Report to:	Children's Services Scrutiny Committee		
Date:	9 <sup>th</sup> December, 2019		
Report of:	Borough Solicitor	Report No:	
Contact Officer:	Susan Bailey	Tele No:	01204 331246
Report Title:	Identification of Issues for Scrutiny / Annual Work Programme 2019/20		
Non-Confidential:	( <i>Non-Confidential</i> ) This report does <b>not</b> contain information which warrants its consideration in the absence of the press or members of the public		
Purpose:	To provide members with a copy of the Committee work programme.		
Recommendations:	To note the Committee Work Programme for 2019/20.		
Decision:			
Background Doc(s):	The attached report includes a timetabled lis Committee as ones they would like to investi Year.		

Wednesday	Monday	Monday	Monday	Monday
28 <sup>th</sup> August, 2019	21 <sup>st</sup> October, 2019	9 <sup>th</sup> December, 2019	3 <sup>rd</sup> February, 2020	30 <sup>th</sup> March, 2020
Baseline – what we did in 2018/18 What worked	Special Education Needs and Disabilities including Mental Health (SEND) Strategy. Including Therapeutic Hub	Diversity Delivery Models Head Teachers to attend	Helping Earlier. Healthy Child. Bolton Hospital Foundation Trust and NHS Clinical Commissioning Group to attend	Multi - Agency Safeguarding Arrangements – Managing Risks. Sufficiency Strategy
Risks, Priorities, Culture Changes		Educational Outcomes . Primary, Secondary, Looked after Children, Children Missing Education and Elective Home Education.	Early Years – School Readiness. H. Shearer to attend	Social Care Permanence Strategy
Pupil Place Pressures		Head Teachers to Attend S. Berriman to attend		

Date	Agenda Item	Description
21 <sup>st</sup> Oct	Special Education Needs and Disabilities (SEND) Strategy including Therapeutic Hub Inclusion Strategy	<ul> <li>Update on the development of the SEND Strategy, which will include;</li> <li>Approach to managing Education, Health and Care Plans (EHCPs)</li> <li>Providing additional Support in mainstream schools</li> <li>Social, Emotional and Mental Health (SEMH)</li> <li>Budget Pressures</li> </ul> Approach to ensuring an inclusive education across all Bolton schools Will include presentation from CCG and Public Health
9 <sup>th</sup> Dec	Diversity Delivery Models	Approaches to sex and relationships and diversity of education in Bolton schools
	Educational Outcomes. Primary, Secondary, Looked After Children, Children Missing Education & Elective Home Education	Latest progress on education attainment of children in Bolton with a focus on Looked After Children and the virtual school, Children Missing Education & Elective Home Education.
3 <sup>rd</sup> Feb	Helping Earlier and Healthy Child Programme	<ul> <li>An update on progress of the department and partners to move to "helping earlier" before families reach crisis point. This will provide an update on;</li> <li>Coordination of services to support families</li> <li>Assessment processes</li> <li>Implementation of the Healthy Child Programme. This is a series of services for children aged 0-19 which Bolton NHS Foundation Trust have been commissioned to deliver by the Council.</li> </ul>
	Early Years - School Readiness.	An update on performance for the Early Years Foundation Stage (Children 0-5) and children achieving a "good level of development" at the end of the foundation stage in their reception year.
30 <sup>th</sup> Mar	Multi Agency Safeguarding Arrangements - Managing Risks.	An update on the implementation of the multi-agency safeguarding arrangements which became statutory in 2019. These state the Local Authority, the NHS Clinical Commissioning Group (CCG) and the Police have a "shared and equal duty" for local multi-agency safeguarding arrangements for children and young people
	Sufficiency Strategy.	An update on our strategy to ensure we have a sufficient accommodation in place for our Looked After Children
	Social Care Permanence Strategy.	An update on our strategy to ensure that we have a long-term plan to secure permanent arrangements for the care of children – either Looked After or with their families