



CHILDREN, YOUNG PEOPLE AND LEARNING

SERVICE PLAN

April 2013 - March 2014

Executive Member:
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Director:
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March 2013

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Glossary

AHDC	Aiming High for Disabled Children
BME	Black and Minority Ethnic Groups
CAMHS	Child and Adolescent Mental Health Services
CMHT	Community Mental Health Team
CMT	Corporate Management Team
CYPL	Children Young People and Learning
CYPP	Children and Young People's Joint Strategic Plan
C&YPP	Children and Young People's Partnership
DAAT	Drug and Alcohol Action Team
DFE	Department for Education
LDD	Learning Difficulties / Disability Team
DMT	Departmental Management Team
EAL	English as an additional language
EHE	Elective Home Education
EIA	Equality Impact Assessment
EOTAS	Children educated other than at school
EYFS	Early Years Foundation Stage
FAST	Family and Adolescent Support team
FS	Foundation Stage
ICT	Information and Communication Technology
IT	Information Technology
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
LDD	Learning Difficulties and Disability

LSCB	Local Safeguarding Children Board
NGA	National Governors Association
NQT	Newly Qualified Teachers
NEET	Young People Not in Employment Education or Training
Ofsted	Office for Standards in Education, Children's Services and Skills
OLC	Open Learning Centre
PCSfC	Primary Capital Strategy for Change
PEP	Personal Education Plan
PESSCL	PE, School Sport and Club Links strategy
PCT	Primary Care Trust
PVI	Private, Voluntary and Independent sector
QCA	Qualifications and Curriculum Authority
SACRE	Standing Advisory Council on Religious Education
SEN	Special Education Needs
TaMHS	Targeted Mental Health Services in Schools
YOS	Youth Offending Service

Section 1: Services included in this plan

Children, Young People and Learning is organised into three branches, each led by a Chief Officer. The branches are; Children's Social Care; Learning and Achievement; and Strategy, Resources and Early Intervention. A summary of the services which each branch provides are detailed below. A theme that runs through all of the work of the Department is that of early intervention and prevention – addressing issues wherever possible before they reach crisis point.

DIRECTOR CHILDREN, YOUNG PEOPLE AND LEARNING		
Chief Officer - Learning and Achievement	Chief Officer - Children's Social Care	Chief Officer – Strategy Resources and Early Intervention
<ul style="list-style-type: none"> • School Improvement Service • Governor Services • Lifelong Learning • Educational Psychology • Pupil Referral Service • Special Educational Needs Team • Looked After Children's Education Services • Targeted Services <ul style="list-style-type: none"> -Behaviour Support -Educational Welfare -Safeguarding and Inclusion 	<ul style="list-style-type: none"> • Duty and Assessment Team • Under 11's Team • Family Adolescent Support Team • Over 11's Team • After Care Team • Family Placement Team • Disabled Children's Team • Youth Offending Service • Domestic Abuse Perpetrators Service • Family Group Conferencing • Family Intervention Project. 	<ul style="list-style-type: none"> • Early Years, Childcare and Play. • Youth Services • Performance Management • Conference and Review Team • Statutory Complaints • LSCB • Parent Partnership • Child Participation • Policy and Research • School Admissions • Education Capital & Property • Human Resources • Finance • Commissioning and Policy • ICT

1. LEARNING AND ACHIEVEMENT

The Learning and Achievement Branch includes the School Improvement Service and a range of targeted support services. Members of the branch provide support and challenge to schools as well as specialist training to raise standards and improve educational outcomes for children and young people living in the borough.

School Improvement Service:

The School Improvement Service provides challenge and support for school leaders, governors, teachers and staff to help ensure that all children and young people receive a good education. This is achieved through a small group of experienced and specialist advisers and advisory teachers working in partnership with school based staff including headteachers and leading practitioners. Intensive support is provided for those schools where pupil progress is not yet in line with national

expectations and where internal monitoring or an Ofsted inspection have identified the need for rapid improvement.

More detail on the work of these teams can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/learning-and-achievement/school-advisory-team.htm>

Governor Services:

Bracknell Forest Borough Council is committed to supporting all school governors in its schools to ensure that they have the knowledge, skills and support necessary to carry out their roles and responsibilities.

More detail on the work of Governor Services can be found at:

<http://www.bracknell-forest.gov.uk/learning/learn-schools/learn-school-governors>

Lifelong Learning:

The Borough Council's adult and family learning provision is managed by the Lifelong Learning Team. The service includes a broad programme of tasters and short courses designed to motivate new learners, an intensive family learning programme to help parents and carers support their children's education and a skills for work and life programme.

More details on the work of the Lifelong Learning Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/learning-and-achievement/lifelong-learning.htm>

Targeted Services:

Targeted Services provides a range of specialist teams that support and improve outcomes for young people and their families in schools in Bracknell Forest.

Targeted Services comprises of 4 teams.

1. BST School Support Team

The BST school support team have specialist teachers and behaviour support assistants that have a wide ranging set of skills to address and identify both school needs and those of its children and families.

2. BST Family Support Team

The Family support Team works in close co-operation with the school team, the family support team work in the home providing specialist interventions to families. The aim is to enable parents to become confident in their parenting and provide positive behaviour management skills to help them to effectively manage challenging behaviour.

