



# TRAFFORD COUNCIL

## AGENDA PAPERS FOR CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE

Date: Tuesday, 21 January 2025

Time: 6.30 pm

Place: Committee Rooms 2&3, Trafford Town Hall, Talbot Road, Stretford,  
M32 0TH

AGENDA	PART I	Pages
1. ATTENDANCES		
To note attendances, including officers, and any apologies for absence.		
2. DECLARATIONS OF INTEREST		
Members to give notice of any interest and the nature of that interest relating to any item on the agenda in accordance with the adopted Code of Conduct.		
3. MINUTES		1 - 6
To receive and, if so determined, to approve as a correct record the Minutes of the meeting held on 19 <sup>th</sup> November 2024.		
4. QUESTIONS FROM THE PUBLIC		
A maximum of 15 minutes will be allocated to public questions submitted in writing to Democratic Services ( <a href="mailto:democratic.services@trafford.gov.uk">democratic.services@trafford.gov.uk</a> ) by 4 p.m. on the working day prior to the meeting. Questions must be relevant to items appearing on the agenda and will be submitted in the order in which they were received.		
5. MULTI-AGENCY SAFEGUARDING ARRANGEMENTS		To Follow
To note briefly the multi-agency safeguarding arrangements report.		

**6. PERSISTENT AND SEVERE ABSENCES** 7 - 24

To consider a report on Persistent and Severe Absence in Trafford from the Director of Education, Standards, Quality, and Performance.

**7. TRAFFORD'S FAMILY HELP STRATEGY AND PREVENTION STRATEGY** 25 - 40

To receive the Family Help and Prevention Strategy's from the Director of Education, Standards, Quality, and Performance.

**8. WORK PROGRAMME** 41 - 46

To note the Work Programme for the remainder of the Municipal Year.

**9. URGENT BUSINESS (IF ANY)**

Any other item or items which by reason of:-

- (a) Regulation 11 of the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, the Chairman of the meeting, with the agreement of the relevant Overview and Scrutiny Committee Chairman, is of the opinion should be considered at this meeting as a matter of urgency as it relates to a key decision; or
- (b) special circumstances (to be specified) the Chairman of the meeting is of the opinion should be considered at this meeting as a matter of urgency.

**10. EXCLUSION RESOLUTION**

Motion (Which may be amended as Members think fit):

That the public be excluded from this meeting during consideration of the remaining items on the agenda, because of the likelihood of disclosure of "exempt information" which falls within one or more descriptive category or categories of the Local Government Act 1972, Schedule 12A, as amended by The Local Government (Access to Information) (Variation) Order 2006, and specified on the agenda item or report relating to each such item respectively.

**SARA TODD**

Chief Executive

Membership of the Committee

Councillors D. Western (Chair), R. Duncan (Vice-Chair), J. Bennett, Z.C. Deakin, G. Devlin, S. G. Ennis, E.L. Hirst, S. Maitland, E.R. Parker, S. Procter, O. Sutton, D. Butt (ex-Officio) and F. Hornby (ex-Officio).

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### Further Information

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

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This agenda was issued on **Monday, 13<sup>th</sup> January 2025** by the Legal and Democratic Services Section, Trafford Council, Trafford Town Hall; Talbot Road, Stretford, Manchester, M32 0TH

### WEBCASTING

This meeting will be filmed for live and / or subsequent broadcast on the Council's YouTube channel <https://www.youtube.com/channel/UCjwbIOW5x0NSe38sgFU8bKg>

The whole of the meeting will be filmed, except where there are confidential or exempt items.

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## **CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**

**19 NOVEMBER 2024**

### **PRESENT**

Councillor D. Western (in the Chair).

Councillors R. Duncan (Vice-Chair), J. Bennett, Z.C. Deakin, G. Devlin, E.L. Hirst, S. Maitland, E.R. Parker, S. Procter and D. Butt (ex-Officio)

### In attendance

Jill McGregor	Corporate Director for Children's Services
Pamela Wharton	Director of Early Help and Children's Social Care
Karen Samples	Director of Education Standards, Quality and Performance
Sarah Butters	Head of Education Places, Access and Vulnerable Children
Sarah Russ	Trafford Travel Co-ordination Unit Manager
Shona Gallagher	SEND Improvement Lead
Tracey Staines	Head of Service for Vulnerable Adolescents
Sally Atkinson	Specialist Commissioner - Children's Clinical Commissioning
Kate Shethwood	Public Health Consultant
Harry Callaghan	Senior Democratic Support Officer
Sophie Tomlinson	Democratic Assistant

### **APOLOGIES**

Apologies for absence were received from Councillors S. G. Ennis, O. Sutton and F. Hornby

### **62. DECLARATIONS OF INTEREST**

No declarations were made.

### **63. MINUTES**

RESOLVED: That the minutes of the meeting held 24<sup>th</sup> September 2024 be approved as an accurate record and signed by the Chair.

### **64. QUESTIONS FROM THE PUBLIC**

No questions were received.

### **65. HOME TO SCHOOL TRANSPORT**

The Head of Education Places, Access, and Vulnerable Children introduced the report which gave an overview of how the local authority was meeting its duties in relation to the provision of travel assistance for eligible children, young people, and adults to access education and training. Members were reminded that although the report focussed on SEND, provisions were also available for eligible mainstream pupils.

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[The Executive Member for Children and Young People entered the meeting at 18:37]

The Head spoke of the 14% increase in the last two years of the number of SEND passengers and highlighted that this continued to be an area of budgetary pressure. Eligibility criteria was also cited, with the Head acknowledging that a lot of the criteria was set nationally. Trafford however had identified three discretionary criteria within its policy for which there was no statutory duty to provide transport for.

It was drawn to the Committee's attention that new systems had recently been procured to increase efficiencies within the service, including a new system for the management of applications, introduced Summer 2024, which had seen some administrative savings and experience improvements for parents. Additionally, new industry standard software was being rolled out school-by-school to optimise routes, which had seen modest savings. The Head noted that savings had been offset by the increased need for funding.

[Councillor Parker entered the meeting at 18:41]

Work ongoing with regards to licensing was discussed, with the Head noting that spot checks had been implemented, jointly with Licensing and Education as well as DVLA colleagues, at school gates and operator premises. Councillor Hirst identified that some concerning cases had previously been brought to the Licensing Committee, and queried whether these new processes would help with some of those issues. The Head commented that the new procedures would allow it to be identified when a driver's license had expired or been revoked, and to react quickly. The Corporate Director for Children's Services echoed this and emphasised that joint working and quality assurance processes were being strengthened, and that the vulnerability of the children being transported was recognised.

Councillor Hirst asked about children who are new to home to school transport and what was in place to help them with this transition. The Councillor also wondered about families that moved to temporary accommodation and therefore may be further away from school and need to start transport or move out of Trafford. The Members asked whether they would be at risk of losing their provision. The Head confirmed that work happened in partnership with schools for children starting transport, including social stories. Generic social stories had been created which families and schools could adapt out. With regards to families in temporary accommodation, the Head affirmed that moving out of the area does not drop a family's eligibility for home to school transport, but the responsibility for the provision moves to the new local authority. It was also advised that if a family moves further away from their school and a child can no longer travel independently, a new request would be submitted which would be taken on its own merit under the new living circumstances.

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Councillor Procter was interested in the appeals that had been received, with the report noting that there had been 35 appeals at stage one, with 6 progressing to stage two (none of which were upheld). The Councillor asked what sort of reasons parents had for appealing. The Director of Education Standards, Quality and Performance responded with examples such as the safety of routes and the length of journey times, with some children being tired when getting to school. The Director also reported that there had been an increase in the number of cases where social, emotional, and mental health difficulties (SEMH) had been cited.

At this point in the meeting, the Vice Chair circulated papers to members with several questions posed by members of the public. It was agreed these questions would be taken away by the officers for consideration, and detailed responses shared with the committee outside of the meeting.

RESOLVED:

- (1) That the report be noted.
- (2) That written responses posed to questions provided by the Vice Chair be circulated to members.

**66. BEE WELL SURVEY - STRATEGIC RESPONSE AND APPROACH TO FINDINGS**

The Specialist Commissioner - Children's Clinical Commissioning was present to answer questions on the findings of the recently published BeeWell Survey. The Specialist Commissioner first provided a brief overview of the survey for the committee. Twelve out of nineteen secondary schools took part in the survey, equating to 63% of Year 10 students in Trafford. Distinctive differences were found in views based on neighbourhood, and there was a measurable deterioration in how young people felt about community spaces, such as parks and leisure facilities. The most notable change was found in the amount of time young people spent on hobbies, which had fallen.

The Specialist Commissioner went on to discuss how the findings of the survey had been implemented, advising the committee that there had been widespread information sharing across many teams in Trafford including Housing, Education, and Health and Social care. Partners had been asked to take the BeeWell survey findings into account when producing plans. Information was also being centrally collated into an action plan held in the Children's Commissioning team.

The floor was then opened for questions, with the Chair commenting on their concern about the gap with the North neighbourhood and asked whether there was anything specific to this area within the action plan. The Public Health Consultant agreed that this research is helpful for how it highlights inequalities such as in the North of the Borough, and advised that there was lots going on to target support activities, including the development of family help models, but they could come back to the committee with more specific information.

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Councillor Parker expressed that the report was very interesting and insightful but noted that the data on the Central neighbourhood could be misleading due to the low response rate, as only one school participated, which was a Grammar school. The Special Commissioner agreed with the Councillor that it was important to recognise the economic disparities in Central and consider this when creating strategic plans and assured the Councillor this was understood.

Councillor Devlin praised the survey and voiced it would be beneficial to bring positive stories back to constituents about the work being done off the back of the report. The Specialist Commissioner agreed and confirmed this could be done.

**RESOLVED:**

- (1) That the report be noted.
- (2) That the Public Health Consultant provides members with more information on targeted support activities in the North neighbourhood.
- (3) That the Specialist Commissioner considers how positive stories can be taken back to constituents.

**67. ANNUAL REPORT ON COMPLEX SAFEGUARDING**

The Director of Early Help and Children's Social Care opened the item by providing a brief introduction to the report. The Director noted that Greater Manchester had eight complex safeguarding practice principles that the service worked towards, expressing pride in the work carried out in this area alongside Greater Manchester colleagues. It was emphasised to the Committee that the children and young people supported by the SHINE (Complex Safeguarding) service were amongst the most vulnerable in Trafford.

An overview of some of the key strengths and reflections presented in the report was provided by the Head of Service for Vulnerable Adolescents. The Head of Service expressed that the Greater Manchester Complex Safeguarding Hub was a real strength for Trafford, as it helped to understand themes and trends of exploitation and thus target resources appropriately. The Safeguarding Hub was also very current with research, the findings of which was shared across the ten Local Authorities.

The Head of Service identified that there was a stable team of practitioners and social workers within the service, and that this stability helped children and young people build and maintain relationships with their practitioners. Practitioners had also conducted outreach efforts to engage with communities and raise awareness about exploitation, receiving a positive response from the community.

Positive feedback from children and young people detailing the experiences they had within the service was discussed. It was identified however that feedback rates from children, parents, and carers was still low – having increased 10% to



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reach 46%. The Head of Service voiced there was still work to do to digitise the feedback process to encourage more engagement.

Finally, the ongoing priority areas for the service were discussed, including the need to further develop how to support children who are neurodiverse, have special educational needs and disabilities (SEND), are from mixed heritage backgrounds, or are in alternative educational provisions. In addition, further work on transitional safeguarding as well as supporting children earlier by linking in with family help hubs and building closer relationships with schools, were raised as priority areas.

