

NOTICE OF MEETING

Children, Young People & Learning Overview & Scrutiny Panel Wednesday 13 April 2016, 7.30 pm

**Council Chamber, Easthampstead House, Town Square, Bracknell,
RG12 1AQ**

To: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL

Councillor Mrs Birch (Chairman), Councillor Brossard (Vice-Chairman), Councillors Ms Gaw, Mrs Hamilton, Ms Hayes, Mrs McCracken, Skinner, Virgo and Mrs Temperton

Church Representatives (Voting in respect of Education matters only)

Two Vacancies

Parent Governor Representatives (Voting in respect of Education matters only)

Mr R Briscoe and Mrs L Wellsted

Teachers' Representatives (Non-Voting)

Miss V Richardson

Children's Social Care Representative (Non-Voting)

Ms C Barrett

cc: Substitute Members of the Panel

Councillors Allen, Mrs Ingham, Ms Merry, Peacey and Porter

ALISON SANDERS
Director of Corporate Services

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**Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 13 April 2016, 7.30 pm
Council Chamber, Easthampstead House, Town Square,
Bracknell, RG12 1AQ**

Sound recording, photographing, filming and use of social media at meetings which are held in public are permitted. Those wishing to record proceedings at a meeting are however advised to contact the Democratic Services Officer named as the contact for further information on the front of this agenda as early as possible before the start of the meeting so that any special arrangements can be made.

AGENDA

A pre-meeting for Panel Members will be held at 7pm in 4th Floor Meeting Room 1 at Easthampstead House..

Page No

1. APOLOGIES FOR ABSENCE/SUBSTITUTE MEMBERS

To receive apologies for absence and to note the attendance of any substitute members.

2. MINUTES AND MATTERS ARISING

To approve as a correct record the minutes of the meeting of the Children, Young People and Learning Overview and Scrutiny Panel held on 11 January 2016.

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3. DECLARATIONS OF INTEREST AND PARTY WHIP

Members are requested to declare any disclosable pecuniary or affected interest, including the existence and nature of the Party Whip, in respect of any matter to be considered at this meeting.

Any Member with a Disclosable Pecuniary Interest or an affected interest in a matter should withdraw from the meeting when the matter is under consideration and should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Disclosable Pecuniary Interest is not entered on the register of Members interests the Monitoring Officer must be notified of the interest within 28 days.

4. URGENT ITEMS OF BUSINESS

Any other items, which pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent.

5. PUBLIC PARTICIPATION

To receive submissions from members of the public which have been submitted in advance in accordance with the Council's Public Participation Scheme for Overview and Scrutiny.

6. **CORPORATE PARENTING ADVISORY PANEL**
To receive the minutes of the meeting of the Panel held on 9 March 2016 11 - 18

PERFORMANCE MONITORING

7. **QUARTERLY SERVICE REPORT**
To consider the latest trends, priorities and pressures in terms of departmental performance as reported in the QSR for the third quarter of 2015/16 (October to December 2015) relating to Children, Young People and Learning, giving particular attention to outcomes of Ofsted school inspections, safeguarding, Looked After Children, staffing, permanency and signs of safety. 19 - 52
- Panel members are asked to give advance notice to the Overview and Scrutiny Team of any questions relating to the QSR where possible.*

OVERVIEW AND POLICY DEVELOPMENT

8. **UPDATE ON YOUTH SERVICES TRANSFORMATION**
To receive an update in respect of the transformation of Youth Services.
9. **BRACKNELL FOREST CHILDREN AND YOUNG PEOPLE'S MENTAL AND EMOTIONAL WELLBEING STRATEGY 2015-18**
The final draft of the above Strategy is attached for consideration. Comments are invited at the Panel meeting or separately by e-mail to the Chief Officer: Learning and Achievement:- Christine.McInnes@bracknell-forest.gov.uk 53 - 88
10. **ACCESSIBILITY STRATEGY: EDUCATION, SCHOOLS AND EARLY YEARS SETTINGS 2016-19**
To consider the above Strategy which describes how the Council will work with schools and early years settings that provide government funded early education places. 89 - 108
11. **WORKING GROUP UPDATE REPORT**
To receive an update in respect of the Working Group of the Panel reviewing child sexual exploitation and to consider establishing a new standing Sub Group to review the implementation of recommendations to the Executive made by previous Overview and Scrutiny reviews. 109 - 110

HOLDING THE EXECUTIVE TO ACCOUNT

12. **EXECUTIVE FORWARD PLAN**
To consider scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning. 111 - 120

DATE OF NEXT MEETING

The next scheduled meeting of the Children, Young People and Learning Overview and Scrutiny Panel will be held at 7.30pm on 8 June 2016. There will be a pre-meeting for members at 7.00pm.

**CHILDREN, YOUNG PEOPLE & LEARNING
OVERVIEW & SCRUTINY PANEL
11 JANUARY 2016
7.30 - 9.30 PM**



Present:

Councillors Mrs Birch (Chairman), Brossard (Vice-Chairman), Allen, Ms Gaw, Mrs Hamilton, Mrs McCracken, Skinner, Virgo and Mrs Temperton

Mr R Briscoe, Parent Governor Representative
Miss V Richardson, Teachers' Representative

Apologies for absence were received from:

Councillors Ms Hayes
Mrs L Wellsted, Parent Governor Representative

Also Present:

Andrea Carr, Policy Officer (Overview and Scrutiny)
Dr Janette Karklins, Director of Children, Young People & Learning
Christine McInnes, Chief Officer: Learning & Achievement
Rachel Morgan, Senior Adviser

89. Apologies for Absence/Substitute Members

Apologies for absence were received from Councillor Ms Hayes and Mrs Wellsted. The Panel noted the presence of the following substitute Member:

Councillor Allen for Councillor Ms Hayes

90. Minutes and Matters Arising

RESOLVED that the minutes of the meeting of the Panel held on 30 September 2015 be approved as a correct record, and signed by the Chairman.

91. Declarations of Interest and Party Whip

There were no declarations of interest relating to any items on the agenda, nor any indication that Members would be participating whilst under the party whip.

92. Urgent Items of Business

There were no items of urgent business.

93. Public Participation

No submissions had been made by members of the public under the Council's Public Participation Scheme for Overview and Scrutiny.

94. **Corporate Parenting Advisory Panel**

The Panel received and noted the minutes of the meetings of the Corporate Parenting Advisory Panel held on 23 September and 9 December, 2015. Reference was made to the Do You Know training which gave an insight into what it was like to be a young person in care. Four Members of the Panel had attended the training to date and the Chairman encouraged the remainder to do so as it was considered to be extremely illuminating. The dates of the next training sessions were included on page 21 of the Panel's agenda.

95. **Annual Report of the Local Safeguarding Children Board (LSCB) 2014/15**

The Director of Children, Young People and Learning introduced the 2014/15 Annual Report of the LSCB which reported on the effectiveness of safeguarding and child protection practice in Bracknell Forest. The report summarised the main areas of activity during the past year; highlighted good practice; identified targeted priorities for the new LSCB Business Plan 2014 – 2017; provided a range of key messages aimed at those responsible for key partnerships and strategic planning across all organisations working with children, young people and families; and identified a number of key messages for partners and stakeholders to consider. The key messages focused on safer workforces / recruitment, information sharing, assessment and analysis of risk, and strengthening partnerships.

Although contributions towards the LSCB's budget were received from the Clinical Commissioning Group, Police, Probation Service, Broadmoor, Children and Family Court Advisory and Support Service, and Berkshire Healthcare NHS Foundation Trust, the Council was the main contributor. The LSCB was a key group for the Council and it received a separate Single Inspection Framework grade from Ofsted.

In response to related questions and discussion the following points were made:

- There were 3-4 known children being privately fostered at any given time and they were assessed, closely monitored and the subject of reporting in the LSCB Annual Report. Private foster carers could also be assessed and reported on at the Foster Carers' Panel. Work with parents took place and schools were one source of referral.
- A safeguarding incident involving the sexual assault of a number of children had not met the threshold for a Serious Case Review and a separate review of practice had been carried out by two partner agencies. Further details of the incident would be provided.
- Although the number of children subject to Child Protection Plans owing to sexual abuse had increased from 2 in 2014 to 12 as at 31 March 2015, this represented a small proportion as over 100 Plans were in place and figures could be swayed by one or two large families involved.
- Children receiving education at home were actively monitored and the process had been reviewed and made more robust. Parents made arrangements for home educated offspring to sit examinations with local schools. Members' concerns regarding the safeguarding of children being educated at home would be conveyed to the Independent Chair of the LSCB.

Following a reduction over the last three years there was a slight increase in the number of young people entering the youth justice system this year. However, numbers continued to be relatively low due to the success of focused early intervention work with young people at risk of offending. Youth justice requirements had changed.

96. **Quarterly Service Report (QSR)**

The Panel considered the latest trends, priorities and pressures in terms of departmental performance as reported in the QSR for the second first quarter of 2015/16 (July to September 2015) relating to Children, Young People and Learning.

The Director of Children, Young People and Learning presented a number of headlines from quarter three from which the Panel noted:

- The domestic abuse consultation concluded in November 2015 and a report was scheduled to go to the Executive in February 2016.
- Applications and processing for the new school providers had demonstrated a strong field for both Binfield Learning Village and Amen Corner.
- The Duke of Edinburgh Awards ceremony hosted by Sandhurst School saw 144 Bronze, 22 Silver and 11 Gold certificates awarded.
- The outstanding grade for Larchwood, a short break unit providing respite care for children and young people with learning disabilities and difficulties, was confirmed by Ofsted. Improved effectiveness since the last inspection was recorded.
- The focus on child sexual exploitation (CSE) and missing children continued with briefings to 150 community representatives and the production of an information guide. The successful Nine Signs campaign was extended to focus on internet safety.
- Six more schools achieved a rating of 'Good' in their Ofsted inspection in 2015, including Kennel Lane School which achieved Good with Outstanding features.

The Director advised that Ofsted were introducing two new Inspection Frameworks in 2016, namely, Joint Targeted Area Inspection (JTAI) and Special Educational Needs and Disability Inspection. The JTAI would focus on CSE and missing children. The Working Group of the Panel reviewing CSE was thanked for its work. The Single Inspection Framework Ofsted Inspection was expected in 2016 and a Safeguarding Practice Diagnostic would take place from 19-21 January 2016.

The Panel received school Ofsted inspection outcomes from reports published to the end of December 2015 and the following points arose from related questions and discussion:

- Whilst Bracknell Forest schools were generally performing well in national comparisons, the performance of one school which had previously improved from an unsatisfactory position had slipped to the requiring improvement grading. Although performance was the responsibility of the governing body, the Council supported schools to improve through measures such as advice, training and capacity building.
- A Member explained the difficulties faced by governing bodies and expressed the view that governors were trained, strived to improve schools and were aware of their responsibilities.

- There was a new data system and all schools were now providing performance data although this was complicated by changes to Standard Assessment Tests (SATs) grading and a consistent data transfer method was sought.
- Robust risk management was undertaken and targeted support offered to schools prior to Ofsted inspections to maintain school standards.
- The Ofsted monitoring visit to Jennett's Park School had a favourable outcome and it was hoped that the school would progress to a higher grade in future.

The Panel was provided with an attainment data pack consisting of school summaries covering Key Stage (KS) 1 and 2 at Levels 4+ and 5+; value added scores; phonics; progress measures value added; expected progress in reading, writing and mathematics; closing the gaps at KS 1 and 2; and a local authority summary addressing its context, primary phase, secondary phase and destinations of KS 4 and 5 students. Following an explanation of the data and subsequent questions, the Panel noted the following points:

- 17 of the 28 primary / junior schools in Bracknell Forest were at or above the national attainment level at Level 4+ at the end of KS 2. Progress measures had brought some schools above the 'floor' minimum level, however, Harmans Water Primary School remained below the floor. Although Cranbourne Primary School's levels had declined owing to a change in its cohort, it remained above the national attainment level. A number of schools were also at or above the national attainment level at Level 5+ at the end of KS 2.
- In the case of Harmans Water Primary School, intensive measures had already been taken and Ofsted was satisfied with the rate of improvement. A new headteacher had been appointed to the school and was expected to escalate its improvement.
- In terms of value added scores, Great Hollands Primary School was in the top quartile nationally.
- The percentage of pupils achieving the expected progress in reading, writing and mathematics from KS 1 to 2 was good.
- Although progress had been made in narrowing the gap between disadvantaged pupils and others in attainment in reading, writing and mathematics at KS2 since 2013, the gap in attainment in KS 1 phonics had increased between 2013 and 2015. It was felt that narrowing the gap and gifted pupils were priority areas for further work.

The Panel found the data very useful and welcomed receiving it on an annual basis. Members were invited to submit any further questions after the meeting.

A graph indicating the number of Looked After Children, children with Child Protection Plans and Children in Need on a quarterly basis since March 2014 was circulated. When children were determined to no longer be in need of Child Protection Plans they were re-designated to the lower risk status of Children in Need and monitored on a monthly basis.

The Director gave an update in respect of headteacher recruitment advising that only one vacancy currently remained, at Winkfield St Mary CoE Primary School.

97. **2016/17 Draft Budget Proposals**

The Panel considered key themes and priorities for Children, Young People and Learning as outlined in the Council's draft budget proposals for 2016/17.

The Executive agreed the Council's draft budget proposals for 2016/17 at its meeting on 15 December 2015 as the basis for consultation with the Overview and Scrutiny Commission, Overview and Scrutiny Panels and other interested parties. The consultation period would expire on 31 January 2016, after which the Executive would consider the representations made at its meeting on 9 February 2016, before recommending the budget to Council.

Attached to the report were relevant extracts from the 2016/17 Revenue Budget and Capital Programme. The extracts were comprised of Revenue Budget Report, Commitment Budget, Draft Revenue Budget Pressures, Draft Revenue Budget Savings Proposals, Proposed Fees and Charges, Capital Programme Report and Summary, and Proposed Capital Schemes.

The Panel was advised that notification of the Government grant had been received subsequent to the draft budget proposals being agreed as the basis for consultation and as the settlement was lower than expected it would be necessary for further savings to be identified.

Members focused their attention on the draft revenue budget savings and pressures. Attention was drawn to savings arising from additional income streams, reduced placement costs for Looked After Children and efficiencies resulting from revised delivery of services and support totalling £714,000. Budget pressures, which related to the Multi-Agency Safeguarding Hub (MASH), Post 16 Education Transport and Special Educational Needs (SEN), amounted to £246,000.

In response to related questions and discussion the following points were made:

- There had been an underspend in the Emergency Duty Team budget for several years and the proposed budget reduction constituted a saving without a service reduction.
- The proposed reduction in Youth Justice support to parenting services would be partially compensated by work in other areas such as the Early Help Offer and Children's Centres and by signposting to other forms of support.
- As there had been low take up of some aspects of the Information, Advice and Guidance to young people service, the related contract had been reduced to achieve a saving and some services brought in-house to improve service provision and value for money.
- Efficiencies and cost reductions in the commissioning of the Joint Legal Team that provided a Berkshire-wide service hosted by Reading Borough Council had been sought.
- As part of the on-going process to improve efficiency, a review of the youth offer had resulted in a saving of £58,000. The service would continue to provide targeted work. Other measures to support emotional health and wellbeing included bids to NHS England and the Clinical Commissioning Group's Innovations Fund, focused work in schools stemming from the Autism Strategy and training of professionals and volunteers through the Parents' Project.

- The streamlining of the management structure of the Children's Centres would increase consistency and efficiency.
- There was a budget pressure associated with the MASH which facilitated improved and more rapid decision making and information sharing consistently across Berkshire.
- The mandatory conversion of SEN Statements into Education Health Care Plans was a significant task requiring additional staff and posed a budget pressure.

The Capital Programme included Phase 1 of the expansion of The Brakenhale School which had qualified for a grant associated with the condition survey.

98. School Places Plan 2015-2020

The Panel received and noted the School Places Plan 2015-2020, and covering report to the Executive, which was produced as a result of an annual review of future housing plans, numbers on roll and demographic data. It included forecasts of school intake and total numbers on roll and calculated the impact on places.

99. Working Group Update Report

The Lead Member of the Working Group reviewing child sexual exploitation (CSE) introduced the Working Group Update Report and advised that the Working Group had met the Children's Specialist Support Team's appointed social worker for CSE at its previous meeting and would be meeting relevant representatives of the NHS at its next meeting. Future work would include discussing CSE related training for taxi drivers.

100. Work Programme 2016/17

The Panel was invited to suggest topics for inclusion in its 2016/17 work programme which would be developed over the coming months. Having regard to the future possible reviews listed in its existing Work Programme for 2015/16, namely, Early Intervention Services and Supporting Disadvantaged Children and Families, the Panel indicated its support for reviewing these topics in the future. It was noted that funding had been secured for the second phase of the Family Focus project. The next review topic would be selected at a future Panel meeting.

101. Overview and Scrutiny Progress Report

The Panel noted the progress report of the Assistant Chief Executive which highlighted Overview and Scrutiny activity during the period from June to November 2015.

102. Executive Key and Non-key Decisions

Executive key and non-decisions relating to Children, Young People and Learning scheduled to be taken from January to March 2016 were noted by the Panel.

CHAIRMAN

**CORPORATE PARENTING ADVISORY
PANEL
9 MARCH 2016
5.05 - 7.15 PM**



Present:

Councillor Mrs Jennifer McCracken
Councillor Mrs Gill Birch
Councillor Ms Suki Hayes
Councillor Mrs Sandra Ingham
Councillor Mrs Mary Temperton

Also Present:

Doug Jennings, Bracknell Forest Foster Carers Association
Councillor Dr Gareth Barnard

Apologies for absence were received from:

Councillor Peter Heydon
Stephanie Rae, Independent Lay

45. Declarations of Interest

There were no declarations of interest.

46. Minutes and Matters Arising

The minutes of the meeting on 9 December 2016 were approved, subject to the following amendment in Minute 35:

For clarity, it was agreed that Councillor Mrs Temperton's update be updated to read 'One young person had been shot shortly after going back because he was so westernised. 10% of Bracknell Forest care leavers are asylum seekers.'

Matters arising

Minute 35 – It was reported that the Elected Members' Christmas Collection had raised £648, and an additional £250 donation from Bracknell Regeneration Partnership. The money had been spent on gift vouchers, food parcels, toiletries, and had also helped to fund a trip for Care Leavers to go go-karting. It was requested that the thanks of the young people be expressed to members' for their generosity.

Minute 37 – Information regarding good practice of Independent Visitors had been circulated to members, and it was requested that a feature on advocacy services and independent visitors be added to the September 2016 agenda.

(Action: Lizzie Rich)

47. Urgent Items of Business

There were no urgent items of business.

48. **Panel Announcements**

Terms of Reference for Link Officers

Elected members had agreed to take on a specific linking role, on behalf of the Corporate Parenting Panel. The links would be to one or more of the following areas:

- housing and care-leavers
- asylum seekers
- work experience and apprenticeships for looked after children
- education of looked after children
- health of looked after children
- placements and short breaks
- leisure/social for looked after children
- listening to looked after children/young people.

A local authority officer from within Children's Services had been identified as the point of contact for each elected member. The elected member and the officer would meet regularly to discuss their particular area. Where appropriate the councillor would use their skills and contacts to support service development in that area. The councillor would report back to Corporate Parenting Advisory Panel on any activity they have been engaged in or awareness and learning they can share.

Asylum seekers

Councillor Mrs Temperton gave an update on the Muslim looked after children in Bracknell Forest who had been travelling to London and Slough to find religious and cultural support. Cllr Mrs Temperton had contacted the Bracknell Muslim group who had agreed to meet and support these children and young people locally.

Councillor Mrs Temperton encouraged panel members to watch the programme *Deported to Afghanistan* by the BBC. She expressed ongoing concern for the looked after children in Bracknell facing deportation, and gave an update on their situations. One had received extra time to stay in the UK, and another had been asked to reapply for leave to remain.

Work experience and apprenticeships

Kashif Nawaz updated the panel on provision of work experience for Looked After Children and Care Leavers, and was particularly grateful for Councillor Heydon's support. It was reported that Kashif was taking a proposal regarding Council Apprenticeships to Corporate Management Team for their support.

One Care Leaver had been appointed as an apprentice at the Virtual School, and would be starting soon. Four looked after young people were on work placements, and twelve more were expected to start work placements soon.

Kashif asked panel members to consider being mentors for year 11s. There were ten year 11 looked after children, at least three of which needed mentors. One of these was an asylum seeker. Kashif commented that any elected members who volunteered to be mentors would receive support from the Virtual School. Mentors would visit the mentees once at the end of April, once at the end of July and once at the end of August. It was commented that elected member mentors would provide experience of the world of work to the children.

Councillors Mrs Temperton and Mrs Birch volunteered.

