

# CHILDREN, YOUNG PEOPLE & LEARNING

# SERVICE PLAN

April - September 2015

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## Glossary

AHDC	Aiming High for Disabled Children
BME	Black and Minority Ethnic Groups
CAMHS	Child and Adolescent Mental Health Services
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
CSST	Children's Specialist Support 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
ICT	Information and Communication Technology
KS	Key Stage
LA	Local Authority
LAC	Looked After Children (Children in Care)
LDD	Learning Difficulties and Disability
LSCB	Local Safeguarding Children Board
NQT	Newly Qualified Teachers
NEET	Young People Not in Employment Education or Training
Ofsted	Office for Standards in Education, Children's Services and Skills
PEP	Personal Education Plan
CCG	Clinical Commissioning Group
PVI	Private, Voluntary and Independent sector
SEN	Special Education Needs
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.

<b>DIRECTOR CHILDREN, YOUNG PEOPLE AND LEARNING</b>		
<b>Chief Officer - Learning and Achievement</b>	<b>Chief Officer - Children's Social Care</b>	<b>Chief Officer – Strategy Resources and Early Intervention</b>
School Improvement Service	Duty and Assessment Team	Prevention and Early Intervention
Governor Services	Under 11's Team	Family Focus / Family Intervention
Community Education	Over 11's Team	Youth Services
Educational Psychology	Family Placement Team	Performance Management
Pupil Referral Service	Children's Specialist Support Team	Conference and Review Team
Special Educational Needs Team	Larchwood Short Break Unit	Statutory Complaints
Targeted Services	Youth Offending Service	LSCB
-Specialist Support	Care Leavers Team	Information, Advice and Support
-Educational Welfare	Domestic Abuse Perpetrators Service	Participation, Policy and Research
-Safeguarding and Inclusion	Family Group Conferencing	School Admissions
Virtual School	Access to Records	Education Capital & Property
Education Centre		Human Resources
		Finance
		School Sufficiency/Commissioning.
		Services to Schools
		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.

Information about the various areas of work undertaken by the Learning and Improvement branch can be accessed at:

<http://www.bracknell-forest.gov.uk/educationandlearning>

### **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.

### **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.

### **Community Education**

Community Education and Learning is managed by the Community Learning and Skills 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.

### **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, these are:

#### *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.

#### *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.

#### *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.

#### *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.

### **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 Education 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.

### **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.

### **Virtual School**

The Virtual School is a team of teachers and dedicated education professionals who work to support the education of Bracknell Forest Looked After Children and care leavers, although our children also remain the responsibility of the school at which they are enrolled.

## **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.

Information about the various areas of work undertaken across Children's Social Care can be found at:

<http://www.bracknell-forest.gov.uk/healthandsocialcare>

### **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.

### **Under 11's 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, in child protection plans, in court proceedings and also supports young children who are in care. All their work is towards promoting children's welfare and life chances.

### **Over 11's Team**

The Over 11's Team works with children and young people from the age of 11, up to the age of 18. The Team provides support to those who are in need of specialist services, including those on the edge of care, looked after children and those with child protection plans; also young people in transition into living independently and learning how to cope with adult responsibilities.

## **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.

## **Specialist Support Services**

*Specialist Support Services provide a range of services*

The **Disabled Children's Team** provides support to children and young people with disabilities and their families. They help minimise the effects of their disability and give them an 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+.

**Vulnerable Groups** - primarily focuses on missing children and those at risk of sexual exploitation.

**Family Group Conference (FGC)** - the FGC process is a child focused, family meeting that aims to help families find their own solutions to difficulties they are experiencing.

**Aiming High** - Aiming High in Bracknell Forest commissions and promotes short break activities for disabled children, young people and their families. Short breaks provide fun activities outside of the school day where disabled children and young people can try new things and develop confidence independently.

**Access to Records** – responding to any requests to access records held about individuals following set procedures.

**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 **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'.

**The Leaving Care Service** provides advice and support to all our care leavers. They provide advice and assistance with a range of issues facing care leavers. Help is aimed at enabling the young person to overcome any difficulties during and after leaving care and living independently as an adult.

## **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.

Information on services provided with Strategy, Resources and Early Intervention can be found at:

<http://www.bracknell-forest.gov.uk/educationandlearning> and <http://www.bracknell-forest.gov.uk/healthandsocialcare>

### **Prevention and Early Intervention**

Prevention and Early Intervention provides a wide range of support and services across early years, childcare and play, including Children's Centres, the Family Information Service and Family Support Advisers in schools. In addition the Family Focus Project is led by the Head of Service and the Family Intervention Team (from September 2014) providing a range of targeted support to families is situated in this service.