3. Education Welfare Service

The Education Welfare Officers specialise in working with schools to develop effective systems, procedures and interventions and work in partnership with organisations to improve attendance and reduce persistent absence. The team also identify children missing education and work with the school advisory team to monitor the education of elective home educated children.

4. Safeguarding and Inclusion Team

The Safeguarding and Inclusion team is responsible for Safeguarding in Education, Anti Bullying and Inclusion. The team consists of the Team Leader for Safeguarding and Inclusion, the Anti Bullying Co-ordinator and the Inclusion Support Officer.

More information on Targeted Services can be found on:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/learning-and-achievement/lac-targeted-services.htm>

Educational Psychology:

The Educational Psychology Service plays a role in identifying and assessing the needs of children with special and additional educational needs. It provides consultative support to schools, settings and other services/agencies where issues impinge on the health, emotional, social and educational development of children and young people. It helps schools with the development of their Special Educational Needs (SEN) provision, and the Learning Difficulties and Disability (LDD team) with implementation of statutory processes for those pupils who may require a statement of Special Educational Needs.

More information on the Educational Psychology Service can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/learning-and-achievement/children-and-families-access-and-inclusion/educational-psychology.htm>

Pupil Referral Service:

The Pupil Referral Service provides suitable education for pupils who, for a variety of reasons, are not able to receive education in school. When young people are excluded from a secondary school they may be reintegrated into another mainstream school, but some pupils will only learn in a particular teaching environment, which is provided within the Pupil Referral Service.

More Information on the Pupil Referral Service can be found at:

<http://www.bracknell-forest.gov.uk/learning/learn-schools/learn-pupil-support-services/learn-pupil-referral-service.htm>

Special Educational Needs Team:

The Borough is responsible for the special educational needs of all children living in the Borough. The responsibility extends from birth to the age of 19 or when the child leaves school, whichever is the earlier.

The team are responsible for arranging the special provision, usually either through supplementary resources to a mainstream school or through placement in a special school. Some special provision is made through joint arrangements with the Health Authority or Social Care.

More information on the SEN Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/children-and-families-social-care/childrens-social-care-specialist-services/special-education.htm>

Looked After Children Education Services:

The Looked After Children's Education Services (LACES) team work with children who are looked after to ensure they are integrated into their schools and obtain maximum benefit from their education. The team visit the schools attended by LAC to ensure that each has a suitable Personal Education Plan (PEP) and monitor the use of the pupil premium.

2. CHILDREN'S SOCIAL CARE

Children's Social Care is responsible for assessing the help and support needed for children and their families with specialist needs, including Child Protection.

Duty and Assessment:

The Duty and Assessment team is the "front door" to all of Children's Social Care Services, providing advice and information to the public and professionals and undertaking assessments when the child and family appear to need support.

More information on the Duty and Assessment can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/children-and-families-social-care/childrens-social-care-safeguarding/duty-and-assessment-team.htm>

Family Adolescent Support Team:

The Family Adolescent Support Team [FAST] is linked to the Duty and Assessment Team both teams work closely together to support young people on the edge of care. The main aim of the Team is to strengthen the family & prevent family breakdown.

More information on the work of the Family Adolescent Support Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/children-and-families-social-care/childrens-social-care-safeguarding/family-and-adolescent-support-team-fast.htm>

Under 11's Fieldwork Team:

The Under 11's Team offers services to the most vulnerable children aged under 11 years and their families, working in partnership with children, parents and other agencies. The team assesses families who are in crisis, and also supports young children who are in care. All their work is towards promoting children's welfare and life chances.

The team includes the **Bracknell Family Centre**. The centre runs structured Day Programmes for families in crisis. It also offers Family Support through individual, family and group work sessions, and play therapy. The Centre is for under 11s, though direct work with older children can be offered.

More information on the Under 11's Fieldwork Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/children-and-families-social-care/childrens-social-care-safeguarding/under-11s-team.htm>

Over 11's Fieldwork Team:

The Over 11's Team works with secondary age group children up to the age of 18 years, who are in need of specialist services, including those on the edge of care, looked after children and those with child protection plans

More information on the work of the Over 11's Fieldwork Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/children-and-families-social-care/childrens-social-care-health-and-wellbeing/over-11s-team.htm>

After Care Team:

The After Care Team works with young people who had been looked after up to age 16 years and beyond. The team supports young people during the transition into living independently and learning how to cope with adult responsibilities, including paying bills, employment, education, training, housing and social activities.

More information on the work of the After Care Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/children-and-families-social-care/childrens-social-care-health-and-wellbeing/after-care-team-act.htm>

Family Placement Team:

The Family Placement Team supports all aspects of Fostering and Adoption including recruitment, training, assessment and the support of foster carers and adopters. Post-adoption support is offered to young people who have been adopted; birth relatives and adult adoptees. There is also a Short Break scheme offering respite support for children with disabilities.

More information on the work of the Family Placement Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/children-and-families-social-care/childrens-social-care-health-and-wellbeing/family-placement-team.htm>

Disabled Children's Services:

The work of the teams and staff within the Disabled Children's Service is primarily focussed on addressing the needs of those children in our community who have complex needs, including learning and physical disabilities. The service seeks to give children in difficulty a voice and an opportunity to develop their full potential.

The Disabled Children's Team undertakes the assessment of children with complex needs, working closely with other agencies to minimise the effects of a child's disability and to give them the opportunity to lead lives that are as normal as possible.

