young people and their families. We also have statutory services which are subject to inspections.</p> <p>Children and Families are regularly inspected by Ofsted under section 136 of the Education and Inspections Act 2006.</p> <p>A fundamental principle of our plan to improve has been to re-organise what we do so that social care only work with children and families who really need its help – and not with families that more universal and targeted services will be able to help.</p> <p>By providing appropriate early help we aim to deliver services at the right time and in the right way to help families help themselves to meet the needs of their children. In practice this means:</p>	<p>Detailed action plans sit behind our Delivery Plan, which is under regular review and revision. We have mapped our Delivery Plan and the Integrated Looked After Children and Care Leavers, Placement and Sufficiency Strategy objectives against the 'We Will' pledges. We have used this information to populate Appendix 1 Alignment of resources to the Sandwell Scorecard for 2017-20.</p>	<p>Our model for children and families embodies:</p> <ul style="list-style-type: none"> • An efficient and effective structure designed to meet the needs of children with appropriate input from partners. This will include multi-agency screening of possible child protection referrals (by the police, social care and health) and a multi-agency team (led by social care) to complete child protection enquiries; • a looked after children's service that works only with children who are to remain looked after (to focus more on building relationships with them and help them make the transition to leaving care); • an early help service – a wider team of workers offering a range of family support, and local working arrangements which build networks of professionals around the six towns; • a permanent workforce that feels 	<p>Sandwell's Children and Families service has continued its improvement journey. We recognise that quality of practice is a core aspect of this and that we need to make further improvements in order to achieve consistency.</p> <p>Although there has been demonstrable progress, recognised by various reviews, the pace of change has been slower than desired.</p> <p>Significant activity has taken place over the last few years to stabilise the workforce and consolidate any improvements that have been made. We have achieved a stable and well managed budget, with resources to invest in staff and continued improvement. From a £3.1million annual overspend in 2012/13 to a three year balanced budget strategy from 2014/15.</p> <p>The key performance indicators in Table 1 help demonstrate our</p>

Children and Families			
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<ul style="list-style-type: none"> making sure that universal services help all families build resilience and skills to meet their children's needs (and have strong links with more targeted services); giving families the information they need to help themselves – and developing communities' ability to support families without the need for professionals to intervene; skilled workforce (with the support it needs) which can identify as early as possible families that need support – and effective routes to targeted services that can help them; understanding needs at a community level in order to commission the services that can meet those needs; agencies that work together to understand families' needs (with professionals who understand when families qualify for support); clear links between social care and early help services so workers in the latter get guidance to make sure we effectively manage risk and protection for children; and 		<p>valued and supported which has a range of opportunities for people to develop;</p> <ul style="list-style-type: none"> ways to track the impact of what we do with children and families, check its quality – and give them a central voice in this evaluation; effective, high-quality support for vulnerable families with greater needs; building local networks of professionals in Community Operating Groups; many services, working together – making sure all involved understand the system and how best to work together in it; making best use of limited resources to help families through intelligent commissioning; and growing local and community support for early help. <p>Children and families will ensure that:</p> <ul style="list-style-type: none"> thresholds are understood by staff and partners, and are consistently applied; 	<p>improved performance and better outcomes for children. The Service has a significantly more stable workforce which has a direct beneficial impact on the child's journey. Social workers are operating with greater efficacy, in a timelier manner and with more consistency.</p> <p>Children and Families – Independent Assessment</p> <p>Ofsted last inspected Children and Families under the Single Inspection Framework (SIF) in February 2015. Whilst Ofsted found that there had been some improvement and that looked after children, adoption and care leavers required improvement, it concluded that safeguarding services were inadequate. Ofsted's overall judgement was inadequate as a result of the safeguarding issues, which was reflected by an inadequate leadership and management outcome.</p> <p>Ofsted acknowledged some of our achievements since the previous inspection, including progress for</p>

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<ul style="list-style-type: none"> wherever possible, early help are building local networks to boost understanding of the support services available. 		<ul style="list-style-type: none"> assessments are completed in time, are analytical and followed by SMART plans; social work staff and managers have the capacity to complete work to a high standard; management oversight is evidenced from the file both as formal supervision and management direction; there is evidence that children and families have been spoken to, their views recorded and that these views inform assessment and planning. <p>To achieve our outcomes Children and Families have identified six themes:</p> <ul style="list-style-type: none"> Confident leadership – one voice High quality practice Organisation fit for purpose Robust performance management Becoming an employer of choice Effective partnerships making the difference 	<p>looked after children. It also highlighted the following as positive:</p> <ul style="list-style-type: none"> Children’s view influenced decision-making and there was evidence that the views of care leavers were taken into account; The establishment of the multi-agency safeguarding hub (MASH); The Early Help Offer; Reduced reliance on stable agency staff; The appointment of senior officers; Looked After Children Board was well established and representatives were enthusiastic about their role and had strong support from the Participation Team. Improvement in the effectiveness of the Independent Reviewing Officer Service. Improvement of care planning and review arrangements had reduced drift. Corporate Parenting Board and Looked After Children Board had been strengthened, with evidence of children involved in the work of

Children and Families			
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		<p>We will ensure each theme has an allocated Thematic lead from either within the children’s directorate or from across the Council. The Thematic Leads will ensure that they have an allocated manager for each work task within their theme and they will be responsible for ensuring progress is made within their theme by meeting as required with their task owners.</p> <p>On the 6 of October 2016 Sandwell received notification from the Minister of State for Vulnerable Children that, in light of Ofsted’s 2015 inspection report, Ofsted’s June monitoring visit, Malcolm Newsam’s diagnostic work and the recommendations of Eleanor Brazil, the Minister was issuing a new Statutory Direction to Sandwell Metropolitan Borough Council under section 497A (4B) of the 1996 Education Act.</p> <p>An important part of this Direction was that we transfer our children’s social</p>	<p>both the Boards.</p> <p>The Ofsted report contained a number of recommendations, of which five were of priority for immediate action. These have been addressed through the evolving Delivery Plan and in response to further internal and external reviews. The current Delivery Plan is now based around the thematic areas detailed in section 3.3.</p> <p>Children and Families Reviews and Inspections</p> <p>Table 2 details the principal inspections and reviews that have been undertaken across both Children and Families and the Education Directorate.</p> <p>Post Ofsted 2015 Monitoring</p> <p>In response to the Ofsted inspection report published 5 June 2015, the Minister commissioned a diagnostic by Malcolm Newsam.</p>

Children and Families			
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		<p>care services to a Children’s Services Trust, for a period of time. We are currently working in partnership with our commissioner to achieve this objective, making sure children are at the heart of everything we do and that the trust is a success.</p>	<p>Subsequently a ministerial decision was made to appoint a Sandwell commissioner. Their role was to review the direction and pace of improvement and provide rigour and challenge to progress and to report back to the Minister.</p> <p>The Minister decided to appoint Eleanor Brazil as Sandwell’s commissioner in January 2016 to carry out a further review. In September 2016, having reported her findings to the Minister, Eleanor Brazil concluded her work with the authority. As our partnership with the DfE remained in place, Malcolm Newsam was appointed by the Minister to continue in the role of commissioner.</p> <p>As Ofsted judged our children’s services to be inadequate, they subsequently carried out a programme of quarterly monitoring visits. This was in order to report on the progress we were making and to support us to improve further.</p> <p>Ofsted’s first visit took place in July</p>

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			<p>2016. Following this Ofsted wrote to the Director of Children’s Services and DfE summarising their findings and providing an evaluation of our progress. This identified that the service still needed to improve and that the next review would focus on key areas to assess if progress had been made. Subsequent monitoring reports were published on the Ofsted website.</p> <p>The September 2016 Ofsted report found that we had made “positive progress” and acknowledged that social workers in Sandwell now had reduced caseloads as a result of additional investment by the council.</p> <p>Inspectors’ also highlighted that children were now being seen more quickly and where there was a child protection concern, they were seen on the same day they are referred to the service. Inspectors described this as ‘demonstrable improvement’.</p> <p>However, on the 6 of October 2016 Sandwell received notification from</p>

Children and Families			
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			<p>the Minister of State for Vulnerable Children that, in light of Ofsted’s 2015 inspection report, Ofsted’s June monitoring visit, Malcolm Newsam’s diagnostic work and the recommendations of Eleanor Brazil, the Minister was issuing a new Statutory Direction to Sandwell Metropolitan Borough Council under section 497A (4B) of the 1996 Education Act.</p> <p>An important part of this Direction was that we transfer our children’s social care services to a Children’s Services Trust, for a period of time. We are currently working in partnership with our commissioner to achieve this objective, making sure children are at the heart of everything we do and that the trust is a success.</p>