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 new Children's Centres within the borough.

### **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. The Youth Service provides a range of targeted support and intervention for young people including teenage pregnancy and sexual health and substance and alcohol misuse issues. It works mainly with young people aged 13-19, although some centres have clubs for 11-13 year olds.

### **Performance Management and Governance Team**

The Performance Management and Governance Team provides a broad range of services across the department including performance management, a range of Independent functions which include the Independent Reviewing Officer, Independent Chair for Child Protection and Local Authority Designated Officer role, statutory complaints for children, child participation, quality assurance and policy and research, the Children and Young People's Partnership, Information Advice and Support Service, the LSCB Business Manager and Web Support.

### **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.

### **Education Capital & Property Team**

The Education Capital & Property Team with the external Managing Partner Atkins Ltd. delivers the Education Capital Programme including construction of new schools, expansion or refurbishment of existing schools and the schools Planned Works Programme. The Team also provides information and advice to local building managers on all aspects relating to their premises, and delivers key services to schools including school meals and Offsite & Adventurous Activities.

### **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.

## **Finance**

The Finance Team is responsible for preparing the Children, Young People and Learning service revenue and capital budgets, making allocations to establishments and services, monitoring budgets and completing the statutory accounts. The Team also provides ongoing advice and support to cost centre managers in financial management in accordance with agreed procedures, policies and codes of practice. This includes advice on procurement and contract management to secure maximum value for money and performance from contractors.

A scrutiny role is undertaken to review policies, plans and strategies for financial implications with statutory finance officer comments provided on all decision making reports.

In respect of schools, the Team develops and maintains the Funding Formula for Schools for the allocation of resources and the Scheme for Financing Schools for setting the financial framework that schools need to work within.

## **School Organisation and Commissioning**

The team is responsible for ensuring sufficient school places are available at primary and secondary schools through forecasting pupil numbers and commissioning additional places where required through expanding provision or building new schools.

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 sets the School Transport Policy and provides a central system for coordinating applications for free school meals.

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.



## Section 2: Where we are now

### 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.

A new Children and Young People's Plan: Creating Opportunities – A Joint strategic Plan for Children, Young People and Families in Bracknell Forest 2014 – 2017 was published in April 2014.

<http://www.bracknell-forest.gov.uk/bracknellforestchildrenandyoungpeoplespartnership>

The plan is informed by performance and inspection information, engagement and consultation with key partners and stakeholders including the LSCB, local and national research and a significant consultation with children and young people.

It contains six priorities for improvement which are important for ensuring good outcomes for children, young people and families in the borough and are felt to be those that can be delivered by working in partnership with others.

The Director, Children Young People and Learning and the Executive Member both sit on the Health and Wellbeing Board and ensure there is a link between the CYP Partnership and the Health and Wellbeing Board.

The Health and Wellbeing Board is a regular item on the CYP Partnership agenda and a joint protocol has been agreed to identify the links between the Health and Wellbeing Board, the Children and Young People's Partnership, the Local Safeguarding Children Board and the Adult Safeguarding Partnership Board.

### Local Safeguarding Children Board

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 partner's consideration and has been presented to a range of audiences including the Council's Executive, Overview and Scrutiny, Children and Young People's Partnership and Bracknell Forest Partnership.

The LSCB has revised and updated the website which is independent from the Council and gives information to public and professionals. The Annual Report and other key information can be accessed on [www.bflscb.org.uk](http://www.bflscb.org.uk)

The LSCB Independent Chair meets on a regular basis with the Chief Executive, Director Children, Young People and Learning and the Executive Member, this includes the Leader of the Council attending at least annually.

The LSCB has revised and updated its Business Plan to cover the period 2014 – 2017 which is available on the LSCB website.

### Inspection and Regulation

The new framework for the Single Inspection for child protection, and looked after children (including care leavers and adoption) is based on a three year cycle of unannounced Inspection. This has a considerable focus on the journey of the child, the quality of practice and the leadership and management of the organisation.

We have continued to focus on preparation for the Inspection and monitor closely the findings of Inspection in other areas so that we can learn and continue to develop our services.

Ofsted Inspection of schools continues and results from these are reported regularly in the Quarterly Service Report and other relevant meetings.

Larchwood our Short Break Unit for children with learning difficulties has been graded as Outstanding under the new regulations for inspection of children's homes which is quite an achievement as the criteria is more challenging to meet.

### **Performance Framework**

We have continued to focus on the performance framework which includes the Department Management Team Performance Board that meets on a quarterly basis. The Board receives performance information reports on vulnerable children (particularly those within Children's Social Care), and on targeted services and early help. Heads of Service attend to explain their service performance and discuss any areas of concern, noting both good practice and outcomes and areas for further work.