Larchwood is a short break care unit, providing respite care for children/young people who have learning difficulties and disabilities. The unit is registered for children and young people aged between 5-18 years however the majority are aged 10+.

More information on the work of these services can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/children-and-families-social-care/childrens-social-care-specialist-services.htm>

Youth Offending Service:

The YOS is made up of professionals from a variety of agencies. It provides services for young people aged 10-17 who have offended and are sentenced by the Youth or Crown Court, to be supervised under a range of Youth Justice Court Orders. The service is provided with due regard for the victims of these offences. A prevention service is also provided for those young people aged 8 – 14 years who are at risk of entering the youth justice system for the first time.

The Family Intervention Project is located within the YOS. Family intervention projects work with the most challenging families and tackle issues such as anti-social behaviour, youth crime, inter-generational disadvantage, worklessness in families. They take an intensive and persistent multi-agency approach to supporting the whole family and helping them overcome their problems, co-ordinated by a single dedicated key-worker.

The Domestic Abuse Perpetrators Service is located within the YOS. This Service is a one to one domestic violence and abuse intervention orientated at fathers in families. The programme helps men to explore and challenge their own behaviour, and try out 'new solutions to old problems'

More information on the work of the Youth Offending Service can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/children-and-families-social-care/youth-offending-team.htm>

3. STRATEGY, RESOURCES AND EARLY INTERVENTION

Strategy, Resources and Early Intervention has a broad remit which includes early intervention, prevention and strategic services including a range of direct support to all of the Borough Schools and across the Department. It provides a key overarching quality assurance role which includes supporting operational staff in day to day performance monitoring, in particular Children's Social Care, and in key regulatory inspection activity. The branch provides a direct link with colleagues in Corporate Services in relation to ensuring the Department works within the wider corporate framework for management and delivery of services and support to our communities.

Early Years Childcare and Play:

The Early Years Childcare and Play Service provides a range of support, training, advice and funding to providers of early education and childcare to ensure Bracknell continues to improve the quality and availability of provision for children and their families. The Team has also been responsible for the development and management of the Children's Centres within the borough.

More information on the work of the Early Years Childcare and Play service can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/performance-and-resources/early-years-childcare-and-play.htm>

Youth Service:

The Service operates Youth Centres, projects including Duke of Edinburgh, Adventure Education and Youth Forum, Mobile Provision and a range of other activities. It works mainly with young people aged 13-19, although some centres have clubs for 11-13 year olds.

More information on the work of the Youth Service can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/performance-and-resources/youth-service.htm>

Performance Management and Governance Team:

The Performance Management and Governance Team leads the development of the performance management framework across the department, including performance monitoring of all national and local performance indicators. It co-ordinates department performance and policy returns, manages web and intranet (BORIS) publishing and coordinates Data Protection, Freedom of Information, Copyright and Licensing issues. It provides statistical analysis, pupil forecasts, numbers on roll, School Census data, demographic and trend analysis to support school place planning

The Team also delivers a range of independent functions which include the Parent Partnership service, the Independent Reviewing Officer for Looked After Children, the Independent Chair for Child Protection Conferences, the LSCB Business Manager, Complaints Management of the statutory complaints function for children, Child Participation, Policy and Research and the Children's and Young People's Partnership activity.

More information on the work of the Performance Management and Governance Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/performance-and-resources/performance.htm>

ICT Services:

The ICT Team provides a range of ICT services which includes support for the effective use of ICT in school management and administration. It provides technical support and training for schools, and within the Department. The ICT Team also plays a key role in liaising with the Corporate Centre on key IT Projects, and supports the development of IT when there is a new school being built, or when schools systems are being upgraded.

More information on the role of ICT services can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/performance-and-resources/ecsl-ict.htm>

Admissions and Property Team:

The Admissions Service prepares and manages a coordinated scheme for admissions to Primary and Secondary Schools in the Borough. Work undertaken within the team includes school places availability, consulting and setting term dates,

responses to School Admission Appeals. The Team also provides a central system for coordinating applications for free school meals.

The Property Service provides information and advice to local building managers on all aspects relating to their premises, and support for the management, monitoring and procurement of schools property related contracts. The Team also leads the education capital programme which includes new school build, school refurbishment and modifications.

More information on the work of the Property and Admissions Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/performance-and-resources/admissions-and-property.htm>

Human Resources:

The Human Resources Team provides ongoing support to managers within the Department and in schools, in all HR related matters. This includes guidance and assistance with recruitment, managing employee relations and industrial relations. The Human Resources Team works closely with schools, and supports the implementation of workforce remodelling in schools and children's services.

More information on the work of the Human Resources Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/performance-and-resources/ecsl-human-resources.htm>

Finance:

The Finance Team is responsible for the service revenue and capital budgets, in the Department, making allocations to establishments and services and monitoring budgets and accounts. The Team provides ongoing support to cost centre managers and schools, and provides and operates the scheme for funding to schools. The Team provides an effective link to the Corporate Centre and plays a key role in the allocation of budgets across the Council.

More information about the work of the Finance Team can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/performance-and-resources/ecsl-finance.htm>

Commissioning and Policy:

This role provides Support to the department and the Children and Young People's Partnership in the ongoing development of commissioning. Traded services to schools are managed through this role.