Education Directorate			
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<p>We have a range of universal and universal plus services which target the most appropriate support to children, young people and their families. We also have statutory services which are subject to inspection.</p> <p>The local authority's arrangements for supporting school improvement are inspected by Ofsted under section 135 and section 136(1)(b) of the Education and Inspections Act 2006.</p> <p>The Education Directorate drives our focus on educational attainment and achievement, early learning, school improvement and support for children and young people with SEND.</p> <ul style="list-style-type: none"> • using our networks of high-performing schools to help others get better; • identifying good ways of working within the learning communities of 	<p>Detailed plans sit behind our Education Directorate's Improvement Strategy. We have mapped this plan against the 'We Will' pledges. We have used this information to populate Appendix 1 Alignment of resources to the Sandwell Scorecard for 2017-20.</p>	<p>Our model for the Education Directorate embodies:</p> <ul style="list-style-type: none"> • continuing services to meet statutory duties as required. We will prioritise and reduce team functions in line with changes in regulations or the Education Services Grant. We will represent plans when roles and responsibilities are released; • school improvement, early years and school organisation and inclusive learning teams working with all schools and settings to make sure the council meets its legal duties; • special educational needs and disabilities services working in line with the new requirements of the Childrens Act 2014; • improving our child care offer for two year olds and improving the local uptake of these services; • continuing development of our 	<p>The following figures² set out some of the Education Directorate's progress across key areas:</p> <p>Ofsted</p> <ul style="list-style-type: none"> • The percentage of schools rated good or better by Ofsted has increased from last year across each type of school. As at September 2016 90% of primary, 63% of secondary schools and 100% of Pupil Referral Units (PRU) and special schools are rated as good or better. <p>Access to places in early years and schools</p> <ul style="list-style-type: none"> • In July 2016 Sandwell funded 62% of all eligible Two Year Olds. New outreach workers are working with Children's Centres and the Children Missing in Education

² Figures as at 10-10-16. Data provided for 2016 is provisional and may change. R.Flowers

Education Directorate			
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<p>schools;</p> <ul style="list-style-type: none"> • extra childcare places for two-year-olds; • expanding good schools as more children are born or come to live in Sandwell; • improving sixth-form options by working with Sandwell College and secondary schools; • working in partnership with schools, families and other agencies to provide effective support for children and young people with SEND. 		<p>adult learning services and family learning support;</p> <ul style="list-style-type: none"> • continuing support on training and jobs to young people from Connexions and closer working between Connexions and youth offending services to increase the value of targeted work in the borough; • developing more business efficient services to ensure learning service support is maintained despite reductions in direct council funding. <p>Please refer to the Education Directorate's Improvement Strategy, page 7 for current priorities for the Education Directorate.</p>	<p>team has successfully reduced the number of children who fail to take up awarded places by 31%. Up take of places continues to increase each month.</p> <ul style="list-style-type: none"> • In 2015 – 2016 there have been 5 new providers established providing approximately 160 new places. A grant panel continues to meet half termly, until March 2017, to allocate revenue and capital money to develop provision in areas of highest demand. • Compared to statistical and Black Country neighbours Sandwell has the highest % of new places provided in good or outstanding schools (91%) • 88% of primary applicants get their first preferred school (94% get one of their first 3 preferences) • 74% of secondary applicants get their first preferred school (89% get one of their first 3 preferences) • Some 99% of secondary school applications were completed on line this year. <p>School Performance</p>

Education Directorate			
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			<ul style="list-style-type: none"> • Based on provisional 2016 Key Stage 2 results, attainment reaches close to national levels despite the low starting point in the early years. • This is reflected by the fact that our primary schools match or outstrip national rates of progress at Key Stage 2, although progress wasn't as strong in reading this year based on the new tests. • 2016 provisional Key Stage 2 results show that Sandwell's ranking for pupils achieving the expected standard in reading, writing and maths is better than would be expected at Key Stage 2 for a borough with Sandwell's levels of deprivation. Sandwell is ranked third in comparison to statistical neighbours on this indicator. This suggests that our schools are working hard to tackle the link between deprivation and lower educational standards. • At Key Stage 4 further changes to the examination system mean that comparisons with previous years

Education Directorate			
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			<p>are not straightforward, however, Sandwell continues to lag behind national performance at Key Stage 4. Provisional Attainment 8 measures suggest that there has been a slight increase from 43.3 to 44.8 in 2016. The gap has now closed slightly with national. The provisional Progress 8 measure however shows a decline from -0.18 to -0.29 suggesting that Sandwell pupils make around a quarter of grade less progress than pupils nationally.</p> <ul style="list-style-type: none"> • Attainment in GCSE English declined this year by 4 percentage points. The gap with national has now widened to 13 percentage points after having been close to national for last two years. Attainment in GCSE Maths has remained similar to last year at 58%. However, the gap with national has increased to 11 percentage points. • Free school meals pupils perform better in Sandwell schools than both the statistical neighbour and the national average at Key Stage

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			<p>2 (2015).</p> <ul style="list-style-type: none"> Sandwell school improvement team has been chosen as the improvement partner for five academies and three schools outside the borough. Outcomes for Sandwell Looked After Children at key Stage 4 improved between 2013 and 2015 to 8 percentage points above the national average for % 5 or more A*-C grades including English and Maths. Provisional 2016 data indicates a possible drop in performance outcomes at all key stages, in line with a national downturn. This is partly due to changes to the assessment system and a cohort with particularly challenging needs. Plans are in place to address this. <p>School Attendance</p> <ul style="list-style-type: none"> For the academic year 2015/16 schools and the local authority were successful in maintaining attendance levels in comparison with the previous period: Latest

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			<p>available data shows primary and secondary attendance levels consistent at 95.9% and 94.6% respectively. Both figures are just 0.1% short of the national averages for the primary and secondary sectors.</p> <ul style="list-style-type: none"> • Despite a change in the PA threshold in September 2015 from 15% to 10% secondary persistent absence remained in line with the national average at 13.8% (latest available September 2016) whilst primary PA improved slightly at 9.08% (approximately 0.50 percentage points short of the published national average). <p>Sandwell Residential Centres</p> <ul style="list-style-type: none"> • Achieved financial targets in line with budget reduction. • Retained level of uptake by Sandwell schools, academy schools, and pupils. • Extended marketing to external schools to develop customer base and income. • Strengthened links with schools

Education Directorate			
3.1 Why are services needed?	3.2 What will the outcomes be?	3.3 How will the services be provided?	3.4 How is the service performing?
			<p>and school leaders, and further developed Sandwell Residential Education Service (SRES) offer, including family learning days.</p> <ul style="list-style-type: none"> • Strengthened partnership working with other Education teams, notably Inclusion, Educational Psychology (working on Well-being charter), Advisory team including transition, Education Support colleagues; the Youth Service; and Sandwell Public Health. • Extended work with non-Sandwell partners, including the Army Welfare Service, and successfully awarded a large grant from the Armed Forces Community Covenant (£92K) to run community integration residentials. • Completed capital investment in Plas Gwynant, providing more versatile accommodation. <p>16-18 years olds</p> <ul style="list-style-type: none"> • The percentage of young people in Sandwell aged 16-18 who were not in education, employment or

Education Directorate			
3.1 Why are services needed?	3.2 What will the outcomes be?	3.3 How will the services be provided?	3.4 How is the service performing?
			<p>training (NEET) at June 2016 was 4.2%. Comparable figures for the West Midlands and England are 4.4% and 4.5% respectively.</p> <ul style="list-style-type: none"> • The percentage of young people in Sandwell aged 16 and 17 who are participating in education, employment or training at June 2016 was 91.5%; Sandwell is the top performing Local Authority in the Black Country. Comparable figures for the West Midlands and England are 90.5% and 91.1% respectively. • 99.1% of young people aged 16 and aged 17 received an offer of education, employment or training based on national data at September 2015. <p>The Education Directorate - Reviews and Inspections</p> <p>Table 2 details the principal inspections and reviews that have been undertaken across the Education Directorate and Children and Families.</p>

Education Directorate			
3.1 Why are services needed?	3.2 What will the outcomes be?	3.3 How will the services be provided?	3.4 How is the service performing?
			<p>Education Directorate – Independent Assessment</p> <p>Education Services have not yet been inspected under Ofsted’s current framework: Inspection of Local Authority Arrangements for Support School Improvement.</p> <p>A peer review was last conducted in October 2015, feedback is outlined below:</p> <p>What we are doing well:</p> <ul style="list-style-type: none"> • Clear and visible leadership of School Improvement; • Enthusiasm and good level of support for students with SEND; • Positive front-line relationships between schools and the Local Authority; • Effective networks are established to communicate with schools and settings.

Education Directorate			
3.1 Why are services needed?	3.2 What will the outcomes be?	3.3 How will the services be provided?	3.4 How is the service performing?
			<p>Areas to Improve:</p> <ul style="list-style-type: none"> • Need to develop systems to share good practice and analyse the impact of activities on children and families; • Celebrate improvements and impact and work proactively to tackle the attainment at Key Stage 4; • Effective relationships are evident but the Local Authority also needs to challenge and drive improvement; • Moving Local Authority support to empowered decision making which builds on the strengths of Sandwell's schools.