We have continued to monitor our performance in line with our statistical neighbours and we also participate fully in a South East Regional Benchmarking Group (this is supported by the South East Sector Led Improvement Partnership).

### **Sector Led Improvement**

We take 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 in addition to leading peer review and peer challenge in other areas.

During 2013 /14 we had a peer review on our Pupil Referral Service (College Hall). The outcome of this was positive and feedback from the process will contribute to planning for further development of the service.

The Director Children, Young People and Learning has also led a number of Peer Reviews in other local authorities and has been able to bring back examples of good practice and new ideas to consider in our ongoing improvement agenda.

### **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 is produced annually providing information and analysis on current and future school place requirements.

### **SEN developments**

The Children and Families Bill has led to significant changes in the way that Children with Special Educational Needs and their families will be supported including the introduction of a new Education, Care and Health Plan which replaces the SEN Statements. This was implemented in September 2014 and work continues to further develop and embed the new systems.

### **Children's Social Care**

Children's Social Care has experienced a continued increase in the numbers of children meeting the statutory threshold for intervention. This includes child protection, children in care (looked after) and Section 17 (Child in Need).

A Children's Social Care Programme Board has been meeting to consider the impact on the service of continued high demand for the statutory services and this has led to some consideration of different ways of working, use of technology and systems and processes.

Developments such as the Life Chances Team for children in care, Domestic Abuse Perpetrators service and Symbol (a service supporting parents who may have a learning difficulty) are all aimed at trying to reduce the high numbers currently in the system.

The Principle Social Worker role is now embedded through the Head of Service Safeguarding, and the second annual report on the impact of this role has been written.

### **Early Help**

The CAF (Early Help Assessment) has been well embedded and continues to be the tool used to identify needs early and provide support at an early level of need. The Early Intervention Hub provides a mechanism to provide coordinated support for families where more complex needs have been identified and has continued to see a high volume of referrals including an increase in cases which have “stepped down” from Children’s Social Care. The aim of the Hub is to support early help and gradually reduce the number of referrals that progress to Children’s Social Care.

A review of Family and Parenting Support during 2014 led to the development of a new Family Intervention Team to work with parents / families at Tier 2. This team brought together a range of disparate services into a cohesive unit and is now becoming established and providing support at an earlier stage of difficulties being identified.

### **Education Outcomes**

In the **Early Years Foundation Stage**, 65% (60% nationally in 2013) achieved a good level of development; with an average total point score of 35.4 (2013 nat. 33).

43% Pupil Premium pupils attained expected levels or exceeded in all Early Learning Goals, from 32.7% (2013) closing the gap by 4.2%.

At **Key Stage 1** Level 2 results improved in mathematics, slightly decreasing in reading and writing. At the higher Level 2+, a key predictor of good performance at KS2, there was a 2% increase in all subjects. Results have improved at Level 3 in all subjects and significantly in writing.

At **Key Stage 2**, Level 4 results in the key indicator of combined reading, writing and mathematics remains the same as last year. The overall figure for the new key performance indicator of Level 4+ in Reading, Writing and Mathematics at 78% is 8% above the floor standard of 65% (60% in 2013).

The comprehensive reform of **Key Stage 4** has led to a significant decrease in GCSE and equivalent results both nationally and locally. 56.1% of students obtained 5 or more GCSE grades A\* - C including English and mathematics, just below the national average of 56.3%, with 68% achieving 5 or more GCSE grades A\* - C, (66% nationally).

**Post-16** - 98% of entries achieved A\* - E pass, in line with national figures.

### **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.

### **School Sufficiency and 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 2014-19, which show a continued increase in numbers over the next five years. New housing development is a key driver; Warfield CE Primary is expanded to meet needs at Warfield West from 2016 onwards and Crowthorne CE Primary is expanding to meet needs on the Transport Research Laboratory (TRL) site from 2017 onwards.

In the period to 2020 further primary places will be needed through new schools to meet needs arising from the Amen Corner, Binfield Learning Village and Warfield East developments. Additional secondary places are being provided through the new Binfield Learning Village. Expansion of existing schools will also continue; Owlsmoor, The Pines, Great Hollands, Edgbarrow, 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. An annual report of Complaints, Compliments and Comments is published on the web site and can be viewed using the following link:

<http://www.bracknell-forest.gov.uk/complimentsandcomplaintschildre socialcare>

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. A range of activities have been run for young people which provides an opportunity to have fun and have some consultation opportunities.