The Chair praised the report for being helpful and informative, and opened the floor to questions from the committee. Councillor Hirst complimented the report and the reflections, commenting on the importance of recognising areas that needed to be developed. The Councillor asked for more information on the approach to victim blaming, how this looks with other agencies, and the effect this had on children. The Head of Service informed the Committee that training had started with partners regarding victim blaming, and that while changing culture is slow, a difference had been noticed regarding the language that was being used about children and young people.

Councillor Hirst also queried the capacity in the service, and whether there was a waiting list for children to access support. The Head of Service assured that although there was a protected caseload for SHINE social workers, there was no waiting list. The Corporate Director for Children's Services remarked that there had been further investment into SHINE in the last four to five years which had grown the team.

Councillor Maitland wondered if it was possible to have a breakdown of figures by neighbourhood, which the Head of Service advised could be included in the next annual report. The Corporate Director for Children's Services reminded the committee that ward-level data may look different depending on what area was assessed, such as where children lived or where they went to school.

**RESOLVED**

- (1) That the contents of the report be noted.
- (2) That ward-level data is included in the 2024-2025 annual report.

**68. WORK PROGRAMME**

The Chair raised the busy work programme and proposed that any suggestions for topics could be put forward for the next municipal year. The Chair also took time to thank the officers for their hard work on the reports that had been submitted to the committee over the year.

**RESOLVED:** That the work programme be noted.

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The meeting commenced at 18:30 and finished at 19:42.

## TRAFFORD COUNCIL

**Report to:** Children and Young People’s Scrutiny Committee  
**Date:** January 2025  
**Report for:** Information  
**Report of:** Director of Education, Standards, Performance and Quality Assurance

### Report Title

**Overview of Persistent and Severe Absence in Trafford**

### Summary

Trafford’s Attendance Strategy has an overarching objective for every child that is on a school roll to be in school every day and on time so that every young person can reach their full potential. There is a strong link between good school attendance and achieving strong outcomes for children. This report provides an overview of the current position in Trafford including rates of persistent and severe absence and support strategies to improve attendance rates.

### Recommendation(s)

That the contents of the report are noted.

### Contact person(s) for access to background papers and further information:

Name: Karen Samples: Director of Education, Standards, Quality and Performance  
Sarah Butters: Head of Education Places, Access and Vulnerable Children  
Martina Mould: School Attendance Officer

## **1. Overview – National Context**

- 1.1 The Department for Education (DfE) published the statutory guidance on “Working together to improve school attendance” in August 2024, and required schools, trusts, governing bodies, and local authorities to have regard to it as part of their efforts to maintain high levels of school attendance.
- 1.2 The guidance had been updated to be clearer on the link between improving attendance and wider school culture, including the importance of working in partnership with families to find supportive routes to improve attendance.
- 1.3 The guidance also reflects the changes to the law on keeping school attendance and admission registers including a revised set of codes, granting leaves of absence and access to, and sharing of, attendance information introduced through the School Attendance (Pupil Registration) (England) Regulations 2024.
- 1.4 Finally, the guidance also set out the new National Framework for issuing penalty notices and reflect changes to the law introduced through the Education (Penalty Notices) (England) (Amendment) Regulations 2024 and the change of ‘parenting contracts’ for

attendance to 'attendance contracts' to better reflect the agreement between parents, schools and/or local authorities.

## 2. Attendance Matters

2.1 Improving attendance is everyone's business. The barriers to accessing education are wide and complex and are often specific to individual pupils and families. Schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

2.2 The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

2.3 Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms, including crime (the proportion of children that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%).

## 3. Role of the Local Authority

3.1 The expectations of Local Authorities in the revised national guidance are as follows:

- a) **Rigorously track local attendance data** to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- b) Have a **School Attendance Support Team** which provides the following core functions free of charge to all schools (regardless of type):
  - **Communication and advice:** regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area.
  - **Targeting Support Meetings:** hold regular conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils.
  - **Multi-disciplinary support for families:** provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance.
  - **Legal intervention:** take forward attendance legal intervention (using the full range of parental responsibility measures) where voluntary support has not been successful or engaged with.
  - Monitor and improve **the attendance of children with a social worker** through their Virtual School.

#### 4. Persistent and Severe Absence

4.1 A pupil becomes a '**persistent absentee**' (PA) when their attendance drops to 90% or below for any reason whether the absences are authorised or not.

Over a full academic year this would be 38 sessions (19 school days; equivalent to 1 day or more a fortnight across a full school year). Absence at this level will cause considerable damage to a child's educational prospects.

4.2 A pupil becomes '**severely absent**' (SA) when their attendance drops to 50% or below for any reason, whether the absences are authorised or not. As persistent and severe absence is often a symptom of wider issues in a child's life; schools, local authorities and their partners play a crucial role in overcoming barriers to attendance and ensuring all children can access the full-time education to which they are entitled.

#### 5. Attendance Data

**Table 1: Overall Attendance 2022/23 and 2023/24**

School Type	Measure	Published Data 2022/23 Full Year		Published Data 2023/24 Full Year		DfE Portal Autumn 2024
		National %	Trafford %	National %	Trafford %	Trafford %
Primary	Attendance rate	94.1%	95.2%	94.5%	95.3%	95.9%
	Authorised absence	4.2%	3.8%	3.9%	3.6%	3.2%
	Unauthorised absence	1.6%	1.0%	1.6%	1.0%	0.9%
	Persistent absence	16.2%	11.4%	15.2%	10.9%	10.5%
	Severe absence	0.7%	0.4%	-	-	0.4%
Secondary	Attendance rate	91.0%	93.1%	90.9%	93.0%	94.2%
	Authorised absence	5.6%	5.4%	5.5%	5.3%	4.5%
	Unauthorised absence	3.2%	1.5%	3.6%	1.7%	1.3%
	Persistent absence	26.5%	18.1%	26.7%	18.2%	15.2%
	Severe absence	3.4%	1.7%	-	-	1.8%
Special	Attendance rate	87.0%	88.5%	87.0%	88.3%	89.7%
	Authorised absence	9.9%	4.6%	9.7%	7.6%	6.2%
	Unauthorised absence	3.2%	1.3%	3.3%	4.1%	4.1%
	Persistent absence	38.3%	30.6%	37.6%	32.3%	26.2%
	Severe absence	6.2%	5.5%	-	-	4.4%

**Table 2: Pupil Characteristics Attendance Overview**

		Published Data 2023/24 Full Year				DfE Portal Autumn 2024 - Trafford Data @ 20/12/24					
		Attendance Rate		Persistent Absence		Overall Attendance		Persistent Absence		Severe Absence	
Type	Characteristic	National %	Trafford %	National %	Trafford %	No.	% Rate	No.	% Rate	No.	% Rate
Primary	All	94.50%	<b>95.30%</b>	15.20%	<b>10.90%</b>	18,430	<b>95.90%</b>	1,935	<b>10.50%</b>	67	0.40%
	FSM	91.90%	<b>92.30%</b>	28.10%	<b>25.20%</b>	3,463	<b>93.50%</b>	788	<b>22.80%</b>	30	0.90%
	Non-FSM	95.40%	<b>96.00%</b>	10.70%	<b>7.80%</b>	14,967	<b>96.50%</b>	1,147	<b>7.70%</b>	37	0.20%
	EHC	89.70%	<b>91.80%</b>	32.10%	<b>25.30%</b>	649	<b>93.20%</b>	134	<b>20.60%</b>	10	1.50%
	SEN Support	92.50%	<b>93.90%</b>	23.90%	<b>17.40%</b>	2,439	<b>94.60%</b>	385	<b>15.80%</b>	22	0.90%
	No SEN	95.00%	<b>95.70%</b>	13.30%	<b>9.80%</b>	15,342	<b>96.30%</b>	1,416	<b>9.20%</b>	35	0.20%
	Boys	94.30%	<b>95.30%</b>	15.70%	<b>11.10%</b>	9,114	<b>95.80%</b>	962	<b>10.60%</b>	41	0.40%
	Girls	94.60%	<b>95.40%</b>	14.60%	<b>10.60%</b>	8,939	<b>96.00%</b>	947	<b>10.60%</b>	26	0.30%
Secondary	All	90.90%	<b>93.00%</b>	26.70%	<b>18.20%</b>	17,535	<b>94.20%</b>	2,665	<b>15.20%</b>	316	1.80%
	FSM	85.40%	<b>86.80%</b>	44.80%	<b>40.90%</b>	3,077	<b>88.50%</b>	1,044	<b>33.90%</b>	162	5.30%
	Non-FSM	92.90%	<b>94.20%</b>	20.20%	<b>13.60%</b>	14,458	<b>95.40%</b>	1,621	<b>11.20%</b>	154	1.10%
	EHC	83.00%	<b>83.50%</b>	44.50%	<b>40.50%</b>	634	<b>84.40%</b>	241	<b>38.00%</b>	73	11.50%
	SEN Support	85.80%	<b>88.90%</b>	40.70%	<b>32.10%</b>	1,821	<b>89.90%</b>	489	<b>26.90%</b>	98	5.40%
	No SEN	92.10%	<b>93.80%</b>	24.20%	<b>16.20%</b>	15,080	<b>95.10%</b>	1,935	<b>12.80%</b>	145	1.00%
	Boys	91.30%	<b>93.20%</b>	25.50%	<b>17.70%</b>	9,026	<b>94.50%</b>	1,342	<b>14.90%</b>	131	1.50%
	Girls	90.60%	<b>92.80%</b>	28.00%	<b>18.70%</b>	8,507	<b>93.90%</b>	1,323	<b>1.60%</b>	185	2.20%
Special	All	87.00%	<b>88.30%</b>	37.60%	<b>32.30%</b>	850	<b>89.70%</b>	223	<b>26.20%</b>	37	4.40%
	FSM	84.90%	<b>86.20%</b>	43.40%	<b>38.20%</b>	393	<b>88.40%</b>	127	<b>32.30%</b>	17	4.30%
	Non-FSM	88.90%	<b>90.00%</b>	32.20%	<b>26.10%</b>	457	<b>90.80%</b>	96	<b>21.00%</b>	20	4.40%
	Boys	86.70%	<b>89.60%</b>	36.80%	<b>31.30%</b>	631	<b>89.40%</b>	162	<b>25.70%</b>	31	4.90%
	Girls	87.10%	<b>87.90%</b>	39.50%	<b>34.80%</b>	218	<b>90.60%</b>	60	<b>27.50%</b>	6	2.80%

		Published Data 2023/24 Full Year				DfE Portal Autumn 2024 - Trafford Data @ 20/12/24					
		Attendance Rate		Persistent Absence		Overall Attendance		Persistent Absence		Severe Absence	
Type	Characteristic	National %	Trafford %	National %	Trafford %	No.	% Rate	No.	% Rate	No.	% Rate
Pupil Referral Unit (PRU)	All	-	-	-	-	117	49.60%	98	83.80%	58	49.60%
	FSM	-	-	-	-	65	51.80%	57	87.70%	30	46.20%
	Non-FSM	-	-	-	-	52	46.30%	41	78.80%	28	53.80%
	EHC	-	-	-	-	21	46.00%	19	90.50%	14	66.70%
	SEN Support	-	-	-	-	55	51.70%	44	80.00%	24	43.60%
	No SEN	-	-	-	-	41	48.50%	35	85.40%	20	48.80%
	Boys	-	-	-	-	61	49.60%	55	90.20%	31	50.80%
	Girls	-	-	-	-	56	49.40%	43	76.80%	27	48.20%

**Table 3: Mainstream Year Groups (excludes Special Schools)**

		DfE Portal Autumn 2024 Trafford Data @ 20/12/24		
Year Group	Attendance	PA	SA	
YR	-	-	-	
1	95.70%	11.40%	0.40%	
2	96.10%	9.70%	0.20%	
3	96.40%	8.40%	0.30%	
4	96.20%	10.00%	0.30%	
5	96.00%	10.90%	0.50%	
6	95.30%	12.50%	0.40%	
7	96.20%	9.70%	0.70%	
8	94.60%	14.60%	1.30%	
9	93.50%	17.40%	2.10%	
10	93.40%	17.70%	2.60%	
11	93.30%	16.80%	2.40%	

5.1 Trafford schools' attendance is amongst the best in the Northwest and often used as a benchmark for other LAs to aspire to. Both overall absence from school in Trafford, and Persistent Absence (PA) has been consistently below the National Average for many years now. However, just as the years following the pandemic has impacted on school attendance nationally, Trafford has reflected those national trends.