Placements

Councillor Ingham commented on the promotional work ongoing to promote fostering in Bracknell Forest. A website had been developed to demonstrate the possibilities outside of the constraints of the Bracknell Forest website, although this was not yet live and password protected. A4 and A5 posters had been distributed to all Conservative members for their wards, and a feature in the Hanworth councillors' leaflet had been published. Two videos had been created to demonstrate fostering from the point of view of foster parents, and there had also been work on a fostering Facebook page.

An afternoon tea had been organised for Conservative members to promote fostering.

Youth Service and Leisure Provision for Looked After Children

Councillor Mrs Birch reported on the work ongoing with Wellington College, including a request to deliver the 'Do You Know' training to teachers and pupils in the Autumn. Wellington College have also offered a Mindfulness course, and a low ropes course to the Looked After Children, amongst other courses.

A Duke of Edinburgh course was being developed specifically for Looked After Children. It was hoped that this would give the young people something to aim for, and would be an asset on their CV.

Big Ballot Event

The second annual Big Ballot Event for Looked After Children would be held in the Council Chamber on 4 May 2016. This would be an opportunity for Looked After Children to review how well the council were delivering on their Pledge to Looked After Children and to vote on the issue they wished their Children in Care Council to focus on during the year ahead.

Councillor Training

A training session on the work of Children's Social Care and the responsibilities of Corporate Parenting would be held on 3 May 2016

49. Foster Carers Association

The Panel welcomed Doug Jennings and Maggie Smith from the Foster Carers Association to the meeting.

The Foster Carer Association had been formed in 2015 and had met for the first time at Easthampstead House in October 2015. The Association aimed to support foster carers, promote the recruitment of new foster carers, encourage professional development and training of foster carers and provide some 'off duty' social time.

The Association had met twice since its first meeting, and was reported to be growing both in number and member contribution. 30 people had attended the Christmas event held at the Admiral Cunningham.

The group held a support group for foster carers to meet and chat over coffee every other Thursday. Councillors Heydon and Mrs Birch had visited this group recently. This group attracted between 6-18 people at each meeting.

It was reported that Peter Hodges, Head of Service for Looked After Children was involved with the Association, and had been looking at opportunities for professional development and training including evening meetings.

The Foster Carer Association were planning a number of events for 2016, including an adult-only quiz night in May, and a BBQ/Caribbean evening for families.

50. **CAMHS Provision for Looked After Children and the Local Transformation Plans for Improving Child and Adolescent Mental Health**

Andrew Moody, Head of Children and Women's Commissioning for the East Berkshire CCGs and Louise Noble Service Manager for CAMHS presented the Transformation Plan for Children and Young People 2015-20, particularly focussing on mental health.

The Future in Mind report set out a clear pathway for children with mental health needs to access the right services. Andrew commented that children's mental health had not received the attention that it should have done in the past. The key themes of the Future in Mind report were promoting resilience, prevention and early intervention, and the change within CAMHS into a service without tiers.

The Local Transformation Plan for Children and Young People's Mental Health and Wellbeing had been signed off by NHS England at the end of 2015, and set out details of the transformation plan.

Andrew reported that key objectives for CAMHS were to:

- Promote resilience for children and young people with mental health issues, enabling them to live normal lives with the necessary support
- Provide better support for families and carers, and improve signposting to care for parents as well as their children
- Promote peer support, including the use of social media
- Equipping professionals with the skills to respond to mental health needs, including training in counselling and autism.

Andrew reported on progress made with the transformation plan. The plan had been assured by NHS England and funding had been released in December 2015. A Working Group had been set up to drive the project, deal with funding and keep the project to account. Stakeholder engagement was being carried out, including with members of the public.

Andrew commented on the following priorities of the plan for 2015/16:

- Develop a local model for the Eating Disorder service
- Reduce waiting lists
- Develop a blended online and face-to-face approach to counselling with Kooth across the 3 CCGs
- Develop better services to support children and families post diagnosis for Autistic Spectrum Disorder, which the Berkshire Autistic Society were looking into
- Strengthen advocacy for children and young people in transition
- Improve the Psychiatric liaison for children and young people to prevent unnecessary admission to A&E or police cells in mental health crises
- Set up eating disorder services and monitor progress
- Work on an anti-stigma campaign, which Andrew commented had been successful
- Develop children and young people's IAPT (Improving Access to Psychological Therapies) which relied on counselling and Cognitive Behaviour Therapy (CBT) rather than drugs

The priorities of the plan for 2017-2020 were subject to change on a year-by-year basis, but Andrew commented on the following priorities:

- Implementing eating disorder waiting time standard
- Peer support and links to third sector providers including services such as Youthline
- Developing and running skills workshops in schools for children and young people who have self-harmed, funded by an underspend in the eating disorder budget

The next steps were reported to be to allocate funding effectively to deliver the 2016/17 priorities, develop a communications plan and monitor the success of 2015/16 campaigns.

Arising from members' questions, the following points were noted:

- The development plan for Berkshire Health Foundation Trust included a review of sites, and Andrew reported that he was hoping for satellite clinics which could provide help more locally to parents of children with mental health needs as well as the children themselves. Andrew agreed to circulate these plans.
- There were separate waiting lists for different mental health needs, and the most severe cases would receive treatment sooner. Andrew commented that the waiting times were still an issue for CAMHS.
- The Children and Young People's Partnership and the Health and Wellbeing Board had both engaged with CAMHS to develop the Emotional and Wellbeing Plan which was in draft. This plan was going to the Executive in June.
- There was not yet a plan for fast-tracking vulnerable youth offenders and looked after children into CAMHS services, although this was a priority in the plan. Andrew commented that he would be working with the Youth Offending Service to achieve this.
- It was noted that early intervention and prevention was hoped to combat the 'demographic timebomb' of children and young people's mental health needs. Andrew commented that CAMHS aimed to be a health service, rather than an illness service.
- If a patient moved out of area, their CAMHS support would follow them to their new local authority.

It was noted that there were currently 358 children and young people on the waiting list for CAMHS without an appointment, and that the majority of these were waiting for Autism Spectrum Disorder assistance. It was noted that these children would have been assessed on the common point of entry, and would have received some support in the form of a letter to their school, and referral to external autism support groups.

In 2015/16, the East and West Berkshire CCGs had invested in CAMHS to fund 30 additional clinicians, most of which were already in post. Existing staff were also being funded to maintain their skills during this expansion period.

It was reported that CAMHS were looking at how to make their service more effective, and a part of this had been The Toolkit for health visitors, school teachers and other professionals. A focus on effective working had also lead to Young SHARAN being implemented. Young SHARAN was an invitation-only online forum for people with different needs. There was currently provision for peri-natal mothers, but it was hoped that this would expand into children and young people's mental health needs. Louise also reported on ConsultMe, which

was a forum for GPs, nurse and other partners to consult CAMHS professionals. Louise reported the challenge was now to connect these online support services.

51. Leaving Care Service Peer Review

The Panel received a report on the Care Leavers Peer Review. The report gave an overview of the developments of the Care Leavers Service following the Safeguarding and Looked After Children (SLAC) Inspection in 2011. The report had been written following requirements of the peer review team, but had not raised anything not already known. It was reported that the team are a long way through the actions on the review.

A key feature of the report was transition, and it was commented that Staying Put was just one element of this. Plans were being put in place to deliver transition services earlier in the lives of Looked After Children. This work was reported to be ongoing. It was reported that disabled children were a key focus for this work, as the transition into adulthood was harder for disabled looked after children.

It was reported that the work resultant of the peer review had been successful. An officer had been recruited to work with NEET's one day every week, and apprenticeships were developing.

This report was commended as being a good example of co-working, and the panel thanked Karen for the report.

52. Staying Put Report

The panel received a report on a review of the Staying Put policy. The report had been signed off by the Executive in 2015, and work was ongoing to execute the actions in the report.

The Staying Put policy was welcomed by the panel as a good policy for the young people.

It was suggested that a 'buddy' scheme could be implemented for foster carers of looked after children going through the Staying Put scheme to provide support and experience. It was agreed that this 'buddy' scheme would be taken back to the team.

It was reported that there were three Looked After Children currently Staying Put, and more planned for once they reach 18.

Staying Put provision was not fully covered by central government grant and has an impact on local budgets for 2016/17.

In response to members' questions, the following points were clarified:

- Young people who were 'staying put' sign a contract with their foster carers to ensure that the house and facilities were treated with respect. There would be regular meetings between foster carer, young person and a mediator to deal with any issues arising.
- Once a young person was 'staying put', the payment to former foster carers would come from several different sources including Housing Benefit, payment of which is occasionally delayed.

53. Exclusion of Public and Press

RESOLVED that pursuant to Section 100A of the Local Government Act 1972, as amended, and having regard to the public interest, members of the public and press be excluded from the meeting for the consideration of the following item which involves the likely disclosure of exempt information under the following category of Schedule 12A of that Act:

- (1) Information relating to any individual (Item 10)

54. Performance Management Information

The panel received the performance management information from Lorna Hunt: Chief Officer Children's Social Care.

The stability of placements of looked after children: length of placement information demonstrated that 19 under 16 year old looked after children had been in their current placement for more than 2 years. There had been 27 looked after children under 16 and in care for 2.5 years.

The adoption or Special Guardianship of children in care had increased to 17% in December 2015.

The timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption had improved.

29% of children in care lived more than 20 miles from Bracknell Forest. Some were in long term foster families who may have originally lived locally but then moved away, others are either in residential or IFA placements.

It was commented that as many placements as possible were found in Bracknell Forest, in foster care situations rather than with an agency or at school.

The ward data of Looked After Children's originating home address showed that 16% of all looked after children came from Hanworth in December 2015. Since April 2015, 20% of children who had become looked after had come from Old Bracknell, and 18% had come from Harmans Water.

Information was circulated on the ages of children in care which demonstrated that the numbers of older children being looked after has increased over the past three years. Information was also distributed on the number of people receiving Adoption or Special Guardianship Order (SGO) allowances, currently this amounts to approximately £400,000 per year. When a foster carer decides to permanently care for a child in their care, through being granted an Adoption or SGO, they received two years payments post order, SGO orders granted through the courts may also attract payments depending on the eligibility of the applicants. All such payments are subject to annual reviews.

It was reported that figures for orthodontist referrals were not recorded, and children had been referred where necessary.

55. Items for Forward Plan

June

- LAC Commissioning Strategy (including Placement Sufficiency)
- Health of LAC Strategy six month update

- Larchwood Reg 44 visits Annual Report
- Fostering Statement of Purpose and Annual Report
- Adoption Statement of Purpose and Annual Report
- Emotional Health and Well Being Strategy
- Review of Corporate Parenting Strategy and CPAP Terms of Reference

September

- IRO Annual Report and Chief Officer's Response
- Education Achievements and Destinations of Looked After Children
- Life Chances Team Annual Report
- Youth Services Annual Report
- Looked After Children: Life Skills Programme

56. **Dates of next meetings**

The next meeting would be held on Wednesday 22 June 2016 at 5pm in the Council Chamber, Easthampstead House.



QUARTERLY SERVICE REPORT

CHILDREN, YOUNG PEOPLE AND LEARNING

Q3 2015 - 16

October - December - 2015

Portfolio holder:

Councillor Gareth Barnard

Director:

Janette Karklins

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Section 1: Director's Commentary

We have had a busy Quarter 3 with many actions progressing:

Strategy, Resources and Early Help branch

- The public consultations on school catchment changes affecting changes to admission arrangements for 2017/18 entry have concluded, and a recommendation is scheduled to go to the Executive in February 2016.
- For admission to primary schools in September 2016, online applications opened and need to be submitted before 15th January 2016.
- Applications for admission to secondary schools closed on 31st October 2015. Processing of applications is being undertaken.
- Expressions of interests to run two new schools, the 'all through' Binfield Learning Village and the primary phase Amen Corner North School, closed on 7th December. There was a strong response and evaluation of proposals has started.
- *The Fusion Project* - A total of 73 young people engaged in the Fusion project based in the Priestwood Area this term. They were offered the opportunity to work in partnership with Bracknell Town Council in creating models for seven new holes for the Jocks Lane adventure gold course.
- *Every Child a Talker (ECAT)* – Eight practitioners will achieve Eklan Speech and Language 0-3 accreditation by end of Dec 2015.
- *Children's Centres*: Engaging Mums at The Life House in adult education and providing support for a vulnerable parent who is now volunteering for the Stronger Families Project.
- *Youth Service* - Attended the Careers day in October at Coppid Beech Hotel - 399 young people contacted from Year 11 at schools.
- Duke of Edinburgh (DoE) presentation evening at Sandhurst - 144 Bronze awards; 22 Silver and 11 Gold.
- Youth Council 'Make Your Mark' ballot attracted 3,983 young people across the borough. 15 young people from different schools also took part in the National Takeover Day.

Children's Social Care branch

- Larchwood Short Break Unit has received a further Ofsted inspection – Outstanding continues to be the grade with the unit being measured as 'improved in effectiveness' since the last inspection.
- The Short Break Service has completed the routine Q3 contract reviews, service user feedback in respect of all our targeted (commissioned services) and mainstream settings, to enable us to timetable and plan for 2016/17.
- Vulnerable Groups: The CSST CSE/Missing Leads delivered an information session to approximately 150 community providers in respect of CSE and Missing. A review of the CSE Operational Group was completed and an information guide developed, Sexual Exploitation and Missing Risk Assessment (SEMRAC).
- At the end of December 109 children had child protection plans in Bracknell Forest – 45 for neglect; 40 for emotional abuse; 13 for sexual abuse; 7 for physical abuse and 4 in the multiple abuse category. This is a 10.7% reduction from March 2015.
- The Bracknell Forest Foster Carers Association has been relaunched with all key positions being filled. The association is being supported by Cllr Peter Heydon (Chair of Corporate Parenting Advisory Panel) in relation to decision making processes.
- The Foster Families Christmas party took place in December and was well attended by looked after children, foster carers, staff, senior officers and Councillors. This event was very successful and each child received a gift from Santa. Carers have fed back that they really valued the work that the Family Placement Team put in to make the event a success and enjoyed being able to spend time with other carers.
- Resource Panel has been introduced as a multi agency group to discuss children who are on the edge of care, newly looked after or where the placements are fragile, to provide additional stability to children and their families and identify support from key agencies.





























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- Case managers from the YOS Prevention Service gave a presentation to the Community Safety Partnership on their youth crime prevention work with young people at risk of offending and entering the youth justice system. The presentation was very well received.
- Training has commenced in preparation for major change to the national assessment process for young offenders which will be going live for Bracknell Forest in February 2016.
- A Peer Review/Challenge took place regarding the LCS as part of the SE Sector Led Improvement Programme. The PR team concluded that Bracknell Forest Leaving Care Service has more strengths than areas for development. A group of seven young people who are care leavers met with the Peer Review team to share their experience as service users. An action plan has been developed based upon the findings.
- All the Care Leavers have been invited to a Christmas meal, the cost of which has been met by Elected Member contributions.

Learning and Achievement branch

- A number of Section 5 and Section 8 inspections of schools have taken place over this quarter. College Town Junior School and Wooden Hill was judged 'Good', formerly having been 'Requires Improvement'. Kennel Lane was judged 'Good', formerly having been 'Inadequate'; Harmans Water retained its 'Requires Improvement' judgment. Sandy Lane and Jennetts Park both received positive monitoring visits which recorded significant improvements achieved to date. The new headteachers are being supported through an induction programme with Winkfield St Mary and Harmans Water with interim leadership in place.
- Officers are continuing to support schools as they implement new curriculum requirements, changed assessment and examination/testing arrangements.
- The school improvement strategy has been updated and a draft is being consulted on at the moment.
- The post-16 network is becoming well established and is supporting the raising of standards including through the dissemination of good practice. Links are being established with universities and with local businesses to develop closer working relationships with schools.
- The team is joined by a new member, Mr Steve Bogg, who will lead on Teaching, Learning and Assessment.
- The term ended with an excellent Christmas Carol Concert.
- Frank Glennon, the new Principal Educational Psychologist and Head of SEN is now in post and is supporting the LA to prepare for a new Ofsted Special Educational Needs and Disability inspection framework, which will be implemented from May 2016.
- Work continues to meet targets on the conversion of SEN statements to Education, Health and Care Plans and the LAs work has been commented on favourably by the DfE.
- The Head of Targeted Services left the LA at the end of December to take up post as Head of the Reading PRU and we wish her well in her new career. A new Head of Targeted Services has been recruited, Ian Dixon, who will take up post in February 2016. Ian joins us from Doncaster where he currently leads the Behaviour Services.
- There was a high level of participation from schools in Anti-Bullying Week which culminated in a celebration event at Easthampstead Park Community School. The quality of the work submitted and shared was outstanding and congratulations to all involved.
- Officers have been working closely with the Public Health team on Emotional Health and Wellbeing and Mental Health. Funding was secured through a joint bid made with the Council to the Clinical Commissioning Group to support the development of mental health work in schools across Bracknell Forest.





Section 2: Department Indicator Performance

Ind. Ref	Short Description	Previous Figure Q2 2015/16	Current Figure Q3 2015/16	Current Target	Current Status	Comparison with same period in previous year
Children's Social Care - Quarterly						
NI043	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody (Quarterly)	0.09	0.09	0.00		
CSP 9.01	Reduce the reoffending rate of the Bracknell Forest local cohort of all young offenders (Quarterly)	0.81 (Freq) 12.0% (Bin) Jun 15	1.03 (Freq) 27.4% (Bin) Sept 15	N/A	-	-
L092	Number of children on protection plans (Quarterly)	94	109	N/A	-	-
L140	Percentage of children looked after in family placement or adoption (Quarterly)	65%	62%	63%		
L161	Number of looked after children (Quarterly)	98	98	N/A	-	-
Learning and Achievement - Quarterly						
NI103 .1	Special Educational Needs – statements issued within 26 weeks – excluding exception cases (Quarterly) ¹	100.0%	100.0%	100.0%		
NI103 .2	Special Educational Needs – statements issued within 26 weeks- all cases (Quarterly) ²	66.7%	37.5%	90.0%		
L139	Schools judged good or better by Ofsted (Quarterly)	69.0%	75.0%	70.0%		
Learning and Achievement - Annual						
Ni073	Achievement at level 4 or above in Reading, Writing and Maths at Key Stage 2 (Annually)	78.0%	79.0%	79.0%		
NI075	Achievement of 5 or more A(star)-C grades at GCSE or equivalent including English and Maths (Annually)	56.2%	57.0%	58.0%		
NI086	Secondary schools judged as having good or outstanding standards of behaviour (Annually)	67.0%	67.0%	80.0%		
NI092	Narrowing the gap between the lowest achieving 20 percent in the Early Years Foundation Stage Profile and the rest (Annually)	25.1%	28.0%	23.0%		
Ni093	Progression by 2 levels in Reading between Key Stage 1 and Key Stage 2 (Annually)	90.0%	93.0%	90.0%		
NI094	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 (Annually)	88.0%	89.0%	89.0%		
NI102 .1	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 2 (Annually)	26.0%	22.0%	18.0%		
NI102 .2	Achievement gap between pupils eligible for free school meals and their peers – Key Stage 4 (Annually)	32.0%	31.0%	22.0%		
NI104	The Special Educational Needs (SEN)_non-SEN gap – achieving Key Stage 2 Reading, Writing and Mathematics threshold (Annually)	56.0%	59.0%	50.0%		

¹ As of April 2015, the LA have ceased issuing statements, and only issue Education Health Care Plans, in line with Children & Families Act 2014. The statutory timescale for EHCPs has reduced from 26 weeks to 20 weeks.