Table 1

Children and Families - key performance indicators			
Indicator	2012/13 baseline	2014/15	2015/16³
Re-referrals into social care	21%	14.2%	12.4% ⁴
Initial Child Protection Conference timeliness	49%	92.2%	90.5%
Looked After Children Health Assessments and Dentals Completed	80.6%	93.3%	93.5%
Children Seen Alone at Visit	27%	85%	80.7% ⁵
Children Placed in External Foster Care Provision	141	127	136
Permanency Plan	17%	91.7%	87.7%
Pathway Plans	14.3%	76.1%	87.6%
Children Identified at risk of CSE through screening	13	92	133
% Agency Staff	27.7%	11.8%	14.25% ⁶
% Children Unallocated a Social Worker	7.1%	0%	1.4% ⁷
Social Worker Caseload Averages across service	20	15	17.5

³ Data available as at 31 March 2016

⁴ Please note that this re-referral figure is re-referrals within 12 months of a previous referral

⁵ Average of S47, Assess, CP, LAC, CIN visits at 31 March 2016.

⁶ There were 28 agency workers in post at 31 March 2016 with a staffing compliment for TMs and SWs of 196.38 = 14.25%

⁷ (LAC 0.2%, CP 0.6%, CIN 2.1%)

Table 2

Children's Services Reviews and Inspections			
Year	Type of Inspection / Review	Nature of Inspection / Review	Outcome
2013	Ofsted - Inspection of local authority arrangements for the protection of children	Unannounced Inspection	Inadequate
	Ofsted - Inspections of looked after children services	Announced Inspection	Inadequate
2014	Local Government Association (LGA) Independent Review	Independent Review (29 September – 24 October 14) - requirement of statutory notice	Peer Review - Report produced
2015	Ofsted - Single Inspection of Children's Services	27 January – 19 February 2015	Inadequate
	Threshold Review	19 May 2015 to 5 June 2015	Number of issues identified
	Early Help Review	5 October 2015 to 23 October 2015	Largely positive. A number of recommendations around partnership working
	Child Sexual Exploitation Review	3 September 2015 to 30 October 2015	Evidence of progress being achieved, however there was still a significant amount of work to be undertaken across the partnership to deliver the CSE improvement agenda
	School Improvement Peer Review	5-7 October 2015	Mainly positive with a number of areas for improvement identified (see Education Directorate 3.4)
	DfE Diagnostic – Malcolm Newsam	October / November 2015 - 10 days in total	Ministerial decision to appoint a commissioner to review the direction and pace of improvement and provide rigour and challenge to progress
	2016	Penna Report - Sandwell Borough Council Morale and Motivation	January 2016
	Thresholds Review	March 2016	The Safeguarding Board requested a refresh of the SSCB Threshold Document
	Report into Children's	January – June	Commissioners report and

Children's Services Reviews and Inspections			
Year	Type of Inspection / Review	Nature of Inspection / Review	Outcome
	Services in Sandwell Following inspection - Commissioner's review - Eleanor Brazil	2016	recommendations submitted to the Secretary of State for Education
	Ofsted inspection of Adult Education	May 16	Service was satisfactory with many good features. Areas requiring improvement identified
	Sandwell Safeguarding Children Board Diagnostic - LGA	July 2016	An LGA critical friend diagnostic report delivered by a team of peers
	Review of Practice for the Department of Education Sandwell Children's Services - A Report by INGSON Ltd	July 2016	A focused and targeted qualitative review of children's social care practice in Sandwell in order to provide an up-to-date evaluation of current practice to Eleanor Brazil (the commissioner for children's services in Sandwell) and to the Department for Education
	Ofsted first quarterly monitoring visits due to inadequate judgement.	7-8 July 2016	Unpublished letter sent to the Director of Children's Services summarising findings and providing an evaluation of progress (Subsequently publicised by DfE)
	A Review of Services and Provision for Children SEND in Sandwell - Andy Gravenstede and Gren Knight	25 August 2016	Report detailing authors observations
	Ofsted second quarterly monitoring visits due to inadequate judgement.	6-7 September 2016	Published report - 6 Oct 16
	Ofsted third quarterly monitoring visits due to inadequate judgement.	Pending - December 2016	Pending

Section 4: New funding streams

Commissioning and income generation

Only marginal opportunities exist within Children's Services for bringing in additional funding. Examples include:

- Selling school improvement services to academies and other councils, extending Artemis e-learning into schools and providing data mapping for Sandwell College;
- Selling training and development support from inclusion support to schools and academies;
- Service Level Agreements (SLAs) with schools to provide additional support from the attendance service and inclusion support;
- Developing a more widely traded Connexions service to schools and academies in the borough;
- Selling training, advice and guidance on educational visits to schools in Sandwell and surrounding Black Country councils;
- Managing our residential centres to bring in more money and to reduce the reliance on council grants;
- Selling of individual places to other authorities from our Multisystemic Therapy (MST) to generate income;
- Developing further opportunities for trading services and to share these across the service; for example the Titan Independence Training Programme which is sold to other local authorities;
- The Adoption Support Fund enables adoptive families to access a range of additional services to ensure that adopted children, who have experienced abuse and or neglect in their early years, thrive in their adoptive families. Funding is dependent on the outcomes of individual cases;
- The Inter Agency Adoption grant is also available. Where external adoptive placements are sought for harder to place children funding can be reclaimed.

Section 5: Facing the Future

Examples of where Children’s Services is working smarter to help deliver Facing the Future (FtF) objectives are given below.

Facing the Future programme	Projects involved with	Anticipated outcomes for service area	How working with other services to deliver this	Details of community involvement
1. Help people to help themselves and others	MASH MAET Review	Lean review of the MASH MAET was undertaken which led to a streamlining of service and the creation of a new single point of access.	Working with MASH Partners	Schools and Families
2. Help people to help themselves and others	Development of CSE strategy	We developed a new integrated CSE/Missing team into the MASH. This has improved both the operational and strategic oversight and understanding of these issues.	Working with MASH Partners	Schools and Families
3. Help people to help themselves and others	Travel Training	Support young people with disabilities through independent travel training to prepare them for the transition to adult life.	Working with schools and families	Working with schools and families

Facing the Future programme	Projects involved with	Anticipated outcomes for service area	How working with other services to deliver this	Details of community involvement
4. Make the best use of all Sandwell's Assets	Talent Management Project	<p>The Talent Management project will:</p> <ul style="list-style-type: none"> • improve service delivery by developing staff via Talent Connect; • avoid costs relating to redundancy payments via the early retirement scheme; • Launched the Aspire; Management Programme, targeting new managers. 	Recruitment drives to secure permanent members of staff.	
5. Make the best use of all Sandwell's Assets	<p>IMPRESS project – replacement of social care system for Children's Services and Adult services.</p> <p>Corporate ICT/ Agile Working</p>	<p>IMPRESS</p> <ul style="list-style-type: none"> • Improved customer journey; • A system that practically supports good social work practice; • Improved system user experience; • Ability to administer the system in a more timely manner; • Improved performance reporting; • Sharing of information with partner agencies; 	<p>Working with Adult Services</p> <p>Liquid Logic have been chosen as the partner to provide the new system for Adults' and Children's Services</p> <p>Ernst & Young will support us as Improvement Change Partner</p> <p>ICT Revolutions will work</p>	

Facing the Future programme	Projects involved with	Anticipated outcomes for service area	How working with other services to deliver this	Details of community involvement
		<ul style="list-style-type: none"> Getting it right first time. <p>Agile Working</p> <ul style="list-style-type: none"> Allow staff to work more flexibly and be more mobile; Give staff access to a wider range of ICT tools to increase their productivity and efficiency; Be more responsive to the needs of the customer; Work better with partner agencies. 	<p>with us to improve our data quality.</p>	
<p>6. Help people to help themselves and others</p>	<p>Locality working – bringing people (and us) together</p>	<p>Locality working is about:</p> <ul style="list-style-type: none"> Bringing together people in a particular place, such as Sandwell’s six towns, to decide which problems are most important to them; Working out with them the most effective ways of tackling those problems; Then linking up our services (and other resources available in the borough) to make sure 	<p>Working with neighbourhoods, adults and a range of partners including schools, the police and health.</p> <p>The first phase of locality working has progressed co-location of Children’s neighbourhoods and adults.</p> <p>Community Operating Groups have been set up</p>	<p>Community Operating Group meetings</p>

Facing the Future programme	Projects involved with	Anticipated outcomes for service area	How working with other services to deliver this	Details of community involvement
		<p>they get sorted.</p> <p>We're already linking our work in various areas –, community operating groups (COGs). This has been central to the review to develop a new early help strategy, led by the voluntary sector.</p> <p>Successful locality working will mean:</p> <ul style="list-style-type: none"> • effective use of community assets so people get the information and the help they need; and • better solutions for more complicated problems 	<p>in each of the 6 towns.</p> <p>The second phase regarding how the teams can work together on key issues affecting Sandwell and in particular the individual town such as; child sexual exploitation, domestic abuse, gangs and troubled families.</p> <p>We are focussing on developing more capacity by utilising the voluntary and community sector more effectively, using intelligence and developing teams to work collaboratively on joint outcomes.</p>	
<p>7. Make the best use of all Sandwell's Assets</p>	<p>Council wide governance of declarations of interest</p>	<p>Sandwell MBC has a requirement to capture employee declarations of interest. This task has traditionally been completed manually and as such was leaden, time consuming and often incomplete.</p> <p>A member of staff within Children</p>	<p>An officer from Children's Services is working with HR, IT, Legal and Governance to develop this project</p>	

Facing the Future programme	Projects involved with	Anticipated outcomes for service area	How working with other services to deliver this	Details of community involvement
		<p>Services made a proposal to FtF that this process should be transferred to the electronic Self-Serve system, so that declarations could be captured in a more timely, accurate and efficient manner.</p> <p>This project has now been picked up by corporate governance and when it comes on line in April 2017, should deliver a more reliable and robust record of staff interests.</p>		

Section 6: Children's Services Resources

A summary of Children's Services target budgets is shown below with further detail shown within Appendices 1 and 2.