Attendance Rate	Lost Learning Time
100% attendance	0 weeks
95% attendance	1 week & 4 days
90% attendance	3 weeks & 4 days
85% attendance	5 weeks & 3 days
80% attendance	At least 7 weeks & 3 days
<b>80% attendance over 5 years = 1 whole year of education lost.</b>	
Research suggests that pupils who have an average of 20 days absent per school year see negative effects throughout their educational journey, resulting in a whole GCSE grade deficit by the time they leave secondary education.	

5.2 The overall attendance data across primary, secondary and specialist provisions as shown in Table 1, reflects year-on-year improvements, most significantly in the secondary sector and remain above national statistics. Rates of persistent absence remain much lower than national, although this grew in the specialist sector in 2023, but appears to have reduced once again, in the Autumn Term of 2024. This is related to the complexity of need of pupils in our secondary school, and most significantly linked to those with Social, Emotional and Mental Health difficulties.

5.3 **Attendance of all groups of pupils remains better than their national comparative group** as demonstrated in **Table 2** in overall attendance and persistent absence. In 2023/24, the attendance gap between those pupils who are in receipt of Free School Meals (FSM) and those who are non-FSM is in line with the national gap. However, the attendance gap between those pupils with SEND and Non-SEND is narrower than the national gap, which is a very positive outcome.

5.4 **Table 3** provides a snapshot of the most current year group data in Trafford, from the Autumn Term 24. This highlights the worsening of attendance as pupils move from primary schools into the secondary sector with significant increases in persistent absence noticeable from year 7 to year 8.

Research suggests that there is an emerging challenge of a '**second transition**' from Year 7 to Year 8 that deserves greater attention. The drop-off in attendance rates and attendance drivers from Year 7 to Year 8 is noticeable in Trafford, as it is larger than for any other year group.

## 6. Working Together to Improve School Attendance: Attendance Strategy

6.1 Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families.

Children may struggle to attend school for a wide range of reasons. The DfE's statutory guidance sets out the principles underpinning an effective whole school strategy for attendance and outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent.

In addition, Trafford's attendance officers have established an **on-line School Attendance Hub** which provides schools with a whole host of resources, guidance and model policies aimed at supporting Headteachers, staff and attendance leads, to



achieve better outcomes for children, comply with current legislation, raise standards and close the gap by improving engagement and attendance in school. This can be accessed at <https://www.traffordeducation.co.uk/attendance>

6.2 As part of this support, Trafford has also established an Attendance Strategy. Our strategy is based around 3 key principles:

- Strong and trusting relationships.
- Clear, graduated response built on early intervention.
- Collaboration to provide families with the right support at the right time.

In developing this strategy, one of our guiding principles has been to build on our existing good practice working with schools, multi-agency partners and families. As well as our approach to meeting current legislation and guidance, it is important it recognises the needs of our children, young people and families and seeks to empower and support them. Through surveys and conversations, we have identified what is important for our children and families when it comes to school attendance.

**Parents and carers**

- ❖ Trust and compassionate professionals who listen
- ❖ Nurturing, safe environment
- ❖ Clear communication, jargon-free
- ❖ Reasonable adjustments in school
- ❖ Flexible approach to meet children and young people’s needs
- ❖ Knowledgeable, well-trained professionals
- ❖ Effective signposting to other services and peer support

**Children and young people**

- ❖ Sense of school belonging
- ❖ Positive relationships with peers and consistent relationships and support from adults
- ❖ Positive transition, particularly when starting secondary school
- ❖ Positive experience of learning
- ❖ Emotional wellbeing

Our **Graduated Approach to School Attendance** documents the steps and stages schools must consider before escalating to statutory action. The document reinforces the ‘support first’ approach to be taken by schools and ensures a strong universal provision and support pathway is in place at a school level. This includes links and signposting to services that support pupils and families experiencing barriers to attendance.

<b>Level 1 - Low Level Late / Irregular / Non-Attendance</b>	
<b>Attendance between 90% and &lt;100% over four weeks</b>	<b>Child / family needs being met by universal services</b>
<b>Support Interventions</b>	<ul style="list-style-type: none"> <li>• School to contact parent to determine reason for pupil’s absence on first day of absence and expected date of return.</li> <li>• Attendance and monitoring process to identify when absence or punctuality becomes a concern.</li> <li>• Support from the school’s own attendance officer through telephone calls, letters, emails, and home visits.</li> <li>• Praise and reward scheme for children entering level one from any higher level.</li> <li>• Parents to be offered access to other sources of support if necessary, for example signposting via Trafford Directory.</li> </ul>
<b>Legal Interventions</b>	<ul style="list-style-type: none"> <li>• In cases of parental non-engagement, absences should be unauthorised, pupil attendance should be closely monitored, and a warning letter sent reminding parent of legal responsibility.</li> </ul>

<b>Level 2 - Medium Level Late / Irregular / Non-Attendance</b>	
<b>Attendance between 80% and &lt;90% over four weeks</b>	<b>Child / family may require or would benefit from additional input or support from an agency or agencies</b>
<b>Support Interventions</b>	<ul style="list-style-type: none"> <li>Identifying pattern of absence</li> <li>School meeting with parents</li> <li>Individual attendance plan</li> <li>Request for advice from Trafford Pupil Absence Team</li> <li>Request for medical evidence</li> <li>Involvement from school nursing team</li> <li>Emotionally based school non-attendance (EBSNA) toolkit</li> <li>Family help assessment / involvement of Trafford Team Together</li> <li>In-school pastoral and mentoring support and counselling</li> <li>Home visits</li> <li>Individual healthcare plan</li> <li>Referral to external support services / alternative provision such as the Medical Education Service</li> <li>Referral to Trafford Virtual School for children with a social worker</li> <li>Referral for specialist assessment (e.g. SEND / CAMHS / EP)</li> </ul>
<b>Legal Interventions</b>	<ul style="list-style-type: none"> <li>Notice to improve</li> <li>Attendance contract</li> </ul>

<b>Level 3 - High Level Late / Irregular / Non-Attendance</b>	
<b>Attendance below 80% over four weeks</b>	<b>Child / family are experiencing multiple or complex needs. They are struggling to effect change without the support and intervention of services.</b>
<b>Support Interventions</b>	<ul style="list-style-type: none"> <li>As at Level 2</li> </ul>
<b>Legal Interventions</b>	<p>When all attempts to engage with the family at levels 2 and 3 have failed, referral to pupil absence team for:</p> <ul style="list-style-type: none"> <li>penalty notice to be issued by Trafford Council.</li> <li>prosecution in the absence of the penalty being discharged within 28 days.</li> <li>consideration of Education Supervision Order (ESO)</li> </ul>

<b>Unauthorised Absence after Request for Leave of Absence Refused</b>	
<b>10 sessions or more</b>	<b>Any level of child / family vulnerability</b>
<b>Legal Interventions</b>	<ul style="list-style-type: none"> <li>Headteacher requests penalty notice to be issued by Trafford Council.</li> <li>Prosecution in the absence of the penalty being discharged within 28 days.</li> </ul>

<b>Safeguarding</b>	
<b>Any Level of Attendance</b>	<b>Child / young person is at risk of or suffering significant harm and is in need of help and protection. Has a high level of unmet and complex needs requiring statutory interventions.</b>
<b>Interventions</b>	<ul style="list-style-type: none"> <li>Immediate referral by school, Pupil Absence Team or other concerned agency to Children's services.</li> <li>Children's services to conduct an immediate assessment of need or a multi-agency assessment under Children's Act 1989, s17 as appropriate.</li> </ul>

## 7. Targeted Support Meetings

- 7.1 As patterns of attendance are habitual, early identification and support is essential for individual pupils in need of help. Where barriers go beyond the classroom, this requires schools, local authorities, and other partners to work together to put joint support in place as quickly as possible. To enable this to happen, all local authorities

are expected to organise regular Targeting Support Meetings with each school in their area so the school’s attendance leads and their point of contact in the local authority’s School Attendance Support Team can

- Build strong relationships and work collaboratively.
- Identify, discuss, and agree action plans and joint approaches for severely absent pupils (where they do not already have a plan in place).
- Discuss and agree approaches for persistently absent pupils where they have barriers to attendance that require a multi-agency response to overcome.
- Where schools seek it, conduct data analysis, including comparisons to other schools in the geographical area or identifying areas to focus attendance efforts on

7.2 The LA Attendance Team RAG-rate our schools according to their attendance outcomes, including overall performance and rates of persistent and severe absence. The criteria for the RAG rating is based on comparatives to national data; the table below reflects this criteria and associated support.

Category	Criteria	Individual School Meeting with LA	Wider Offer All Schools
Red	<ul style="list-style-type: none"> <li>• Overall absence less than national measure for phase of education</li> <li>or</li> <li>• Overall absence for any vulnerable cohort less than national measure for phase of education – EHCP, SEN Support, FSM, children with social worker</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory - In person School Attendance meeting held termly</li> <li>and</li> <li>• Attendance covered in ASIA visit for LA maintained schools</li> </ul>	<ul style="list-style-type: none"> <li>• School Attendance Hub for guidance and resources</li> <li>• Email and telephone helpline advice for whole school attendance</li> <li>• Portal referrals for individual pupil advice</li> <li>• Termly network meetings</li> </ul>
Amber	<ul style="list-style-type: none"> <li>• Overall absence no more than 2 percentage points above national measure for phase of education</li> <li>or</li> <li>• Overall absence for any vulnerable cohort no more than 2 percentage points above national measure for phase of education – EHCP, SEN Support, FSM, children with social worker</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory - Online School Attendance meeting held termly</li> <li>and</li> <li>• Attendance covered in ASIA visit for LA maintained schools</li> </ul>	<ul style="list-style-type: none"> <li>• School Attendance Hub for guidance and resources</li> <li>• Email and telephone helpline advice for whole school attendance</li> <li>• Portal referrals for individual pupil advice</li> <li>• Termly network meetings</li> </ul>
Green	<ul style="list-style-type: none"> <li>• Overall absence more than 2 percentage points above national measure for phase of education</li> <li>or</li> <li>• Overall absence for any vulnerable cohort more than 2 percentage points above national measure for phase of education – EHCP, SEN Support, FSM, children with social worker</li> </ul>	<ul style="list-style-type: none"> <li>• By Request - School can choose to book a School Attendance meeting</li> <li>and</li> <li>• Attendance covered in ASIA visit for LA maintained schools</li> </ul>	<ul style="list-style-type: none"> <li>• School Attendance Hub for guidance and resources</li> <li>• Email and telephone helpline advice for whole school attendance</li> <li>• Portal referrals for individual pupil advice</li> <li>• Termly network meetings</li> </ul>

7.3 In the last term of 2024, 22 schools were rag-rated red and received a Targeted Support Meeting and the response from schools has been very positive. The meetings are resulting in greater insight and focus on targeted groups, with action plans in place for individual pupils particularly those with severe absence.