More information about the work undertaken in this area can be found at:

<http://boris.bracknell-forest.gov.uk/children-young-people-and-learning/performance-and-resources/policy-and-commissioning.htm>

Section 2: Where we are now

The following areas should be highlighted as areas of strategic importance within the CYPL Department and will shape the forward direction and plans:

Children and Young People's Partnership

The Children and Young People's Partnership has continued to meet with the core purpose of ensuring the delivery of the priorities in the Children and Young Plan, and monitoring the impact of this on outcomes for children, young people and families.

The Partnership Board is a small executive group, meeting on a monthly basis. The Forum has a wider representation from across the Children's Workforce, providing an opportunity to engage in strategy and policy planning and dissemination of information and practice.

The CYP Partnership reviewed Creating Opportunities – the joint strategic plan for children, young people and families, and published the review in May 2012. This review is available at:

<http://www.bracknellforest.gov.uk/bracknellforestchildrenandyoungpeoplespartnership>

Creating Opportunities – Positive Futures a prevention and early intervention strategy for children, young people and families 2012 – 2014, was completed and published in September 2012. This Strategy provides a framework to support the ongoing development of a framework for prevention and early intervention across services for children, young people and families, and supports the Council in its wider approach to prevention and early intervention.

<http://www.bracknell-forest.gov.uk/creating-opportunities-positive-futures.pdf>

A key task for the Partnership in this year has been establishing a link with the Shadow Health and Wellbeing Board, and this has been successful in ensuring a clear link through terms of reference, and ensuring the priorities of the Children and Young People's Plan are recognised and incorporated into the Health and Wellbeing Strategy. We will continue to develop this link as the Health and Wellbeing Board moves from Shadow form in April 2013.

A key focus in the coming year will be on the development of a new Children and Young People's Plan for 2014.

Local Safeguarding Children Board

The LSCB ran a successful conference in June 2012 on the theme of "Safeguarding Vulnerable Children". 250 members of staff and volunteers from organisations representing the breadth of the partnership attended the event. A key focus of the conference was in ensuring that the learning from the Serious Case Review undertaken in Bracknell Forest was disseminated, and a number of specialist workshops explored the themes for learning.

Young people have been involved in the LSCB, and in 2012 developed a powerful DVD on the subject of Domestic Abuse. This was played to the audience at the conference, and is now available as a tool for practitioners to use in their work settings with children, young people and families.

The LSCB has a new website which is independent from the Council and gives information to public and professionals. This can be accessed on www.bflscb.org.uk

The LSCB has produced an annual report, this is a statutory requirement which provides an account of the work it has undertaken in the last year, and demonstrates the impact of the LSCB. The report makes recommendations for consideration by the Children and Young People's Partnership and the Health and Wellbeing Board. The report and Executive Summary can be accessed at:

<http://www.bflscb.org.uk/reportsandleaflets.htm>

A key focus for the LSCB in the coming year will be in the implementation of the revised guidance Working Together to Safeguard Children, which will lead to a review of policy and practice for safeguarding arrangements.

Inspection and Regulation

Within the year there have been developments nationally in relation to new Inspection frameworks which are beginning to be implemented, and will continue into 2013.

School and Adult Learning Inspection

Ofsted announced the results of its consultation on changes to the way it inspects schools, further education and skills, and initial teacher education in May 2012. The changes, which came into effect from 1 September 2012, are intended to support headteachers and principals in their work to provide the best possible education for pupils and learners.

Children's Centres

Changes are proposed to Children's Centres inspection to align them more with legislative requirements for Children's Centres. The focus is on improved outcomes for young children and their families in order to reduce inequalities in child development and school readiness. Approaches to this are currently being piloted, with the new framework coming in 2013.

Safeguarding and Looked after Children

Ofsted have recently concluded consultation on proposed new inspection frameworks to replace the framework for Safeguarding and Looked after Children (SLAC) that has been in place for the last three years.

The proposed Multi-Agency Framework for the Inspection of Child Protection Arrangements, and a separate Inspection on Looked After Children to include Fostering and Adoption have been deferred, and Ofsted is now preparing consultation on a new framework for safeguarding and looked after children. We await further information on this development.

Performance Improvement

We have already established a Performance Improvement Board, led by the Chief Officer Strategy, Resources and Early Intervention, this Board has been established to ensure that effective monitoring is in place of inspection and regulation activity and to ensure that we are able to prepare for and respond effectively to new inspections as they begin to be implemented.

Sector Led Improvement

We are taking an active role in sector led improvement activities in the South East Region. Dr Janette Karklins, Director Children, Young People and Learning is the Chair of the South East Regional Improvement Board and in addition to leading peer review and peer challenge in other areas, we have hosted two peer reviews locally as well. The Department will continue to participate in this programme; a further peer review is planned for April 2013, with a focus on Children's Centres.

School Places

Extensive work has taken place to ensure sufficient school places are available across the borough, and the capital programme has been building additional forms of entry and bulge classes as needed. A School Places Plan has been produced providing information and analysis on current and future school place requirements.

SEN developments

In May 2012 the coalition government published *Support and Aspiration: a new approach to special educational needs and disability – Progress and next steps*, to report on progress following the 2011 *Special Educational Needs and Disability (SEND) Green Paper*. That report provided proposals to reform provision for children and young people with special educational needs or with disabilities.