Summary of Children's Services Target Budgets	Target Budget	Target Budget	Target Budget	Target Budget
	2016/17	2017/18	2018/19	2019/20
	£'000	£'000	£'000	£'000
Gross Expenditure	83,020	84,178	83,935	84,401
Income	17,944	24,688	24,916	25,154
Net Expenditure	65,076	59,490	59,019	59,247

A summary of Children's Services Capital Budgets are shown below:-

Summary of Children's Services Capital Budgets	Capital Budget	Capital Budget	Capital Budget	Capital Budget
	2016/17	2017/18	2018/19	2019/20
	£'000	£'000	£'000	£'000
Capital Budget	32,185	13,836	5,743	0

The following appendices present the service resources assigned to the scorecard actions – **Appendix 1** and our budget allocation for the coming year – **Appendix 2**.

Children's Services also has responsibility for a specific central target budget. The budget for this central item for 2016/17 to 2019/20 is shown below:

Summary of Central Budgets	Central Budget	Central Budget	Central Budget	Central Budget
	2016/17	2017/18	2018/19	2019/20
	£'000	£'000	£'000	£'000
Building Schools for the Future	400	400	400	400

Appendix 1 Alignment of Resources to Sandwell Scorecard for 2017-20

Directorate & Service Area:-	Children's Services
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Scorecard Priority <i>Highlight one from the list below:-</i>			
Great People	Great Place	Great Prospects	Great Performance
<ul style="list-style-type: none"> ▪ <i>Our children: Sandwell's future</i> ▪ <i>Healthy lifestyles</i> ▪ <i>In your neighbourhood</i> 	<ul style="list-style-type: none"> ▪ <i>Regeneration – the pace steps up</i> ▪ <i>Homes that meet people's needs</i> ▪ <i>Cleaner streets and more recycling</i> 	<ul style="list-style-type: none"> ▪ <i>Investing in people, businesses and jobs</i> ▪ <i>Something for everyone</i> 	<ul style="list-style-type: none"> ▪ <i>The customer is always right</i> ▪ <i>Getting the resources right</i>

What we have told the public we will be doing <i>State which of the Storylines / 'we will statements' that the action being funded below will support:-</i>
1.1 We will put the views of children and their families at the heart of our services for them

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	Reference in respective plan: <i>Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	FTF Priority <i>1,2,3,4 or 5</i>	Equality Objective <i>A,B or C</i>	Equality Impact Assessment required? <i>Yes/No</i>
Infrastructure enables Children's Services to manage and deliver its change programme. It provides strategic and operational infrastructure to support the front-line who are delivering statutory services.					
1.1.1	Ensure that, when children go missing, the arrangements for independent return interviews result in children; including children looked after, being seen by an independent person within 72 hours.	IP3		A,B,C	No
1.1.2	Ensure that assessments include rigorous analysis of children's circumstances, are informed by chronologies, take account of issues of children's diversity and inform planning.	IP9		A,B,C	No
1.1.3	Ensure that changes to children's plans are based on an assessment of need and are	IP10		A,B,C	No

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	<i>Reference in respective plan: Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	<i>FTF Priority 1,2,3,4 or 5</i>	<i>Equality Objective A,B or C</i>	<i>Equality Impact Assessment required? Yes/No</i>
	reviewed by an independent reviewing officer.				
1.1.4	Ensure that life story work is completed and that children and young people are meaningfully engaged so that they understand why they are in care.	IP12		A,B,C	No
1.1.5	Ensure that personal advisers use chronologies to understand young people's history and that all care leavers have a current pathway plan that is reviewed regularly, including effective and timely transition planning for children looked after and care leavers who will need support from adult services after the age of 18.	IP16		A,B,C	No
1.1.6	Service User Feedback and the Voice of the Child	IP19		A,B,C	No
1.1.7	Enable children and young people to participate fully in decision making and service design	LAC.SO6		A,B,C	No

Equality Objectives	Facing the Future priorities
<ul style="list-style-type: none"> A. We will build strong and prosperous communities by talking to people and involving them in what we do B. We will ensure that people can use our buildings, services and information C. We will ensure that we meet individuals' needs in the range of service we secure 	<ul style="list-style-type: none"> 1. Help people to help themselves and others; 2. Deliver right first time; 3. Sort the simple stuff quickly; 4. Make the best use of Sandwell's assets; & 5. Create the conditions for growth

Funding allocated to deliver the action(s) <i>Provide below summary information on revenue and capital resources (including grant funding) that supports the delivery of the action(s)</i>			
	2017/18 £'000	2018/19 £'000	2019/20 £'000
Gross Revenue Expenditure	932	929	934
Income	0	0	0
Net Revenue Expenditure	932	929	934
Capital Expenditure	0	0	0

Measuring the success

Contribution to improving performance against stated the Scorecard measures

Scorecard Ref.	Description
	<ul style="list-style-type: none">• Consultations with children, young people and their families• Feedback from service users• Improvement Plan monitoring – Improving the child and Family journey work stream• Milestones• Action Learning sets for performance and Q&A reporting• ICS activity with regard to IRO's engaging with young people being recorded routinely

Alignment of Resources to Sandwell Scorecard for 2016-19

Directorate & Service Area:-	Children's Services
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Scorecard Priority			
Highlight one from the list below:-			
Great People	Great Place	Great Prospects	Great Performance
<ul style="list-style-type: none"> ▪ Our children: Sandwell's future ▪ Healthy lifestyles ▪ In your neighbourhood 	<ul style="list-style-type: none"> ▪ Regeneration – the pace steps up ▪ Homes that meet people's needs ▪ Cleaner streets and more recycling 	<ul style="list-style-type: none"> ▪ Investing in people, businesses and jobs ▪ Something for everyone 	<ul style="list-style-type: none"> ▪ The customer is always right ▪ Getting the resources right

What we have told the public we will be doing

State which of the Storylines / 'we will statements' that the action being funded below will support:-

1.2 We will continue to work in partnership with schools to give pupils a good education and provide the right number of places.

Ref	Activity/Action(s) State activity/actions proposed to support this Top Level Outcome	Reference in respective plan: Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]	FTF Priority 1,2,3,4or 5	Equality Objective A,B or C	Equality Impact Assessment required? Yes/No
Infrastructure enables Children's Services to manage and deliver its change programme. It provides strategic and operational infrastructure to support the front-line who are delivering statutory services.					
Early Years (Schools) [1]	Using SIA core visit time to provide regular challenge on all key areas of the current Ofsted Framework over the three terms	ES		A,B	No
Early Years (Schools) [2]	Using SIA additional days to provide focused support linked to the school's improvement plan	ES		A,B	No
Early Years (Schools) [3]	Use SIPs consultant days to provide focused support linked to the school's improvement plan	ES		A,B	No
Early Years (Schools)	Use Teaching Schools funding to provide additional focused support linked to the school's improvement plan.	ES		A,B	No

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	<i>Reference in respective plan: Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	<i>FTF Priority 1,2,3,4or 5</i>	<i>Equality Objective A,B or C</i>	<i>Equality Impact Assessment required? Yes/No</i>
[4]					
Early Years (Schools) [5]	Use Best Practice Schools across all Learning Communities to provide focused support linked to the school's improvement plan.	ES		A,B	No
Early Years (Schools) [6]	Using Strategic Improvement Group (SIG) meetings to provide further challenge to those schools who are rated as Amber or Red	ES		A,B	No
Early Years (Schools) [7]	Using Task Groups to provide further challenge and support to those schools who are rated as Red.	ES		A,B	No
Early Years (Schools) [8]	Commission / develop / signpost training for identified schools	ES		C	No
Key Stage 1 [1]	Using SIA core visit time to provide regular challenge on all key areas of the current Ofsted Framework over the three terms	ES		A,B	No
Key Stage 1 [2]	Using SIA additional days to provide focused support linked to the school's improvement plan	ES		A,B	No
Key Stage 1 [3]	Use SIPs consultant days to provide focused support linked to the school's improvement plan	ES		A,B	No
Key Stage 1 [4]	Use Teaching Schools funding to provide additional focused support linked to the school's improvement plan.	ES		A,B	No
Key Stage 1 [5]	Use Best Practice Schools across all Learning Communities to provide focused support linked to the school's improvement plan.	ES		A,B	No
Key Stage 1 [6]	Using Strategic Improvement Group (SIG) meetings to provide further challenge to those schools who are rated as Amber or Red	ES		A,B	No
Key Stage 1 [7]	Using Task Groups to provide further challenge and support to those schools who are rated as Red.	ES		A,B	No
Key Stage 1 [8]	Commission / develop / signpost training for identified schools	ES		C	No
Key	Using SIA core visit time to provide	ES		A,B	No