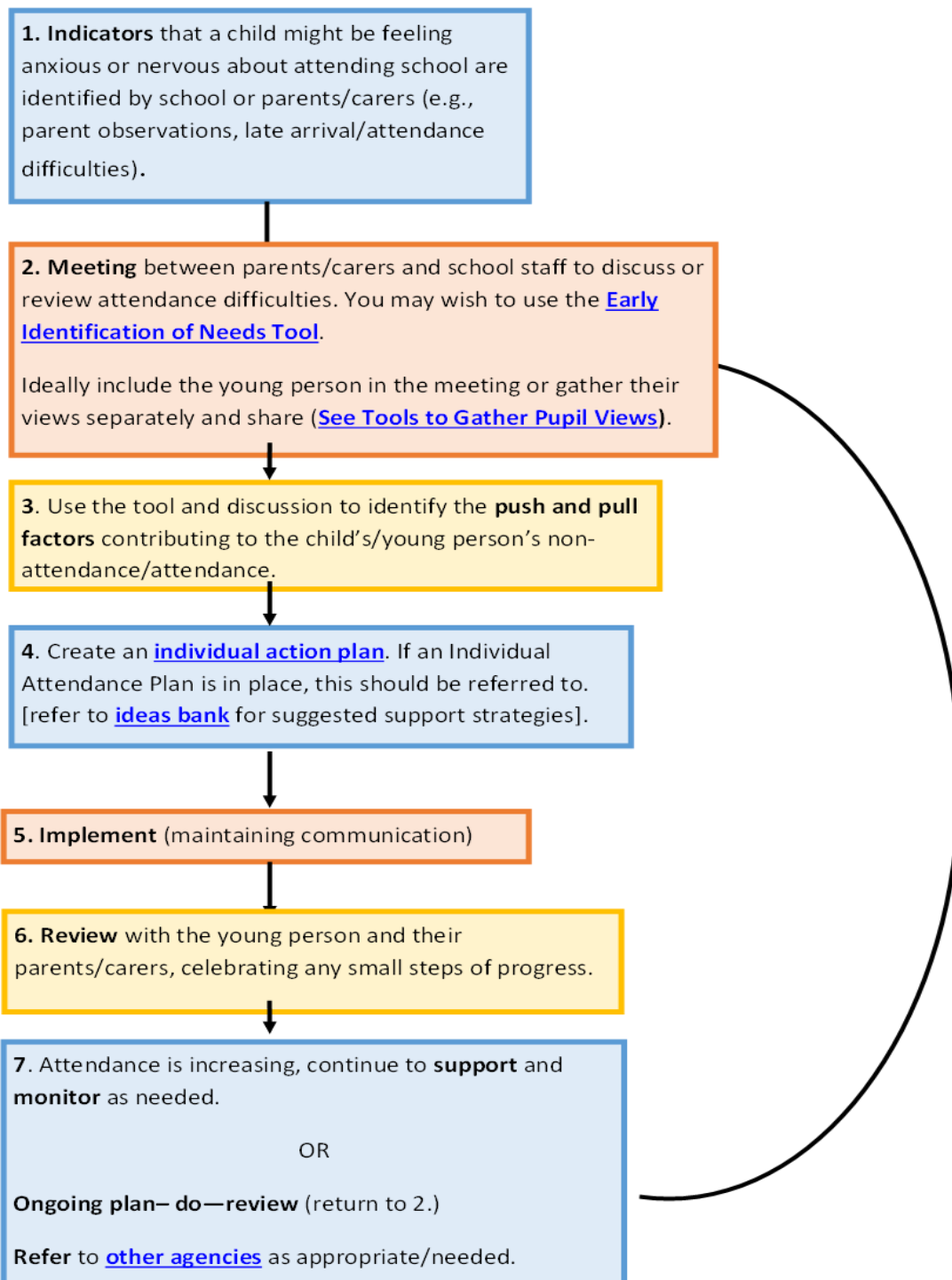
**Key themes across all schools are Emotionally Based School Non-Attendance (EBSNA) and unmet SEND needs, the main drivers for severe absence.** Some schools are skilled in recognising EBSNA and offering support; where schools required additional support around this, these have been encouraged to undertake the Educational Psychology Service’s training offer. It is also being made apparent that there is an increase in parents wanting to know how to help their children attend school. The key outcomes have been:

- Advice and support on how best to implement effective supportive strategies and schools were informed of commissioned services that they may not have been familiar with.
- Oversight and support with action plans for individual pupils.

- Discussions around individual school compliance with statutory responsibilities including coding issues which is helping to ensure accuracy of attendance registers.
- Informing a more thematic approach to clinics and network meetings and our strategic approach to attendance, particularly through family help.

## 8. Emotionally Based School Non-Attendance (EBSNA)

8.1 Emotionally Based School Non-Attendance (EBSNA) is a term adopted by Trafford Council and a number of authorities to describe children and young people who have significant difficulties in attending school due to a range of factors.



The flow chart above represents the process of support that should be followed when a child or young person is identified as experiencing difficulties attending school (or as at risk of becoming persistently absent). This may be triggered by concerns shared by school staff, parents/carers, or a reduction in the child's attendance.

It is important that this cycle of support is completed promptly, and that the support and progress is agreed and regularly reviewed with the young person and their family (e.g., every 3 – 4 weeks). Research suggests that early intervention is the best approach to maintaining regular school attendance.

The aim is to empower staff and parent carers to have conversations together that are structured, and solution focused. This awareness can then lead to possible adjustments and available support being offered to the child, young person and families through a joint support plan.

8.2 The multi-agency EBSNA Steering Group, provides an important vehicle to gather the lived-experience of families and young people with EBSNA and is chaired by an Educational Psychologist. As a result, a number of key activities have taken place with families and schools to support young people who are struggling to attend school.

- A pilot EBSNA project with 4 targeted schools based on their attendance data. Training was provided by the EP service which included pre-training audits, review of evidence-based early intervention approaches aimed at whole school and individual child level which delivers specific action planning. Action learning tasks took place following the training with reviews and ongoing coaching/networking was provided. All schools provided positive feedback in terms of their own learning and ability to support families.
- Training and support has been provided for families, which focused on “What is EBSNA?” and “What can families do to help at home” and what can be expected from schools. 46 parents attended the sessions, although 70 will have received the training materials.

Feedback from 1 family said:

***I found the EBSNA session I attended in person invaluable. It gave me the knowledge and tools to approach my daughters school. Unfortunately, it did not help her with school. We were asked to complete the toolkit questionnaire and send it to school but despite lots of chasing, no further progress was made.***

***We have recently completed the toolkit again alongside the Learning support manager and had a much better experience. It helped us all identify my daughters needs and has been used by the setting and the EP who is completing a needs assessment. Whilst it hasn't resulted in my daughter being able to return to the setting, we have a much better understanding of her needs and feel supported going forward.***

***I think my main feedback would be that all schools are made aware of this toolkit and use it. I would also like all schools to receive training in EBSNA***

This one has been enlightening for me as I now understand is a “thing” that children like mine go through.

I now feel I can better support my child and can approach the school with a plan for supporting her as a result

8.3 However, it was apparent that experiences were mixed, and the feedback demonstrated that timeliness of response was a common thread right across all engagement activities and support; there is a need to be more proactive not reactive. As a result, the steering group will focus more on audit activity and the “lived experience” to inform training and support going forward.

**Details of the support available to young people, families and professionals is available on the Trafford directory: [Trafford Directory | School Attendance Difficulties and Emotionally Based School Non-Attendance \(EBSNA\)](#)**

## 9. 0% Attendance Audit

- 9.1 In summer 2024, an audit exercise was carried out using a sample size of 12% of the 347 instances of 0% attendance recorded in the DfE system, with a cross section of vulnerable groups. Across the sample, it was identified that 47% had access to alternative provision, 41% were identified as either having left the country or transferring between schools and the remaining 12% were accounted for in an external residential medical or custodial setting.
- 9.2 Access to alternative provision has been strengthened through Trafford Guidance and an accompanying toolkit which supports with the commissioning of education. Several alternative ways to provide education are unable to be recorded as a present mark on the register, this includes online education and telepresence machines (AV1 Robots).
- 9.3 The audit highlighted the complexity of monitoring pupils accessing alternative provision. Updates to the Trafford school education portal have strengthened this area with schools now submitting the outcomes to be achieved and the reasons for pupils accessing alternative provision directly to the LA’s Attendance Team. National changes to school attendance codes were implemented from September 2024 to also help improve this area.

## 10. Greater Manchester Local Attendance Action Alliance (GMLAAA)

- 10.1 The **GM LAAA launched in March 2024** and is chaired by the Children’s Commissioner Rachel de Souza alongside the Regional Director for the North West, Vicky Beer; membership includes all GM LAs, Health representatives, DfE and Academy Trust representation.
- 10.2 The GM LAAA has two main priorities to improve attendance overall attendance these are:
- **Transitions** – improving attendance for pupils transitioning from year 6 to year 7. We know that if we can maintain year 6 attendance as pupils move into year 7 this will result in over 1 million additional school days attended across Greater Manchester

- **Severe Absence** – to understand the barriers to attending school that result in pupils becoming severely absent from school.

Work on the above priorities has been carried out in taskforce meetings.

### 10.3 Transitions Taskforce

This work included each LA undertaking specified data analysis to understand the secondary schools where year 7 pupils are most likely to have a dip in their attendance. This was then shared with the schools to support them offering targeted support to those pupils during the first term.

In addition, secondary schools were identified who were predicted to have the highest year 7 absence in September to be part of an action research group. This enabled these schools to implement targeted support for priority pupils both prior to starting and specifically during the first term. Networking with other schools from across Greater Manchester enabled a sharing of good practice too.

Feedback provided from one of our schools included the following:

***As you know, we identified a priority group in year 7 using the year 6 attendance data you shared. It is a group of 28 students whose attendance was below 90% in year 6. Indeed, the overall absence rate for this group in year 6 was 13.34%.***

***The absence rate for these children over their first half term here at school is 4.4%... we are seeing a real impact on setting up those great attendance habits from day 1.***

### 10.4 Severe Absence Taskforce

GM LAAA agreed to commission the GMCA research team to undertake analysis of school census data, covering the period September 2021 – July 2023.

The scope of the agreed work was to provide a 'deep dive' quantitative analysis at the cohort level, with a focus on (i) comparative analysis between districts; (ii) intersectional analysis of pupil characteristics; and (iii) longitudinal appraisal of improving and deteriorating trends over the three-year review period.

As an accompaniment to this quantitative analysis from the GMCA research team, LAs were also asked to undertake a case study review.

### 10.5 The data report for Greater Manchester established the following findings and replicates the overall Trafford picture:

- There has been a decrease in the numbers of pupils in the primary sector who are severely absent over the 2 years, whilst in contrast the numbers of secondary aged pupils increased
- Across both phases, the Spring term is that which records the highest number of pupils severely absent, relative to the rest of the academic year
- There are higher rates of severely absent pupils who are also eligible for free school meals
- Across all three academic years, and both school phases, the proportion of pupils with severe absence with SEN support or an EHCP is significantly greater compared with the general school population
- A transition between primary and secondary school may be a potential trigger for female pupils in particular

### 10.6 Further to carrying out an audit with a family, the following themes were identified:

- Increased demands in formal educational provision and curriculum expectations – although the relationship with the school was extremely positive. A part-time timetable was deployed.