² See previous note







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Ind. Ref	Short Description	Previous Figure Q2 2015/16	Current Figure Q3 2015/16	Current Target	Current Status	Comparison with same period in previous year
NI105	The Special Educational Needs (SEN)_non-SEN gap – achieving 5 A(star)-C GCSEs including English and Maths (Annually)	42.4%	40.0%	40.0%		
NI107	Key Stage 2 attainment for Black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Reading (Annually)	92.7%	91.0%	83.0%		
NI108	Key Stage 4 attainment for Black and minority ethnic groups (Annually)	368	371	371		
L153	Percentage of children looked after (as at 31 st March) reaching level 4 in Reading at Key Stage 2 (Annually)	80.0%	85.7%	67.0%		
L154	Percentage of children looked after (as at 31 st March) reaching level 4 in Maths at Key Stage 2 (Annually)	80.0%	60.0%	67.0%		
L155	Percentage of children looked after achieving 5 A (star)-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) (Annually)	12.5%	33.3%	25.0%		
L158	Reduction in number of schools where fewer than 60% of pupils achieve Level 4 in Reading, Writing and Maths at KS2 (Annually)	1	0	0		
L190	Percentage of children looked after (as at 31 st March) reaching level 4 in Writing at Key Stage 2 (Annually)	80.0%	85.7%	67.0%		
L191	Progression by 2 levels in Writing between Key Stage 1 and Key Stage 2 (Annually)	94.0%	96.0%	95.0%		
L192	Key Stage 2 attainment for Black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Writing (Annually)	91.8%	94.1%	83.0%		
L193	Key Stage 2 attainment for Black and minority ethnic groups containing more than 30 pupils who achieve level 4 in Maths (Annually)	90.0%	96.0%	83.0%		
L195	Percentage of children who achieve or exceed levels of attainment at the end of the 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)	63.0	73.2%	65.0%		
L207	Analysis of primary school performance data and track pupil progress (Annually)	-	79.0%	90.0%		-
L208	Analysis of secondary school performance data and track pupils (Annually)	66.6%	50.0%	100.0%		
Strategy, Resources & Early Help - Quarterly						
NI067 q	Percentage of child protection cases which were reviewed within required timescales (Quarterly)	94.6%	90.3%	98.0%		
L141	Number of attendances at projects funded or supported by the Youth Service (Quarterly)	6,137	10,636	7,000		
L202	Number of families turned around through Family Focus Project (Quarterly)	6	6	N/A	-	-
L203	Number of referrals to Early Intervention Hub (Quarterly)	49	79	-	-	
L204	Total number of CAFs and Family CAFs undertaken (Quarterly)	47	66	-	-	
L242	Number of cases that step up to Children's Social Care (Quarterly)	0	0	N/A	-	-

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Ind. Ref	Short Description	Previous Figure Q2 2015/16	Current Figure Q3 2015/16	Current Target	Current Status	Comparison with same period in previous year
L243	Number of cases that step down from Children's Social Care to Early Intervention Hub (Quarterly)	13	33	N/A	-	-

Note: Key indicators are identified by shading

Traffic Lights		Comparison with same period in previous year	
Compares current performance to target		Identifies direction of travel compared to same point in previous quarter	
	Achieved target or within 5% of target		Performance has improved
	Between 5% and 10% away from target		Performance sustained
	More than 10% away from target		Performance has declined

The following are annual indicators that are not being reported this quarter:

Ind Ref	Short Description	Quarter due
L188	Percentage of single assessment for children's social care carried out within 45 working days	Q4
L189	Percentage of referrals to children's social care going on to single assessments	Q4
L205	Number of adoptive families recruited to meet the needs of children requiring adoption	Q4
L206	Recruit foster carer households	Q4
N019	Rate of proven re-offending by young offenders	Q4
NI 058	Emotional and behavioural health of children in care	Q4
NI 061	Stability of looked after children adopted following an agency decision that the child should be placed for adoption	Q4
NI 062	Stability of placements of looked after children: number of placement	Q4
NI 063	Stability of placements of looked after children: length of placement	Q4
NI 064	Child protection plans lasting 2 years or more	Q4
NI 065	Children becoming the subject of a Child Protection Plan for a second or subsequent time	Q4
NI 066	Looked after children cases which were reviewed within required timescales	Q4
NI 079	Achievement of a Level 2 qualification by the age of 19	Q4
NI 080	Achievement of a Level 3 qualification by the age of 19	Q4
NI 081	Inequality gap in the achievement of a Level 3 qualification by the age of 19	Q4

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NI 082	Inequality gap in the achievement of a Level 2 qualification by the age of 19	Q4
NI 087	Secondary schools persistent absence rate	Q4
NI 091	Participation of 17 year-olds in education or training	Q4
NI 103.1	Percentage of Special Educational Needs - statements issued in 26 weeks as a proportional of all	Q4
NI 103.2	Percentage of Special Educational Needs - statements issued in 26 weeks excluding exceptions	Q4
NI 111	First time entrants to the Youth Justice System aged 10-17	Q4
NI 112	Under 18 conception rate/1000 girls	Q4
NI 114	Rate of permanent exclusions from school	Q4
NI 117	16 to 18 year olds who are not in education, training or employment (NEET)	Q1
NI 147	Care leavers in suitable accommodation	Q4
NI 148	Care leavers in employment, education or training	Q4
NI067a	Percentage of child protection cases which were reviewed within required timescales	Q4
NI052.1	Take up of school lunches - Primary	Q2
NI052.2	Take up of school lunches - Secondary	Q2

Section 3: Complaints and compliments

Corporate Complaints received

The following table excludes Stage 1 complaints and those complaints which are dealt with through separate appeals processes; for information purposes we received 2 complaints at Stage 1 during this quarter. It should also be noted that complaints which move through the different stages are recorded separately at each stage.

Stage	New complaints activity in quarter 3	Complaints activity year to date	Outcome of total complaints activity year to date
Stage 2	1	3	1 upheld, 1 partially upheld, 1 ongoing
Stage 3	0	1	1 not upheld
Local Government Ombudsman	0	0	
TOTAL	1	4	

Statutory Complaints

Stage	New complaints activity in quarter 3	Complaints activity year to date	Outcome of total complaints activity year to date
Stage 1	6	21	14 not upheld, 5 partially upheld, 2 resolved
Stage 2	0	1	1 not upheld
Stage 3	0	0	
Local Government Ombudsman	0	0	
TOTAL	6	22	

Nature of statutory complaints/ Actions taken/ Lessons learnt:

In addition to the above, 1 complaint has been 'deferred' until such time that Court processes have ceased & 4 complaints were declined. The LGO also declined to accept a complaint until such time that this LA has had an opportunity to take the complaint through all stages of the complaints process.

Compliments received

Compliments Received 2015 - 2016	Q1	Q2	Q3	Q4	Total
Total per Quarter	108	122	131		361

Section 4: People

Staffing Levels

	Establishment Posts	Staffing Full Time	Staffing Part Time	Total Posts FTE	Vacant Posts	Vacancy Rate
Director	3	3	0	3	0	0%
Learning & Achievement (including Education Library Service)	114	44	70	83.90	4	3.4%
Children's Social Care	120	84	36	106.93	10	7.7%
Strategy, Resources & Early Help	172	75	97	121.89	21	10.9%
Department Totals	409	206	203	315.72	35	7.9%

Staff Turnover

For the quarter ending	31 December 2015	4.5%
For the last four quarters	1 January – 31 December 2015	16.42%

Total voluntary turnover for BFC, 2014/15: 13.4%
 Average UK voluntary turnover 2014: 12.8%
 Average Local Government England voluntary turnover 2014: 12.7%

(Source: XPerTHR Staff Turnover Rates and Cost Survey 2014 and LGA Workforce Survey 2014/15)

Comments:

There has been considerable recruitment activity over this quarter as 18 people left their contracts voluntarily - six were from Children's Social Care (four of which were social workers/senior practitioners); six were from Learning & Achievement and the remaining eight from SREH.

19 new employees joined the branch. Three people joined in social worker posts (although one started working as family worker until their registration with the HCPC is complete). A number of additional appointments have been made for social work positions, where the employee will start in January

12 agency workers are covering vacant children's social work posts including covering for sickness absence and maternity leave.

The majority of vacancies in SREH are in the Early Help Team which includes Children's Centres and the Youth service. This team is undergoing a restructure exercise and work is being covered internally as these positions are not currently being recruited to as not all of these positions will exist after 1st April.

Staff Sickness

Section	Total staff	Number of days sickness	Quarter 3 average per employee	2015/16 annual average per employee
Director	3	0	0.00	4.44
Learning & Achievement (including Education Library Service)	110	94.5	0.86	2.81
Children's Social Care	120	303.5	2.53	8.45
Strategy, Resources & Early Help	165	201	1.22	6.18
Department Totals (Q3)	393	599	1.52	
Projected Totals (15/16)	393			5.99

Comparator data	All employees, average days sickness absence per employee
Bracknell Forest Council 14/15	5.2 days
All local government employers 2014	7.9 days
All South East Employers 2014	N/A

(Source: Chartered Institute of Personnel and Development Absence Management survey 2014)

N.B. 20 working days or more is classed as Long Term Sick.




Comments:

45% of the working days lost in Quarter 3 were due to 10 long term sickness cases (LTS). All cases have been managed in line with the council's absence management policy: seven cases have been resolved, with five employees returning to work, one resigning and another employee was dismissed for unsatisfactory attendance during their probation period.





In Children's Social Care there were six LTS cases which accounted for 174 days absence (57% of the branch's absence). The three ongoing LTS cases are within Children's Social Care and again the cases are being managed in line with the absence management policy and Occupational Health Service advice has been sought.

Section 5: Progress against Medium Term Objectives and Key Actions

Progress has been monitored against the sub-actions, supporting the Key Actions contained in the Children, Young People & Learning Service Plan for 2015 - 16. This contains 50 actions to be completed in support of 5 Medium Term Objectives. Annex A provides detailed information on progress against each of these actions.

Overall two actions were completed at the end of the quarter () , while 43 actions are on schedule () and four were causing concern () .

The four actions that are causing concern are:

Ref	Action		Progress
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.		TVHA continues to work on the stress test financial model and business case.
4.3.5	Obtain a partner to operate the potential new Town Centre Youth Hub		A number of high profile national organisations have given their commitment, subject to 4.3.2 and member approval
5.11.3	To progress project for the provision of a new Primary / Secondary Learning Village at Blue Mountain (7 form entry secondary school, a 2 form entry primary school and a nursery provision)		The “concept” designs previously agreed have been worked up into “developed” designs during this quarter. The project has now moved into the specification and procurement of individual work packages which together will form the final contract sum with MACE. The information was submitted to Luffs to enable them to make the planning application.
11.5.5	Upgrade the framework-i system for Children’s Social Care recording		Training completed; Data migration and functional tests have been completed; there is an issue with PSN compliance of the new MOSAIC version which is being addressed.

Section 6: Money

Revenue Budget

The original cash budget for the department was £15.622m. Net transfers in of £0.872m have been made bringing the current approved cash budget to £16.494m. In addition to this amount, there is a budget for Dedicated Schools Grant and other income of £82.855m to fund the Schools Budget which is outside the control of the Council. Within the Schools Budget, £17.017m is managed by the Council on behalf of schools. A breakdown of the budget is available in Annex B1, with Annex B2 showing the budget changes processed this quarter.

The forecast outturn for the department is £16.658m (£0.164m over spend on the current approved cash budget). For the Schools Budget, the outturn forecast is Cr £0.110m (£0.401m under spend).

A detailed analysis of the variances this quarter is available in Annex B3.

The department has identified the following as a budget that can pose a risk to the Council's overall financial position, principally because it is vulnerable to significant changes in demand for a service. The current position is as follows:

Service Area	Budget £000	Forecast Outturn £000	Comments
Looked After Children – accommodation, care costs and allowance payments	3,987	4,402	The budget assumed an average of 93.0 high cost placements throughout the year at circa £35.5k each. There are now (30 November) forecast to be 94.5 at circa £38.9k each.

Capital Budget

The original capital budget for the department was £7.315m. The Executive has subsequently approved the £11.510m under spending from 2014-15 to be carried forward, a £0.1m allocation to support mobile working in Children's Social Care, the acceptance of additional grant allocations of £5.746m, revenue contributions of £0.096m and the transfer of the £0.07m budget for Priestwood Early Years facility from Corporate Services, making a total budget of £24.839m.

A detailed list of schemes together with their budget and forecast spend is available in Annex B4.

The following schemes are forecast to over/under spend by at least £20k:

Scheme	Over/Under Spend £000	Comments
None	n/a	n/a.

Limited Assurance Audit reports

Limited assurance opinions were given on five main school audits and one school census audit during this period. Senior officers from the CYPL are providing support to the Schools to enable them to address weaknesses in their control environments and the schools will be re-audited during 2016/17. In light of the number of schools indicating weaknesses in approval and monitoring of expenditure, and DBS checks, revised guidance will be provided to all schools at Bursar Support sessions.

Sandy Lane Primary School (main school audit)

Opinion due to weaknesses in controls over the incurring and monitoring of expenditure and inappropriate expenditure.

Sandy Lane Primary School (school census audit)

Opinion due to registers not being retained as legally required.

Sandhurst Secondary School

Opinion due to weaknesses in controls over the incurring, approval and monitoring of expenditure.

Jennett's Park Primary School

Opinion due to weaknesses in controls over the incurring and approval of expenditure.

St Michael Easthampstead C of E Primary School (limited for second consecutive year)

Opinion due to inappropriate expenditure incurred on the purchasing card.

Kennel Lane

Opinion due to absence of financial procedures, neither a DBS nor check to manual barring and vetting list being obtained prior to employment, weaknesses in controls over incurring and approval of expenditure and weaknesses in inventory controls.

Section 7: Forward Look

Strategy, Resources and Early Help branch

Performance Management & Governance

- LCSB will continue to focus on the priorities in the Business Plan and two key areas of multi-agency audit activity are Child Sexual Exploitation and Early Help/Step Up and Step Down.
- Implementation of the upgrade to Frameworki and focus for the Performance Team on ensuring data collection for the statutory returns process.

Education Capital Programme

- New projects for expansion of South Bracknell primary capacity and Crowthorne & Sandhurst secondary capacity have been worked up for implementation during 2016, if required.
- The numbers of applications on the closing dates for school admissions will inform the targets for actual pupil numbers for Sept 2016, and the Education Capital Programme will be adjusted accordingly.
- A new school meals kitchen is on site and is expected to be completed at Wildmoor Heath Primary School during Q4.

Youth Service

- Continued teaching at all schools within Bracknell Forest for Substance Misuse and Sexual Health.
- Consultation with Sandhurst and Edgbarrow schools on the relevance of services offered at The Spot Youth Centre.
- Short courses offered to schools including anger management, self esteem and wellbeing.
- Regular support to College Hall has been instigated from December 2015.
- Youth Council has gained 15 new members and a residential will be held in February 2016.
- The team to work together to implement the new structure for the Youth Service which should be in place by April 2016.

School Sufficiency and Commissioning

- The School Places Plan 2015 – 2020 is due to be approved by Executive in January 2016.
- Changes to admission arrangements for 2017/18, including any changes to designated areas, are due to be agreed by the Executive in February 2016.
- Executive is due to agree in March the proposed sponsors to recommend to the Regional Schools Commissioner for the new 'all-through' school at Binfield Learning Village and the primary phase Amen Corner North School.
- Secondary school allocations will be published to parents on 1st March 2016.
- Primary school online applications will close on 15th January 2016. Parents are notified of their allocated school on 18th April 2016.

Prevention and Early Intervention

- **Early Years Foundations Stage and Inclusion Service: *Children's Centres*** - Target Speech and Language PEEP (Parents as Early Education Partners) at The Oaks and deliver PEEP at Boyd Court.
- Support six settings to develop skills for sustained shared thinking.
- Continuation of "Make and Bake" session in partnership with Stronger Families.
- Laptop project across all Children's Centres to support access into adult learning.
- **Child Care and Play: *Fusion*** - Fusion community project will run in Birch Hill area engaging with The Pines, Birch Hill, St Margaret Clitherow, Wooden Hill and Easthampstead Park schools.
- **Access to Play Scheme (APS):** Meeting scheduled with Out Of School club providers who deliver places for APS to discuss and improve key exchanges of information that impact upon the experiences of children who attend.

- **Social Media:** The page will be monitored and further meetings held to see if collaboration with page administrators has impact on the quality of information and signposting offered to vulnerable families.
- **FIT:** PICADA domestic abuse programme for parent and child to be offered in spring term.

Children's Social Care branch

Specialist Support Services

- Larchwood is continuing with its service review, developing the outreach service and looking at ways to sustain and develop the overall provision within best value principles.
- The Short Breaks Service Work is continuing on The Short Breaks Sufficiency Statement and Local Offer updates. Planning and advertising of the 2016/17 schedule will begin in January.
- There will be a launch of the new information guide on local arrangement for CSE and re-branding the Operational group to Sexual Exploitation & Missing Risk Assessment Conference (SEMRAC).

Looked After Children

- The Life Changes Annual Conference will take place on 2nd March 2016. Dr Margot Sunderland will be the key note speaker to share her experiences in relation to child mental health and answer questions from agencies about how we can support some of our most vulnerable children. Tom Duffin (Training Officer at parents Against Child Sexual Exploitation) will also be presenting on key issues to support multi agency working to safeguard children.
- The Over 11's Team will be launching the POD model with the team which is designed to promote better collaborate working, management oversight and enable service users to receive a more effective service with all workers in the POD having case knowledge as opposed to just the case worker.
- There are plans to further revamp the council website to help promote the recruitment of foster carers and also make greater use of social media to share the experience of our carers and enable those considering becoming foster carers to know what support they will receive,

Youth Offending Service

- New National Assessment tool will be adopted within the YOS in Q4. All staff in YOS will be trained to implement the new system.

Leaving Care Service

- A small project will be launched to encourage care leavers to become more directly involved in developments within the LCS.
- Plans for the Council to develop apprenticeships for care leavers will be progressed in Q4.

Safeguarding

- Work on the implementation of a MASH will continue. Overall planning for the project is the responsibility of the Multi-Agency Project Board which meets tow monthly. Easthampstead House has been identified as the MASH venue and refurbishment will begin in January with an expected completion date in March. Referral processes and performance indicators are currently being created. A communication strategy will be developed in the New Year. Thames Valley Police have recruited to their three posts; health colleagues are recruiting to their post and recruitment for a MASH manager is underway. The Go Live date is May 2016.

Learning and Achievement branch

School improvement and Governance

- The Governors Conference on Courageous Leadership which takes place at the end of January is now fully booked.
- A rolling programme of external reviews of school governing bodies is being rolled out.
- The draft school improvement strategy will be finalised and implemented.

Vulnerable pupils

- A new apprenticeship specifically for care leavers has been developed and this will be going live in the spring.







Community Education








- A successful bid was made to the CCG Innovations Fund to establish a project to enhance the mental health of local residents and this will be rolled out in the spring.





Arts




- Schools are being supported to prepare for the spring concert, an arts extravaganza culminating in a performance involving a wide range of schools.








Annex A: Progress on Key Actions










Sub-Action	Due Date	Owner	Status	Comments
MTO 4: Support our younger residents to maximise their potential				
4.1 Provide accessible, safe and practical early intervention and support services for vulnerable children and young people in the Borough				
4.1.1 Implement the next phase of the five year Troubled Families Initiative and expand the approach to include targeted family support	31/03/2016	CYPL		Claims are being prepared for final sign off by audit. Regional colleagues are working with us to support and develop the National Data sets that will be required by the DCLG in the new year.
4.1.2 Further develop the Common Assessment Framework (CAF) and Early Intervention Hub to assess and support Early Help	31/03/2016	CYPL		Reviews have increased from 53 in Q2 to 100 in Q3. This is the highest number to date.
4.1.3 Further develop the effective transition between Early Help and specialist services	31/03/2016	CYPL		Increase awareness of the process to step down. This quarter saw the highest number of Step Down cases during this year (33).
4.1.4 Work with Thames Valley Police to develop a Multi-Agency Safeguarding Hub Model that is appropriate to local needs	31/03/2016	CYPL		The MASH implementation is on track. Accommodation at Easthampstead House has been agreed and work begins to refurbish the MASH room mid January. Thames Valley Police have appointed to 3 new posts and interviews for a MASH manager take place next week. Business processes have been agreed, a communication plan written and the Multi-agency Information Sharing Agreement will shortly be signed. The Project will 'Go Live' May 2016.
4.1.5 Commence a three year modernisation programme of the Prevention and Early Intervention Service	31/03/2016	CYPL		We are in the final consultation phase of the Early Help restructure,; changes to be implemented for April. Staff will be multi skilled and will work across the service area. Personal Development Plans of all staff are now recorded and tracked to ensure a consistent approach to training and development and safeguarding remains a high priority. All staff will be trained to a minimum level 5 (Foundation Degree) if they are not at that level yet. Team training now covers, radicalisation and extremism (Prevent) , Child Sexual Exploitation and Female Genital Mutilation.
4.1.6 Develop and implement a pilot project of community based support using DCLG Delivering Differently funding	31/03/2016	CYPL		The project is continuing to meet all milestones. Clients have been identified and a range of strategies is being used to encourage engagement. The evaluation process is also underway and identifying the beneficial impact on volunteers will be






Sub-Action	Due Date	Owner	Status	Comments
				included in the schedule. Through astute financial management the project will be able to continue until the summer which will provide a better opportunity to evaluate the impact of the project.
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.	31/03/2016	CYPL		A number of the posts agreed have been recruited to with further staff starting employment over the next couple of months. A project board for the Multi Agency Safeguarding Hub (MASH) has been established and implementation of the MASH is being planned for May 2016. The MASH manager is currently being advertised. The ICT element of the Programme Board is on-going and will be completed within the next quarter
4.1.8 Extend the principles of the Symbol project to identify and develop further links across services for vulnerable adults who are also parents	31/03/2016	CYPL		Symbol works intensively with five vulnerable families in Bracknell Forest also open to CSC with CP or CIN plans. CSC also works closely with CMHT and the DAAT and steps down cases to the Early Intervention Hub who can offer services appropriate to the needs of vulnerable parents and their children.
4.3 Increase opportunities for young people in our youth clubs and community based schemes				
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	31/03/2016	CYPL		Attendance and awareness continues to increase amongst young people in the borough, with greater numbers attending both sexual health and drug awareness teaching sessions.
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.	31/03/2016	CYPL		TVHA continues to work on the stress test financial model and business case.
4.3.5 Obtain a partner to operate the potential new Town Centre Youth Hub	31/03/2016	CYPL		A number of high profile national organisations have given their commitment, subject to 4.3.2 and member approval
4.3.6 Work with Voluntary and Community Sector (VCS) to develop universal provision for young people through commissioning services	31/03/2016	CYPL		Service improvement through termly monitoring continues. Providers are held accountable for the achievement of agreed outcomes.
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 and early intervention from Children's	31/03/2016	CYPL		59 families have accessed Family Outreach support which is higher than last quarter.