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	<i>Reference in respective plan: Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	<i>FTF Priority 1,2,3,4or 5</i>	<i>Equality Objective A,B or C</i>	<i>Equality Impact Assessment required? Yes/No</i>
Stage 2 reading, writing and maths [1]	regular challenge on all key areas of the current Ofsted Framework over the three terms				
Key Stage 2 reading, writing and maths [2]	Using SIA additional days to provide focused support linked to the school's improvement plan	ES		A,B	No
Key Stage 2 reading, writing and maths [3]	Use SIPs consultant days to provide focused support linked to the school's improvement plan	ES		A,B	No
Key Stage 2 reading, writing and maths [4]	Use Teaching Schools funding to provide additional focused support linked to the school's improvement plan.	ES		A,B	No
Key Stage 2 reading, writing and maths [5]	Use Best Practice Schools across all Learning Communities to provide focused support linked to the school's improvement plan.	ES		A,B	No
Key Stage 2 reading, writing and maths [6]	Using Strategic Improvement Group (SIG) meetings to provide further challenge to those schools who are rated as Amber or Red	ES		A,B	No
Key Stage 2 reading, writing and maths [7]	Using Task Groups to provide further challenge and support to those schools who are rated as Red.	ES		A,B	No
Key Stage 2 reading, writing and maths [8]	Commission / develop / signpost training for identified schools	ES		C	No
Key Stages 3	Using SIA core visit time to provide regular challenge on all key areas of	ES		A,B	No

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	<i>Reference in respective plan: Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	<i>FTF Priority 1,2,3,4or 5</i>	<i>Equality Objective A,B or C</i>	<i>Equality Impact Assessment required? Yes/No</i>
and 4 [1]	the current Ofsted Framework over the three terms				
Key Stages 3 and 4 [2]	Using SIA additional days to provide focused support linked to the school's improvement plan	ES		A,B	No
Key Stages 3 and 4 [3]	Through regular SIA contacts with schools and SIA meetings, maintain an ongoing risk assessment in order to give early warning of areas of concern and to manage intervention as appropriate.	ES		A,B	No
Key Stages 3 and 4 [4]	Use SIPs consultant days to provide focused support linked to the school's improvement plan	ES		A,B	No
Key Stages 3 and 4 [5]	Use Teaching Schools funding to provide additional focused support linked to the school's improvement plan. (Key Stage literacy 3)	ES		A,B	No
Key Stages 3 and 4 [6]	Use Best Practice Schools across all Learning Communities to provide focused support linked to the school's improvement plan.	ES		A,B	No
Key Stages 3 and 4 [7]	Use of Additional Funding to support further improvement in performance of all schools and academies	ES		C	No
Key Stages 3 and 4 [8]	Use of School to School Funding to support Maths	ES		C	No
Key Stages 3 and 4 [9]	Use HMI Support to improve English	ES		C	No
Key Stages 3 and 4 [10]	Using Strategic Improvement Group (SIG) meetings to provide further challenge to those schools who are rated as Amber or Red	ES		A,B	No
Key Stages 3 and 4 [11]	Using Task Groups to provide further challenge and support to those schools who are rated as Red.	ES		A,B	No
Key Stages 3 and 4 [12]	Offer advice to those schools and academies on appointments at senior leadership level. (where this relates to academies, appropriate payment would need to be secured)	ES		A,B	No
Key Stages 3 and 4 [13]	Commission / develop / signpost training for identified schools	ES		C	No
Phonics	Using SIA core visit time to provide reg	ES		A,B	No

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	<i>Reference in respective plan: Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	<i>FTF Priority 1,2,3,4or 5</i>	<i>Equality Objective A,B or C</i>	<i>Equality Impact Assessment required? Yes/No</i>
[1]	ular challenge on all key areas of the current Ofsted Framework over the three terms				
Phonics [2]	Using SIA additional days to provide focused support linked to the school's improvement plan	ES		A,B	No
Phonics [3]	Use SIPs consultant days to provide focused support linked to the school's improvement plan	ES		A,B	No
Phonics [4]	Use Teaching Schools funding to provide additional focused support linked to the school's improvement plan.	ES		A,B	No
Phonics [5]	Use Best Practice Schools across all Learning Communities to provide focused support linked to the school's improvement plan.	ES		A,B	No
Phonics [6]	Using Strategic Improvement Group (SIG) meetings to provide further challenge to those schools who are rated as Amber or Red	ES		A,B	No
Phonics [7]	Using Task Groups to provide further challenge and support to those schools who are rated as Red.	ES		A,B	No
Phonics [8]	Commission / develop / signpost training for identified schools	ES		C	No

Equality Objectives	Facing the Future priorities
<p>A. We will build strong and prosperous communities by talking to people and involving them in what we do</p> <p>B. We will ensure that people can use our buildings, services and information</p> <p>C. We will ensure that we meet individuals' needs in the range of service we secure</p>	<ol style="list-style-type: none"> 1. Help people to help themselves and others; 2. Deliver right first time; 3. Sort the simple stuff quickly; 4. Make the best use of Sandwell's assets; & 5. Create the conditions for growth

Funding allocated to deliver the action(s)

Provide below summary information on revenue and capital resources (including grant funding) that supports the delivery of the action(s)

	2017/18 £'000	2018/19 £'000	2019/20 £'000
Gross Revenue Expenditure	26,068	25,993	26,139
Income	13,745	13,872	14,005
Net Revenue Expenditure	12,323	12,121	12,134
Capital Expenditure	13,836	5,743	0

Measuring the success

Contribution to improving performance against stated the Scorecard measures

Scorecard Ref.	Description
	<ul style="list-style-type: none"> • Number of schools achieving floor targets • How we compare nationally with floor targets • Ofsted Reports for schools • Case studies – school builds (inc committee reports) • School Improvement LA Ofsted findings

Alignment of Resources to Sandwell Scorecard for 2016-19

Directorate & Service Area:-	Children's Services
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Scorecard Priority			
Highlight one from the list below:-			
Great People	Great Place	Great Prospects	Great Performance
<ul style="list-style-type: none"> ▪ Our children: Sandwell's future ▪ Healthy lifestyles ▪ In your neighbourhood 	<ul style="list-style-type: none"> ▪ Regeneration – the pace steps up ▪ Homes that meet people's needs ▪ Cleaner streets and more recycling 	<ul style="list-style-type: none"> ▪ Investing in people, businesses and jobs ▪ Something for everyone 	<ul style="list-style-type: none"> ▪ The customer is always right ▪ Getting the resources right

What we have told the public we will be doing
State which of the Storylines / 'we will statements' that the action being funded below will support:-
<p>1.3 We will stop problems escalating by giving families 'early help' so they can help themselves to meet the needs of their children</p>

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	Reference in respective plan: <i>Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	FTF Priority <i>1,2,3,4 or 5</i>	Equality Objective A,B or C	Equality Impact Assessment required? <i>Yes/No</i>
Infrastructure enables Children's Services to manage and deliver its change programme. It provides strategic and operational infrastructure to support the front-line who are delivering statutory services.					
1.3.1	Ensure that the application of thresholds results in children receiving services appropriate to their levels of need and risk and in line with Working Together requirements.	IP1		A,B,C	No
1.3.2	Support families to stay together	LAC.SO1		A,B,C	No
1.3.3	Manage risk confidently and support families at the edge of care	LAC.SO2		A,B,C	No
1.3.4					

Equality Objectives	Facing the Future priorities
A. We will build strong and prosperous communities by talking to people and involving them in what we do	<ol style="list-style-type: none"> 1. Help people to help themselves and others; 2. Deliver right first time;

<p>B. We will ensure that people can use our buildings, services and information C. We will ensure that we meet individuals' needs in the range of service we secure</p>	<p>3. Sort the simple stuff quickly; 4. Make the best use of Sandwell's assets; & 5. Create the conditions for growth</p>
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Funding allocated to deliver the action(s) <i>Provide below summary information on revenue and capital resources (including grant funding) that supports the delivery of the action(s)</i>			
	2017/18 £'000	2018/19 £'000	2019/20 £'000
Gross Revenue Expenditure	11,522	11,489	11,552
Income	4,020	4,057	4,096
Net Revenue Expenditure	7,502	7,432	7,456
Capital Expenditure	0	0	0