- The school was not adequately supported from professionals with the knowledge and expertise required
- The EHC Plan was not supporting the needs of the child and support from Family Support and Social Care was negative. However, there was involvement from some health professionals.
- There was a loss of love for learning

10.7 These findings aligned with the overall findings from across the region as did the support that was put into place. Some of the other challenges experienced by many LAs, including Trafford include:

- Disagreement between schools and family
- Challenges getting diagnosis due to non-attendance
- Reintegration into settings not adapted to meet needs
- Access to support while awaiting a diagnosis
- Entrenched disengagement due to long waits for support
- Thresholds for social care involvement

10.8 The aim is for GM to host a series of four workshops with Directors and Leaders across education, health and social care in the New Year where we will talk about different drivers of severe absence based on the audit activity. This will support our Trafford Attendance Strategy workstreams and inform the workforce development that is required.

#### 10.9 **Additional communications to promote attendance**

As agreed across the GMLAAA partnership, steps were also taken to promote good school attendance and signposting to help and support as required. In September, as agreed throughout the region, a letter was sent out to all parents of year 7 pupils, welcoming young people back to school and signposting families to support so that young people can be in school every day and get the chance to experience all the educational, extra-curricular and social benefits school can bring.

This included referencing to the Family Information Service, the Trafford Padlets for Families, the EBSNA toolkit, our Family Help and Community Hubs and the resource page from the Children's Commissioner's website.

## 11. Family Help Approach

11.1 Trafford's Family Help Offer is critical in supporting families and young people to attend school.

### **Trafford Team Together (TTT)**

TTT finds support for children and families living in Trafford or attending a Trafford school preventing small worries turning into bigger problems, TTT also finds support for children and families recovering from crisis. Parents and wider family members are empowered through the shared relational culture, with services working alongside families as partners. Improving school attendance is one of the outcomes TTT is seeking to address.

TTT has now been rolled out borough wide to all mainstream schools and 181 families with 382 children were supported in the 2023-24 academic year, many of whom shared challenges in school attendance.

## 12. The Virtual School

12.1 In addition to the benefits for all pupils, good attendance at school also provides an additional safeguard for vulnerable pupils. Therefore, new responsibilities for Virtual School Heads (VSH) were issued to give them a strategic leadership role to champion the educational attendance, attainment, and progress of children with a social worker. This is because children with a social worker are around 3 times more likely to be



persistently absent from school and between 2 to 4 times more likely to be permanently excluded from school than their peers. This group are also over ten times more likely to attend state-funded alternative provision settings than all other pupils. For children with a social worker, attending school is also a protective factor, offering a safe space when home is not.

12.2 Attendance of our looked after children continues to be an area of concern for us. The average absence for 2023/24 was 16.7%, which is a 4.3% increase from 2022/23 at 12.4%. This is a significant increase in absence compared to the previous two years. However, we know that overall absence for all children nationally has increased sharply since 2021 too.

12.3 86 pupils were categorised as ‘Persistent Absentee’ at the end of 2023/24. 71 of these pupils were in secondary school and 15 of these pupils were in primary school. 31 of the pupils who were persistently absent were in Year 11 which was 63% of the Year 11 cohort.

12.4 In 2023/24, there were 33 looked after children who were severely absent, a third higher than 2022/23. The majority of these children were secondary aged and had SEND.

**12.5 Attendance Support Strategies**

In response to these growing concerns, the introduction of ‘waves’ has been rolled out across the Virtual School, enabling targeted work from professionals in the service and external partners. This work will assist in the early identification of attendance concerns and appropriate escalation where required.

<p><b>Wave 1 - 80% - 95%:</b></p>	<p><b>Lead - Virtual School Learning Mentor</b></p> <ul style="list-style-type: none"> <li>• Direct caseload (approx. 10 children/families). Visits to home and school to promote positive attendance strategies. Attending Personal Education Plan (PEP) meetings for caseload. Signposting to wider support services and training. Directing to and utilising the EBSNA toolkit. Promoting attendance guidance</li> <li>• Guidance that all PEP documents include a SMART outcome re: attendance</li> <li>• Consideration of the use of Alternative Provision (tuition/mentoring etc)</li> </ul>
<p><b>Wave 2 – 60% - 79%:</b></p>	<p><b>Lead - Virtual School PEP Leads</b></p> <ul style="list-style-type: none"> <li>• Links to Assistant Educational Psychologist, school attendance officers, EBSNA toolkit, Virtual School Attendance Training, discussion with school SENCO to consider potential SEN needs</li> <li>• Use of Alternative Provision (tuition/mentoring etc)</li> </ul>
<p><b>Wave 3 – 0% - 59%:</b></p>	<p><b>Lead - Virtual School SEND services</b></p> <ul style="list-style-type: none"> <li>• Links to Educational Psychology / Speech and Language / CAMHS / Changing Minds</li> <li>• Mandatory Virtual School Attendance Training – targeting Social Workers and carers</li> </ul>

**12.6 Virtual School Learning Mentor (Statutory School Age)**

The role of this Learning Mentor is to monitor attendance using our online attendance management system, contact schools and families when a child is absent from school and provide more intensive support when there are attendance concerns. In the academic year 2023/24, the Learning Mentor for school aged children has provided direct support to 61 looked after children. 45 of those were Secondary pupils and 16 were Primary aged children.

Support ranged from high, medium, or low-level support depending on the needs of the pupil. In most cases, the Learning Mentor supported children, young people or their carers with emotionally based school non-attendance. A high proportion of persistently absent young people are placed with their parents or family members, and these children have been a targeted focus group for the mentor.

### **Case study**

*James (pseudonym) has previously struggled to attend school or engage with services such as mentoring or tuition. Over a period of time, the Virtual School Learning Mentor was able to build up a positive and trusting relationship with James and his carer, listening to his views and experiences and reassuring him that he was being heard.*

*After a few weeks, the Virtual School Learning Mentor introduced the idea of James engaging in activities with the support of a mentor. Although initially reluctant, the Virtual School Learning Mentor was able to coach James and support him to feel able to attend an initial meeting. The Virtual School Learning Mentor facilitated a meeting with the external mentor, who would support James with visiting places he was interested in. The relationship with James and the external mentor flourished. James grew in confidence by attending various educational opportunities such as car workshops, radio stations and music studios, where he demonstrated his knowledge and understanding. This new confidence has encouraged him to be aspirational about his future and consider gaining some qualifications*

## **13. Legal intervention**

- 13.1 Where all voluntary support options are unsuccessful or are not appropriate (e.g. an unauthorised holiday in term time), Attendance Support officers will liaise with school and the Family Help lead practitioner or social worker (where applicable) to take forward attendance legal intervention to formalise support and/or enforce attendance. Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.

## **14. Strategic Approach to School Attendance in 2024-25**

- 14.1 To further improve our attendance rates and our approach to supporting our young people to attend school, the strategic approach for the next academic year fulfils both statutory requirements and a continuation of wider partnership working with schools and wider services.

4 themes have been identified as follows:

- ✓ **Strategic Approach:** Data management and oversight, review of statutory business approaches, policy review & education neglect

- ✓ **Support for Schools:** Advice and support, Implementation of Targeted Support Meetings, Learning Circles to share good practice, delivery of GMLAAA workstreams
- ✓ **Support for Families:** Establishing a family help pathway embedded in the attendance graduated approach, improve the co-ordinated support for families, identify a targeted family help offer based on intervention and support
- ✓ **Monitor and Support the Attendance of Vulnerable Groups:** Develop automated processes for regular data collection around identified groups, refine the EBSNA pathway of support, embed the use of audits to inform practice and development, champion education across family help and social care

Implementation of the strategic approach will be monitored through the Attendance Steering Group which will promote a multi-disciplinary approach to improving attendance.

- 14.2 Partnership working with social care and family help will continue. The lead for attendance has already delivered briefings for partners across Childrens Services on the new statutory guidance. A key focus has been on how to challenge families to improve their children's school attendance and what support is available at a locality level.
- 14.3 The Local Authority will use the autumn Quality Assurance school visits to focus a section of the visit on school attendance. This will support a further understanding of the strategies schools are deploying to address absence but also the barriers that schools are experiencing in relation to school attendance and any use of alternative provision as a means to supporting young people back into education.

## 15. Conclusions and Recommendations

- 15.1 School attendance has not returned to pre-pandemic levels and the focus in 2024/25 will be on the support needed for schools, services and most importantly families to improve absence levels. It should also be recognised that this is a significant and long-term complex issue. However, Trafford's positive attendance data overall should also be celebrated whilst we know there is more to do.
- 15.2 We will endeavour through a multi-agency approach to continue to support schools in removing barriers and help pupils and parents to access the support they need to overcome the barriers outside of school through our strategic approach.

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## TRAFFORD COUNCIL

**Report to:** Children and Young People's Scrutiny Committee  
**Date:** January 2025  
**Report for:** Information  
**Report of:** Karen Samples, Director of Education

### Report Title

Trafford's Family Help Strategy and Prevention Strategy

### Summary

This report provides an update on Trafford's Family Help and Prevention approach which ensures that families receive the 'right help at the right time'.

### Recommendation(s)

That the contents of the report are noted.

### Contact person for access to background papers and further information:

Name: Zoe Sweeney, Head of Early Years and Family Help

## Introduction

### **Our Ambition for Family Help**

Our Family help approach in Trafford aims to make sure that services to support children, young people and their families are there when they need them. Family help is for the whole family, children, young people and adults. To make the ambition a reality our family help partnership will ensure:

THE RIGHT HELP is provided through friendly, reassuring, down to earth conversations empowering families to find their own solutions and helping families to help themselves. All our partners are willing to offer family help where children young people and families ordinarily go day to day.

AT THE RIGHT TIME through help at an early stage of the need for support being identified, or early in a child's life.

We have adopted a relational approach to working with children and their families which means:

- **We are strengths based** – we build on the positives and what is going well in a child and family's life whilst understanding the challenges and any risks

- **We involve the child and family** – we engage with all family members with the child at the centre. We don't leave anyone out. We work 'with' and not 'to'
- **We build trusting, authentic relationships** – we strive to understand the lived experience of children and listen and hear what is important to them. We adopt a 'nothing about me without me'

Trafford is also committed and signed up to the Greater Manchester Ambition to early family help which underpins our ethos of Family Hub development.

WOW



## GM ambition for Early Family Help

Community-shaped and led support that is **flexible** and local.

Empowering families to **live well and thrive** locally, by creating connected and local support networks **on their doorstep**

Working with the whole, self-defined, family to create **enjoyable, creative and safe** environments to live well & thrive at any age, time & stage.

Early family help that is *everyone's* business, empowering families to live well and thrive, enabled by a **community-led, connected system** on their doorstep

### 1. Family Help National Context

There have been some key developments for family help which have included the:

- Stable Homes Built on Love (2023)
- Working Together to Safeguard Children (2023)
- Breaking Down Barriers to Opportunity Nov 2024 – Keeping children safe, helping Families Thrive
- New Social Care Reforms (December 2024) will take in to account learning from a range of programmes including Supporting Families and the Families First for Children Pathfinders with an emphasis on 'whole family' working, prevention, development of multi-agency teams, a broader remit for family help from Family Hub approach to Children in Need, establishing Lead Professional role across the spectrum of family help including Child in Need with Social Worker and reforming the front door to support decision making and reducing stigma. These reforms will form an end-to-end system of support for families, building out of family hubs (where they exist) through to the edge of care recognising that families arrive at different parts of the system and their needs may increase or decrease over time.
- Children's Well- Being Bill (currently progressing)

## Trafford Context

Over the past two years an extensive review of Trafford's approach to Family Help has been undertaken. This has included significant changes to how services are delivered, and how internal teams are configured in line with national and local drivers, for example the drive towards Family Hubs from the DfE and The Care Review of Children's Social Care and the Government Response, Stable Homes Built on Love.