Sub-Action	Due Date	Owner	Status	Comments
Centres				29 individuals have accessed evidence based parenting programmes including 1 to 1 sessions with the parenting worker; National Autistic Society seminars etc. 180 parents have accessed a variety of other parenting programmes including New Baby Programme; First Aid; Baby Massage; Parents as Early Education Partners (PEEP) etc.
4.6 Support a wide range of flexible respite services for the carers of children and young people in need				
4.6.1 Implement the new model of Short Breaks identified as a result of consultation with stakeholders.	31/03/2016	CYPL		The Short Break Service continues to thrive with around 170 children accessing a variety of short breaks during quarter 3. Additionally around 15 children have been regularly attending the Children and Young People (CAP Group) a post diagnosis autism group for 9+years. Annual review and service planning is also underway for financial year 16/17.
4.7 Communicate with partners to ensure that health, safety and well being priorities for all children and young people are identified and are included in partners plans and strategies where relevant and appropriate				
4.7.1 Ensure health, safety and wellbeing priorities are communicated across partnerships via meetings, presentations and reports	31/03/2016	CYPL		A range of health, safety and wellbeing issues have continued to be reported via the LSCB and the Children and Young People's Partnership. Recent reports include: annual report of the Common Assessment Framework and Early Intervention Hub, progress and update on Serious Case Review, and progress on the ongoing development of Child and Adolescent Mental Health Services.
4.7.2 Enhance the emotional health and wellbeing of children and young people at tier 2 in partnership with schools and other providers.	31/03/2016	CYPL		A successful bid was made to the CCG Innovations Fund in this quarter. The key areas of need identified through the Transformation fund review process which will be supported through the project are Autistic Spectrum Disorder capacity, mapping existing referral processes and developing a cohort of staff who is trained to promote mental health.
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				
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	31/03/2016	CYPL		Five Foster Carers attended Participation training including Advocacy on 22nd Oct. IROs promote the services at each LAC prep meeting and review. 8 staff






Sub-Action	Due Date	Owner	Status	Comments
heard				including 1 IRO and 1 CP chair attended Participation and Advocacy training on 5th Dec. The first of quarterly advocacy surgeries, run by our Advocacy provider, was held on 9th Dec. In Q3 advocates attended meetings on behalf of young people times 25 (approximate numbers). Looked After Children are also entitled to an Independent Visitor - in Q3 six young people were receiving visits through the Independent Visiting Service and ten are currently awaiting a match.
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	31/03/2016	CYPL		Again this quarter, 100% of those children and young people having a review were able to participate in 100% of cases. The IROs met with and talked to young people in between reviews in accordance with their wishes through visits to children and young people in their placements as well as other forums such as SILSIP.
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	31/03/2016	CYPL		During Qtr 3 the youth events of Make Your Mark ballot, National Take Over Day and Youth Parliament Elections engaged with approximately 4,000 young people in the borough and allowed them to communicate their views.
4.9 Continue to improve outcomes for looked after children in education, health and employment				
4.9.1 Further develop support for Care Leavers, including accommodation support, to improve education/employment and training opportunities	31/03/2016	CYPL		The Virtual School has developed an apprenticeship opportunity specifically for BFC Care Leavers. This will be commencing from April 2016 as a traineeship. We are working closely with CSC to identify appropriate young people to apply for this position. They will benefit from support to complete their application form, prepare them for the interview and giving detailed feedback after the interview on their performance. This position is for a period of two years at the end of which the young person would be given support in applying for other relevant opportunities. With this being the first of its kind amongst Virtual Schools, we will continue to work alongside other areas of the council to develop services that improve education and employment opportunities for Care Leavers.
4.10 Children and Young People's Partnership provides the opportunity to develop and agree joint priorities for improvement.				






Sub-Action	Due Date	Owner	Status	Comments
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	31/03/2016	CYPL		A review of the Children and Young People's Plan progress against priorities has been completed and has now been published. (Task complete for 2015/16)
MTO 5: Work with schools and partners to educate and develop our children, young people and adults as lifelong learners				
Sub-Action	Due Date	Owner	Status	Comments
5.1 Continue to work with early years providers to close the attainment gap				
5.1.1 Implement the Every Child a Talker Programme to further develop speech and language skills of children in early years	31/03/2016	CYPL		Elklan level 3 - 8 practitioners have completed and will be accredited <ul style="list-style-type: none"> • 7 settings have accessed direct Speech and Language support. • 2 maintained settings with high levels of children at risk have received continued support – Great Hollands and Harmans Water • Target Speech and Language PEEP - 5 families attended.
5.1.2 Implement plans to provide early years places for disadvantaged two year olds and track their progress	31/03/2016	CYPL		<ul style="list-style-type: none"> • 315 families contacted re potential eligibility • 236 (75%) children currently placed
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				
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	31/03/2016	CYPL		Of four inspections this quarter, three schools were judged to have improved (Kennel Lane - Inadequate to Good, College Town Juniors and Wooden Hall - Requires Improvement to Good) and one school retained it's RI judgement. which shows evidence of the impact of this work
5.2.2 Undertake supported school reviews to quality assure school self-evaluation and practice, confirming judgements are accurate and planning for improvement	31/03/2016	CYPL		A rolling programme of this work continues to support schools to improve.
5.2.3 Monitor the outcome of inspections of schools, and provide challenge and support as appropriate	31/03/2016	CYPL		Of four inspections this quarter, three schools were judged to have improved (Kennel Lane - Inadequate to Good, College Town Juniors and Wooden Hall - Requires Improvement to Good) and one school retained it's RI judgement, which shows evidence of the impact of this work
5.2.4 Implement Pupil Premium Strategy	31/03/2016	CYPL		Attendance continues to remain good at Pupil Premium network meetings. Schools are developing better clarity around the appropriate and effective use of the grant and are continuing to share examples of good practice.

Sub-Action	Due Date	Owner	Status	Comments
5.3 Support school leaders and governors when considering alternative forms of governance, including forming federations or Academy trusts				
5.3.1 Provide information and support to governors and interface with Government agencies and DfE when schools are considering a change of status	31/03/2016	CYPL		One secondary school has expressed an intention to become an academy and a steering group has been established to oversee the completion of the work arising from this for the LA. Officers continue to liaise closely with the DfE on the academies programme.
5.5 Increase the average point score of students taking 'A' level examinations				
5.5.1 Analyse post 16 results and option choices and discuss progress with head teachers	31/03/2016	CYPL		The post-16 forum is becoming well established and a range of activities are planned to promote interest in progression to university.
5.6 Support children and young people with special needs, where possible at appropriate provision within the Borough				
5.6.1 Develop provision to meet the needs of SEN pupils in the borough by opening the new Rise@ Garth school	31/03/2016	CYPL		This action is now complete.
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	31/03/2016	CYPL		The new process continues and the local authority remains on target to complete the transition of statements to EHCP's by April 2018
5.6.3 Respond to changes in legislation for the provision of additional support for high needs pupils aged 19-25	31/03/2016	CYPL		Statutory requirements are being met. Discussions are underway to develop more local provision in order to reduce costs.
5.6.4 Agree an approach with the Schools Forum that puts the schools budget on a sustainable footing	31/03/2016	CYPL		Funding policy agreed for 2015-16. Work in progress in respect on future year strategies.
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	31/03/2016	CYPL		The Information, Advice and Support Service for SEND has supported parents. Service evaluations forms were sent to all service users during the summer break. 92% rated the quality of the service 10/10
5.8 Encourage and support residents to become school governors				
5.8.1 Continue to recruit school governors through publicising the work of governing bodies and providing support and training	31/03/2016	CYPL		The Communication team is supporting governor recruitment through the publication of a series of articles which promote becoming a governor. This has led to a number of expressions of interest from local residents who have been contacted and provided with information.
5.9 Increase the participation of school leavers in employment, education or training				
5.9.1 Continue to work with schools to identify young people at risk of disengaging in education,	31/03/2016	CYPL		Schools and other providers are now making more referrals to the Participation Group for possible

Sub-Action	Due Date	Owner	Status	Comments
employment or training and ensuring appropriate interventions are put in place				support options for those young people who are at risk of being NEET. Links are being made with construction firms currently working on projects in the borough for work placement and experience. Engagement from the firms has been positive but obstacles around transport have been identified. This is being taken up with the transport service.
5.9.2 Create a 16-24 Information, Advice & Guidance (IAG) hub for young people in Bracknell Forest (Elevate)	31/03/2016	CYPL		The Hub has been successful opened.
5.10 Encourage all residents to continue as learners, both in relation to future employment and recreation				
5.10.1 Work with strategic partners to provide and promote Adult and Community Learning activities	31/03/2016	CYPL		Bracknell Forest Community Learning service has now been successful in its bid for funding from the CCG Innovations Fund to develop a green gym at Jealott's Hill Land Share Site. This bid was submitted in partnership with Bracknell Forest Homes. Our sub-contract with Involve, Bracknell is now finalised and runs for the grant year 2015/16 and 2016/17. Involve will focus on delivering a programme of learning activities which improves the skills of volunteers and supports the 3rd sector and community organisations to develop and build capacity.
5.10.2 Source alternative funding to support the provision of Adult and Community Learning	31/03/2016	CYPL		£54,000 is being received in respect of the bid for Innovations funding from Bracknell and Ascot CCG. The worth of our volunteer support during 2014/15 has been estimated as over £11,000. This will continue to be calculated on an annual basis.
5.11 Ensure systems in place for effective pupil and school place planning				
5.11.1 Provide sufficient pupil places, through the Education Capital Programme to meet basic need	31/03/2016	CYPL		Construction works were on site at Cranbourne and Warfield West during Q3, and these projects are on programme to provide 430 new North Bracknell primary places as required from Sep-16 onwards. The final phase of works for the expansion of Owlsmoor Primary by 140 places was also completed in Dec-15.
5.11.3 To progress project for the provision of a new Primary / Secondary Learning Village at Blue Mountain (7 form entry secondary school, a 2 form entry primary school and a nursery provision)	31/03/2016	CYPL		The project has now moved into the specification and procurement of individual work packages. The information was submitted to Luffs to enable them to make the planning application.

Sub-Action	Due Date	Owner	Status	Comments
5.11.6 Secure sufficient school places within planned and future housing developments.	31/03/2016	CYPL		Providers were sought for the two new academies at Binfield Learning Village (BLV) and Amen Corner North. Seven providers expressed an interest in BLV and 4 at Amen Corner North. Assessment of applications began.
5.12 Co-ordinate services to schools				
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	31/03/2016	CYPL		Services re-specified their service offer during the quarter in the light of likely income and costs. The new brochure of services to be provided from April 2016 for 3 years will be published in January, and schools invited to commit by the end of February. An audit of the function in November 2015 resulted in a satisfactory outcome with no high priority recommendations.
MTO 6: Support Opportunities for Health and Wellbeing				
Sub-Action	Due Date	Owner	Status	Comments
6.2 Support the Health and Well Being Board to bring together all those involved in delivering health and social care in the Borough				
6.2.3 Work with partners to improve Child and Adolescent Mental Health Services (CAMHS) provision	31/03/2016	CYPL		L&A officers have been actively working with key partners on the CAMHS Transformation plan which aims to improve CAMHS provision in Bracknell and Ascot.
6.9 Support people who misuse drugs and/or alcohol to recover by providing appropriate interventions				
6.9.2 Provide drug and alcohol misuse awareness raising to new employees and existing staff	31/03/2016	CYPL		CYPL send relevant staff on drug and alcohol misuse awareness raising training but ASCHH are responsible for providing the training
MTO 11: Work with our communities and partners to be efficient, open, transparent and easy to access and to deliver value for money				
Sub-Action	Due Date	Owner	Status	Comments
11.2 Ensure staff and elected members have the opportunities to acquire the skills and knowledge they need				
11.2.4 Implement the Pay and Workforce Strategy Action Plan, relating to CYPL workforce strategy	31/03/2016	CYPL		Supporting secondary schools through the School Direct programme has seen 40 applications received and covering a number of subject areas compared to 30 applications received at the same time the previous year. This follows the attendance at a number of events such as University of Reading information evenings and monthly meetings with Train to Teach events attended in Oxford and Garth Hill

Sub-Action	Due Date	Owner	Status	Comments
				College. The arrangements for the primary newly qualified teacher pool have commenced which involves school leaders from most of the schools in Bracknell Forest to interview perspective candidates.
11.5 Develop appropriate and cost effective ways of accessing council services				
11.5.5 Upgrade the framework-i system for Children's Social Care recording	31/03/2016	CYPL		Training completed; Data migration and functional tests have been completed; there is an issue with PSN compliance of the new MOSAIC version which is being addressed
11.7 Work with partners and engage with local communities in shaping services				
11.7.4 Work with Involve to support and develop a Children's Voluntary Sector Forum	31/03/2016	CYPL		Involve continue to be active members of the CPY Partnership and the LSCB and are engaged in working group activity. Involve no longer have a children's Voluntary and Community Sector Forum, however in place of this they are holding a series of seminar events which the LSCB and other partners have supported.
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	31/03/2016	CYPL		A range of strategies is being used to support vulnerable young people into employment. This has been expanded from including LAC and those identified by schools as being at potential risk of becoming NEET to include children who are home educated and those with special educational needs.
11.8 Implement a programme of economies to reduce expenditure				
11.8.6 Implement the Electronic Document Management Strategy to enhance and extend document scanning	31/03/2016	CYPL		Corporate evaluation of options in the light of the Council's new service narrative is still underway.
11.8.8 Maximise the benefits of the Strategic Managing Partner Contract	31/03/2016	CYPL		The managing partner contract is delivering the agreed KPI.

Status Legend	
Where the action has not yet started but should have been, or where the action has started but is behind schedule	
Where the action has not yet started or where the action has been started but there is a possibility that it may fall behind schedule	
Where the action has started, is not yet completed, but is on schedule	
Where the action has been completed (regardless of whether this was on time or not)	
Where the action is no longer applicable for whatever reason	

Annex B: Financial Information

Annex B1

Summary Revenue Budget Breakdown

CHILDREN, YOUNG PEOPLE AND LEARNING DEPARTMENT - NOVEMBER						
	Original Cash Budget	Virements & Budget C/Fw ds	Current Approved Budget	Spend to Date %	Variance Over/(Under) Spend	Variance This Period
	£000	£000	£000	%	£000	£000
CHILDREN, YOUNG PEOPLE AND LEARNING DEPARTMENT						
Director						
Departmental Management Team	586	3	589	55%	3	0
	586	3	589	55%	3	0
CO - Learning and Achievement						
School Improvement, Music and Governor Services	664	-10	654	22%	-41	0
Advice for 13-19 year olds	532	4	536	43%	0	0
Adult Education	-3	1	-2	4,072%	-66	-16
Education Psychology and SEN Team	603	8	611	69%	0	0
Education Welfare and Support	243	4	247	48%	-25	0
	2,039	7	2,046	41%	-132	-16
CO - Children & Families: Social Care						
Children's Services & Commissioning	2,256	691	2,947	67%	0	0
Children Looked After	4,939	74	5,013	58%	275	100
Family Support Services	1,002	1	1,003	53%	0	0
Youth Justice	563	22	585	63%	11	11
Other children's and family services	709	18	727	76%	43	0
Management and Support Services	106	0	106	10%	-20	0
	9,575	806	10,381	61%	309	111
CO - Strategy, Resources and Early Help						
Early Years, Childcare and Play	1,643	3	1,646	51%	-76	-35
Youth Service	698	-8	690	71%	49	14
Performance and Governance	803	25	828	63%	26	26
Finance Team	366	2	368	62%	-9	-9
Human Resources Team	140	2	142	26%	18	18
Education Capital and Property	302	-17	285	52%	0	0
Information Technology Team	301	-2	299	63%	0	0
Extended services and support to families	414	41	455	32%	-15	-15
School related expenditure	285	0	285	-101%	0	0
Office Services	173	10	183	63%	0	0
	5,125	56	5,181	47%	-7	-1
Education Services Grant	-1,703	0	-1,703	75%	-9	-9
TOTAL CYP&L DEPARTMENT CASH BUDGET	15,622	872	16,494	52%	164	85
TOTAL RECHARGES & ACCOUNTING ADJUSTMENTS	10,047	0	10,047	-1%	0	0
GRAND TOTAL CYP&L DEPARTMENT	25,669	872	26,541	32%	164	85
Memorandum items:						
Devolved Staffing Budget			11,852		-34	-1

CHILDREN, YOUNG PEOPLE AND LEARNING DEPARTMENT - NOVEMBER

	Original Cash Budget	Virements & Budget C/Fwds	Current Approved Budget	Spend to Date %	Variance Over/(Under) Spend	Variance This Period
	£000	£000	£000	%	£000	£000
Schools Budget - 100% grant funded						
Delegated and devolved funding						
Schools Block and High Needs Block						
Delegated School Budgets	69,111	-2,982 ^{a, b, c}	66,129	68%	0	0
School Grants - Income	-4,521	-122	-4,643	31%	0	0
	64,590	-3,104	61,486	71%	0	0
LEA managed items						
Schools Block						
Pupil behaviour	331	-19 ^b	312	52%	-48	13 ⁶
Combined Service Budgets	689	-2 ^b	687	40%	-111	-20 ⁷
School staff absence and other items	1,338	-133 ^b	1,205	37%	96	45 ⁸
Support to schools in financial difficulty	283	-1 ^b	282	21%	-12	-13 ⁹
High Needs Block						
SEN provisions and support services	7,477	2,416	9,893	44%	-303	-187 ¹⁰
Education out of school	1,080	24	1,104	66%	3	11 ¹¹
Early Years Block						
Early Years provisions and support services	3,835	-301 ^b	3,534	67%	-9	-27 ¹²
	15,033	1,984	17,017	49%	-384	-178
Growth to be allocated	0	0	0	0%	0	0
Dedicated Schools Grant	-79,623	1,411^b	-78,212	68%	-17	0
Transfer to capital	0	0	0	0%	0	0
TOTAL - Schools Budget	0	291	291	-1%	-401	-178
Memorandum item: Unallocated balance on Schools Budget Reserve						
Unallocated balance on general Schools Budget reserve at 1 April 2015					-208	
Current year forecast variance					-401	
Forecast year end balance					-609	

Budget Variances

Note	Reported variance £'000	Explanation
		<u>DEPARTMENTAL BUDGET</u>
	79	Total reported to last period.
		<u>CO - Learning and Achievement</u>
1	-16	Additional income continues to be generated, with another £0.016m from courses and room bookings at the Bracknell Open Learning Centre.
		<u>CO - Children & Families: Social Care</u>
2	100	Placement costs are forecast to over spend by £0.351m, an increase of £0.126m from last period. As would be expected, there are a number of changes to those forecast when the budget was set in December, which are in line with the agreed budget strategy of the Council. The strategy includes removing the costs of all known leavers, but not adding a provision for any new placements or in year changes in placements that will always occur. Therefore, the underlying expectation is that the budget will over spend as no provision has been made for any new placements in the budget forecast, as the strategy is that this will be funded at year end through an allocation from the Corporate Contingency, subject to agreement from CMT.
		The cost increase mainly arises from a 2 new residential placements at £0.104m. This is partially offset by a forecast £0.009m saving on the Adoption Advisory Service joint arrangement and £0.017m additional income from external placements at Larchwood Short Break Unit.
3	11	Following consultation from the Youth Justice Board for England and Wales on the need to implement a £13.5m (10.6%) in-year cut in funding, a £0.015m reduction in Youth Justice grant has now been confirmed. Savings of around £0.004m can be achieved, resulting in a net £0.011m increase in forecast costs. Furthermore, additional income of £0.012m is being generated at Larchwood respite unit from external placements.
		<u>CO - Strategy, Resources and Early Help</u>
4	-1	A number of DSB variances are reported this month that balance to a net under spending of £0.001m.
		<u>Education Services Grant (ESG)</u>
5	-9	The DfE pays ESG to LAs for a range of defined central services that are provided without charge to community schools or to academy schools to source directly. The ESG has now been confirmed resulting in a £0.009m saving.
	164	Grand Total Departmental Budget

UNRESTRICTED

Note	Reported variance	Explanation
	£'000	
	0	<u>DEPARTMENTAL NON-CASH BUDGET</u> Total reported to last period.
	0	Grand Total Departmental Non-Cash Budget
		<u>SCHOOLS BUDGET</u> The Schools Budget is a ring fenced account, fully funded by external grants, the most significant of which is the Dedicated Schools Grant (DSG). Any under or overspending remaining at the end of the financial year must be carried forward to the next year's Schools Budget and as such has no impact on the Council's overall level of balances.
	-223	Total reported to last period.
		<u>Pupil behaviour</u>
6	13	The amount of income earned from trading with schools, including academies, is now expected to be lower than previously forecast.
		<u>Combined Service Budgets</u>
7	-20	Saving will occur as a result of vacancies in the Family Intervention Team.
		<u>School staff absence and other items</u>
8	45	The most significant change relates to a re-calculation of the likely increase in business rates liability arising from the school places expansion programme. The latest estimate amounts to £0.159m, an increase of £0.059m. There are a number of smaller variances on a wide range of budgets.
		<u>Support to schools in financial difficulty</u>
9	-13	Based on current support programmes to schools in financial difficulties, an under spending of £0.013m is currently being forecast.
		<u>SEN provisions and support services</u>
10	-187	The Department has been working hard to implement a range of cost reduction measures to ensure that the increases arising from new legislation can be managed to within budget, and to set in place actions that will ensure future anticipated increases in high cost placements are affordable. The main reason for the reported cost reduction this month relates to on-going reviews of prices from providers and ensuring that the requirements for new Education, Care and Health plans are robustly challenged.