<http://www.bracknell-forest.gov.uk/lookedafterchildren>

The Children in Care Council called SiLSiP (Say it Loud, Say it Proud) developed a training package which is called "Do you Know". This training package delivered by the young people to those who work with them provides an opportunity to consider what life is like for a child who is looked after. The training was given to members of the Corporate Parenting Panel and Senior Managers in the Department and the feedback and impact were very strong. This programme has continued to be rolled out during the year.

SiLSiP children and young people aged 5 – 8 and 9+ took part in a survey to seek their views on the Pledge to children, young people looked after and care leavers. The outcome of the survey has fed into a review of the Pledge and a revised version has been developed. This is supported by the Corporate Parenting Panel and will be launched at an event of children and young people looked after in May 2015.

Children in Care or children who are subject to a Child Protection Plan also have access to Independent Visitors or advocates if they need one, this is managed through a contract with an independent provider to ensure skilled independent and effective advocacy is secured for young people.

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 IRO Annual Report provides an account of their work during the year and includes a section on the participation of children and young people.

<http://www.bracknell-forest.gov.uk/iro-annual-report-2013-to-2014.pdf>

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 website for young people has been redesigned and re-launched. This provides young people with a range of information and signposting information for advice, services and support.

<http://www.xpresionz.co.uk/>

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. A key focus has been on Child Sexual Exploitation and the risks associated with it. There has been a range of activities delivered through schools including drama presentations, an event for young people on the subject of risky behaviours led by young people on the Youth Council and engaging young people in Secondary Schools was held and the information gained in this event has been used to inform the ongoing development of the Child Sexual Exploitation Strategy.

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. Information gained from these questionnaires provides an opportunity to further develop and improve the service provided.

Reforms within the Special Educational Needs / Disabilities services have taken place as a result of new legislation. The Parent Partnership Service was replaced by a new Information, Advice and Support Service providing confidential and impartial advice and information to support parents/carers and children and young people who have, or may have Special Educational Needs and Disabilities (SEND) in Bracknell Forest.

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:

Ind. Ref	Short Description (Key indicators are shaded)	2014/15 Target	2014/15 Actual	2015/16 Target
<b>Children's Social Care</b>				
L092	Number of children on protection plans (Quarterly)	N/A	Q1 120 Q2 123 Q3 137 Q4 122	N/A
L140	% children looked after in family placement or adoption (Quarterly)	64% each quarter	Q1 67% Q2 67% Q3 63% Q4 62%	63% each quarter
L161	Number of looked after children (Quarterly)	N/A	Q1 108 Q2 112 Q3 105 Q4 104	N/A
NI019	Rate of proven re-offending by young offenders (Annually)	N/A		N/A
CSP 9.01	Reduce the reoffending rate of the Bracknell Forest local cohort of all young offenders (Quarterly)	Maintain good progress made in reducing re-offending	Q1 0.50 Q2 0.59 Q3 0.66 Q4 0.79	Maintain good progress made in reducing re-offending
NI043	Young people within the Youth justice system receiving a conviction in court who are sentenced to custody (Quarterly)	0 each quarter	Q1 0.9 Q2 0 Q3 0 Q4 0	0 each quarter
NI058	Emotional and behavioural health of children in care (Annually)	N/A	13.8	N/A
L188	Percentage of single assessments for children's social care carried out within 45 working days (Annually)	80%	95.8%	80%
NI061	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption (Annually)	60%	16.7%	60%
NI062	Stability of placements of looked after children: number of placement (Annually)	12%	13.5%	12%
NI063	Stability of placements of looked after children: length of placement (Annually)	60%	61.3%	60%
NI064	Child protection plans lasting 2 years or more (Annually)	6%	5.4%	6%
NI065	Children becoming the subject of a Child Protection Plan for a second or subsequent time (Annually)	14%	13.2%	14%
L189	Percentage of referrals to children's social care going on to single assessment (Annually)	70%	91.6%	70%
NI111	First time entrants to the Youth Justice System aged 10-17 (Annually)	N/A		N/A
NI147	Care leavers in suitable accommodation (Annually)	95%	84.6%	90%
L205	Number of adoptive families recruited to meet the needs of children requiring adoption (Annually)	8	0	This is now Adopt Berkshire since 01/12/14