Once the Government have considered the proposals by the Select Committee, they will introduce a Bill to Parliament in early 2013. The changes to SEN and disability will be part of the Children and Families Bill which will also include measures affecting adoption and family law. The Bill will then go through the Parliamentary process and MPs and members of the House of Lords will be able to propose further changes.

This will be a significant part of our work plan in 2013.

Children's Social Care

Children's Social Care has experienced increasing numbers of children becoming looked after, and increasing numbers of children who are subject to a Child Protection Plan. The volume of referrals has remained high, and there have been many developments to ensure that the ongoing needs continue to be met, this includes identifying additional resources and the development of the Life Chances Team, to track and support children who are looked after.

Work continues to reshape service delivery in a way that meets increasing demands, and there will be a particular focus on implementing the recommendations of the Eileen Munro Review of Child Protection, supporting the development of prevention and early intervention and in developing further the Fostering and Adoption Service.

Revised safeguarding guidance "Working Together to Safeguard Children and Young People" is expected before the spring, and this will inform the shape of some of our future developments in Children's Social Care and in the wider arena of safeguarding.

Education Outcomes:

Educational outcomes continue to improve and the number of schools graded as good or outstanding has increased and remains above the national average.

In 2012 overall results remained in line with or above national levels of attainment with good performance and improvement in some areas, particularly in the Early Years and at the end of Key Stages 1 and 2. Detailed analyses are available showing progress in narrowing the gaps in attainment for pupils eligible for a free school meal or a member of a black or minority ethnic group.

Priorities include improving rates of progress in English in primary schools and further improving outcomes at Key Stage 4 and post 16. The professional development of school leaders also remains a priority in order to plan for succession as experienced staff retire. We will also continue to work with schools to reduce exclusions and develop alternative provision for children and young people who would benefit from a period away from their school.

Workforce

Bracknell Forest employees remain a key focus with a number of priority areas:

- Recruiting people into the workforce, including a focus on recruiting experienced social workers.
- Developing and retaining skilled and experienced staff.
- Strengthening inter-agency/multi-disciplinary team working.
- Promoting strong leadership, management and supervision.
- Safeguarding children and young people, including multi-agency safeguarding training and safer workforce.

We continue to focus on recruitment and retention in difficult areas such as social workers and maths and science teachers, and this will remain a priority in the coming year.

Capital Programme:

The main focus of the CYPL capital programme continues to be capacity and condition of our schools. Capacity works to provide sufficient pupil places are a high priority in response to the pupil forecasts in the School Places Plan 2012-16, which show a continued increase in numbers over the next five years. New housing development is a key driver and we are already planning for a new primary school at Amen Corner and two more in North Warfield from 2016 onwards. If the Site Allocations Development Plan Document is approved in 2013 this will require provision of a further four new schools at TRL and Blue Mountain. Expansion of existing schools will also continue, and Holly Spring Juniors, Crown Wood, Meadow Vale, Jennett's Park, Owlsmoor, The Pines, Brakenhale and Garth Hill College are all subject of works to create additional school places. In addition a number of "surge" classrooms are being planned across the Borough to meet local needs where schools are too small to be expanded in all year groups. The capital programme also includes a significant planned works programme to address the condition of school buildings, and in addition the department will continue to implement disabled access works for individual pupils and staff where and when these are required.

How does the service meet with user expectations?

Participation and engagement of children, young people and adult learners is strongly embedded within the ethos of the Department.

The statutory complaints procedure for Children's Social Care ensures that young people receiving support from the Department are able to make a complaint regarding any aspect of the service they receive. There is an advocacy service available for young people who require such support to express their views.

A Child Participation Officer plays a key role in enabling children and young people who are looked after to have a voice. The role supports the Children in Care Council, and a range of activities designed to support young people to have their say. In this year a number of residential activities have taken place for looked after children, which has enabled them to participate in activities and express their views about a range of subjects.

The role of the Independent Reviewing Officer is key to ensuring that children in care are able express their views, this ranges from young people completing a consultation form before their review meeting, supporting young people to chair their own meeting, and meeting with them prior to review meetings to discuss any issues.

The Youth Services engage on a daily basis with young people and through direct work are able to discuss a range of issues that may impact on them, such as substance and alcohol misuse, sexual health, keeping safe.

The annual BAFTA's, run by Bracknell Forest Council's youth service, gives teenagers the chance to celebrate their achievements and aims to recognise the success and good work of the borough's young people aged between 13 and 19.

The LSCB actively engages with young people to support development of key messages on safeguarding, this year young people from one of our schools made a film about the impact of Domestic Abuse called The Lobster, this DVD is now available as a tool to use to support other young people and raise awareness of issues.

Children's Social Care has embedded in practice seeking feedback via evaluation questionnaires which inform ongoing discussions about service development. Child Protection Conferences seek feedback from parents and professionals at the end of each conference via a short questionnaire. In this year there has been some qualitative research with parents who have had children subject to a child protection plan in the past. This has provided some rich information for consideration, and will inform future thinking about working with parents who have children on a child protection plan.

A significant survey was undertaken with young people this year in relation to the programme to modernise the Youth Service. The views have been incorporated into the planning, and a number of young people remain involved in a modernising the youth service board, which is exploring the feasibility of developing a Town Centre Youth hub.