Measuring the success <i>Contribution to improving performance against stated the Scorecard measures</i>	
Scorecard Ref.	Description
	<ul style="list-style-type: none"> • <i>Case-studies</i> • <i>Milestones</i> • <i>Early Help Strategy</i> • <i>COGs established</i> • <i>Families in Sandwell Website</i>

Alignment of Resources to Sandwell Scorecard for 2016-19

Directorate & Service Area:-	Children's Services
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Scorecard Priority			
Highlight one from the list below:-			
Great People	Great Place	Great Prospects	Great Performance
<ul style="list-style-type: none"> ▪ Our children: Sandwell's future ▪ Healthy lifestyles ▪ In your neighbourhood 	<ul style="list-style-type: none"> ▪ Regeneration – the pace steps up ▪ Homes that meet people's needs ▪ Cleaner streets and more recycling 	<ul style="list-style-type: none"> ▪ Investing in people, businesses and jobs ▪ Something for everyone 	<ul style="list-style-type: none"> ▪ The customer is always right ▪ Getting the resources right

What we have told the public we will be doing
State which of the Storylines / 'we will statements' that the action being funded below will support:-
<p>1.4 We will protect children in Sandwell so that they are safe and feel safe – and meet the physical and emotional needs of the children in our care</p>

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	Reference in respective plan: <i>Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	FTF Priority <i>1,2,3,4 or 5</i>	Equality Objective <i>A,B or C</i>	Equality Impact Assessment required? <i>Yes/No</i>
Infrastructure enables Children's Services to manage and deliver its change programme. It provides strategic and operational infrastructure to support the front-line who are delivering statutory services.					
1.4.1	Undertake an immediate review of all child sexual exploitation cases and ensure that children and young people are appropriately assessed and receive services that meet their needs and risk.	IP2		B,C	No
1.4.2	Ensure that case file auditing processes are robust and that action is taken to address audit findings in a timely manner.	IP5		B,C	No
1.4.3	Improve the management oversight of social work practice to ensure that assessments, plans and interventions are at the right level to address need and risk and that appropriate action is	IP6		B,C	No

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	<i>Reference in respective plan: Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	<i>FTF Priority 1,2,3,4 or 5</i>	<i>Equality Objective A,B or C</i>	<i>Equality Impact Assessment required? Yes/No</i>
	taken to safeguard children.				
1.4.4	Ensure that multi-agency Core Group meetings are held within timescales and drive child protection plans forward.	IP8		A,B,C	No
1.4.5	Ensure that permanence plans are in place for all children looked after by the second 'looked after children's statutory review' meeting.	IP11		A,B,C	No
1.4.6	Improve the health of looked after children and care leavers by ensuring that the quality and timeliness of health and dental assessments.	IP13		A,B,C	No
1.4.7	Improve access to Child and Adolescent Mental Health Services (CAMHS) for looked after children, care leavers and adopted children.	IP14		A,B,C	No
1.4.8	Ensure that Social Workers have a manageable caseload and have the capacity to undertake quality work with children and young people	IP17		B,C	No
1.4.9	Ensure that Sandwell is a Learning Organisation	IP18		B,C	No
1.4.10	Reduce the delay that children experience in achieving permanence.	IP15		A,B,C	No
1.4.11	Provide and commission a flexible and affordable range of high quality placements	LAC.SO3		B,C	No
1.4.12	Secure timely permanence for children and young people	LAC.SO4		B,C	No

Equality Objectives	Facing the Future priorities
<p>A. We will build strong and prosperous communities by talking to people and involving them in what we do</p> <p>B. We will ensure that people can use our buildings, services and information</p> <p>C. We will ensure that we meet individuals' needs in the range of service we secure</p>	<ol style="list-style-type: none"> 1. Help people to help themselves and others; 2. Deliver right first time; 3. Sort the simple stuff quickly; 4. Make the best use of Sandwell's assets; & 5. Create the conditions for growth

Funding allocated to deliver the action(s)

Provide below summary information on revenue and capital resources (including grant funding) that supports the delivery of the action(s)

	2017/18 £'000	2018/19 £'000	2019/20 £'000
Gross Revenue Expenditure	36,136	36,031	36,232
Income	2,598	2,622	2,647
Net Revenue Expenditure	33,538	33,409	33,585
Capital Expenditure	0	0	0

Measuring the success

Contribution to improving performance against stated the Scorecard measures

Scorecard Ref.	Description
	<ul style="list-style-type: none"> • SLM 186 Percentage of Single Assessments for children's social care authorised within 35 working days of referral • SLM 187 The average of the percentages of children looked after who have been looked after continuously for at least 12 months who had their teeth checked by a dentist during the previous 12 months, and have had an annual assessment during the previous 12 months • SLM 188 Number of Looked After Children placed further than 20 miles away from home • SLM 189 Number of Open Cases with Integrated Services

Alignment of Resources to Sandwell Scorecard for 2016-19

Directorate & Service Area:-	Children's Services
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Scorecard Priority			
Highlight one from the list below:-			
Great People	Great Place	Great Prospects	Great Performance
<ul style="list-style-type: none"> ▪ Our children: Sandwell's future ▪ Healthy lifestyles ▪ In your neighbourhood 	<ul style="list-style-type: none"> ▪ Regeneration – the pace steps up ▪ Homes that meet people's needs ▪ Cleaner streets and more recycling 	<ul style="list-style-type: none"> ▪ Investing in people, businesses and jobs ▪ Something for everyone 	<ul style="list-style-type: none"> ▪ The customer is always right ▪ Getting the resources right

What we have told the public we will be doing
State which of the Storylines / 'we will statements' that the action being funded below will support:-
<p>1.5 We will support children and young people, particularly the most vulnerable, by:</p> <ul style="list-style-type: none"> • making sure they attend school • offering coordinated training and learning so they have the skills to continue their education or get a job after leaving school • helping them to become independent adults

Ref	Activity/Action(s) <i>State activity/actions proposed to support this Top Level Outcome</i>	Reference in respective plan: <i>Improvement Plan [IP] / Education Strategy [ES] Reference/ LAC Strategic Objective [LAC.SO]</i>	FTF Priority <i>1,2,3,4or 5</i>	Equality Objective A,B or C	Equality Impact Assessment required? Yes/No
Infrastructure enables Children's Services to manage and deliver its change programme. It provides strategic and operational infrastructure to support the front-line who are delivering statutory services.					
1.5.1	Ensure that assessments inform planning where young people are either living in a private fostering arrangement or are 16- or 17-year-olds and homeless.	IP4		A,B,C	No
1.5.2	Improve the quality of plans, including child in need plans, to improve outcomes for children.	IP7		A,B,C	No
1.5.3	Help children and young people to thrive and achieve	LAC.SO5		A,B,C	No
1.5.4	Support Care Leavers	LAC.SO7		A,B,C	No

Equality Objectives	Facing the Future priorities
A. We will build strong and prosperous communities by talking to people and involving	<ol style="list-style-type: none"> 1. Help people to help themselves and others; 2. Deliver right first time;

<p>them in what we do</p> <p>B. We will ensure that people can use our buildings, services and information</p> <p>C. We will ensure that we meet individuals' needs in the range of service we secure</p>	<p>3. Sort the simple stuff quickly;</p> <p>4. Make the best use of Sandwell's assets; &</p> <p>5. Create the conditions for growth</p>
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Funding allocated to deliver the action(s)			
<i>Provide below summary information on revenue and capital resources (including grant funding) that supports the delivery of the action(s)</i>			
	2017/18 £'000	2018/19 £'000	2019/20 £'000
Gross Revenue Expenditure	9,520	9,493	9,544
Income	4,325	4,365	4,406
Net Revenue Expenditure	5,195	5,128	5,138
Capital Expenditure	0	0	0

Measuring the success	
<i>Contribution to improving performance against stated the Scorecard measures</i>	
Scorecard Ref.	Description
	<ul style="list-style-type: none"> • <i>SLM070 - Secondary school persistent absence rate</i> • <i>NI091 - Participation of 17 year-olds in education or training</i> • Case studies on post-16 education and learning including, Apprenticeships, Further Education, Sixth Forms, and specialist provision. • Connexions good news stories.

Appendix 2

DIRECTORATE PLANNING - WHOLE BUDGET 2017/20

Directorate: Children's Services	Director: Matthew Sampson
Total No of Units: 11	

SUMMARY SHEET

Context: Children's Services provides social care and learning for the children and young people of Sandwell. The service consists of four interconnected areas: Children and Families (children's social care), Early Help, Education and Infrastructure.