Ind. Ref	Short Description (Key indicators are shaded)	2014/15 Target	2014/15 Actual	2015/16 Target
L206	Recruit foster carer households (Annually)	10		10
NI112	Under 18 conception rate (Annually)	N/A	-67.9%	N/A
<b>Learning and Achievement</b>				
L139	Schools judged good or better (Quarterly)	75% each quarter	Q1 64% Q2 64% Q3 61% Q4 61%	70% each quarter
NI073	Achievement at level 4 or above in both Reading, Writing and Maths at KS2 (Floor) (Annually)	82%	78%	79%
NI075	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Annually)	67%	56.2%	58%
L153	Percentage of children looked after reaching level 4 Reading at key stage 2 (Annually)	50%	80%	67%
L154	Percentage of children looked after reaching level 4 in Maths at key stage 2 (Annually)	50%	80%	67%
L155	Percentage of children looked after achieving 5 A(star) – C GCSEs at Key Stage 4 (including English and maths) (Annually)	25%	12.5%	25%
L190	Children in care reaching level 4 in Writing at Key Stage 2 (Annually)	50%	80%	67%
L158	Reduction in number of schools where fewer than 60 % of pupils achieve level 4 or above in both Reading, Writing and Maths at KS2 (Annually)	0	1	0
NI079	Achievement of level 2 qualification by the age of 19	N/A	84.8%	N/A
NI080	Achievement of level 3 qualification by the age of 19	N/A	64.5%	N/A
NI081	Inequality gap in the achievement of a level 3 qualification by the age of 19	N/A	27.0%	N/A
NI 082	Inequality gap in the achievement of a level 2 qualification by the age of 19	N/A	25.0%	N/A
NI086	Secondary schools judged as having good or outstanding standards of behaviour (Annually)	80%	67%	80%
NI087	Secondary schools persistent absence rate (Annually)	4.0%	5.4%	4.0%
NI091	Participation of 17 year-olds in education or training (Annually)	N/A		N/A
NI093	Progression by 2 levels in Reading between Key Stage 1 and Key Stage 2 (Annually)	86%	90%	90%
NI094	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 (Annually)	89%	88%	89%
L191	Progression by 2 levels in writing between key stage 1 and key stage 2 (Annually)	86%	94%	95%
NI102.1	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 (Annually)	20%	26%	18%

Ind. Ref	Short Description (Key indicators are shaded)	2014/15 Target	2014/15 Actual	2015/16 Target
NI102.2	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4 (Annually)	22%	32%	22%
NI103.1	Percentage of Special Educational Needs - statements issued in 26 weeks as a proportional of all (Quarterly & Annually)	100% (annual)	Q1 100% Q2 90.9% Q3 75.0% Q4 100%	100% (annual)
NI103.2	Percentage of Special Educational Needs - statements issued in 26 weeks excluding exceptions (Quarterly & Annually)	90% (annual)	Q1 100% Q2 84.6% Q3 60.0% Q4 25%	90% (annual)
NI104	The Special Educational Needs (SEN)/non-SEN gap - achieving Key Stage 2 Reading, Writing and Maths threshold (Annually)	50%	56.0%	50%
NI105	The Special Educational Needs (SEN)/non-SEN gap - achieving 5 A*-C GCSE incl. English and Maths (Annually)	40%	42.4%	40%
NI107	Key Stage 2 attainment for Black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Reading (Annually)	80%	92.7%	83%
NI108	Key Stage 4 attainment for Black and minority ethnic groups (Annually)	365	368	371
L192	Key Stage 2 attainment for black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Writing (Annually)	80%	91.8%	83%
L193	Key Stage 2 attainment for black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Maths (Annually)	80%	90%	83%
L195	Percentage of children who achieve or exceed levels of attainment at the end of Foundation Stage as measured by the EYFSP in all of the Early Learning Goals for communication and language, physical development, personal social and emotional development, literacy and mathematics (Annually)	60%	63%	65%
NI114	Rate of permanent exclusions from school (Annually)	0.08%		1%
NI117	16 to 18 year olds who are not in education, training or employment (NEET) (Annually)			3.8%
NI148	Care leavers in employment, education or training (Annually)	70%	53.8%	70%
L207	Analysis of primary schools performance data and track pupil progress in order to plan and implement appropriate interventions (Annually)	New for 2014/15	0.0%	100%
L208	Analysis of secondary schools performance data and track pupil progress in order to plan and implement appropriate interventions (Annually)	New for 2014/15	66.6%	100%
<b>Strategy, Resources and Early Interventions</b>				
L141	Number of attendances at projects funded or supported by the Youth Service (Quarterly)	Q1 6,000 Q2 4,500 Q3 6,000 Q4 6,000	Q1 6,760 Q2 4,599 Q3 9,123 Q4 10,230	Q1 6,000 Q2 4,500 Q3 7,000 Q4 7,000