To drive the work and ensure there is clear governance there is:

- a Family Help Strategy in place, though this is currently being refreshed for 2025-2028 <https://www.trafford.gov.uk/about-your-council/children-families-and-wellbeing/docs/Early-Help-Strategy.pdf>
- A 'Right Help Right Time' Ambition Plan owned by the Family Help Steering Group which reports into the Children and Young People's Partnership
- A 'Best Beginnings Ambition Plan' for children aged 0-5 and their families owned by the Best Beginnings Partnership Group which reports into the Children and Young People's Partnership
- A robust self-evaluation of our Family Help Partnership using the 'Early Help System Guide' which is submitted annually to the Department for Education.

## Key Priorities and Governance:

Our 'Right Support, Right Time' Ambition Plan has identified the following priorities:

- Support child and parental mental health to improve well-being.
- Improve family relationships by reducing parental conflict.
- Increase educational attendance for vulnerable groups.
- Promote co-ordination of whole family working for children in receipt of Special Educational Needs Support where a whole family approach would be beneficial.
- Support for parent carers and their children who are affected by substance misuse.

Our 'Best Beginnings' Ambition Plan has identified the following priorities for children aged 0-5 and their families:

- We have loving and nurturing relationships and have a safe home free from stress and adversity.
- We have the right help to develop good communication and language.
- We have our best possible physical health, enjoy good emotional mental health and feel supported in our communities.
- We have a love of learning through play and experiences to reach our potential.
- We have the best start in life (for children with SEND)

The national context will be a catalyst for further transformational change; however, Trafford is well positioned to respond to these changes due to the firm foundations that have now been set.

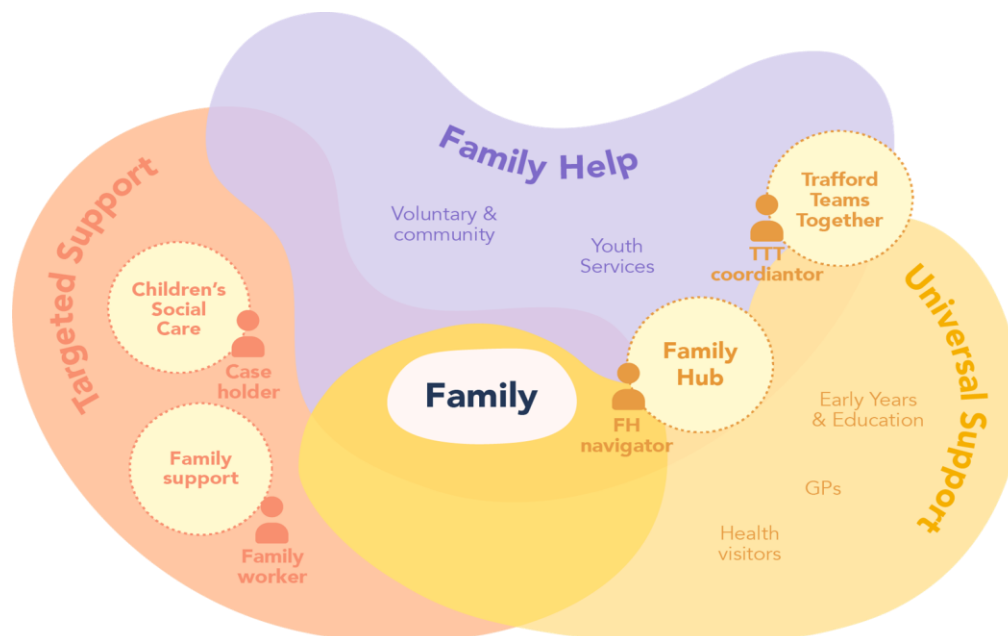
Progress made this year to date includes:

- The development of a Family Hub Model and approach that will be fully implemented in the coming months in each neighbourhood in Trafford.
- The establishment and full roll out of 'Trafford Team Together' which is a Team around the School model identifying and supporting children and their families at the earliest opportunity. All mainstream schools now have an assigned TTT Co-Ordinator.
- The expansion of the Family Support Service which offers a targeted support offer to families who require this.
- The development of an internal Trafford Families Service which houses four neighbourhood teams with a Trafford Families Lead in each neighbourhood.
- The development of a 'Start for Life Offer' to ensure that all prospective parents and families with a child up to the age of two know where to get help and support. This will also be accompanied by a paper 'Start for Life Published Offer' for families who may not be able to access digital information.
- The development of a 'Healthy Relationships Offer' which includes a newly commissioned evidence-based parent led parenting programme – 'Empowering Parents Empowering Communities' (EPEC) which has a greater success rate of engaging diverse communities.
- A strong VCFSE sector supported by the Community Collective which has a specific 'Children's Reference Group'.
- A robust Youth Offer to ensure that young people can access their own support and activities as well as wider support for families.
- A strong universal 0-19 offer ensuring that babies, children, young people and families have access to universal support via Midwifery, Health Visitors and the School Nursing Service.
- A breadth of commissions that provide support to babies, children, young people, and families ensuring they receive the right support at the right time.
- Embedding the approach in the Trafford Neighborhood Model with linkage to the Neighborhood Networks and Neighborhood Plans.

### **The Trafford's Family Help Model**

The model below shows how families in Trafford can access support.





## Data and Performance

- 181 families with 382 children were supported in the 2023-24 academic year via our Trafford Team Together approach (Team around the School). 81% of families were supported via universal community family help and have not needed further services, 12% were identified as requiring targeted family help and 7% required support from social care.
- Over half (52%) of children supported via a TTT approach identified as having a special educational need/disability. This demonstrates how whole family approaches are supporting families with children with either diagnosed or emerging SEND.
- A weekly multi-agency Family Help Panel is in place which offers support, advice and guidance and a route for 'requests for support' for partners/ any practitioner who may feel 'stuck - this has included GP's, mental health practitioners, early years etc. 140 families have been supported via this route over the last 12 months.
- HomeStart, our commissioned VCFSE provider supported 107 families in the last 12 months.
- Sustainable progress can be evidenced for 78% (446 families) of families supported within family help to case closure, from November 2023- October 2024, with 11% of families moved on to Childrens Social Care involvement due to escalation in worries.
- Most families in Trafford think the Trafford Family Hub Network model in their neighbourhood will make life easier for their family – 66% of 759 families confirmed

this, demonstrating there is local support for the approach. Mental health support, support for children with SEND and more activities were identified by parent/carers as key priorities. The THRIVE work to support mental health and well-being and Neurodiversity support which are being developed at Greater Manchester and locality level will be aligned to the Family Hub Network approach to ensure there is a joined-up approach.

- 175 practitioners are actively using the Reducing Parental Conflict Toolkit across Trafford and case studies from across the partnership are demonstrating positive impacts for children and families with improved family relationships and improved social and emotional well-being.

## **Family Hub Model and Approach**

Trafford is committed to delivering a Family Hub model and this approach is the cornerstone of our new Family Help strategy despite receiving no specific investment from the Government. Trafford is one of four local areas within Greater Manchester (along with Wigan, Bury, Stockport) to develop this approach from within existing resources due to not qualifying for resource due to the demographic. This reflects the ambition to rebalance the system by committing resource to preventative services and providing support at the earliest opportunity to prevent escalation and crisis.

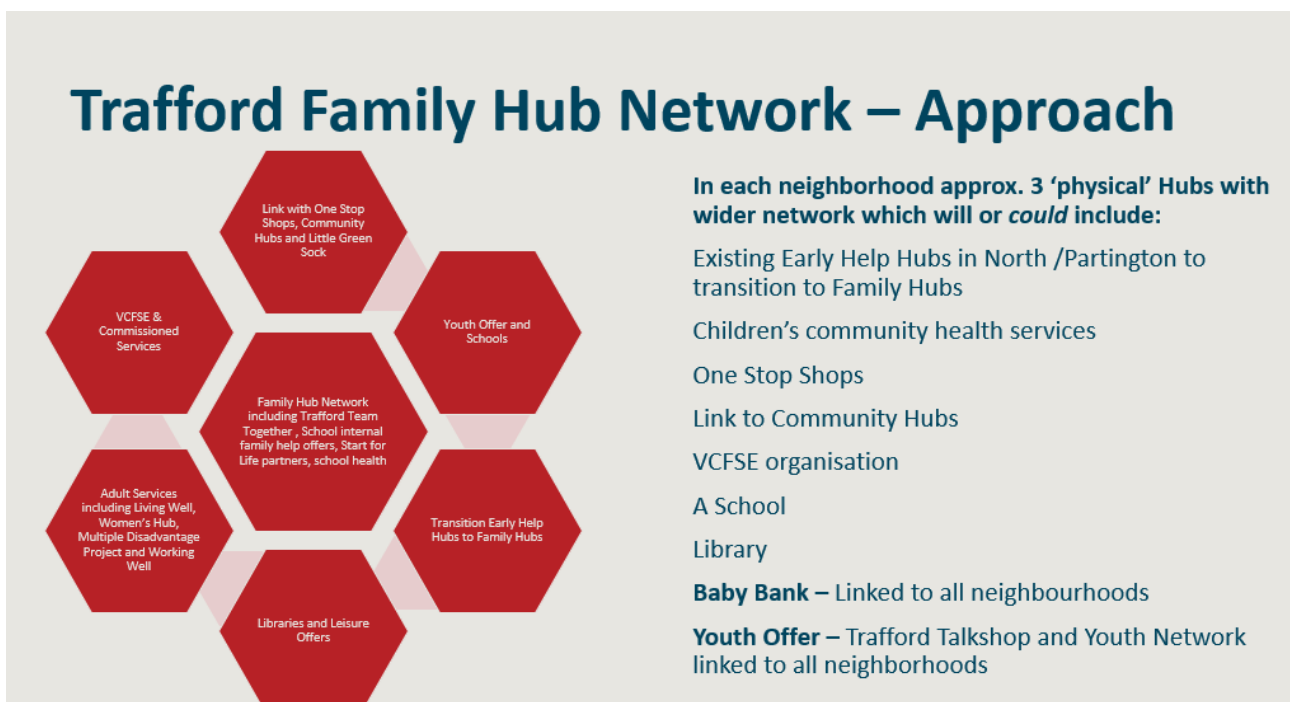
The purpose of Family Hubs is to ensure families of children aged 0- 19 (25 with SEND) have a single access point to support with social, emotional, physical and financial needs. Each family hub will be bespoke to its local community while incorporating three key delivery principles: Access, Connection, Relationships (Anna Freud, National Centre for Family Hubs).

It is widely understood that the Family Hub needs to be an 'approach' not just a single building which is why, in Trafford, we are looking to develop a partnership approach across each neighbourhood with a small number of 'physical' hubs ensuring accessibility and building on the already existing assets within communities.

The model below highlights this approach. Our 'physical buildings' are currently being considered with partners along with the repurposing of our two already existing Early Help Hubs (now Family Hubs) in both Stretford and Partington. This means that we already have a physical hub in two neighbourhoods in Trafford for both the West and North. These have been soft- launched but will be officially launched in March. The Hubs are already delivering a range of services by a range of partners that includes:

- Smoking cessation in pregnancy
- Play and stays, including a specific SEND session,
- Baby Clinics and Baby Massage
- Infant Feeding and First Foods
- Perinatal Family Therapy

- Parenting support and programmes including Riding the Rapids for parents of neurodiverse children, Youth Connect 5 (delivered by Calm Connections)
- Speech and Language appointments and groups (by the Speech and Language Therapy Service)
- Mental Health and well-being counselling sessions
- Parent/child Soft Play and Sensory Room (drop in – continuous access)
- Coffee Drop in for Neurodiverse Parents (just being established)
- DWP (Department of Work and Pensions) support.
- Family Information Service Drop Ins
- Connexions
- In addition, a support offer is in place at the Britannia Ashley Hotel to ensure new arrivals receive the support they need.
- BookStart/Vitamins and Toothbrush Offer.