UNRESTRICTED

Note	Reported variance	Explanation
	£'000	
11	11	<p><u>Education out of school</u></p> <p>There has been lower demand than anticipated on the home tuition budget, resulting in a forecast under spending of £0.009m which is offset by £0.025m additional expenditure on hospital education.</p>
12	-27	<p><u>Early Years provisions and support services</u></p> <p>The main saving occurs as a result of bringing in house the work previously provided through the contract with Action for Children.</p>
	-401	Grand Total Schools Budget

Summary Capital Budget Breakdown

CAPITAL MONITORING 2015/16

Dept: Children, Young People and Learning

As at 30 November 2015

Cost Centre Description	Approved Budget 2015/16 £000's	Cash Budget 2015/16 £000's	Expenditure to Date £000's	Carry Forward 2016/17 £000's	(Under) / Over Spend £000's	Next Target / Explanatory Note	Current status of the project / notes
SCHOOL PROJECTS							
Amen Corner Primary (North)	35.5	35.5	0.0	0.0	0.0	Detailed design complete	School anticipated from Sep-17
Amen Corner Primary (South)	10.8	2.0	0.0	8.8	0.0	School/housing programmes match	Developer has outline planning permission for school, negotiating S106
Birch Hill Primary	0.0	0.0	0.0	0.0	0.0	Project on hold	Surge classroom on hold, not required for Sep-15, will review for Sep-16
Cranbourne Primary	1,583.6	1,583.6	527.4	0.0	0.0	On site	In construction
Crown Wood Primary	527.9	527.9	276.2	0.0	0.0	Completed	Extension of Time claim outstanding
Fox Hill Primary	210.6	210.6	141.8	0.0	0.0	Surge on hold. Kitchen complete	Surge classroom on hold. School Meals Kitchen completed Aug-15
Great Hollands Primary	1,175.4	1,175.4	418.7	0.0	0.0	In design	Surge classroom completed Aug-15. Full expansion in procurement.
Harmans Water Primary	25.0	0.8	0.8	24.2	0.0	Surge classroom open	Surge classroom in use
Holly Spring Infant & Junior	42.0	42.0	31.0	0.0	0.0	Completed	Completed
Jennett's Park CE Primary	5.1	5.1	2.8	0.0	0.0	Additional Classroom in September 2015	F&E and ICT only
Meadow Vale Primary	142.7	142.7	-4.5	0.0	0.0	Completed	Extension of Time claim outstanding
Ow Ismoor Primary	2,438.2	2,438.2	1,654.6	0.0	0.0	Completed	Retentions remaining until Dec-16
Pines (The) Primary	-61.3	-61.3	-58.5	0.0	0.0	Phase 1 on Site	Phase 1 completed. Retentions remain until January 2016.
TRL Primary	10.9	2.0	0.0	8.9	0.0	School/housing programmes match	Awaiting commencement of development which will trigger S106 provisions
Warfield East Primary	11.2	2.0	0.0	9.2	0.0	School/housing programmes match	Developer in negotiation with planners over draft S106 provisions
Warfield West Primary	76.1	76.1	20.8	0.0	0.0	On site	In construction
Wildmoor Heath Primary	508.6	508.6	37.0	0.0	0.0	Project on hold. Kitchen for Sep-15	Project on hold, pending housing. School Meals Kitchen on site.
Wildridings Primary	0.0	0.0	0.0	0.0	0.0	Project on hold	Surge classroom on hold, not required for Sep-15, will review for Sep-16
Winkfield St Marys Primary	481.5	481.5	-3.0	0.0	0.0	On site	Mobilisation
Wooden Hill Primary	2.1	2.1	1.8	0.0	0.0	Project on hold	Surge classroom on hold, not required for Sep-15, will review for Sep-16
Primary	7,225.9	7,174.8	3,046.9	51.1	0.0		
Brakenhale Capacity Works	791.6	791.6	569.9	0.0	0.0	Phase 4 complete	Retentions remain until Feb-16
Easthampstead Park	343.1	93.1	60.7	250.0	0.0	Completed	Retentions remaining. Possible second phase of work in 2016/17
Edgbarrow School Expansion	903.3	903.3	80.8	0.0	0.0	In design	In design
Garth Hill College	5,115.7	5,115.7	4,828.3	0.0	0.0	Completed	Retentions remaining
Sandhurst Redevelopment	17.5	17.5	0.0	0.0	0.0	Masterplan completed	Masterplan completed
Secondary	7,171.2	6,921.2	5,539.7	250.0	0.0		
Eastern Road SEN	2,237.8	2,237.8	1,937.1	0.0	0.0	Completed	Retentions remaining
Special	2,237.8	2,237.8	1,937.1	0.0	0.0		
Binfield Learning Village	3,416.6	3,416.6	1,721.2	0.0	0.0	In design	In procurement
Village	3,416.6	3,416.6	1,721.2	0.0	0.0		
Fees	304.6	304.6	111.7	0.0	0.0	To be fully spent by March 2015	To be allocated to projects

UNRESTRICTED

CAPITAL MONITORING 2015/16

Dept: Children, Young People and Learning

As at 30 November 2015

Cost Centre Description	Approved Budget 2015/16 £000's	Cash Budget 2015/16 £000's	Expenditure to Date £000's	Carry Forward 2016/17 £000's	(Under) / Over Spend £000's	Next Target / Explanatory Note	Current status of the project / notes
SCHOOL PROJECTS							
Garth Hill College PV	0.0	0.0	0.0	0.0	0.0	Completed	Spend to save solar panel project
Basic Need Grant for Allocation	745.0	0.0	0.0	745.0	0.0	Unallocated grant	Unallocated grant to be c/f to fund future years projects
Devolved Capital and other funds held by schools	783.7	583.8	386.1	200.0	0.0	On-going	In progress
Section 106 Developer Contributions	0.0	0.0	0.0	0.0	0.0	To be allocated to projects	Allocated to projects
Other Schools Related Capital	1,583.1	638.2	386.1	945.0	0.0		
SCHOOL PROJECTS	21,939.2	20,693.2	12,742.7	1,246.1	0.0		

Percentages 61.6% 0.0%

CAPITAL MAINTENANCE / CONDITION							
Planned works	2,246.7	1,871.7	1,396.5	375.0	0.0	In progress.	Slippage plus £130k of planned works dropped. ~90% of cf committed at ye.
ROLLING PROGRAMME	2,246.7	1,871.7	1,396.5	375.0	0.0		

Percentages 74.6% 0.0%

OTHER PROJECTS							
Integrated Children's Services	150.0	150.0	60.8	0.0	12.1	Mar-16	Go live postponed. Further costs incurred to complete implementation.
Capita One (EMS) Upgrade	99.5	55.1	20.6	44.4	-15.9	Mar-16	Solus upgrade completed. Remaining projects in progress.
Easthampstead Park School ICT Upgrade	14.0	14.0	12.8	0.0	3.8	Complete	Invoice under dispute.
CSC ICT Mobile Working	100.0	100.0	8.1	0.0	0.0	Mar-16	Options being evaluated. Costings obtained for 1st of 5 teams.
ICT projects	363.5	319.1	102.3	44.4	0.0	-0.01	
Youth Facilities	110.0	28.4	0.0	81.6	0.0	Mar-17	Delayed due to financial stress test by TVHA. Some fees in 2015/16.
Retentions - Non Schools	0.0	0.0	0.0	0.0	0.0		
Places for 2 year olds	109.6	82.4	0.6	27.2	0.0	Mar-16 In progress	At EOI stage for ICT. Other works planned and costed.
Priestwood Guide Centre	70.0	70.0	0.0	0.0	0.0	In progress	Advice received. More investigation required to scope works. May be some c/f.
Other	179.6	152.4	0.6	27.2	0.0		
OTHER PROJECTS	653.1	499.9	102.9	153.2	0.0		

Percentages 20.6% 0.0%

TOTAL CAPITAL PROGRAMME	24,839.0	23,064.8	14,242.1	1,774.3	0.0		
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Percentages 61.7% 0.0%

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
13 APRIL 2016**

**BRACKNELL FOREST CHILDREN AND YOUNG PEOPLE'S MENTAL AND EMOTIONAL
WELLBEING STRATEGY 2015-2018**

Director of Children, Young People and Learning

1 PURPOSE OF REPORT

- 1.1 This report introduces the final draft of the above Strategy which is attached for consideration and comments prior to its approval by the Executive. Comments can be submitted at the Panel meeting or separately by e-mail to the Chief Officer: Learning and Achievement:- Christine.McInnes@bracknell-forest.gov.uk

2 RECOMMENDATION(S)

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel considers and comments on the Children and Young People's Mental and Emotional Wellbeing Strategy 2015-2018.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To give the Panel an opportunity to comment on the Children and Young People's Mental and Emotional Wellbeing Strategy 2015-2018 prior to its approval by the Executive.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

**5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 5.1 Not applicable.

Background Papers

None.

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Bracknell Forest
Children and Young People's Mental and
Emotional Wellbeing Strategy
2015 – 2018

v final draft Feb 2016

DRAFT

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1. Foreword

We recognise the significant impact that emotional and mental health problems can have on all aspects of children's lives; from poor educational attainment, family disruption, offending behaviour, social isolation, discrimination and self-harm. Without appropriate support and intervention, emotional and mental health issues will also impact on families, carers and the community. If not appropriately responded to, these issues can continue into adulthood and potentially affect generations to come.

All children and young people deserve the best start in life and building strong emotional resilience is an important element in helping children and young people achieve and succeed. In Bracknell Forest we have strong partnership arrangements which work to deliver the best possible outcomes for children, young people and families. This strategy sets out our priorities up until 2018 for improving the emotional and mental health of children.

We welcome the focus of the Department of Health, supported by the Department for Education, on improving the mental wellbeing of all children and young people and to offer better services for those in crisis or great distress as set out in "Future In Mind" (DH 2015a). We are committed to leading our Children and Young People's Partnership to address these improvements and to offer the right support from the right service at the right time, close to home. In particular, we will work with our schools, Bracknell and Ascot CCG and with providers including Berkshire Healthcare NHS Trust and the voluntary sector.

We are proud that most children in Bracknell Forest grow up with a strong sense of identity, self-esteem and resilience. However, we realise there is more that we can do to strengthen protective factors that promote resilience across every child's physical and emotional attributes, family life and the environment in which they live and to see better services delivered more quickly for those in difficulty.

This is a challenge for all of us living in Bracknell Forest, so I trust you will join us in playing your part to help all children grow up healthier and happier.

Signed by

Gareth

Janette Karklins

Executive Summary

Introduction

Children and young people who feel good about themselves and are confident and optimistic about their future will be better equipped, more resilient and able to deal with and adapt to the inevitable stresses that life will set them. There is strong evidence of the importance of children making a good start in life. If a child or young person suffers mental ill-health and their condition is not addressed, they are likely to remain unwell through adulthood and develop other harmful physical health conditions too.

The Bracknell Forest Mental and Emotional Wellbeing Strategy sets out how local partnerships and organisations will work together with children, and their families, to support them to grow up happy and well and to provide timely care and treatment for the ten to fifteen percent who develop serious mental health problems.

The key definitions employed in the Strategy are as follows:

Mental health: “A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” (WHO 2004)

Emotional wellbeing: “A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment” (WHO 2007).

The Strategy covers all 0 – 19 year olds in Bracknell Forest, together with 19 – 25 year olds with learning difficulties and special educational needs. The services covered are available to Bracknell Forest residents and pupils attending an educational facility, children in care who are temporarily accommodated within the local area.

Evidence and policy

Our evidence search tells us that our children’s emotional wellbeing is at or a little above average when compared to the whole of England.

- Most children are happy with their lives with just 8% reporting overall low wellbeing – a figure similar to the national average.
- Children are relatively happy with their school life and express positive views about their local area;
- The estimated number with a diagnosable mental health condition is about 8.3% of the school-age population, equivalent to about 1,700 children and young people; lower than the national average.

Through local engagement activities, we have been challenged by service users about the need to improve specialist services through:

- Reducing waiting times
- Increasing resources to meet demand, such as for early emotional wellbeing interventions
- Freeing up specialist staff time to work more closely with partner agencies, such as schools
- Providing better post-diagnostic support particularly around a diagnosis of autistic spectrum disorder or attention deficit hyperactivity disorder.

Other challenges we have identified include:

- The increasing local population of school-age children; latest estimates are for an increase of over 20% by 2020;
- Our incomplete picture of the health and wellbeing of our local children;

- A need for better information for children and young people about how to access the local services that are available to children and families and clearer pathways about how these services link their support.

Priorities for 2015 – 2018

The challenges faced locally about children getting access to the right level of support or intervention early are consistent with those throughout England. The government's new strategy, 'Future In Mind' (DH 2015a), recommends local partnerships move to a new model of care (the Thrive Model) that is more focused on achieving outcomes with children. As well as specific service priorities (below), we will ensure a strategic discussion during the lifetime of this Strategy about how to adapt provision in Bracknell Forest to the Thrive model.

We set out our development priorities under four themes:

1. The best for all
2. Better information
3. Early intervention
4. Specialist care

The developments we plan for 2015 – 2018 include:

1. The best for all:
 - a. To improve the casework liaison between the specialist mental health service and all schools
 - b. To support all schools in Bracknell Forest to continue to be Healthy Schools.
 - c. To improve the coordination of training in mental and emotional wellbeing, offering evidence-based courses where possible.
2. Better information:
 - a. To run a successful anti-stigma campaign which increases the understanding of mental ill-health among children, young people and their families
 - b. To review and improve pathways for early mental and emotional wellbeing support across Bracknell Forest
 - c. To make recommendations for routinely collecting better health and wellbeing information about our children and young people.
3. Early intervention
 - a. To improve the support provided to children and young people with autistic spectrum disorder, both before and after diagnosis
 - b. To increase the training delivered about perinatal mental health and for health professionals to provide better support for vulnerable new mothers
 - c. To establish a successful, blended, counselling service for young people.
4. Specialist care
 - a. To increase specialist provision for children and young people with eating problems and earlier support for those suffering psychosis
 - b. To achieve better outcomes for young people whose care transfers to the adult mental health service
 - c. To increase the in-patient capacity at the Berkshire Adolescent Unit.

We invite all residents in Bracknell Forest to join the organisations in the Children and Young People's Partnership to help our children and young people to grow up happy and healthy and offer understanding and assistance with getting support to those in distress or suffering from mental illness.

2. Introduction

Most children in Bracknell Forest will grow up with a strong sense of identity, self-esteem and resilience, and will not require any form of intervention around their emotional and mental health. This strategy recognises the importance of strengthening protective factors which promote childhood resilience across a child's physical and emotional attributes, family life and the environment in which the child lives. However, this strategy also acknowledges that the impact of poor mental health can be destructive to young lives and hinder a child's ability to fulfil their potential now and into adulthood.

We set out how integrated services commissioned and delivered by Bracknell Forest Council, Bracknell and Ascot CCG and our partners will support the emotional wellbeing and mental health of all children and young people in Bracknell Forest. Our joint and shared ambition is to develop and deliver a comprehensive continuum of child and adolescent emotional wellbeing and mental health services which are seamless and remove any barriers that currently exist. We plan to move from a CAMH system commissioned around tiers to a broad spectrum of emotional wellbeing and mental health support and services that is better aligned to the range of children and young peoples' needs.

This strategy set out how support should be made available across a continuum to enable a seamless, comprehensive service which encompasses:

- Staff and partner agencies providing services to all children, young people and their families in Bracknell Forest (universal services) – such as schools and children's centres;
- Services for children and young people (particularly those in a number of key groups as defined by statute including Children in Care, those under the supervision of the Youth Offending Service and Children in Need) that need targeted assistance to be commissioned and delivered flexibly;
- Support and treatment for children and young people in particular distress and with mental illness that requires specialist support from mental health professionals.

The developments that we describe will be underpinned by the Thrive Model (Anna Freud 2014), where all partners and agencies align to provide the right care at the right time to support children and young people to thrive (see p.25 for further details).

Overall the support and services provided across Bracknell Forest should all seek to fulfil our vision:

1. No child or young person will have a preventable mental health issue
2. If they do, they will not have to wait unduly to get the effective help they need.

(BACCG 2015)

3. Definitions

Many factors affect children and young people's emotional wellbeing and mental health. In this section we clarify the definitions that are used in this strategy. Children and young people say that good emotional wellbeing and mental health means 'feeling safe and secure', 'being satisfied with life' and 'feeling worthwhile'.

Core definitions

For the purposes of this strategy **mental health** will be defined as: "A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." (WHO 2004)

Emotional wellbeing is defined as: "A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment" (WHO 2007). It is increasingly used alongside mental health, and is usually favoured in schools and early years settings where the wellbeing of the whole population is the focus.

These definitions highlight the fact that emotional wellbeing and mental health are not about feeling happy all the time.

The age range covered in this strategy is all 0 – 19 year olds in Bracknell Forest, together with 19 – 25 year olds with learning difficulties and special educational needs. To help the reader throughout the strategy we have used the term 'children' to cover this full age range of children and young people.

The services covered by this strategy are available to Bracknell Forest residents, pupils attending a Bracknell Forest educational facility and children in care who are temporarily accommodated within the local authority area, in conjunction with the placing authority/ care provider.

Other mental health terms

For clarity, concepts used in this strategy and the mental health conditions that are most prevalent among children are defined below:

- **Anxiety** – characterised by excessive and unrealistic worry about everyday tasks or events, which may be specific to certain objects or rituals. Simple phobias involve excessive anxiety evoked by specific objects (e.g. a marked fear of snakes), whilst social phobias are fears of interacting with others, particularly in large groups. In **obsessive-compulsive disorder (OCD)**, the individual experiences an obsession – an intrusive and recurrent thought, idea, sensation or feeling – coupled with a compulsion – a behaviour that is recurrent and ritualized, such as checking, avoiding, or counting.
- **Attachment** – attachment theory provides a valuable concept for understanding the development of a child's capacity to establish meaningful and satisfying relationships with parents/carers. Reactive attachment disorder is uncommon but may develop if the child's basic needs for comfort, affection and nurturing aren't met and loving, caring, stable attachments with others are not established.
- **Attention deficit hyperactivity disorder (ADHD)** – a neurodevelopmental disorder identified by behavioural symptoms that include inattentiveness and impulsiveness. There is considerable overlap between ADHD and hyperkinetic disorders.
- **Autism spectrum disorder (ASD)** – is a lifelong spectrum of conditions as a result of incapacitating development of brain function. The three major types of symptoms people which people with autism share are difficulties with: social interaction, social communication and with social imagination.
- **Conduct disorder** – children with conduct disorder act inappropriately, infringe on the rights of others, and violate the behavioural expectations of others. Those with with

conduct disorder act out aggressively and express anger inappropriately and engage in a variety of antisocial and destructive acts.