<b>Ind. Ref</b>	<b>Short Description (Key indicators are shaded)</b>	<b>2014/15 Target</b>	<b>2014/15 Actual</b>	<b>2015/16 Target</b>
NI052.1	Take up of school lunches – Primary (Annually)	32%	36.7%	32%
NI052.2	Take up of school lunches – Secondary (Annually)	34%	44.3%	34%
NI066	Looked after children cases which were reviewed within required timescales (Annually)	98%	100%	98%
NI067	Child protection cases which were reviewed within required timescales (Quarterly & Annually)	98% each quarter	Q1 100% Q2 100% Q3 100% Q4 100%	98% each quarter
NI092	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest (Annually)	24.5%	25.1%	23%
L202	Number of families turned around through Family Focus Project (Quarterly)	N/A (Baseline year)	Q1 12 Q2 4 Q3 52 Q4	Target of 380 families to be turned around over next five year period
L203	Number of referrals to Early Intervention Hub (Quarterly)	N/A (Baseline year)	Q1 92 Q2 71 Q3 74 Q4 115	N/A
L204	Number of CAF/ Family CAFs undertaken (Quarterly)	N/A (Baseline year)	Q1 105 Q2 42 Q3 73 Q4 86	N/A
L242	Number of cases that step up to Children's Social Care (Quarterly)	-	New for 2015/16	N/A (Baseline year)
L243	Number of cases that step down from CSC to Early Intervention Hub (Quarterly)	-	New for 2015/16	N/A (Baseline year)

N/A = Not applicable as it is not appropriate to set a target

## Section 4: Medium Term Objectives and Key Actions

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
<b>MTO 4: Support our younger residents to maximise their potential</b>				
4.1	Provide accessible, safe and practical early intervention and support services for vulnerable children and young people in the Borough.			
<b><i>Supported by the following sub-actions</i></b>				
4.1.1	Implement the next phase of the five year Troubled Families Initiative and expand the approach to include targeted family support	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017
4.1.2	Further develop the Common Assessment Framework (CAF) and Early Intervention Hub to assess and support Early Help	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017 LSCB Business Plan 2014 – 2017
4.1.3	Further develop the effective transition between Early Help and specialist services	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017 LSCB Business Plan 2014 – 2017
4.1.4	Work with Thames Valley Police to develop a Multi-Agency Safeguarding Hub Model that is appropriate to local needs	31/03/16	Head of Service – Safeguarding	Children and Young People's Plan 2014 - 2017 LSCB Business Plan 2014 – 2017
4.1.5	Commence a three year modernisation programme of the Prevention and Early Intervention Service	31/03/19	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017
4.1.6	Develop and implement a pilot project of community based support using DCLG 'Delivering Differently' funding	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
4.1.7	Complete a review of the structure and design of Children's Social care (CSC) to support delivery of operational requirements in light of new legislation including the Children and Families Act 2014 and the Family Justice Review	31/03/16	Chief Officer Children's Social Care	Children and Young People's Plan 2014 - 2017
4.1.9	Extend the principles of the Symbol project to identify and develop links across services for vulnerable adults who are also parents	31/03/16	Head of Service – Safeguarding	Children and Young People's Plan 2014 - 2017 LSCB Business Plan 2014 – 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
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4.2	Increase the number and continue to support foster carers.			
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4.2.1	Increase the number and continue to support foster carers.	31/03/16	Head of Service – Looked after Children	Children and Young People’s Plan 2014 - 2017
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4.3	Increase opportunities for young people in our youth clubs and community based schemes.			
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<b>Supported by the following sub-actions</b>				
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4.3.1	Continue to deliver a programme of targeted support to young people on issues that impact on their wellbeing e.g. sexual health, substance and alcohol misuse	31/03/16	Targeted Youth Support Manager	Children and Young People’s Plan 2014 - 2017
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4.3.2	Work with Thames Valley Housing to finalise plans for a residential development to underpin the modernisation of the Youth Service programme to develop a new Town Centre Youth hub	31/03/16	Chief Officer Strategy, Resources and Early Intervention	Children and Young People’s Plan 2014 - 2017
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4.3.5	Obtain a partner to operate the potential new Town centre Youth Hub	30/06/15	Chief Officer Strategy, Resources and Early Intervention	Children and Young People’s Plan 2014 - 2017
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4.3.6	Work with Voluntary and Community Sector (VCS) to develop universal provision for young people through commissioning services	31/03/16	Head of School Sufficiency and Commissioning	Children and Young People’s Plan 2014 - 2017
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4.4	Provide targeted support for families in need through our network of Children’s Centres to support early intervention and prevention.			
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<b>Supported by the following sub-actions</b>				
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4.4.1	Provide targeted Family Outreach support and early intervention from Children’s Centres	31/03/16	Head of Prevention and Early Intervention	Children and Young People’s Plan 2014 - 2017
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4.6	Support a wide range of flexible respite services for the carers of children and young people in need.			
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<b>Supported by the following sub-actions</b>				
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4.6.1	Implement the new model of “Short Breaks” identified as a result of consultation with stakeholders.	31/03/16	Head of Specialist Services	Children and Young People’s Plan 2014 - 2017
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Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
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4.7	Communicate with partners to ensure that health, safety and wellbeing priorities for children and young people are identified, and are included in partner plans and strategies where relevant and appropriate.			
<b>Supported by the following sub-actions</b>				
4.7.1	Ensure health, safety and wellbeing priorities are communicated across partnerships via meetings, presentations and reports	31/03/16	Head of Performance and Governance	Children and Young People's Plan 2014 - 2017 Community Safety Strategy LSCB Business Plan
4.7.2	Enhance the emotional health and wellbeing of children and young people at tier 2 in partnership with schools and other providers	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017 Health and Wellbeing Strategy