Unit Description:	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000
Long Term LAC and Family Placements	23,634	22,311	22,540	22,779
Care Management	5,847	5,964	5,988	6,013
MASH, MAET and EDS	2,095	2,097	2,098	2,098
Safeguarding	2,246	2,270	2,271	2,271
Service Director - Children's Social Care	1,017	894	902	910
Infrastructure	6,255	5,034	5,033	5,032
Manager - Learning and Inclusion	6,904	6,293	5,981	5,862
Education Support Services	420	446	430	413
Learning Improvement	2,701	2,574	2,575	2,576
Inclusive Learning	3,436	3,229	3,108	3,137
Targeted Family Support Services	10,521	8,378	8,093	8,156
* Total Net Target Budget:	65,076	59,490	59,019	59,247
* Staffing Levels:	933	929	929	929
* Total Full Time Equivalents	776	775	775	775
Summary of Divisional Target Budget	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000
Employees	30,579	30,882	30,882	30,882
Premises	2,248	2,140	2,164	2,189
Transport	3,859	3,590	3,631	3,674
Supplies & Services	15,844	13,205	12,660	12,813
Third Party	20,362	19,107	19,331	19,562
Transfer Payments	1,180	1,180	1,194	1,208
Capital Charges	8,948	14,074	14,074	14,074
Total Gross Expenditure	83,020	84,178	83,936	84,402
INCOME:-				
Specific Grants	7,966	4,996	4,996	4,996
Partner Contributions	1,389	1,349	1,364	1,381
Fees & Charges	8,589	12,860	13,010	13,165
Other	0	5,483	5,547	5,613
Total Income	17,944	24,688	24,917	25,155
* Net Target Budget	65,076	59,490	59,019	59,247

The services provided within the Directorate are delivered through a range of service units and teams. The above information provides an overview of the structure of the Directorate and highlights the level of financial resources allocated to deliver the services that we provide.

DIVISION: Children's Services		UNIT: Long Term LAC and Family Placements	UNIT MANAGER: Tracy Collins	
<p>Children's Social Care provides a statutory service to children in need, including looked after children, children at risk of harm and also provides a range of services to children with disabilities.</p> <p>Children's Social Care is responsible for the delivery of the following key services:</p> <ul style="list-style-type: none"> • Care Management • Looked After Children (LAC) • Fostering and Adoption • MASH & MAET • Emergency Duty Service • Quality Development Unit (QDU) • Services for Children with Disabilities <p>Children's Social Care makes a significant contribution towards the work of the Local Safeguarding Children's Board, which has a statutory duty to minimise child deaths, accidents and harm across the borough. It also plays a key role in multi-agency direct work with children and families.</p>				
Target Budget Line	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000
Employees	2,809	2,891	2,891	2,891
Premises	1,026	1,026	1,038	1,050
Transport	348	347	351	355
Supplies & Services	1,939	961	973	985
Third Party	18,520	18,094	18,305	18,525
Transfer Payments	477	477	483	488
Capital Charges	0	0	0	0
Total Gross Expenditure	25,119	23,796	24,041	24,294
INCOME:-				
Specific Grants	234	234	234	234
Partner Contributions	651	651	659	667
Fees & Charges	600	600	608	614
Other	0	0	0	0
Total Income	1,485	1,485	1,501	1,515
Net Expenditure - GRAND TOTAL (1)	23,634	22,311	22,540	22,779
Staffing Levels: (1)	67	67	67	67
Total Full Time Equivalent (1)	66	66	66	66

DIVISION: Children's Services		UNIT: Care Management	UNIT MANAGER: Claire Joyce	
<p>Children's Social Care provides a statutory service to children in need, including looked after children, children at risk of harm and also provides a range of services to children with disabilities.</p> <p>Children's Social Care is responsible for the delivery of the following key services:</p> <ul style="list-style-type: none"> • Care Management • Looked After Children (LAC) • Fostering and Adoption • MASH & MAET • Emergency Duty Service • Quality Development Unit (QDU) • Services for Children with Disabilities <p>Children's Social Care makes a significant contribution towards the work of the Local Safeguarding Children's Board, which has a statutory duty to minimise child deaths, accidents and harm across the borough. It also plays a key role in multi-agency direct work with children and families.</p>				
Target Budget Line	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000
Employees	3,752	3,870	3,870	3,870
Premises	183	183	185	187
Transport	217	217	220	222
Supplies & Services	694	694	702	711
Third Party	851	850	861	870
Transfer Payments	615	615	622	630
Capital Charges	0	0	0	0
Total Gross Expenditure	6,312	6,429	6,460	6,490
INCOME:-				
Specific Grants	0	0	0	0
Partner Contributions	345	345	349	354
Fees & Charges	120	120	123	123
Other	0	0	0	0
Total Income	465	465	472	477
Net Expenditure - GRAND TOTAL (1)	5,847	5,964	5,988	6,013
Staffing Levels: (1)	92	93	93	93
Total Full Time Equivalent (1)	88	89	89	89

DIVISION: Children's Services		UNIT: MASH, MAET and EDS		Service Manager: Melanie Barnett
<p>Children's Social Care provides a statutory service to children in need, including looked after children, children at risk of harm and also provides a range of services to children with disabilities.</p> <p>Children's Social Care is responsible for the delivery of the following key services:</p> <ul style="list-style-type: none"> • Care Management • Looked After Children (LAC) • Fostering and Adoption • MASH & MAET • Emergency Duty Service • Quality Development Unit (QDU) • Services for Children with Disabilities <p>Children's Social Care makes a significant contribution towards the work of the Local Safeguarding Children's Board, which has a statutory duty to minimise child deaths, accidents and harm across the borough. It also plays a key role in multi-agency direct work with children and families.</p>				
Target Budget Line	Target Budget	Target Budget	Target Budget	Target Budget
	2016/17	2017/18	2018/19	2019/20
	£'000	£'000	£'000	£'000
Employees	2,038	2,040	2,040	2,040
Premises	0	0	0	0
Transport	11	11	11	11
Supplies & Services	102	102	103	104
Third Party	32	32	32	33
Transfer Payments	67	67	68	69
Capital Charges	0	0	0	0
Total Gross Expenditure	2,250	2,252	2,254	2,257
INCOME:-				
Specific Grants	0	0	0	0
Partner Contributions	55	55	55	56
Fees & Charges	100	100	101	103
Other	0	0	0	0
Total Income	155	155	156	159
Net Expenditure - GRAND TOTAL (1)	2,095	2,097	2,098	2,098
Staffing Levels: (1)	46	46	46	46
Total Full Time Equivalent (1)	43	43	43	43

DIVISION: Children's Services		UNIT: Safeguarding		UNIT MANAGER: Carol Singleton	
<p>Children's Social Care provides a statutory service to children in need, including looked after children, children at risk of harm and also provides a range of services to children with disabilities.</p> <p>Children's Social Care is responsible for the delivery of the following key services:</p> <ul style="list-style-type: none"> • Care Management • Looked After Children (LAC) • Fostering and Adoption • MASH & MAET • Emergency Duty Service • Quality Development Unit (QDU) • Services for Children with Disabilities <p>Children's Social Care makes a significant contribution towards the work of the Local Safeguarding Children's Board, which has a statutory duty to minimise child deaths, accidents and harm across the borough. It also plays a key role in multi-agency direct work with children and families.</p>					
Target Budget Line	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000	
Employees	2,220	2,227	2,227	2,227	
Premises	1	1	1	1	
Transport	22	22	22	22	
Supplies & Services	142	159	161	163	
Third Party	0	0	0	0	
Transfer Payments	16	16	16	16	
Capital Charges	0	0	0	0	
Total Gross Expenditure	2,401	2,425	2,427	2,429	
INCOME:-					
Specific Grants	0	0	0	0	
Partner Contributions	155	155	156	158	
Fees & Charges	0	0	0	0	
Other	0	0	0	0	
Total Income	155	155	156	158	
Net Expenditure - GRAND TOTAL (1)	2,246	2,270	2,271	2,271	
Staffing Levels: (1)	49	49	49	49	
Total Full Time Equivalent (1)	47	47	47	47	

[ILO: UNCLASSIFIED]

DIVISION: Children's Services		UNIT: Service Director - Children's Social Care		UNIT MANAGER: Sharon Moore
<p>Children's Social Care provides a statutory service to children in need, including looked after children, children at risk of harm and also provides a range of services to children with disabilities.</p> <p>Children's Social Care is responsible for the delivery of the following key services:</p> <ul style="list-style-type: none"> • Care Management • Looked After Children (LAC) • Fostering and Adoption • MASH & MAET • Emergency Duty Service • Quality Development Unit (QDU) • Services for Children with Disabilities <p>Children's Social Care makes a significant contribution towards the work of the Local Safeguarding Children's Board, which has a statutory duty to minimise child deaths, accidents and harm across the borough. It also plays a key role in multi-agency direct work with children and families.</p>				
Target Budget Line	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000
Employees	203	159	159	159
Premises	43	43	43	44
Transport	1	1	1	1
Supplies & Services	726	647	655	662
Third Party	0	0	0	0
Transfer Payments	0	0	0	0
Capital Charges	44	44	44	44
Total Gross Expenditure	1,017	894	902	910
INCOME:-				
Specific Grants	0	0	0	0
Partner Contributions	0	0	0	0
Fees & Charges	0	0	0	0
Other	0	0	0	0
Total Income	0	0	0	0
Net Expenditure - GRAND TOTAL (1)	1,017	894	902	910
Staffing Levels: (1)	1	1	1	1
Total Full Time Equivalent (1)	1	1	1	1