- Depression – characterised by withdrawn or sad moods, diminished interest in activities which used to be pleasurable, weight gain or loss, psychomotor agitation or retardation, fatigue, inappropriate guilt, difficulties concentrating, as well as recurrent thoughts of death. Depression is more than a “bad day”; diagnostic criteria dictate that five or more of the above symptoms must be present for a continuous period of at least two weeks.
- Eating disorders – characterised by an abnormal attitude towards food that causes someone to change their eating habits and behaviour. A person with an eating disorder may focus excessively on their weight and shape, leading them to make choices about food with damaging results to their physical as well as mental health.
- Psychosis – characterised by dysregulation of thought processes, such as symptoms of delusions – which are false beliefs – and hallucinations – which are hearing and/or seeing sensory information which is not actually present.
- Post traumatic stress disorder – is an anxiety disorder caused by very stressful, frightening or distressing events. It can develop immediately after someone experiences a disturbing event or it can occur weeks, months or even years later.
- Resilience – often thought of as “bouncing back” in the face of setbacks, we define resilience more widely as positive adaptation despite the presence of risk, which may include poverty, parental bereavement, parental mental illness, and/or abuse (EEF 2013).
- Self harm behaviours – where somebody intentionally damages or injures their body. It can be a way of expressing difficult emotional feelings, or a way of coping with traumatic events.

The following are mental health service or intervention terms defined for use in the strategy:

- Berkshire CAMH service – specialist child and adolescent mental health services provided by mental health practitioners for the most unwell children. These can be ‘outpatient’ (attendance at a clinic), in-patient or ‘community’ (sessions by a CAMHs specialist in a school for example). Locally these services are provided by Berkshire Healthcare NHS Trust (BHFT).
- Cognitive behavioural therapy (CBT) – a talking therapy that can help a person to manage their problems by changing the way they think about them and then behave.
- Counselling – a type of talking therapy that allows a person to talk about their problems and feelings in a confidential and dependable environment.
- IAPT – ‘improved access to psychological therapies’ programme to increase access for children and young people and parents to evidence-based approaches such as CBT. The programme of development will embed session outcome monitoring, better user participation and easier self-referral into existing services providing mental health care including early intervention.

4. Vision and Priorities

We want all children in Bracknell Forest to enjoy good emotional wellbeing and mental health.

The vision and priority actions for children’s mental and emotional wellbeing fall under the strategic umbrella set out in “Creating Opportunities: A Joint Strategic Plan for Children, Young People and Families in Bracknell Forest 2014 – 17” (Bracknell Forest 2014). The outcome priorities to be achieved for all children are:

Outcome Priorities OP 1	Raise levels of attainment and pupil progress across all phases of learning for all pupils
OP 2	Improve physical and emotional health and wellbeing from conception to birth and throughout life
OP 3	Safeguard and protect children and young people
OP 4	Improve outcomes for the most vulnerable children and young people in the borough
OP 5	Strengthen families through effective multi-agency coordination and support
OP 6	Reduce the impact of poverty on children and young people

This strategy’s priorities primarily sit under Outcome Priority 2, however improvements in emotional health and wellbeing make an important contribution to all six outcome priorities. We will build on the work that is already in place across Bracknell Forest, coordinated through the Children and Young People’s Partnership (CYPP) and supported by the Health and Wellbeing Board (HWBB), to promote good mental health in children and support the development of resilience, especially for those who are at higher risk of developing mental health problems. Where children and their families need support in relation to mental health, we believe intervention should focus on delivering long-lasting improvements in their mental health. We recognise that this is not the responsibility of any one organisation and that families are fundamentally important in the development of good mental wellbeing for their children.



Fig 1 Our Vision

Our principles

We are committed to:

- Focussing on promoting mental wellbeing and building resilience throughout children and young people's lives, as well as ensuring we have high quality early intervention and treatment services;
- Taking an integrated, whole system approach to ensure that all services work together to improve the emotional wellbeing and mental health of all children in Bracknell Forest;
- Actively engaging with children and their families in all services covered by this strategy so their views inform improvements;
- Ensuring that the work we do will help to reduce wider health inequalities: reducing the preventable and unfair differences in health and learning experienced by different groups of Bracknell Forest residents;
- Continuous, evidence-based service improvements that is providing value for money and delivered by a workforce with the right skills, competencies and experience.

These strategic principles are aligned with those in "Creating Opportunities" (Bracknell Forest 2014) and with the East Berkshire Transformation Plan (BACCG 2015).

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5. National and Local Context

There is strong evidence nationally of increasing demand for emotional and mental health support, together with concerns about resourcing and capacity across services and the effectiveness of some of the care on offer. Over the past three years this has produced a volume of national policy advice and evidence. This strategy highlights the key policy documentation and evidence, with publication details available in the references section.

National policy

“No Health Without Mental Health” (HM Government, 2011) set out the national ambition to put mental health services on an equal footing to physical health services. The subsequent Health Select Committees report into CAMH services states, “There are serious and deeply ingrained problems with the commissioning and provision of children’s and adolescents’ mental health services. These run through the whole system from prevention and early intervention through to inpatient services for the most vulnerable young people” (Health Select Committee, 2014).

As a result of the inquiry, a children and young peoples’ mental health taskforce was established. Their report, published in March 2015 entitled ‘Future In Mind’ (DH 2015a), provides a broad set of recommendations for a comprehensive CAMH service continuum, introducing the Thrive Framework, to promote positive mental health and wellbeing for children. It emphasises the need for better co-ordination across the system and the need for a significant improvement in meeting the needs of children from vulnerable backgrounds. The recommendations in ‘Future In Mind’ (DH 2015a) form the basis of local area CAMHS Transformation Plans and the ‘Local Transformation Plans for Children and Young People’s Mental Health and Wellbeing – guidance’ (DH, 2015b) identifies the following key objectives:

- Build capacity and capability across the system – to close the health and wellbeing gap and secure sustainable improvements in children and young people’s mental health outcomes by 2020;
 - Roll-out the Children and Young People’s Improving Access to Psychological Therapies programmes (CYP IAPT) by 2018. The additional funding will also extend access to training via CYP IAPT for staff working with children under five and those with autism and learning disabilities;
 - Develop evidence-based community Eating Disorder services for children and young people, with capacity in general teams released to improve self-harm and crisis services;
 - Improve perinatal care; there is a strong link between parental (particularly maternal) mental health and children’s future mental health;
 - Bring education and local children and young people’s mental health services together around the needs of the individual child.
- (p.13, ‘Local Transformation Plans for Children and Young People’s Mental Health and Wellbeing’)

In order to put mental health services on a par with physical health services new standards and commissioning processes are being developed. Access and waiting times for mental health are being introduced (e.g. Early Intervention in Psychosis; and Access and Waiting Time Standard for Children and Young People with an Eating Disorder (NHS England 2015a, b)).

National research and prevalence

Policy and research recognises that the wider context of children’s lives plays a crucial part in their potential to develop well emotionally or to become mentally unwell. Resilience is increasingly seen as a vital quality for children to develop in order to thrive even in difficult circumstances. Protective and risk factors for emotional wellbeing are widely recognised and have informed the thinking underpinning this strategy and are set out below (Fig 2).

Fig 2: Risk and protective factors for a child’s mental health (Barnados 2002; DfE 2015)

	Protective factors	Risk factors
Child	<ul style="list-style-type: none"> • Being female (younger children) • Biological resilience • Good communication, social and emotional skills • Good physical health and development • Secure attachment to parents or carers • Outgoing temperament as an infant • Problem solving skills and a positive attitude • Humour • Experiences of success and achievement • Faith or spirituality • Capacity to reflect 	<ul style="list-style-type: none"> • Genetic influences • Specific developmental delay or neuro-diversity • Physical illness/ disability • Low IQ and learning disabilities • Communication difficulties • Difficult temperament • Academic failure • Low self esteem • Who have or are misusing substances, such as alcohol and drugs
Family	<ul style="list-style-type: none"> • At least one good parent- child relationship (or one supportive adult) • Family harmony and stability • Affection • Supportive and consistent parenting with firm boundaries and limits • Support for education • Absence of severe discord • Family involvement in activities /spending time as a family 	<ul style="list-style-type: none"> • Overt parental conflict, including domestic violence • Family disharmony, instability and break up (including where children are taken into care) • Harsh or inconsistent discipline • Hostile or rejecting relationships • Failure to adapt to a child’s changing needs • Physical, sexual and/or emotional abuse • Parents/ carers with mental illness • Parental criminality, alcoholism or personality disorder • Significant death and loss • Siblings with serious illness or disability
School	<ul style="list-style-type: none"> • Attend a school with high morale and positive policies for behaviour, attitudes and anti- bullying • Whole school approach to promoting mental health • Sense of belonging and connectedness between school and family • Positive peer influences • Academic achievement 	<ul style="list-style-type: none"> • Difficult school transition • Bullying • Discrimination • Breakdown in or lack of positive friendships • Peer pressure • Deviant peer influences • Poor reading/low school attainment • Poor pupil – teacher relationships • Poor attendance
Community	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • Participation in community networks • Strong cultural identity and pride/valued social role • Opportunity for participation in a range of leisure activities 	<ul style="list-style-type: none"> • Socioeconomic disadvantage • Homelessness • Discrimination • Isolation • Disaster, accidents, war or other overwhelming events • Other adverse events in childhood

Mental health problems in children are relatively common and they account for a large proportion of the total burden of ill health in this age group (JCP Mental Health 2013). 1 in 10 children aged 5 to 16 has a mental health problem and it is estimated that 20% of these children experience more than one mental health problem (ONS 2004). However, there is a lack of comprehensive, representative data for children's mental health in England (AYPH 2015).

There is, though, evidence of rising level of need in key groups, such as the increasing rates of young women with emotional problems and increasing numbers of young people presenting with self-harm (Bor et al 2014). There is also a growing realisation of the long-term consequences of emotional and mental problems in children. For example, there is significant impact on employment, physical and mental health, with between 66% - 75% of adult mental illnesses (excluding dementia) being apparent by the age of 18 (Campion et al 2013). Recent audits have also found increases in average waiting times to first appointment in specialist CAMH services for children (as high as an average of 15 weeks in some areas) and that less than half of all providers (40%) reported providing crisis access (Health Committee, 2014).

Boys are generally more likely to have a diagnosable mental illness than girls. This may be due to boys being more likely to display externalising disorders such as conduct disorders which are easier to identify than internalising disorders such as anxiety and depression that are more prevalent among girls (AYPH 2015). Common mental health issues affecting children and young people in England include conduct disorders (5.8%); anxiety (3.3%); depression (0.9%); and hyperkinetic disorder (1.5%) (DH, 2015a). One in ten children will need support or treatment for a mental health condition yet only a quarter of children with a diagnosable mental health problem receive treatment (DH 2014).

There is also evidence nationally that particular groups are at an increased risk of having poor mental health and these include those who:

- Have a long term physical illness or disability
 - Have an intellectual disability
 - Have an autistic spectrum disorder (ASD)
 - Are a looked after child (LAC)
 - Have suffered abuse or neglect
 - Are in contact with the criminal justice system
 - Have a parent with a mental health problem
 - Have a parent with substance or alcohol misuse problem
 - Have a parent in prison
 - Live in a low income household
 - Are a refugee or asylum seeker
 - Are from a traveller community
 - Are lesbian, gay, bi-sexual or transgender (LGBT)
- (JCP Mental Health 2013).

Local policy

This strategy falls within the scope of the Bracknell Forest Children and Young People's Partnership (CYPP), whose priorities are set out in the local children and young people's plan: "Creating Opportunities" (Bracknell Forest 2014). The outcome priorities of this plan have already been set out in chapter 4. Bracknell Forest's Health and Wellbeing Board has also set improving children's emotional wellbeing as one of its two key priorities (Bracknell Forest 2012). Accountability for this strategy is to the CYPP's Emotional Health and Wellbeing sub-group and which also makes reports to the Health and Wellbeing Board.

The CYPP is clear that many of the priorities it has identified cannot be achieved in isolation and that other strategic partnerships are crucial in ensuring successful outcomes. These include:

- The Community Safety Partnership, which has a focus on reducing crime and anti-social behaviour and works in partnership on jointly agreed safeguarding priorities, which include domestic abuse, e-safety and substance misuse
<http://www.bracknellforestpartnership.org.uk/360> .
- The Local Safeguarding Children Board (LSCB) is responsible for securing effective local safeguarding arrangements and coordinating activity to safeguard and promote the welfare of all children. The LSCB produces an annual report in which it highlights key messages on ways safeguarding activity can be improved. The LSCB's annual business plan sets out its key priorities, which are incorporated and linked to the CYPP priorities and to those of other partnerships where relevant. <http://www.bflscb.org.uk/>
- The Health and Wellbeing Board (HWBB) is made up of lead officers from social care for adults, children and families, schools' representatives, leaders from different parts of the NHS and people who represent patients and users of social care services. The HWBB is responsible for implementing the Joint Health and Wellbeing Strategy "Seamless Health" (Bracknell Forest 2012). This identifies health and wellbeing priorities for 2013 – 2016 and informs the commissioning of health services locally. The HWBB oversees joint commissioning arrangements with Bracknell and Ascot CCG, such as for local CAMH services. Among the priorities identified in "Seamless Health" is mental health, including increasing IAPT support for mothers with post-natal depression and support for people with ASD. The HWBB also discussed and supports the *Joint Action Plan for Emotional Wellbeing / CAMHS* (Bracknell Forest 2015c) developed in conjunction with the local Transformation Plan (BACCG 2015).

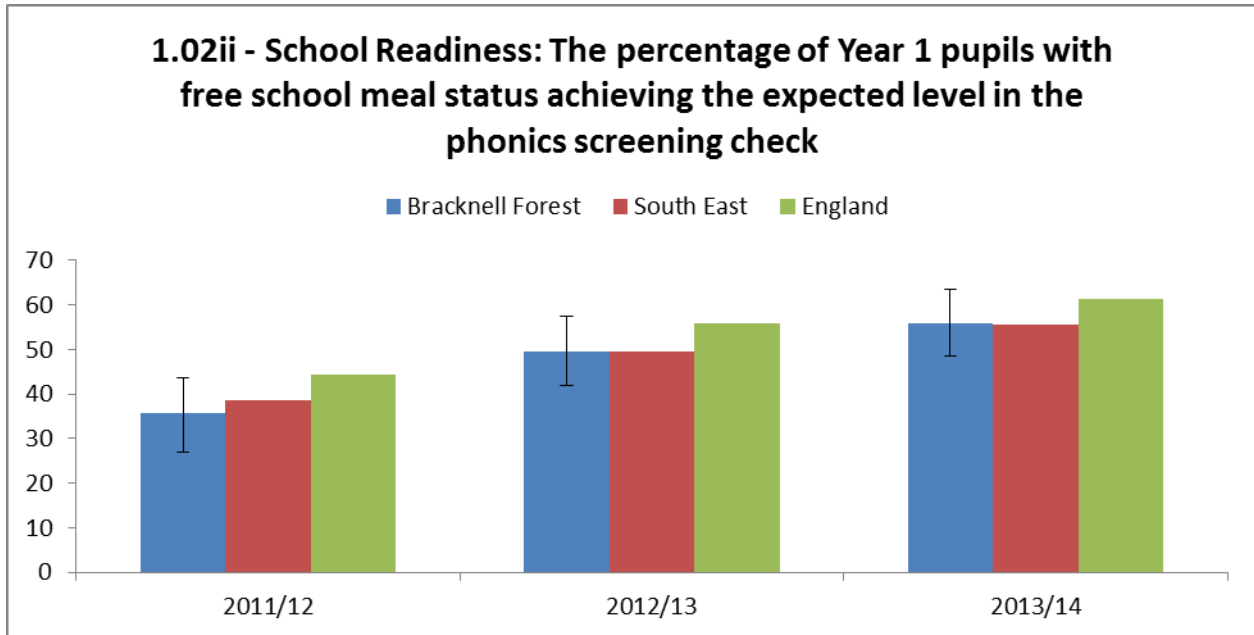
The priorities set out in "Seamless Health" and in "Creating Opportunities" were informed by the local Joint Strategic Needs Assessment (JSNA) of public health and wellbeing. Information about the Bracknell Forest JSNA is available from: <http://jsna.bracknell-forest.gov.uk/> .

6. Local emotional wellbeing and mental health and future levels of need

Emotional wellbeing

The general wellbeing of the majority of children in Bracknell Forest is good. Measures of school readiness are comparable to the national average and there has been improvement in the number of children receiving free school meals that achieve expected levels of development (see Fig 3).

Figure 3: Year 1 pupils with free school meal status achieving the expected level in phonics screening



Source: Public Health England

The attainment of pupils, such as the proportion achieving five good GCSEs (57%), is on a par with the national average. There has also been a decrease in pupil absence from school and levels of fixed-period exclusions are well below national average. The rate of children attending accident and emergency departments and of deliberate and unintentional injuries leading to hospital admissions are comparable to the national average.

'The Bracknell Forest Survey of Children and Young People' was undertaken in 2013 and sought the views of 2,500 children aged between nine and sixteen. Key findings from the survey were:

- Most children are happy with their lives with just 8% reporting low wellbeing, a figure similar to the national average;
- Reported wellbeing is highest among the younger age group;
- Children who are disabled, have learning disabilities, are eligible for free school meal and who are not living with family are more likely to have low wellbeing;
- Children are slightly less happy than the national average with their health and appearance, but happier than average about their prospects, their money/possessions, and the amount of choice they have;
- Children are relatively happy with their school life and are positive about their local area;
- Around a quarter of children said that they had been bullied in the past three months, which was associated with lower wellbeing (Children's Society 2014).

For more statistical information about the emotional wellbeing of children and young people in Bracknell Forest please follow this link: <http://jsna.bracknell-forest.gov.uk/developing-well/children-and-young-peoples-wellbeing/children-and-young-people%E2%80%99s-emotional-wellbeing>.

Mental health

In common with many parts of the country and consistent with the findings of the Health Select Committee's enquiry into child and adolescent mental health (Health Select Committee 2014), Bracknell Forest has an incomplete data profile of the emotional wellbeing and ill-health of its children. This challenge is mirrored at national level: the last survey in England that offers an overview of children's emotional wellbeing and the prevalence of mental ill-health took place in 2004 (AYPH 2015). Although this 2004 dataset has been subject to incremental updates from service activity information, there is a 'health warning' about its ability to provide an accurate picture of future need. Nationally the Department of Health is committed to recommence the carrying out of a national survey during 2016 (DH, 2015a).

Table 1 shows the estimated current prevalence of mental health problems in children in Bracknell Forest. The estimated number of children with a diagnosable mental health condition is about 8.3% of the school-age population, equivalent to about 1,700 children, which is lower than the national average. As a partnership we are not yet in a position to be able to consider local prevalence data and treatment and support data. This is a priority action for service providers, commissioners and public health as part of the local Transformation Plan (BACCG 2015).

Table 1: prevalence of mental health problems in children and young people

Indicator	Bracknell Forest	South East	England	Year
Perinatal mental health: Estimated number of women requiring support during pregnancy or	184	#N/A	#N/A	2012
Estimated prevalence of any mental health disorder: % population aged 5-16	8.3	8.5	9.3	2014
Estimated prevalence of emotional disorders: % population aged 5-16	3.2	3.3	3.6	2014
Estimated prevalence of conduct disorders: % population aged 5-16	4.9	5.1	5.6	2014
Estimated prevalence of hyperkinetic disorders: % population aged 5-16	1.4	1.4	1.5	2014
Prevalence of potential eating disorders among young people: Estimated number of 16 - 24 year	1,552	126,533	#N/A	2013
Prevalence of ADHD among young people: Estimated number of 16 - 24 year olds	1,650	134,099	#N/A	2013
Fixed period exclusion due to persistent disruptive behaviour: % of school pupils	1.3	1.2	1.0	2011/12
Fixed period exclusion due to drugs/alcohol use: % of school pupils	0.00	0.13	0.10	2011/12
Children who require Tier 3 CAMHS: estimated number of children <17	500	#N/A	#N/A	2012
Children who require Tier 4 CAMHS: estimated number of children <17	25	#N/A	#N/A	2012

Data sourced from Public Health England profiles available at <http://fingertips.phe.org.uk/>

"Future In Mind" (DH 2015a) puts considerable emphasis on listening to the voice of children, young people and their families who have received support and treatment from specialist CAMH services. Bracknell Forest, together with partners across Berkshire, carried out a project in 2014 involving surveys and face-to-face consultation with users and referring professionals (Thames Valley SCN 2014). The service users were both positive about the good treatment experienced by some, whilst being very clear and specific about areas for improvement by specialist services. The summary recommendations and commitments to development were published by the seven Berkshire CCGs in December 2014: "You Said ... We Did" (BACCG 2014).

The recommendations given by stakeholders were:

- Reduce waiting times
- Increase tier 2 provision to ensure early intervention

- Increase resources to meet demand
- Free up CAMHS staff time to work with partner agencies and improve support in schools
- Improve information about the services on offer and how to access them
- Improve communication and administration
- Create a more young person-friendly environment
- Provide better post-diagnostic support particularly around a diagnosis of ASD or ADHD
- Provide better out of hours access and crisis support
- Provide a local 24/7 inpatient services.

These have formed the core of the needs being addressed in our local Transformation Plan and we will continue to involve users in the changes in the future.

For the future

By 2020 we predict that there will be 19,816 school age children living in Bracknell Forest, an increase of 3,500 children (21%) over the period 2015 – 2020 (Bracknell Forest 2015a). The continuing rise in births, the development of new housing and inward migration are all contributing to the increase.