4.8	Ensure that all children and young people feel safe, are protected from harm and have their views taken into account when planning and delivering services.			
<b>Supported by the following sub-actions</b>				
4.8.1	Ensure children receiving support through Children's Social Care have access to an Independent Visitor or Advocate to enable them to have their views heard	31/03/16	Head of Service Safeguarding	Children and Young People's Plan 2014 - 2017
4.8.2	Ensure children who are looked after have the opportunity to express their views at their statutory review, and are able to communicate with the Independent Reviewing Officers (IRO) in-between reviews	31/03/16	Conference and Review Team Manager	Children and Young People's Plan 2014 - 2017
4.8.3	Engage with young people through the Youth Forum to ensure that their views are communicated effectively to those responsible for planning and delivering services	31/03/16	Targeted Youth Support Manager	Children and Young People's Plan 2014 - 2017

4.9	Continue to improve outcomes for looked after children in education, health and employment.			
<b>Supported by the following sub-actions</b>				
4.9.1	Further develop support for Care Leavers, including accommodation support, to improve education/employment and training opportunities	31/03/16	Head of Care Leaving Service	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
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4.10	Children and Young People's Partnership provides the opportunity to develop and agree joint priorities for improvement.			
<b>Supported by the following sub-actions</b>				
4.10.1	Monitor progress and publish an annual review of progress made against the priorities in the Children and Young People's Plan (CYPP) 2014 – 2017	31/03/16	Head of performance Management and Governance	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
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**MTO 5: Work with schools and partners to educate and develop our children, young people and adults as lifelong learners**

5.1	Continue to work with early years providers to close the attainment gap.			
<b>Supported by the following sub-actions</b>				
5.1.1	Implement the Every Child a Talker Programme to further develop speech and language skills of children in early years	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017
5.1.2	Implement plans to provide early years places for disadvantaged two year olds and track their progress	31/03/16	Head of Prevention and Early Intervention	Children and Young People's Plan 2014 - 2017

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.			
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<b>Supported by the following sub-actions</b>				
5.2.1	Provide challenge and support for head teachers and governors, developing school capacity to improve the quality of teaching to meet Ofsted standards	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
5.2.2	Undertake supported school reviews to quality assure school self-evaluation and practice, confirming judgements are accurate and planning for improvement	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
5.2.3	Monitor the outcome of inspections of schools, and provide challenge and support as appropriate	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
5.2.4	Implement Pupil Premium Strategy	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
5.3	Support school leaders and governors when considering alternative forms of governance, including forming federations or Academy trusts.			
	<b>Supported by the following sub-actions</b>			
5.3.1	Provide information and support to governors and interface with Government agencies and DfE when schools are considering a change of status	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017

5.5	Increase the average point score of students taking 'A' level examinations.			
	<b>Supported by the following sub-actions</b>			
5.5.1	Analyse post 16 results and option choices and discuss progress with head teachers	31/03/16	School Advisory Team	Children and Young People's Plan 2014 - 2017

5.6	Support children and young people with special needs, where possible at appropriate provision within the Borough.			
	<b>Supported by the following sub-actions</b>			
5.6.1	Develop provision to meet the needs of SEN pupils in the borough by opening the new Rise@ Garth school	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017
5.6.2	Implement a new process for the Education, Health and Care Plans (EHCP) and monitor the transfer of children and young people from SEN to a new EHCP over a two year period	31/03/16	Senior Adviser for Inclusion and Diversity	Children and Young People's Plan 2014 - 2017
5.6.3	Respond to changes in legislation for the provision of additional support for high needs pupils aged 19-25	31/03/16	Head of Targeted Services	Children and Young People's Plan 2014 - 2017
5.6.4	Agree an approach with the Schools Forum that puts the schools budget on a sustainable footing	31/03/16	Head of Finance	
5.6.5	Provide access to impartial and independent support for parents / carers and young people 16 or over as required in the new SEN Code of Practice	31/03/16	Head of Performance and Governance	Children and Young People's Plan 2014 - 2017