The views of adult learners are sought regularly in order to evaluate courses and plan future provision.

Children's Centres undertake an annual satisfaction survey based around the Ofsted inspection framework. They also consult on a regular basis with services users and other professionals to inform service planning and delivery. All services are evaluated and monitored to ensure they meet the needs of the local community and that there is a positive impact.

Section 3: Service Delivery

All Indicators which are reported through the Department's Quarterly Service Report are as follows:

Children, Young People & Learning

Ind Ref	Short Description	2012/13 Actual	2012/13 Target	2013/14 Target
Children's Social Care				
L092	Number of children on protection plans (Quarterly)			
L123	Initial assessments for children's social care carried out within 10 working days of referral (Quarterly)			
L140	% children looked after in family placement or adoption (Quarterly)			
L161	Number of looked after children (Quarterly)			
NI 019	Rate of proven re-offending by young offenders (Annually)			
CSP 9.01	Reduce the reoffending rate of the Bracknell Forest local cohort of all young offenders (Quarterly)			
NI 043	Young people in the Youth justice System receiving a conviction in court who are sentenced to custody (Quarterly)			
NI 058	Emotional and behavioural health of children in care (Annually)			
NI 060	Core assessments for children's social care that were carried out within 35 working days of their commencement (Annually)			
NI 061	Stability of looked after children adopted following an agency decision that the child should be placed for adoption (Annually)			
NI 062	Stability of placements of looked after children: number of placement (Annually)			
NI 063	Stability of placements of looked after children: length of placement (Annually)			
NI 064	Child protection plans lasting 2 years or more (Annually)			

NI 065	Children becoming the subject of a Child Protection Plan for a second or subsequent time (Annually)			
NI 066	Looked after children cases which were reviewed within required timescales (Annually)			
NI 068	Referrals to children's social care going on to initial assessment (Quarterly & Annually)			
NI 111	First time entrants to the Youth Justice System aged 10-17 (Quarterly)			
CSP9.03	Prevent a rise in first-time entrants into the Youth Justice System (Quarterly)			
NI 147	Care leavers in suitable accommodation (Annually)			
NI 148	Care leavers in employment, education or training (Annually)			
Learning and Achievement				
L139	Schools judged good or better (Quarterly)			
NI 073	Achievement at level 4 or above in both English and Maths at KS2 (Floor) (Annually)			
NI 075	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Annually)			
L153	Percentage of children looked after reaching level 4 in English at key stage 2 (Annually)			
L154	Percentage of children looked after reaching level 4 in maths at key stage 2 (Annually)			
L155	Percentage of children looked after achieving 5 A(star) – C GCSEs at Key Stage 4 (including English and maths) (Annually)			
L 158	Reduction in number of schools where fewer than 60 % of pupils achieve level 4 or above in both English and Maths at KS2 (Annually)			
NI 086	Secondary schools judged as having good or outstanding standards of behaviour (Quarterly & Annually)			
NI 087	Secondary schools persistent absence rate (Annually)			

NI 091	Participation of 17 year-olds in education or training (Annually)			
NI 092	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest (Annually)			
NI 093	Progression by 2 levels in English between Key Stage 1 and Key Stage 2 (Annually)			
NI 094	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2. (Annually)			
NI 102.1	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 (Annually)			
NI 102.2	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4 (Annually)			
NI 103.1	Percentage of Special Educational Needs - statements issued in 26 weeks as a proportional of all (Quarterly & Annually)			
NI 103.2	Percentage of Special Educational Needs - statements issued in 26 weeks excluding exceptions (Quarterly & Annually)			
NI 104	The Special Educational Needs (SEN)/non-SEN gap - achieving Key Stage 2 English and Maths threshold (Annually)			
NI 105	The Special Educational Needs (SEN)/non-SEN gap - achieving 5 A*-C GCSE inc English and Maths (Annually)			
NI 107	Key Stage 2 attainment for Black and minority ethnic groups (Annually)			
NI 108	Key Stage 4 attainment for Black and minority ethnic groups (Annually)			
NI 114	Rate of permanent exclusions from school (Annually)			
NI 117	16 to 18 year olds who are not in education, training or employment (NEET) (Annually)			
Strategy, Resources and Early Interventions				
L141	Number of youth centre attendances (Quarterly)	Quarterly		
NI 052.1	Take up of school lunches – Primary (Annually)	Annual		

NI 052.2	Take up of school lunches – Secondary (Annually)	Annual		
NI 067	Child protection cases which were reviewed within required timescales (Quarterly & Annually)	Quarterly & Annual	Moved from Children's Social Care	
NI 072	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and emotional Development and Communication, Language and Literacy (Annually)	Annual	Moved from L&A	
NI 112	Under 18 conception rate/1000 girls (Annually)	Annual		

Section 4: Medium Term Objectives and Key Actions

MTO 1: Re-generate Bracknell Town Centre				
Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
1.9.1 Implement an Accommodation Strategy to rationalise the number of buildings used by the Council				
Supported by sub-actions:				
1.9.6	Move CYPL to Ocean House	March 2013	Commissioning and Policy Manager	Accommodation Strategy
1.9.9	Move, ECC, CYPL and ASCHH to final locations in Time Square	March 2014		
1.9.14	Implement flexible and mobile working across all town centre offices	March 2014		