The indications are that we will continue to see more children with mental health conditions in the area due to the following factors:

- It is unlikely that mental health problems will become less common, at least in the short term, and the proportion of vulnerable children remain the same. This means that we can expect an increase in the number of children with mental health needs simply from the population increase (Bracknell Forest 2015a).
- Evidence suggests that mental health conditions in children in Bracknell Forest, in common with the rest of England (DH 2015a), are underdiagnosed. The increased national and local focus on children's mental health and the drive for parity with physical health will lead to more children being identified with mental health problems, at least in the short term. At the same time there will be increased opportunities for prevention and early intervention which could reduce some of the need for specialist mental health interventions.
- The long term impact of lifestyle behaviours, which can also increase the risk of poor mental health, such as obesity, physical inactivity and substance misuse, are more difficult to predict. While we have seen some success in influencing risky behaviours in children it is unlikely that we will see a dramatic reduction over the period of this strategy.

7. Our Emotional Wellbeing Offer

The best for all

The emotional wellbeing and mental health of every child in Bracknell Forest is everyone's business.

The best for all

Bracknell Forest Council and its partners in the CYPP are committed to the best start for all children in the local area.

Emotional wellbeing and resilience are essential factors in ensuring that children achieve good mental health. As stated in 'Future In Mind' (DH, 2015a), the evidence is that supporting families, building resilience through into adulthood and promoting self-care reduces the burden of mental and physical ill health over the whole life course. It is envisaged that this approach will help us to identify children who may be at risk from poor emotional and mental health at an earlier stage.

We also have an aim that fewer people will experience stigma and discrimination due to their mental illness. We will campaign locally to increase the public understanding of mental health and challenge and decrease negative attitudes and behaviours towards people with mental health problems.

a. Early years

Core to our strategy are health professionals and the support and opportunities which parents and carers can access at children's centres. Health visitors, and other primary care staff, monitor the health and development of all babies and young children. They are committed to helping parents and carers to nurture good emotional development for their children and they provide support for new mothers showing signs of emotional distress too.

Children's centres support families from pregnancy right through until children start school. They offer services for everyone, but especially for families at times when life is a struggle. There are four children's centres in Bracknell Forest and each provides services that include:

- 'play and learn' sessions where parent and child get to have fun together and make new friends
- family support which includes parenting courses
- childcare and early education, or signposting to other local childcare providers, including information on local, home-based childcare
- advice and tips on how to improving skills or how to find work, with links to JobCentre Plus.

Bracknell and Ascot's GPs and their primary care teams are committed to supporting all their families, children and young people to develop resilience and in identifying and referring problems early.

b. School and college years

Our CYPP works with all schools and other education providers to help our children have the best start in life through opportunities to learn and achieve. All schools in the area promote a clear set of values, have a positive ethos and aim to be supportive learning communities. Our schools believe that the development of resilience and emotional literacy are important and that there should be a range of opportunities for all children to learn and participate.

The key approaches in Bracknell Forest are:

- Building inclusive school communities through supporting positive relationships and behaviour management, upskilling staff in child development and on-going action to tackle bullying.
- Participation in the re-launched Bracknell Forest Healthy Schools Programme. The programme has emotional health and wellbeing (EHWB) as a focus area in its own right and all schools are supported to demonstrate their commitment to offering the best start for all their pupils.
- The dissemination of national guidance, for example on mental health, and the promotion through regular network meetings of effective practice, such as in the support for children with SEND.
- Emotional Wellbeing Book Boxes: all primary schools will have access to a set of books, together with with guidance and training, that will help children to understand emotions better and practice their social skills.

Better information

Improve information and advice about emotional wellbeing and mental health, available to children, young people, families and professionals.

Better information

a. Public campaigns

“Future In Mind” (DH, 2015a) identifies the need for a national conversation about children’s mental health and wellbeing. The policy advises that all children and their parents and carers need clearer awareness of what is good mental health and what is poor mental health, as well as better information about how to keep mentally and emotionally healthy. It also advocates increased use of information technology to boost understanding about mental ill-health and personal, emotional wellbeing. This applies across safer internet use (such as the #DontPanicButton initiative), the encouragement of emotional wellbeing app development and support portals such as the online Youth Wellbeing Directory.

In Bracknell Forest we already recognise the value of such campaigns and conversations and see our local activities complementing those at national level. Activities already delivered locally include:

- An emotional wellbeing pack circulated to all parents and carers with children at a primary school in Bracknell Forest.
- The development of an online information service about emotional health and wellbeing for all children and families, signposted to by secondary schools.
- The local anti-bullying coordinator offers materials for parents and carers and support local anti-bullying activities and supports campaigns in schools, such as Anti-bullying Week.
- The Bracknell Forest Family Information Service acts as an information portal, especially for young families, and helps to signpost families to support and care services and encourages supportive communities.
- A range of training offered that are available to staff in schools and colleges, childcare and play providers and early years' settings. Providers include the Youth Offending Service, Family Intervention Team, Targeted Youth Support team and not-for-profit sector partners such as the Berkshire Autistic Society. There is, however, limited oversight of the training or monitoring of uptake or effectiveness.

b. Wellbeing and service delivery and outcomes data.

"Future In Mind" (DH, 2015 p. 62) identifies that for change and improvement to emotional wellbeing and mental health to be sustained, better data and information is needed. Our Health and Wellbeing Board has ensured that mental health is strongly reflected in both our local Health and Wellbeing Strategy (Bracknell Forest 2012) and in the Joint Strategic Needs Assessment (<http://jsna.bracknell-forest.gov.uk/>). However, local data sources about local emotional wellbeing are patchy and what prevalence data is available about children's mental health is difficult to link to service activity or outcomes for children.

Currently, data on the whole population of children's emotional wellbeing is drawn from one off 'snapshots', such as the survey of young people's wellbeing (Children's Society 2013). This is then supplemented by service summaries such as the 'Profile and Analysis of Children in Need in Bracknell Forest' carried out by the council and routine data gathered by schools, for example about SEND and exclusions. Similarly, a range of activity data about specialist mental health services for children, such as referrals from primary care, is gathered by the CCG for performance management and commissioning purposes.

8. Our Mental Health Offer

Early intervention

Earlier recognition and intervention for mental health problems in children.

Early intervention

The earlier model of risk and protective factors (see: Fig 2) sets out evidenced features of children's lives that can leave them at more risk of poor mental health. Vulnerable children and their families are central to the targeted support provided across Bracknell Forest. Both "Future In Mind" (DH, 2015a) and the local Transformation Plan (BACCG 2015) highlight the importance and value of effective intervention for vulnerable groups. The aim is to support them through periodic crisis points, seeking to either prevent decline into serious mental distress or to ensure speedy and effective referral to more specialist assessment and treatment.

Bracknell Forest Council invests in a range of services to help vulnerable children and families. These include: behaviour support services, which work with schools to develop a more emotionally healthy climate and ethos and targeted support for individual pupils; family and parenting support, a safeguarding and inclusion team, educational psychologist service and an early years foundation stage inclusion service (EYFSIS). Other examples of interventions funded are: the autistic spectrum and social communication (ASSC) team, psychologists and counsellors working in primary care, schools and youth services. There is also Kooth, currently an online youth counselling service commissioned by the council, together with Youthline's face-to-face counselling service, and practitioners such as Looked After Children's Nurses, health visitors and Youth Offending Service staff.

A core process in Bracknell Forest for identification of a child and / or family in need of targeted support is the Common Assessment Framework (CAF). The CAF is a structured process of assessment that any education, care or health provider can undertake with a parent and/or child to assess additional needs, develop a plan of action and flag the need for additional provision (<http://schools.bracknell-forest.gov.uk/policies-guidance/common-assessment-framework-toolkit>). The Early Intervention Hub provides the forum for multi-agency coordination of early help cases with a CAF and considered 352 referrals during the year 2014 – 15 (Bracknell Forest 2015b). Another important procedure for certain vulnerable children is the Education and Health Care Plan (EHCP). The EHCP is a process of assessment and monitoring for children with more complex special educational needs and disabilities (SEND), which is replacing the statementing process (by 2018). The process is led by the child's school with the expectation of specialist support from local authority staff and active involvement of parents / carers.

The CAF processes support vulnerable children and their families to access evidence-based support and interventions, however, there is still scope for improvement for those who primarily have an emotional wellbeing and mental health need. There is currently limited understanding of how services for children in Bracknell Forest can discuss a case at an early point with specialists from the NHS CAMH service. The Berkshire CAMH service's 'common point of entry'

(CPE) offers some facility for consultation and discussion and work is underway to promote this more actively.

Specialist care

Ensure all children, young people and families have access to timely, evidenced-based, high quality specialist mental health support when it is needed.

Specialist care

Some children have a high level of emotional problems, potentially moving towards mental illness. Assessment and treatment are commissioned from the Berkshire Healthcare NHS Foundation Trust (BHFT) to provide this specialist CAMH service for children in Bracknell Forest. Children can be referred for assessment to this service's 'common point of entry' by professionals (see: <http://www.berkshirehealthcare.nhs.uk/camhs/for-professionals.asp>). BHFT CAMH service provides support, advice, guidance and treatment for children and young people with moderate to severe mental health difficulties, whose symptoms are having a significant impact in their daily lives. Usually these symptoms will have been occurring over several months and will not have responded to early intervention and prevention programmes. Referrals are accepted from all health, education, and children's services and may follow on from working to a CAF. The CAMH service undertakes an initial triage process to identify urgency of need.

Berkshire-wide specialist CAMH service performance data from 2014 shows that:

- All urgent referrals were seen within 24 hours
- 77% of all cases categorised as needing to be seen "soon" were seen within 4 weeks
- 27% of routine referrals were seen within 7 weeks
- 54% of routine referrals were seen in 16 weeks.

(p.13, Wokingham 2014)

The specialist CAMH service defines care pathways to offer treatment for mental health conditions such as those defined in section 3. Its services for Bracknell Forest children and their families include:

- an urgent care response to children presenting in crisis to accident and emergency, in partnership with Wexham Park Hospital;
- interventions for condition requiring psychiatric/ clinical diagnosis, and treatment;
- assessment and diagnosis of autistic spectrum disorder;
- diagnosis and management of ADHD;
- specialist treatment for moderate to severe anxiety and depression, including obsessive compulsive disorder and post-traumatic stress disorder;
- specialist eating disorder day programme.

A small number of children are in such distress or mental health need that they require more intensive treatment that requires specialist day care or an in-patient stay. The Berkshire Adolescent Unit in Wokingham provides some specialist day and 24/7 in-patient care. Some

young people, for example those requiring high secure or forensic care, or support relating to a gender identify disorder, need treatment from specialist placements, that are outside of Berkshire. Assessment, referral and care coordination for young people requiring such highly specialist mental health care is led by the BHFT specialist CAMH service.

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9. Our Priorities - 2015 - 2018

“There is now a welcome recognition of the need to make dramatic improvements in mental health services. Nowhere is that more necessary than in support for children, young people and their families. Need is rising and investment and services haven’t kept up. The treatment gap and the funding gap are of course linked. This document rightly steers a middle course, charting an agreed direction and mobilising energy and support for the way ahead. I’m pleased to give it NHS England’s full support”. Simon Stevens “Future in Mind” (DH, 2015a)

The above quote underlines the national policy drive in ‘Future In Mind’ (DH, 2015a). The policy intention is to put mental health on a par with physical health (parity of esteem), and to close the health gap between people with mental health problems and the population as a whole. Good mental health and resilience are fundamental to physical health, relationships, education, work and to individuals achieving their potential. Mental health has a significant impact on a range of outcomes. For children these includes poor educational achievement, greater risk of suicide, substance misuse, antisocial behaviour, offending and sexual exploitation and is associated with poorer physical health outcomes.

The priorities set out in this section will have benefits for all aspects of children’s lives and lead to positive impact through into adulthood.

A system without tiers

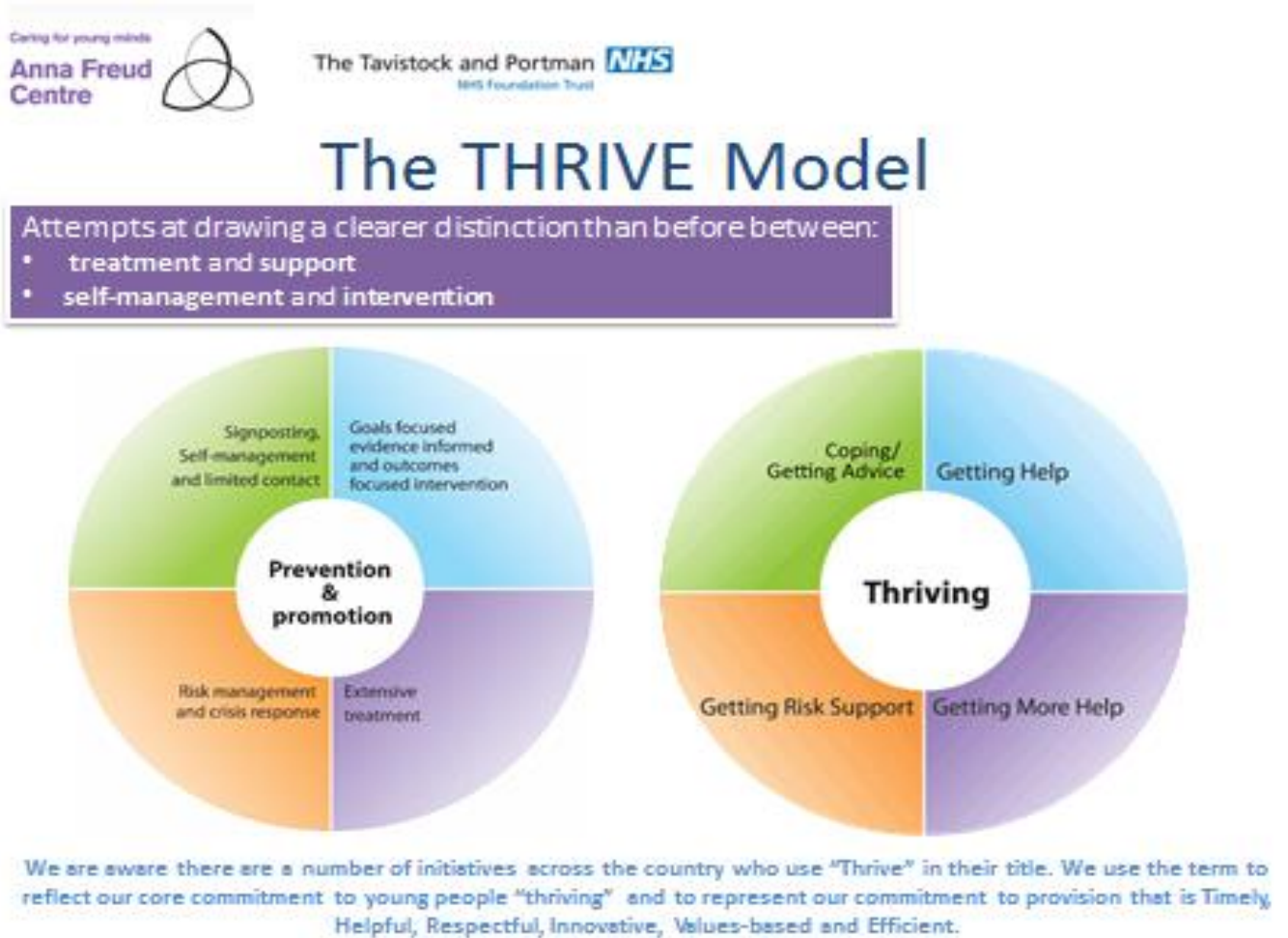
‘Future In Mind’ (DH, 2015a) proposes a conceptual shift to a a whole system approach that shifts focus to the outcomes of interventions. It supersedes the current, escalator model with services defined by increasing severity or complexity of condition, and is aligned to emerging thinking on payment systems, quality improvement and performance management. This Thrive Framework describes groups of children, and the support they may need, and tries to draw a clearer distinction between treatment, on the one hand, and support, on the other. It focuses on a wish to build on individual and community strengths wherever possible, and to ensure children and families are active decision makers in the process of choosing the right interventions.

The Thrive Framework (Anna Freud Centre, 2015) conceptualises five needs-based groupings for children with mental health issues and their families. In Fig 4, below, the image on the left describes the input that is offered for each; that on the right describes the state of being of people in that group.

Each of the five groupings is distinct in terms of the:

- needs and/or choices of the individuals within each group
- skill mix required to meet these needs
- dominant metaphor used to describe needs (wellbeing, ill health, support)
- resources required to meet the needs and/or choices of people in that group.

Fig 4 The Thrive Framework



"Thrive Elaborated" (Anna Freud Centre, 2015, pages 17 - 23) offers more detail about the model and its ambition for all children to maintain a level of emotional wellbeing that is adequate for the challenges they face in their lives. It is anticipated that, at any one time, around 80-90% of the total population of children fall into the group 'thriving' (Green et al, 2005). This leaves around 10-20% of children who have problems significant enough to warrant specialist help. Thrive also recognises that some children or their families might not yet be ready to engage with the changes needed to respond to treatment. It recommends a more joined-up, local system through designating a lead local agency to coordinate multi-professional support for different groups of children.

Our service transformation priorities

A strategic conversation will take place throughout the period of this strategy to develop our renewed vision and system for mental and emotional wellbeing in Bracknell Forest underpinned by the Thrive Framework.

Our local area partnership, led by Bracknell and Ascot CCG, has produced a local Transformation Plan (BACCG 2015) setting out the areas for improvement funded by the NHS. The objectives of the Transformation Plan, which act as measures to test the success of the plan, are that:

- Children and young people tell their story only once (one assessment).
- Everyone who works with children is confident in their role and their contribution to supporting mental and emotional wellbeing.
- One professional takes lead responsibility for each child receiving planned intervention or treatment.
- That young people being supported by the CAMH service make a good transition to adult services when time to do so.

Set out in this section are our priority actions and outcomes for 2015 – 2018 to start to realise our vision for children and families, linked to the priorities in ‘Creating Opportunities’ (BFC 2014). Further details can be found in the ‘Emotional Wellbeing / CAMHS Action Plan for Bracknell Forest’ (Bracknell Forest 2015c).

The priorities are organised under the headings: “the best for all children”; “better information”; “earlier intervention” and “specialist care”.

The best for all - the emotional wellbeing and mental health of every child in Bracknell Forest is everyone's business.

There are many factors that influence good emotional wellbeing and mental health. We want everyone to understand what these factors are, including the importance of physical health, and how they can help to promote mental health in children and remove the stigma that is often associated with mental health problems. We want to increase awareness and knowledge about mental health problems amongst people working with children and young people and improve understanding of when it is necessary to seek specialist support.

Key outcomes	How will we know we have made a difference?
<ul style="list-style-type: none"> Mapping of the emotional wellbeing training offer for those working with children and their families. Better coordination of this offer leading to greater confidence among professionals about their role supporting improved emotional wellbeing. 	Directory of training produced and feedback about effectiveness from training participants.
<ul style="list-style-type: none"> All schools receive recognition for having a culture and ethos that is supportive of good emotional wellbeing. 	All schools engage with the relaunched Healthy Schools programme and most maintain their local Health and Well-being Award.
<ul style="list-style-type: none"> Improved liaison and coordinated care planning for children between schools and the specialist CAMH service. 	The Targeted Support team will maintain an update list of named school leads for mental health and the named, specialist CAMH service liaison person for every school.
<ul style="list-style-type: none"> Extended opportunities for young people to participate in and receive support from peer listening. 	Review the effectiveness with members of the Youth Council.
Key Actions	
A	CCG and the council to commission an emotional wellbeing training offer which is coordinated and impact and feedback gathered. PPEPcare training delivered for primary care staff and for key support and inclusion staff in schools and children's centres, including on self-harming. The Mental Health First Aid training programme is delivered and support disseminated across the area.
B	Launch the updated programme for Healthy Schools and support all schools to review their practice and develop an action plan to improve children's health and wellbeing.
C	Targeted services team to coordinate with the specialist CAMH service and inclusion managers in schools and establish arrangements for regular casework liaison and advice about effective support for vulnerable pupils and those receiving support for mental ill-health.
D	To review the evidence-base about effective approaches to peer listening and engage with the Youth Council and schools to extend the offer of peer listening and the development of peer resilience in schools and in community settings.

Better information - improve information and advice about emotional wellbeing and mental health, available to children, families and professionals.

The NHS and the council invest significant resources in addressing the emotional wellbeing and mental health of children. We only have a partial picture of the coverage of services, the extent that evidence-based interventions are adopted and, most importantly, the impact these interventions have for children. We will improve the gathering and sharing of data and coordination of the most effective support for vulnerable children and their families. We will make it easier for children and their families to find out about services, so that they can make informed choices about the type of support they need and how to access it.