DIVISION: Children's Services		UNIT: Director - Children's Services		Service Manager: Matthew Sampson
The Infrastructure of Children's Services unit is responsible for the delivery of the following key services – <ul style="list-style-type: none"> • Safeguarding Systems • Planning Performance and Business Services • Social Care Performance Data • Data Analysis • Business Support • Passenger Transport Unit 				
Target Budget Line	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000
Employees	5,903	6,189	6,189	6,189
Premises	266	266	269	272
Transport	321	122	123	125
Supplies & Services	871	744	753	762
Third Party	200	100	101	102
Transfer Payments	0	0	0	0
Capital Charges	59	12	12	12
Total Gross Expenditure	7,620	7,433	7,447	7,462
INCOME:-				
Specific Grants	1,074	1,071	1,071	1,071
Partner Contributions	0	0	0	0
Fees & Charges	291	1,328	1,343	1,359
Other	0	0	0	0
Total Income	1,365	2,399	2,414	2,430
Net Expenditure - GRAND TOTAL (1)	6,255	5,034	5,033	5,032
Staffing Levels: (1)	189	203	203	203
Total Full Time Equivalent (1)	162	175	175	175

[ILO: UNCLASSIFIED]

DIVISION: Children's Services		UNIT: Manager - Learning and Inclusion		Service Manager: Chris Ward
The Director of Learning and Inclusion is responsible for the delivery of the following key services: <ul style="list-style-type: none"> • Education Support Services • Learning Improvement • Inclusive Learning 				
Target Budget Line	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000
Employees	136	138	138	138
Premises	0	0	0	0
Transport	1	1	1	1
Supplies & Services	5	206	8	8
Third Party	0	0	0	0
Transfer Payments	0	0	0	0
Capital Charges	8,464	13,632	13,632	13,632
Total Gross Expenditure	8,606	13,977	13,779	13,779
INCOME:-				
Specific Grants	0	-2,149	-2,149	-2,149
Partner Contributions	0	0	0	0
Fees & Charges	1,702	4,350	4,400	4,453
Other	0	5,483	5,547	5,613
Total Income	1,702	7,684	7,798	7,917
Net Expenditure - GRAND TOTAL (1)	6,904	6,293	5,981	5,862
Staffing Levels: (1)	1	1	1	1
Total Full Time Equivalent (1)	1	1	1	1

[ILO: UNCLASSIFIED]

DIVISION: Children's Services			UNIT: Education Support Services	Service Manager: Sue Moore
Education Support Services encompasses 5 discreet service areas all of which contribute to the education directorate's objectives of learning support and school improvement across Sandwell. These service areas are: School Organisation and Development (which has a responsibility for forecasting pupil numbers and planning and providing new, quality school places); Attendance and Prosecution (which supports pupils, families and schools in improving attendance); School admissions and appeals (undertakes a coordinating role between all admission authorities, assisting parents in making realistic preferences and supporting the appeals process), Education Benefits (supporting families and schools in assessing free school meal eligibility and entitlement to transport) and Residential Centres (providing residential placements for children at 4 out of borough centres)				
Target Budget Line	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000
Employees	2,727	2,779	2,779	2,779
Premises	291	255	258	261
Transport	285	270	273	276
Supplies & Services	377	350	354	359
Third Party	0	0	0	0
Transfer Payments	0	0	0	0
Capital Charges	223	229	229	229
Total Gross Expenditure	3,903	3,883	3,893	3,904
INCOME:-				
Specific Grants	1,409	1,157	1,157	1,157
Partner Contributions	0	0	0	0
Fees & Charges	2,074	2,280	2,306	2,334
Other	0	0	0	0
Total Income	3,483	3,437	3,463	3,491
Net Expenditure - GRAND TOTAL (1)	420	446	430	413
Staffing Levels: (1)	102	102	102	102
Total Full Time Equivalent (1)	81	81	81	81

DIVISION: Children's Services		UNIT: Inclusive Learning	UNIT MANAGER: Kevin Rowland	
<p>Inclusive Learning supports vulnerable children and young people to achieve positive outcomes and engage in learning. In order to achieve this, it provides a number of key services. These include:</p> <ul style="list-style-type: none"> •Inclusion Support •Exclusions Service •SEN Home to School Transport <p>These services deliver engagement across a variety of areas:</p> <ul style="list-style-type: none"> •Inclusion Support provides advice guidance, information and support to parents, carers and schools regarding children and young people who may have a broad spectrum of special educational needs •The Exclusions Service enables the local authority to dispatch its statutory responsibilities in relation to the exclusion of school aged pupils 				
Target Budget Line	Target Budget 2016/17 £'000	Target Budget 2017/18 £'000	Target Budget 2018/19 £'000	Target Budget 2019/20 £'000
Employees	1,128	1,064	1,064	1,064
Premises	55	0	0	0
Transport	2,526	2,522	2,551	2,582
Supplies & Services	439	330	185	188
Third Party	0	0	0	0
Transfer Payments	0	0	0	0
Capital Charges	0	0	0	0
Total Gross Expenditure	4,148	3,916	3,800	3,834
INCOME:-				
Specific Grants	244	274	274	274
Partner Contributions	0	0	0	0
Fees & Charges	468	413	418	423
Other	0	0	0	0
Total Income	712	687	692	697
Net Expenditure - GRAND TOTAL (1)	3,436	3,229	3,108	3,137
Staffing Levels: (1)	26	26	26	26
Total Full Time Equivalent (1)	22	22	22	22

[ILO: UNCLASSIFIED]

DIVISION: Children's Services		UNIT: Learning Improvement	Service Manager: Andrew Timmins	
<p>School improvement provides challenge and support for all phase including primary, secondary, special schools and pupil referral units. The team is made up of around 9 school improvement advisers.</p> <p>Post 16 Education includes a number of areas including Connexions, Adult Services, Parent Support and On line learning.</p> <p>Early Years covers all aspects of work relating to children up to the age of 5 including nursery funding for 2 year olds.</p> <p>Area Education Officer oversees education visits and the admin support team for school improvement playing a key part in providing advice to schools on aspects which are not curriculum or performance related</p>				
Target Budget Line	Target Budget	Target Budget	Target Budget	Target Budget
	2016/17 £'000	2017/18 £'000	2018/19 £'000	2019/20 £'000
Employees	4,825	4,745	4,745	4,745
Premises	100	95	96	97
Transport	25	23	23	24
Supplies & Services	1,960	1,666	1,685	1,705
Third Party	759	31	32	32
Transfer Payments	0	0	0	0
Capital Charges	70	70	70	70
Total Gross Expenditure	7,739	6,630	6,651	6,673
INCOME:-				
Specific Grants	3,157	2,322	2,322	2,322
Partner Contributions	0	0	0	0
Fees & Charges	1,881	1,734	1,754	1,775
Other	0	0	0	0
Total Income	5,038	4,056	4,076	4,097
Net Expenditure - GRAND TOTAL (1)	2,701	2,574	2,575	2,576
Staffing Levels: (1)	152	140	140	140
Total Full Time Equivalent (1)	128	119	119	119

[ILO: UNCLASSIFIED]

DIVISION: Children's Services		UNIT: Targeted Services	Service Manager: Michael Botham	
<p>Targeted Services comprises of a number of services designed to give support to young people and families experiencing difficulties, which seeks to either prevent them entering either the social care or criminal justice systems, or works effectively with them if they have. This is in line with Children's Services mission statement of delivering the right service at the right time. Targeted Services currently comprise the Youth Offending Team, DECCA (for substance misuse), Commissioned Services, Multi-Systemic Therapy, the Youth Service (which has a universal offer but is increasingly targeted in its work), six Community Operating Group Teams that provide targeted family support to people at tiers 3 or 4 of the Sandwell Safeguarding Board Threshold Document as well as advice and guidance to professionals working in universal or universal plus settings.</p>				
Target Budget Line	Target Budget	Target Budget	Target Budget	Target Budget
	2016/17 £'000	2017/18 £'000	2018/19 £'000	2019/20 £'000
Employees	4,838	4,780	4,780	4,780
Premises	283	271	274	277
Transport	102	54	55	55
Supplies & Services	8,589	7,346	7,081	7,166
Third Party	0	0	0	0
Transfer Payments	5	5	5	5
Capital Charges	88	87	87	87
Total Gross Expenditure	13,905	12,543	12,282	12,370
INCOME:-				
Specific Grants	1,848	2,087	2,087	2,087
Partner Contributions	183	143	145	146
Fees & Charges	1,353	1,935	1,957	1,981
Other	0	0	0	0
Total Income	3,384	4,165	4,189	4,214
Net Expenditure - GRAND TOTAL (1)	10,521	8,378	8,093	8,156
Staffing Levels: (1)	208	201	201	201
Total Full Time Equivalent (1)	138	132	132	132