5.8	Encourage and support residents to become school governors.			
	<b>Supported by the following sub-actions</b>			
5.8.1	Continue to recruit school governors through publicising the work of governing bodies and providing support and training	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
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5.9	Increase the participation of school leavers in employment, education or training.			
<b>Supported by the following sub-actions</b>				
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	31/03/16	Learning Development and Commissioning Manager	Children and Young People's Plan 2014 - 2017
5.9.2	Create a 16-24 Information Advice & Guidance (IAG) hub for young people in Bracknell Forest (Elevate)	31/03/16	Head of Post 16 Education Training and Skills	City Deal

5.10	Encourage all residents to continue as learners, both in relation to future employment and recreation.			
<b>Supported by the following sub-actions</b>				
5.10.1	Work with strategic partners to provide and promote Adult and Community Learning activities	31/03/16	Head of Community Learning and Skills	Children and Young People's Plan 2014 - 2017
5.10.2	Source alternative funding to support the provision of Adult and Community Learning	31/03/16	Head Community Learning and Skills	Children and Young People's Plan 2014 - 2017

5.11	Ensure systems in place for effective pupil and school place planning.			
<b>Supported by the following sub-actions</b>				
5.11.1	Provide sufficient pupil places, through the Education Capital Programme to meet basic need	31/03/16	Head of Education Capital and Property	Children and Young People's Plan 2014 - 2017 School Places Plan
5.11.3	To progress project for the provision of a new Primary / Secondary Learning Village at Blue Mountain (9 form entry secondary school, a 2 form entry primary school and a nursery provision)	31/03/16	Chief Officer Strategy Resources and Early Intervention	Children and Young People's Plan 2014 - 2017 Asset Management Plan
5.11.6	Secure sufficient school places within planned and future housing developments	31/03/16	Head of School Sufficiency and Commissioning	Children and Young People's Plan 2014 - 2017 Asset Management Plan

5.12	Co-ordinate services to schools.			
<b>Supported by the following sub-actions</b>				

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
5.12.1	Evaluate the effectiveness of council services to schools currently provided under a three year SLA and prepare new SLAs for schools for the period 2016 onwards	31/03/17	Head of School Sufficiency and Commissioning	Children and Young People's Plan 2014 - 2017

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
<b>MTO 6: Support Opportunities for Health and Wellbeing</b>				
6.2	Support the Health and Well Being Board to bring together all those involved in delivering health and social care in the Borough.			
<b>Supported by the following sub-actions</b>				
6.2.3	Work with partners to improve Child and Adolescent Mental Health Services (CAMHS) provision	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017 Health and Wellbeing Strategy

6.9	Support people who misuse drugs and/or alcohol to recover by providing appropriate interventions.			
<b>Supported by the following sub-actions</b>				
6.9.2	Provide drug and alcohol misuse awareness raising to new employees and existing staff	31/03/16	Chief Officer Learning and Achievement	Children and Young People's Plan 2014 - 2017 Health and Wellbeing Strategy

Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
<b>MTO 11: Work with our communities and partners to be efficient, open, transparent and easy to access and to deliver value for money</b>				
11.2	Ensure staff and elected members have the opportunities to acquire the skills and knowledge they need.			
<b>Supported by the following sub-actions</b>				
11.2.4	Implement the Pay and Workforce Strategy Action Plan, relating to CYPL workforce strategy	31/03/16	Head of Human Resources	Children and Young People's Plan 2014 – 2017 / Pay and Workforce strategy

11.5	Develop appropriate and cost effective ways of accessing council services.			
<b>Supported by the following sub-actions</b>				
11.5.5	Upgrade the framework-i system for Children's Social Care recording	31/03/16	Head of ICT	



Ref	Key Action Description	By when	Lead Officer	Links to related strategies/plans
11.7	Work with partners and engage with local communities in shaping services.			
<b>Supported by the following sub-actions</b>				
11.7.4	Work with Involve to support and develop a Children's Voluntary Sector Forum	31/03/16	Head of Performance and Governance	Children and Young People's Plan 2014 - 2017 Health and Wellbeing Strategy
11.7.8	Work in partnership with the Elevate Project through Breakthrough Employment Service in order to support young people with additional needs into employment	31/03/16	Chief Officer Learning and Achievement	

11.8	Implement a programme of economies to reduce expenditure.			
<b>Supported by the following sub-actions</b>				
11.8.6	Implement the Electronic Document Management Strategy to enhance and extend document scanning	31/03/16	Director of Children, Young People & Learning	
11.8.8	Develop maximum benefits of the Strategic Managing Partner Contract	31/03/16	Chief Officer Strategy, Resources and Early Intervention	Capital Construction Category Strategy