MTO 4: Support our younger residents to maximise their potential, including work to:				
Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
4.1 Provide accessible, safe and practical early intervention and support services for vulnerable children and young people in the Borough				
Supported by sub-actions:				
4.1.1	Embed and monitor the impact of the Early Intervention Hub	March 2014	Head of Performance Mgt and Governance	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014. Creating Opportunities – Positive Futures a prevention and early intervention strategy for children, young people and families in Bracknell Forest 2012 – 2014.
4.1.2	Implement the Troubled Families Initiative and work with families who meet the criteria for Family Focus.	3 year project 2012- 2015	Chief Officer Strategy, Resources and Early Intervention	As above

4.1.3	Provide targeted support to young carers via commissioned service Kidz.	March 2014	Chief Officer Strategy, Resources and Early Intervention	As above
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4.2 Increase the number and continue to support foster carers

Supported by sub-actions:

4.2.1	Recruit at least 8 adoptive families in 2013/14 to meet the needs of children requiring adoption	March 2014	Head of Service Looked after Children	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014. LAC Commissioning strategy
4.2.2	Recruit at least 10 foster carer households in 2013/14	March 2014	Head of Service Looked after Children	As above

4.3 Increase opportunities for young people in our youth clubs and community based schemes

Supported by sub-actions:

4.3.1	Increase number of youth work sessions offered by the Youth Service.	Ongoing	Acting Head of Youth Service	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014.
4.3.2	Contribute to an increase in the number of youth club style sessions in the borough provided by others	Ongoing	Acting Head of Youth Service	As above
4.3.3	Develop on-line access to information regarding positive activities for young people	Ongoing	Acting Head of Youth Service	As above
4.3.4	Implement phase three of the Modernisation of the Youth Service Programme, including the development of options for the Town Centre Youth Hub	Ongoing	Chief Officer Strategy, Resources and Early Intervention	As above

4.4 Provide targeted support for families in need through our network of Children's Centres to support early intervention and prevention.				
4.4.1	Provide targeted Family Outreach support from Children's Centres	Ongoing	Head of Early Years childcare and Play	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014.
4.4.2	Provide targeted early intervention parenting programmes from Children's Centres.	Ongoing	Head of Early Years childcare and Play	As above

4.5 Encourage and facilitate enough high quality, affordable, inclusive childcare places for those working parents that require one				
4.5.1	Encourage and facilitate enough high quality, affordable inclusive childcare places for those working parents that require one, through Childcare Sufficiency Strategy and monitoring	Ongoing	Head of Early Years childcare and Play	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014. Childcare Sufficiency strategy

4.6 Support a wide range of flexible respite services for the carers of children and young people in need				
Supported by sub-actions:				
4.6.1	Continue to implement the support and services within the Aiming High initiative and seek ongoing opportunities to further develop support and services available	Ongoing	Head of Specialist Services	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014.

4.7 Prioritise the safety, health and well being of all young residents in all of our plans for them				
Supported by sub-actions:				
4.7.1	Ensure the priorities are communicated across partnerships via meetings, presentations and reports.	Ongoing	Head of Performance and Governance	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014. Community

				Safety Strategy LSCB Business Plan
4.7.2	Ensure performance reporting highlights relevant issues of safety and health and wellbeing through monitoring, inspection and quarterly reporting mechanisms	Ongoing	Head of Performance and Governance	As above

4.8 Ensure children and young people feel safe, are protected from harm and abuse, have their views respected and gain confidence as a member of the local community

Supported by sub-actions:

4.8.1	Children's Views are listened to and form part of the plan for work with the family	Ongoing	Head of Service Safeguarding	As above
4.8.2	Workforce Strategy in place to support recruitment of skilled and experienced staff across the Department.	Ongoing	Head of Human Resources	Workforce Strategy
4.8.3	Safer Workforce Training in place and regularly reviewed.	Ongoing	Head of Human Resources	LSCB Business Plan Workforce Strategy

4.9 Continue to improve outcomes for looked after children in education, and employment

Supported by sub-actions:

4.9.1	Continued focus on the development of support for Care Leavers to improve education/employment and training opportunities.	Ongoing	Head of Service Looked after Children Learning, Development and Commissioning Manager	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014.
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MTO 5: Work with schools and partners to educate and develop our children, young people and adults as lifelong learners:

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
5.1 Continue to work with early years providers to close the attainment gap				
Supported by sub-actions:				
5.1.1	Implement the Every Child a Talker Programme to further improve and	Ongoing	Head of Early Years childcare and Play	Creating Opportunities – Children and

	develop speech and language skills of children in early years.			Young People's strategic Plan 2011 – 2014.
5.1.2	Implement the disadvantaged funding for two year olds in 2013.	March 2014	Head of Early Years childcare and Play	As above
5.1.3	Track progress of two year olds to monitor impact of additional funding/resources		Head of Early Years childcare and Play	As above

5.2 Increase the number of schools in the Borough rated 'good' or 'outstanding' by Ofsted by raising levels of attainment and progress across all phases of learning for all pupils

Supported by sub-actions:

5.2.1	Provide training and support for headteachers and governors in relation to the judgments made by Ofsted and seek to ensure teaching is of the highest quality.	Ongoing	School Advisory Team	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014.
5.2.2	Undertake supported school reviews to ensure that school self-evaluation is accurate and that school's have identified the correct priorities for improvement.	Ongoing	School Advisory Team	As above
5.2.3	Monitor the outcome of inspections of schools, and adult learning provision and provide support as appropriate	Ongoing	Chief Officer Learning and Achievement	Children and Young People's Joint strategic Plan 2011 – 2014