### Start for Life Offer – Conception to aged 2

Start for Life is a core offer of the Family Hub approach as outlined in the Department for Education Family Hub Guidance, ensuring that early support is provided at the earliest opportunity from pregnancy until aged two recognising that the first 1001 days of a child's life are critical in setting future foundations. The core offer covers:

#### Universal Support

- Midwifery
- Health Visiting
- Infant Feeding
- Safeguarding
- Services relating to SEND.

- Mental Health support

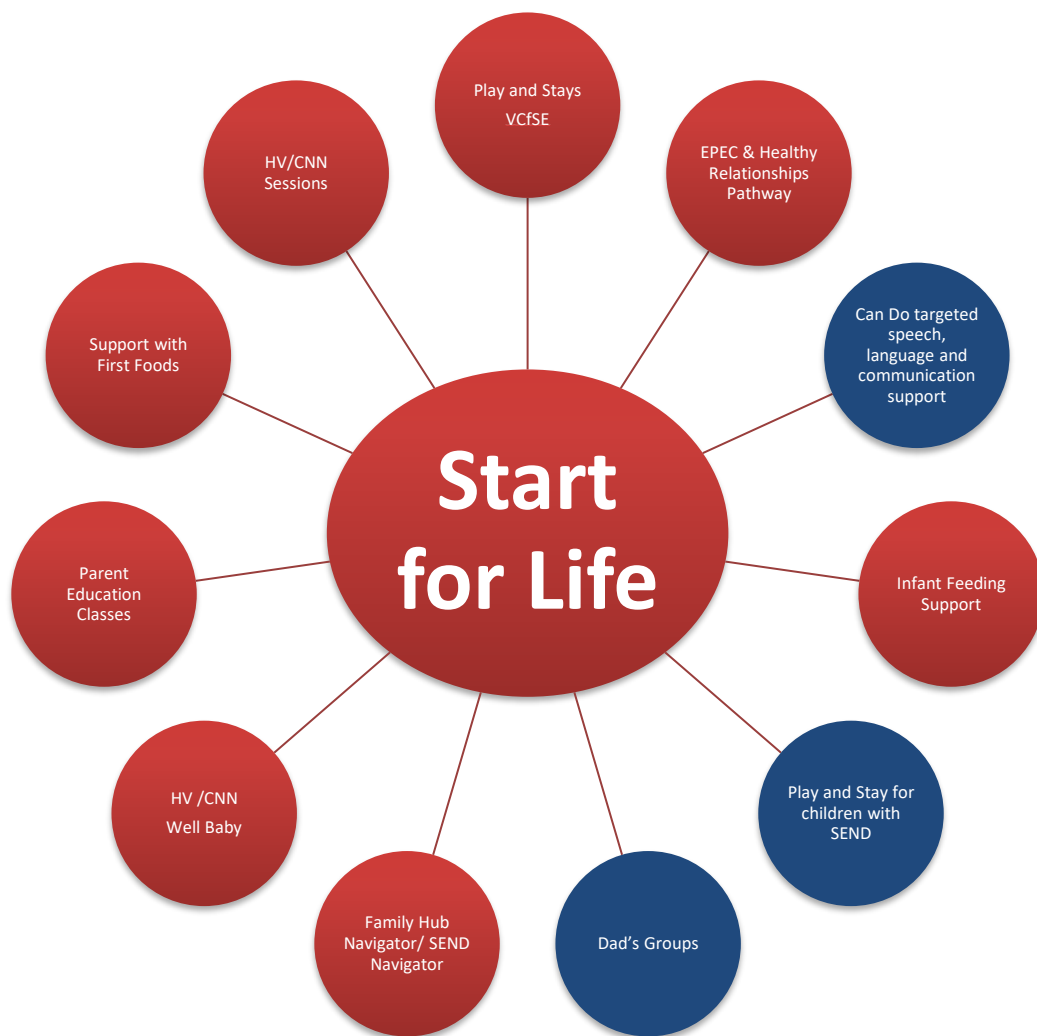
#### Targeted support

- Domestic Abuse
- Help with drug and alcohol use or smoking cessation.
- Debt advice
- Help with language barriers.

The Start for Life minimum offer and Published Offer have been co-designed with the Best Beginnings Partnership Board and most importantly, families, based on DfE minimum standards, informed by data and through our 'Start for Life – Parents and Babies Voice' ethnographic project, which is Trafford's approach to a Parent Panel. This project has been commissioned over a two-year period with HomeStart, a VCFSE provider with an early year's specialism. The purpose of the work is to engage and involve parent/ carers and babies across each of the four neighbourhoods to share their experiences to shape the Trafford Start for Life Offer.

This has resulted in some key priorities such as more play and stays for fathers/ significant males, for families with SEND, and drop-in support for parents who are neurodivergent, this has been shared with the Children's Commissioning Board and will be included in the refreshed needs assessment to inform future priorities.

The diagram below illustrates the core offer that we are working to in every neighbourhood in addition to the universal support already provided to all parents as part of the Healthy Child Programme delivered by midwives and Health Visitors. The red circles are already available or are nearly ready for delivery. Those in blue are areas that are developments or need expanding across the borough.



This will be underpinned targeted support offers that are already in place such as cost of living support, family help, social care support, the early attachment service, support for new arrivals, Trafford Domestic Abuse Service, Trafford Early Development Service and targeted/ specialist health visiting and midwifery services.

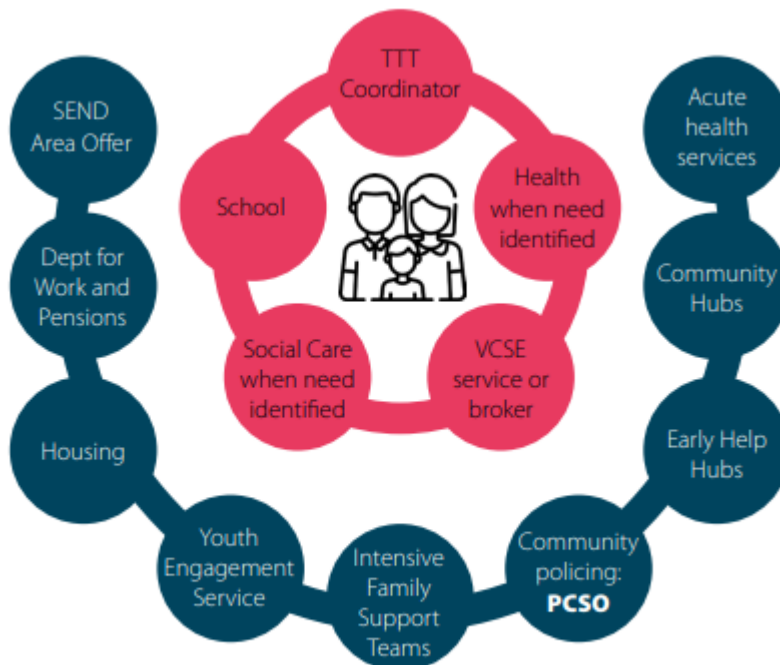
A Start for Life Published Offer has been developed, will be launched in March and will be given to every prospective parent in Trafford. This will also be available in paper copy for families who are unable to access digital resources.

**Trafford Team Together**

Trafford Team Together is a system enabling approach to meet the needs of any child and their family living in Trafford and /or attending Trafford educational setting. Trafford Team Together (TTT) co-ordinates support for children and school to prevent small worries turning into bigger problems. Every mainstream school now has an assigned TTT Co-ordinator to work with the named TTT Lead in the school.

Our non-case-holding partnership “team around” the child, family and school approach put positive relationships and honest engagement at the heart. A holistic understanding of the children and families’ position is secured, empowering them to navigate through life’s challenges. Timely and tailored support is individual to each child and family’s situation, delivered through activities or services in local communities.

## TTT Model



## Youth Offer

Trafford's Youth Offer will form part of the Family Hub approach recognising that most young people have cited a preference for specific young people's service and spaces. The Youth Offer comprises of

- Talkshop, Sale – Multi agency one stop shop including – one to one case work. Counselling (MFT/42<sup>nd</sup> Street); Rainbow Reflections LGBT+; Youth Forum (young person voice group); Sexual Health Clinics (MFT); Young Parents and Young bumps groups; Substance misuse service (Early Break); Trafford Youth Justice etc. Borough wide service
- Street Talk – Locality based detached weekly youth work sessions in communities based on Young People and community's needs.
- Connexions – Careers guidance and intensive support programmes for young people Not in Education Employment Training (NEET) or those at risk of being NEET up to age 19 or up to 24 (SEND / Care Experienced). This is boroughwide and delivered in communities including to people's homes. Careers Guidance service in 17 schools in all localities.
- In addition, there are over 20 providers in the Youth Network who deliver centre based or detached based Youth Work in Trafford. (Chaired by YES Service manager)

- There are two dedicated Youth Facilities delivered by VCS in community settings at Gorse Hill Studios and Partington Youth Centre (GM Youth Federation)
- The Network is consulting with YP across the borough as part of the needs assessment which is underway to meet the Sept Stat guidance on the Youth offer [Statutory guidance for local authorities on services and activities to improve young people's well-being \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/statutory-guidance-for-local-authorities-on-services-and-activities-to-improve-young-peoples-well-being)
- A needs assessment is underway (Feb 2025) which will be used alongside BeeWell to inform the youth offer and family hub developments. <https://forms.office.com/e/1AvpdKi693>

## Virtual/ Digital Offer for Family Hub and how families know where to go to get help

There are several ways that families will know how and where to get help which will include:

### The Start for Life Published Offer

**Trafford's Start for life resource**

The start for life guidance advises all local authorities to publicise their start for life offer in a format that is accessible and appropriate for local needs.

Trafford have designed a printable booklet that will be available online as well as in locations that parents/carers are likely to visit.

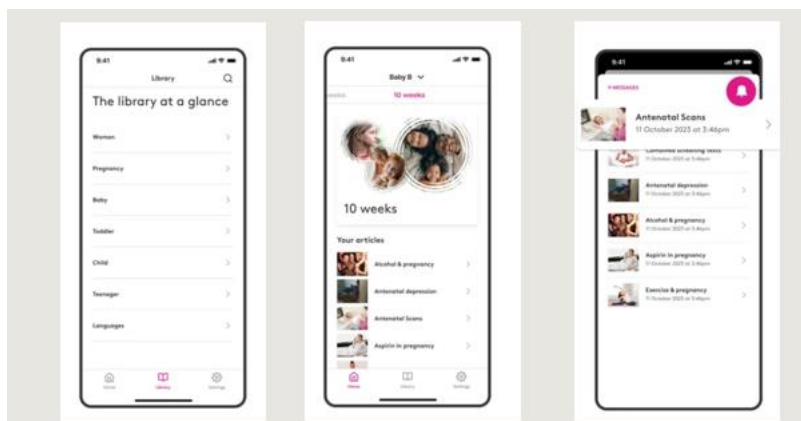
Local midwifery and health visiting teams will also provide families with a physical copy to families who are expecting or have a baby who is under 2 years old

**The Best Start For Your Family In Trafford**

Trafford's Start for Life services support expectant parents, babies, children, and their families to have a great start in life.

### A Trafford Family Hub App

### [EP INTRO VIDEO - FINAL on Vimeo](#)



- App containing a wide range of expert-led, evidence-based written and video content. The content starts with advice on getting pregnant and continues up to post-menopausal women's health.
- Each Essential Parent article and video is produced by a team formerly of the BBC Science department, and/or is guided by relevant medical experts in that subject.
- In app translations into 75 languages.
- Timely information – For example, during your pregnancy, you will receive content relevant to your stage of pregnancy. After your baby's birth, you will continue to receive age-relevant content during your baby's first year. As your baby grows to become a toddler, child and teenager, or for women's health information, you can also browse through the Essential Parent library to find topics that might be of particular interest.