5.3 Support school leaders and governors when considering alternative forms of governance, including forming federations or Academy trusts

Supported by sub-actions:

5.3.1	Provide information and support to governors and interface with Government agencies and DfE when schools are considering a change of status.	Ongoing	Chief Adviser Learning and Achievement	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014.
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5.4 Increase the number of young people achieving five or more good GCSE passes including English and mathematics and improve the performance of all underperforming groups of children and young people

Supported by sub-actions:

5.4.1	Analysis of primary schools performance data and track pupil progress in order to plan and implement appropriate interventions.	Ongoing	School Advisory Team	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014.
5.4.2	Analysis of secondary schools performance data and track pupil progress in order to plan and implement appropriate interventions.	Ongoing	School Advisory Team	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014.

5.5 Increase the average point score of students taking ‘A’ level examinations

Supported by sub-actions:

5.5.1	Analyse post 16 results and option choices and discuss progress with headteachers.	Ongoing	School Advisory Team	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014.
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5.6 Support children and young people with special needs, where possible at appropriate provision within the Borough

Supported by sub-actions:

5.6.1	Progress plans to develop a new SEN resource to meet the increase in demographic changes	April 2014	Chief Adviser Learning and Achievement	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014.
5.6.2	Continue to support schools to meet the needs of children with Special Educational Needs	Ongoing	Head Of Targeted Services	As above
5.6.3	Implement the changes required by the emerging draft legislation on Reform of provision for children and young people with Special Educational Needs and the DfE reform of school funding for SEN pupils.	Sept 2014	Senior Adviser for Inclusion and Diversity	As above

5.8 Encourage and support residents to become school governors				
<i>Supported by sub-actions:</i>				
5.8.1	Continue with campaign to recruit school governors through publicising the work of governing bodies and providing support and training.	Ongoing	Chief Adviser Learning and Achievement	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014.

5.9 Increase the participation of school leavers in employment, education or training				
<i>Supported by sub-actions:</i>				
5.9.1	Continue to work with schools to identify young people at risk of disengaging in education, employment or training and ensuring appropriate interventions are put in place.	Ongoing	Learning Development and Commissioning Manager	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014. 14 – 19 Strategy

5.10 Encourage all residents to continue as learners, both in relation to future employment and recreation				
<i>Supported by sub-actions:</i>				
5.10.1	Promotion of Lifelong Learning activities available in Bracknell Forest	Ongoing	Head of Adult and Community Learning	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014. Adult and Community Learning Strategy.
5.10.2	Work with strategic partners to ensure a wide and varied offer for residents	Ongoing	Head of Adult and Community Learning	As above
5.10.3	Source alternative funding to support the provision of Lifelong Learning	April 2014	Head of Adult and Community Learning	As above
5.10.4	Examine potential for joint City Deal bid based upon Skills & Learning in Reading, Wokingham and West Berkshire	March 2014	Chief Adviser Learning and Achievement	

5.11 Ensure systems in place for effective pupil and school place planning				
Supported by sub-actions:				
5.11.1	Robust Planning for School Places, to accurately forecast future requirements.	Ongoing	Commissioning and Policy Manager	As above Education Estates Strategy
5.11.2	Provision of Sufficient Pupil Places, through the Education Capital Programme to meet Basic Need.	Ongoing	Head of Property and Admissions	As above Education Estates Strategy

5.12 Coordinate Services to Schools				
Supported by sub-actions:				
5.12.1	Prepare and promote a range of services for schools to buy for a three year period from 1 April 2013.	Ongoing	Policy and Commissioning Manager	As above
5.12.2	Monitor take up of Services to Schools.	Ongoing	Policy and Commissioning Manager	

MTO 6 : Support opportunities for Health and Wellbeing				
Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
6.2 Support the Health and Wellbeing Board to bring together all those involved in delivering health and social care in the borough				
Supported by sub-actions:				
6.2.4	Work collaboratively with colleagues in health to develop joint working and delivery of services for children and young people	Ongoing	Director Children, Young People and Learning	Joint Health and Wellbeing Strategy

MTO 11: Work with our communities and partners to be efficient, open, transparent and easy to access and to deliver value for money:				
Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
11.8 Implement a programme of economies to reduce expenditure				
Supported by sub-actions:				
11.8.5	Develop proposals to help the Council produce balanced budget in 2013/14	Ongoing	Director Children, Young People and Learning	Creating Opportunities – Children and Young People’s strategic Plan 2011 – 2014.

11.10 Children and Young People's Partnership provides the opportunity to develop and agree joint priorities for improvement.

Supported by sub-actions:

11.10.1	Review the progress made against the priorities in the Children and Young People's Plan during 2012	June 2013	Head of Performance Management and Governance	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014.
11.10.2	Identify new actions for the final year of the Children and Young People's Plan (2014-2017)	January 2014	Head of Performance Management and Governance	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014.
11.10.3	Develop a three year Children and Young People's Plan (2014-2017)	April 2014	Head of Performance Management and Governance	Creating Opportunities – Children and Young People's strategic Plan 2011 – 2014.