### Padlets

Padlets are for professionals, parents, and young people. They help you find the information you may need in one accessible space.

Padlets are like a themed noticeboard online. Each padlet brings a wealth of resources together in one place around a particular theme. Each padlet has a QR code that families can easily access.

#### Trafford Padlets for Families

- [Start for Life Padlet](#)
- [5-11 years \(New\)](#)
- [11-25 years \(New\)](#)
- [Children's Mental Health and Emotional Wellbeing Padlet](#)
- [Family Help Padlet](#)
- [Special Educational Needs and Disability \(SEND\) Padlet](#)
- [Barriers to Education & Emotionally Based School Non-Attendance \(EBSNA\) Padlet \(New\)](#)

### What's On Guide

- The Family Information Service are creating a 'What's On' guide for each neighbourhood area which will include information from libraries, leisure, play and stays, the existing Council 'Hubs' and other activities for children and families as part of the wider community offer. It will link to the Trafford Directory to ensure that there is connectivity for children and families. Libraries will also hold this information so that it is accessible to any family without digital access.
- The guides are set up in google calendar so families can view dates, locations, and times of activities in their local neighbourhood.



## Branding

Branding has been developed with families involved in their preferences. This logo is our branding so that families are aware that a service, commission or activity is linked to our Family Hub offer.



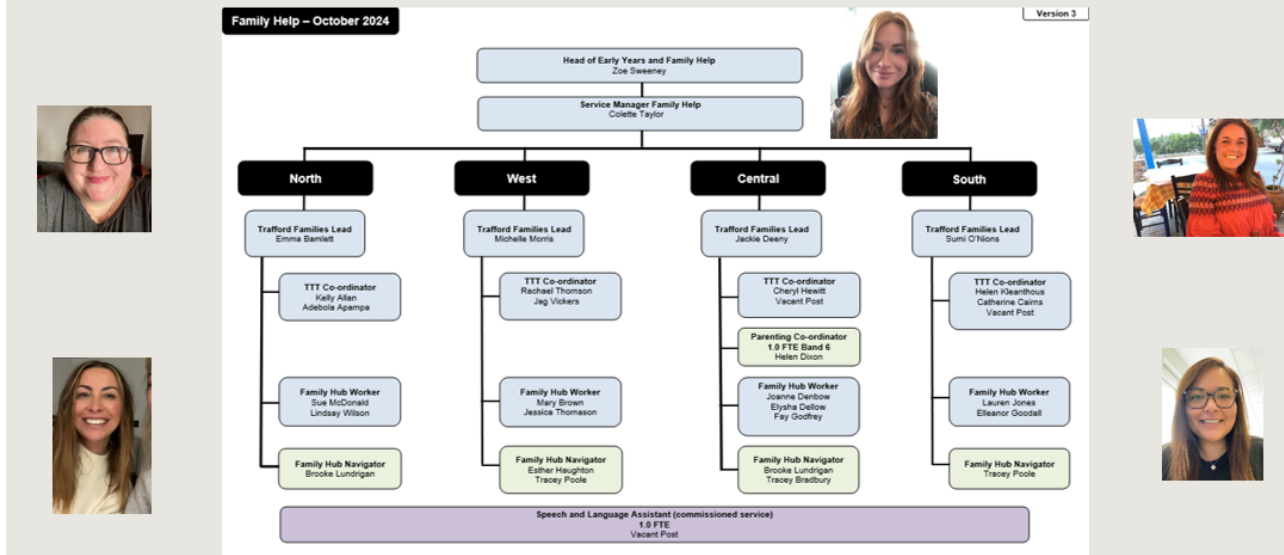
## Internal Redesign

### Trafford Families

The internal family help redesign is now fully complete and fully resourced with the creation of 'Trafford Families' reflecting the wishes of Trafford parents and partners who did not want the word 'help' in the service name to destigmatise the need for 'help' and increase accessibility. The service (and Family Hub Model) is part funded by the Integrated Commissioning Board reflecting the strategic partnership and endorsement of the adopted approach to address health inequalities. A decision was made to complete our internal restructure prior to launching the Family Hub Network which has meant there has been a significant focus on 'enablers and maturation of the system linked to Early Help System Guide 'next steps,' prior to launch with a stable workforce in place on which to build on and deliver.

The team is comprised of a Service Manager, Trafford Families Lead in each neighbourhood, a Family Hub Navigator (point of contact and access for families) Trafford Team Together Co-ordinators, Family Hub Workers, A Parenting Co-ordinator and Speech and Language Support Offer (in development).

**Trafford Families internal team**



**Family Support Service (Targeted Support)**

The redesign of Family Help within Trafford has afforded the opportunity to enhance the offer from the Family Support Service which offers targeted support. The Family Support Service works alongside families on the cusp of Social Care involvement. They provide assessment, intervention and a multi-agency approach to supporting families and building upon families existing strengths and networks of support. It was recognised that the demand for Family Support Service was significant, as such staffing establishment for Family Support workers was increased by four additional team members.

The Family Group Conference Service was integrated within the Family Support Service to provide Family Group Conference in the Family Help Space. This is an approach that involves the family’s wider network, building on the strengths of the family and other significant people in a family’s wider network to facilitate solutions of support together, based on the wants and needs of the family. This is an empowering, family-led approach. The Family Group conference service was also increased in capacity, with an additional Family Group Conference coordinator being brought to post. Family Group conference training has been rolled out across multiple service areas, providing additional training and expertise in this field, inclusive of Family Support Service, Kindle Outreach team and First Response Service.

To enhance the skillset of the Family Support Service, a focus on recruiting additional family support workers with adult skill sets, in line with a Whole Family approach was taken. As such additional team members were recruited with previous skills and experience in; Adoption and family breakdown, SEND, harmful substance uses and child criminal exploitation. Further recruitment will focus on enhancing skillsets within Domestic Abuse and Mental Health.

**VCFSE Sector and the Community Collective**

The Community Collective and VCFSE are key partners in the delivery of family help partnership. The Community Collective CEO sits on the Family Help Partnership and is a

key link for developments. Some posts and key projects that support family help or support a thriving community. These include, amongst others:

- Reducing Parental Conflict Co-ordination
- A community led approach to Violence Reduction
- Mental Health Project
- Beat the Streets
- Volunteer Network Co-Ordinator

In addition, connectivity with adult services and our Community Hubs is being strengthened with a Children and Family Worker being included in Trafford's 'Multiple Disadvantage' funded project with a link to the Family Hub Network.

### **System enablers**

The transformational change has been underpinned with the following:

- A multi-agency workforce development programme delivered to over 70 practitioners with a Family Help Workbook available to support continuous development
- New Family Help Practice Standards have been developed.
- Family Help training delivered through the Trafford Strategic Safeguarding Partnership has been refreshed to upskill all multiagency partners.
- Family Help Leads now sit within Trafford First Response to embed family help at the front door to ensure to embed the family help support offer for families who wish to access this support if appropriate.
- A mapping of the Faith Sector and the delivery of Family Hub activity is also planned soon. This is part funded and supported by the Greater Manchester Combined Authority
- Joining up and refreshing the understanding of needs and commissioning. A new interim Director of Children's Commissioning brings together the Children's Clinical Commissioning Team and the Family Help Commissioning Team under the DCS. Those teams are working closely other commissioners in the local authority and beyond to support Family Help and Prevention to enable the vision and services through a family hub offer. A refreshed joint strategic needs assessment will be undertaken to inform these developments.



**CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE WORK PROGRAMME 2024-25**

MEETING DATE AND VENUE	AGENDA ITEM	SUMMARY OF ISSUE	CABINET PORTFOLIO (link to Corporate Priorities)	RESOLUTION/RECOMMENDATION	Responsible Officer
Topics the Committee wish to explore in 2024/25					
<b>23<sup>rd</sup> July 2024</b> <b>6:30 p.m.</b> <b>Committee</b> <b>Rooms 2&amp;3, TTH</b>	SEND Tribunal T&F Group	To discuss the T&F group which was agreed in 2023/24			
	Progress update SEND Local Area Inspection	Receive a response from the Local Area Partnership on the work undertaken since the inspection.			Karen Samples Shona Gallagher
	Work Programme	For Members to raise any further topic they would like the Chair and Vice-Chair to consider.			
<b>24<sup>th</sup> Sept 2024</b> <b>6:30 p.m.</b> <b>Committee</b> <b>Rooms 2&amp;3, TTH</b>	Vaping	Provide an overview report on the vaping survey and associated response to the findings			Kate Shethwood Helen Gollins Emma Higham Healthwatch

	Trafford Holiday Activities and Food Annual Report 2023/24	Receive a presentation on the provision for out of term time support for Children and Young People			John Brady Jane Hynes
	Youth Justice	Receive an update on the YJ business plan and current performance of the service.			Tracey Staines Pamela Wharton
	Focussed Visit	Update on Trafford Focussed Visit for Children's Social Care			Pamela Wharton
<b>19<sup>th</sup> November 2024 6:30 p.m. Committee Rooms 2 &amp; 3, TTH</b>	Home to School Transport	Update overview of H2ST, assurances and processes and associated issues. To consider the review of the policy.		Health and safety information and licensing data	Karen Samples Sarah Butters
	Bee Well Survey and strategic response and approach to findings	What is being done in response to the findings of the survey		Moved up the Work Programme from March	Shona Gallagher Sally Atkinson
	Annual Report on Complex Safeguarding	14 <sup>th</sup> November for paper		To cover child sexual exploitations as raised by Cllr Parker	Pamela Wharton Tracey Staines
<b>21<sup>st</sup> January 2025 6:30 p.m. Committee Rooms 2&amp;3, TTH</b>	Support for LGBTQ+ Children and Young People in the Borough			Following agenda setting in December 2024, it was agreed to move this item to March 2025 to allow officers greater time to undertake the work for the report.	Pamela Wharton Kate Shethwood Karen Samples

				Due to the detail of the next two reports in January 2025 it was agreed not to replace it with another item	
	Persistent and severe absences	To look at the rates of absences, driving factors, and the lived experience.			Karen Samples
	Strategic Approach to Family Help and Prevention	To consider the approach to family help and prevention being taken by the Council			Karen Samples Pamela Wharton
	Multi-agency safeguarding arrangements	To note the multi-agency arrangements report (brief item)			Jude Brown
<b>18<sup>th</sup> March 2025 6:30 p.m. Committee Rooms 2&amp;3, TTH</b>	Hand over to Trafford College	Students from Trafford College to set the agenda.			
	Support for LGBTQ+ Children and Young People in the Borough				Pamela Wharton Kate Shethwood Karen Samples
	Addressing violence against women and girls, including young boys attitudes in school			Further specificity to provided by Members in January 2025 meeting. Suggestions made in agenda setting included <ul style="list-style-type: none"> <li>• Violence reduction</li> <li>• Youth endowment foundation</li> </ul>	

	Outcome of Healthwatch Mental Health Survey and the services response to it			Postponed in November 2024 due to survey not being available. Provisionally added to this meeting, should it be ready.  Agreed at agenda setting in December 2024, to be postponed to the first meeting in 2025/26 Municipal Year, in place of support for LGBTQ+ Children and Young People.	
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**TASK AND FINISH GROUP**

Date	Title	Summary of issue	Directorate	Timescale	Notes	Outcome
2024/25	SEND Tribunals					

Reserve items to be considered if required.

Date	Title	Summary of issue	Directorate	Timescale	Notes	Outcome
	School Place Planning					
	Update on Preparing for Adulthood					
	Timeliness, Quality, and consistency of EHCP plans					

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