Key outcomes	How will we know we have made a difference?
<ul style="list-style-type: none"> A comprehensive overview of the provision for vulnerable children and their families across Bracknell Forest. 	Timely completion of new NHS activity reporting. Better aligned thresholds between multi-agency panels that coordinate support for vulnerable children.
<ul style="list-style-type: none"> The majority of students in Bracknell Forest report rejecting mental health stigma and are more confident talking about mental health problems and relating to those with mental health problems. 	Report produced from surveys completed by pupils taking part in the anti-stigma campaign.
<ul style="list-style-type: none"> Launch of online mental health and wellbeing content so that children and their families can have 24/7 access to information and advice. 	Number of hits, impressions and views through the different social media.
<ul style="list-style-type: none"> Increase data to inform the joint commissioning of emotional wellbeing and mental health support for children. 	Regular coordination and sharing of data between Bracknell and Ascot CCG and Bracknell Forest Council.

Key Actions

A	Mapping and base-lining the current specialist CAMH services and staffing together with those supporting vulnerable children. Use this to increase transparency, maintain effective services and to highlight and address inequalities. Develop clearer communication of the pathways and access routes for children to access support via targeted services.
B	Undertake an anti-stigma campaign for children and their parents developed and delivered across Bracknell Forest
C	Develop and launch mental health and wellbeing social media and website content with young people (on behalf of Slough Borough Council and the Royal Borough of Windsor and Maidenhead as well).
D	Assess options for the routine gathering of self-reported health and wellbeing data about children and young people across Bracknell Forest, including about emotional wellbeing. Consult with school leaders and young people about approaches to be taken.

Early intervention - Earlier recognition and intervention for mental health problems in children.

We know that earlier intervention with emotional and mental health difficulties improves the life chances and opportunities for children. Parents and carers have told us that there are gaps in services for children suffering from emotional wellbeing difficulties. Professionals have identified they want to understand better ways to support children with severe emotional wellbeing needs, who do not require a specialist mental health service. We will work to better coordinate early intervention services for children and to improve liaison between them and the specialist CAMH service.

Key outcomes	How will we know we have made a difference?
<ul style="list-style-type: none"> A local strategy that sets out support arrangements for children with ASD and their families. Faster assessment of ASD, together with improved support for these children and for their families. 	<p>Fewer, and more appropriate, referrals for an ASD assessment are received by the CAMH service's CPE.</p> <p>Two schools achieve the National Autistic Society accreditation.</p>
<ul style="list-style-type: none"> Clear process for assessing and managing 'step-up / step-down' of children with emotional wellbeing needs agreed between the Early Intervention Hub and the BHFT Common Point of Entry. 	<p>Feedback from users that progress has been made towards children only having to tell their story once in order to receive the support they need.</p>
<ul style="list-style-type: none"> Improved day-to-day stability for children with ADHD. 	<p>Feedback from schools and parents that they feel better equipped to support children's ADHD.</p>
<ul style="list-style-type: none"> Earlier, more timely support for women suffering perinatal and postnatal mental health issues. 	<p>More women who are suffering perinatal and postnatal mental health issues are able to access IAPT support.</p>
<ul style="list-style-type: none"> Increased access to counselling for young people, both face-to-face and online. 	<p>Positive feedback from young people that have accessed counselling and a good general knowledge about the service across Bracknell Forest.</p>

Key Actions

A	As part of the development of a local strategy for the support of children with ASD, to develop both pre- and post-diagnosis pathways with the local CAMH service and Early Intervention Hub. Work with two schools (one primary, one secondary), the ASSC service and with the Berkshire Autistic Society to better coordinate training opportunities, improve support available to all schools and for two schools to be supported to achieve the National Autistic Society accreditation.
B	Set up a task-and-finish group to review and lead action to better align existing assessment processes in order to minimise the assessments that families undergo and speed access to mental health support. The review should involve the Early Intervention Hub, BHFT's Common Point of Entry, GPs and schools.
C	Developed effective post-diagnosis support for ADHD between the specialist CAMH service, schools and behaviour support in Bracknell Forest, together with

	an improved training offer for school staff.
D	Expand the training about perinatal and postnatal mental health available to primary care (GPs, health visitors, practice nurses) and to children's centres.
E	Implement and establish a new blended, online and face-to-face counselling provision for young people to complement and extend counselling availability in the area.

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<p>Specialist Care - ensure all children and families have access to timely, evidenced-based, high quality specialist mental health support when it is needed.</p>	
<p>Specialist mental health services are needed for children with more complex and severe mental health needs. Through consultation, we heard that young people, parents and carers felt that they often had to wait too long to access these services. Professionals identified a need for better information about specialist services and some were concerned about the capacity of specialist services, in particular the need to increase in-patient capacity.</p>	
Key outcomes	How will we know we have made a difference?
<ul style="list-style-type: none"> Children who require it, have timely access to evidence-based interventions. 	<p>Continue to reduce waiting times for the specialist CAMH service. Most, if not all LAC, care leavers, those at risk of child sexual exploitation are given an appointment for assessment within 10 days of referral.</p>
<ul style="list-style-type: none"> Children have access to an evidence-based eating disorder service. 	<p>Improved outcomes to treatment for children with eating problems and eating disorders. Eating disorder waiting times standards are implemented.</p>
<ul style="list-style-type: none"> Children who require it, have more timely access to evidence-based crisis care. 	<p>Reduce avoidable admissions to Wexham Park Hospital of young people with mental health problems, in line with NICE guidance.</p>
<ul style="list-style-type: none"> All young people requiring continuing support make a good transition to adult services. 	<p>There is a discharge and support plan for all young people undergoing transition. Feedback from young people indicates that they have made a good transition.</p>
<p>Key Actions</p>	
A	<p>To increase the capacity of the Berkshire in-patient and crisis care facility. The Berkshire Adolescent Unit, in Wokingham will expand from 7 beds to be a larger in-patient residential unit (12-15 beds) that provides some crisis intervention beds as well as catering for day patients.</p>
B	<p>Develop the Alternative to Admission Eating Disorder service for severely unwell young people. They will be seen within the outpatient clinic of the Berkshire Adolescent Unit, or, where appropriate, closer to home.</p> <p>Young people who do not meet the threshold for the Alternative to Admission service will be seen where it is most appropriate - within their locality clinic, at school, within the GP practice or at home. Physical health monitoring will be provided with shared care agreements with primary care.</p>
C	<p>Enhance and expand the service to offer early intervention for children suffering psychosis.</p>
D	<p>Monitor and follow-up all non-attendance by children assessed as requiring specialist support. Carry out risk assessment for all non-attenders and undertake re-engagement activities where appropriate.</p>
E	<p>Review pathways and discharge processes for young people being transferred to adult mental health services. Learn from the experience of young people who have recently made this move. Ensure transition is a consideration for all service</p>

	users aged 15 and older.
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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
13 APRIL 2016**

**ACCESSIBILITY STRATEGY: EDUCATION, SCHOOLS AND EARLY YEARS SETTINGS
2016-2019**

Director of Children, Young People and Learning

1 PURPOSE OF REPORT

- 1.1 The above Strategy and covering report to the Executive, which describe how the Council will work with schools and early years settings that provide government funded early education places, are attached for consideration.

2 RECOMMENDATION(S)

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel considers and notes the Accessibility Strategy: Education, Schools and Early Years Settings 2016-2019.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To enable the Panel to consider and note the Accessibility Strategy: Education, Schools and Early Years Settings 2016-2019.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

**5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 5.1 Not applicable.

Background Papers

None.

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TO: EXECUTIVE MEMBER

DATE: 12 APRIL 2016

**ACCESSIBILITY STRATEGY 2016-19
Director Children, Young People and Learning**

1 PURPOSE OF DECISION

- 1.1 To approve the Accessibility Strategy, describing how the Council will work with schools and early years settings that provide government funded early education places to increase the extent to which pupils with disabilities can participate in the schools' and early years' curriculums; improve the physical environment of schools and early years settings; and improve the delivery of information to pupils with disabilities and their families.

2 RECOMMENDATION

- 2.1 **To approve the Accessibility Strategy attached as Annex 1.**

3 REASONS FOR RECOMMENDATION

- 3.1 There is a duty on the Council under equalities legislation to prepare a strategy.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

Background

- 5.1 This document addresses the parts of the Equality Act 2010 relating to children and young people with disabilities and their access to schools maintained by Bracknell Forest Council, and has been widened to include early years settings that receive funding via the Council.
- 5.2 This document has been written in accordance with the Council's duty under equality legislation to prepare an accessibility strategy, describing how the Council will work with schools and early years settings that provide government funded early education places to:
- Increase the extent to which pupils with disabilities can participate in the schools' and early years' curriculums;
 - Improve the physical environment of schools and early years settings;
 - Improve the delivery of information to pupils with disabilities and their families.
- 5.3 The Accessibility Strategy complements existing Council plans and strategies, including 'All of Us', the Council's Equality Scheme, equality objectives, the Children

and Families Act/SEND Code of Practice (2014) and information published by schools to demonstrate compliance with the Public Sector Equality Duty.

- 5.4 Existing funding streams will be directed towards delivery of this Strategy. The Council will continue to look at ways to improve its efficiency and effectiveness to deliver the same quality and range of services for less money, or to deliver more for the same level of expenditure. Wherever possible, the Council will seek to develop services and projects in conjunction with key partners such as those in health and the voluntary sector to deliver services for children and young people.
- 5.5 This Strategy will be kept under review and amended as necessary to reflect new legislation and statutory guidance, and developments in local resources and service delivery.

6 CONSULTATION

Principal Groups Consulted

- 6.1 Professional partners.

Method of Consultation

- 6.2 Through discussion at meetings and comments on draft papers.

Representations Received

- 6.3 Comments have been incorporated into the strategy.

7 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 7.1 The relevant legal issues are addressed within the main body of the report.

Borough Treasurer

- 7.2 The Borough Treasurer is satisfied that existing resources can be used to support the implementation of the strategy.

Equalities Impact Assessment (EIA)

- 7.3 EIAs are in place for the services impacted by this strategy.

Strategic Risk Management Issues

- 7.4 No strategic issues are impacted by this strategy.

Background Papers

None.

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Annex 1



Accessibility Strategy: Education, Schools and Early Years Settings

2016-19

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1. Introduction

Bracknell Forest Council strives to provide all children and young people with the opportunity to maximise their potential and be included in their community. The local authority (LA) recognises the need to provide a wide range of individual and often complex services to meet the needs of individual children and young people. Eliminating discrimination, advancing equality and celebrating difference supports three of our Council Plan's six strategic themes:

- People have the life skills and education opportunities they need to thrive
- People live active and happy lifestyles
- Strong, safe, supportive and self-reliant communities.

1.1 Key principles

- Inclusion is a process by which schools, early years settings, post 16 establishments, local authorities and others develop their cultures, policies and practices to include all pupils;
- An inclusive education service offers excellence and choice and incorporates the views of parents/carers and children;
- The interests of all pupils must be safeguarded; schools, early years settings, post 16 establishments, Local Authorities and others should actively seek to remove barriers to learning, inclusion and participation.

Bracknell Forest Council believes that educational inclusion is about equal opportunities for all children, whatever their age, disability, gender, ethnicity, religion or belief, sexual orientation, attainment or background.

1.2 Remit and scope of the Accessibility Strategy

This document has been written in accordance with the Council's duty under equality legislation to prepare an accessibility strategy, describing how the Council will work with schools and early years settings that provide government funded early education places to:

- Increase the extent to which pupils with disabilities can participate in the schools' and early years' curriculums;
- Improve the physical environment of schools and early years settings;
- Improve the delivery of information to pupils with disabilities and their families.

This document addresses the parts of the Equality Act 2010 relating to children and young people with disabilities and their access to schools maintained by Bracknell Forest Council and has been widened to include early years settings that receive funding via the Council.

The Accessibility Strategy complements existing Council plans and strategies, including 'All of Us', the Council's Equality Scheme, equality objectives, the Children and Families Act/SEND Code of Practice (2014) and information published by schools to demonstrate compliance with the Public Sector Equality Duty.

1.3 Resourcing the Strategy

To deliver the outcomes identified in this Strategy, existing funding streams will be directed toward the priorities identified. The Council will continue to look at ways to improve its efficiency and effectiveness to deliver the same quality and range of services for less money, or to deliver more for the same level of expenditure. Wherever possible, the Council will seek to develop services and projects in conjunction with key partners such as those in health and the voluntary sector to deliver services for children and young people.

1.4 Monitoring and review arrangements

This Strategy will be kept under review and amended as necessary to reflect new legislation and statutory guidance, and developments in local resources and service delivery.

2. The Legal and Strategic Framework

2.1 The Equality Act 2010

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty or 'general duty' that applies to public bodies, including maintained schools, academies and Free Schools and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership, and gender re-assignment. The combined equality duty came into effect in April 2011.

The Duty has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Requirements for local authorities to put in place an accessibility strategy are specified in Schedule 10 of the Act: 'Accessibility for disabled pupils'.

Early Years Providers, including private day nurseries, childminders, childminder agencies, pre-schools and playgroups, and Sure Start Children's Centres, which provide early education to pre-school children, have the same duties under the Equality Act 2010 as other service providers. Although not considered to be education institutions, they are required to follow the Early Years Foundation Stage and the Special Educational Needs Code of Practice if they are in receipt of the Free Entitlement funding, and are inspected by OFSTED.

2.2 Accessibility planning

With regard to the planning duty for pupils with disabilities, Schedule 10 of the Act identifies three strands which schools and local authorities must address in their accessibility plans/strategies:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils which is readily accessible to pupils who are not disabled. Any delivery of information must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

This is known as 'The Planning Duty'. Schools must also have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document or may be published as part of another document such as the school development plan. Schools also have additional duties under the Equality

Act to publish information e.g. to demonstrate compliance with the Public Sector Equality Duty.

Local authorities must prepare accessibility strategies based on the same principles as the accessibility plans for schools.

2.3 Further guidance

Guidance on the planning duties and wider compliance with the Equality Act as applicable to both schools and local authorities can be found in “Equality Act 2010: advice for schools” which was published in February 2013. This can be downloaded at <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

2.4 Definition

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).

2.5 Bracknell Forest’s Strategic Priorities

Bracknell Forest’s Council Plan¹ sets out a vision of what the Council wants the Borough to be like. The Plan includes:

- a narrative for the Council to address the challenges currently faced;
- six strategic themes, with key measures of success and performance indicators.

The Bracknell Forest Children and Young People’s (CYP) Partnership represents the range of partners who deliver support and services to children, young people and their families in the Borough. The CYP Partnership has a key role to identify and address issues that have an impact on the wellbeing of our children and young people. The main vehicle for this has been through the development and delivery of ‘Creating Opportunities’ the Joint Strategic Plan for Children, Young People and Families in Bracknell Forest 2014 – 17.

The strategy is overseen by the Bracknell Forest Children and Young People’s Partnership Board, a small multi-agency group, responsible for ensuring the Plan is developed and that actions and working groups are progressed and monitored on a regular basis. A number of working groups support the delivery of the priorities, and report progress directly to the Board.

¹ <http://boris.bracknell-forest.gov.uk/council-plan-2015-2019.pdf>

² <http://www.bracknell-forest.gov.uk/cypp-plan-creating-opportunities-2014-to-2017.pdf>

The current outcome priorities for children and young people are:

- OP 1 Raise levels of attainment and pupil progress across all phases of learning for all pupils
- OP 2 Improve physical and emotional health and wellbeing from conception to birth and throughout life
- OP 3 Safeguard and protect children and young people
- OP 4 Improve outcomes for the most vulnerable children and young people in the borough
- OP 5 Strengthen families through effective multi-agency coordination and support
- OP 6 Reduce the impact of poverty on children and young people

2.6 Vision

Bracknell Forest Council promotes a positive attitude towards diversity. The Council is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in its Accessibility Strategy. The strategy encourages a pro-active approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage.

The Accessibility Strategy outlines the steps the Council is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld;
- Supporting the aims and aspirations of pupils with a disability;
- Improving access to information, curriculum and the environment;
- Creating a positive attitude towards disability and challenge negative perceptions;
- Developing a culture of awareness, acceptance and inclusion.

It is recognised that many of these steps will benefit all school users.

3. Increasing participation in the school curriculum

Schools are responsible for providing a broad and balanced curriculum for all pupils and have a key role in planning to increase access to the curriculum for pupils with disabilities and those with Special Educational Needs (SEN). The curriculum covers not only teaching and learning but the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities or school visits. The curriculum should provide relevant and challenging learning to all children. It should follow the principles set out in the National Curriculum inclusion statement:

- setting suitable learning challenges;
- responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.

Schools should consider the needs of a range of pupils with disabilities and prospective pupils, but they are not obliged to anticipate every imaginable disability and need only consider general reasonable adjustments for pupils that might attend in the future - e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school.

Additional provision to enable pupils with learning difficulties to access the curriculum is already delivered through the SEN framework, which is supported in the main by delegated funding to mainstream schools, and this will cover the needs of many pupils with disabilities. The Council recognises that schools are likely to require external support to maximise their ability to respond to diverse needs, and for the more complex needs, the pupil may require the support of an Education, Health and Care Plan in order to secure specialist external support. Information provided by a school such as *Provision Maps* for individual pupils should provide clear information about what provision is in place to meet identified needs and progress and help children and young people and their parents understand what is happening in school.

3.1 Early Years Foundation Stage (EYFS) Statutory Framework (2014)

This framework is mandatory for all early years providers (from 1 September 2014), maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years' childminder agency. The EYFS statutory framework and learning and development requirements form the curriculum for all children from birth to 5 years.

- The learning and development requirements are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006.
- The safeguarding and welfare requirements are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006.

3.2 External resources available to schools

Through various specialist teams and services, the Council promotes the inclusion and attainment of children and young people with special educational needs and disabilities (SEND), building capacity within schools and settings, supporting staff development and the implementation of effective policies and practices, so that children and young people with additional needs are included in all aspects of school/setting life and make good progress.

Specialist practitioners, such as advisory teachers, behaviour support mentors and Educational Psychologists, provide support to all schools and early years settings across the borough, sharing their expertise and their links to other agencies and advising on strategies and resources to meet the needs of pupils, improve outcomes and increase inclusion in school life and the wider community.

More specialist provision for children with high needs is in place within Early Help to support settings with early identification and provision for pre-school children with SEN and disability. These posts work closely with the Council's SEN Service to ensure effective transitions between early education settings and schools for children with SEND.

More specialist provision for pre-school children with high needs SEND is currently provided through resourced nursery places and this provision and associated referral processes and funding is being further reviewed to ensure it meets the specific needs of children identified from 0-4 years.

The Council has a statutory obligation to identify, assess and make provision for those children and young people with the most complex and long-term SEND. This is achieved through an Education, Health and Care Needs Assessment. If, following this assessment, the local authority issue an Education, Health and Care Plan (EHCP), this document will be maintained, monitored and reviewed in line with SEN legislation. The local authority's range of specialist provision is reviewed and developed to correspond with increasing or changing patterns of demand for services for children and young people with additional needs using information provided by such documents as the Joint Strategic Needs Analysis.

Additional funding is available to mainstream settings across the Council to improve access to the curriculum. Funding mechanisms for SEN, and various specialist high cost equipment budgets assist schools in providing targeted support, resources and equipment for children and young people with the most complex needs.

4. Improving the physical environment of schools

This strand of the planning duty includes improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room décor and furniture. Improvements to physical access might include - ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.

All new school buildings have to comply with the Building Regulations and The Education (School Premises) Regulations 1999 and should be physically accessible to pupils with disabilities. However, much of the work in this area will involve improving access to existing buildings.

Improved access to the physical environment can be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms and designated storage space or by reallocating rooms to particular subject specialisms.

When planning to improve the physical environment, schools should consider the needs of individual pupils or groups of pupils including:

- Pupils with complex physical impairments who may use a wheelchair to move around school.
- Pupils with less complex physical impairments, who are ambulant, but still require some adaptations, special considerations or adjustments to the school environment.
- Pupils with a sensory impairment or other difficulty requiring adaptations to the school environment or the presentation of information in appropriate formats.
- Pupils who, for a variety of reasons, require specialist toilet and changing facilities.

In addition to having a duty to consider reasonable adjustments for particular individual pupils with disabilities that may already attend the school, schools also have to consider potential adjustments which may be needed generally as it is likely that any school will have pupils with a range of disabilities at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments. Bracknell Forest Council is committed to developing the range of provision available across the borough with the aim that children are able to access an adapted school within their local area, and recognises that schools are likely to require external support when looking to make improvements of this nature.

4.1 External resources available to schools

Through various specialist teams and services, the Council can provide advice to schools about, for example,

- improving the acoustic environment for pupils with hearing impairment;
- the reduction of glare and the improvement of signage for pupils with visual impairment;
- reasonable adjustments to the physical environment for pupils with mobility difficulties.

Specialist staff can advise a school about an individual pupil's mobility and physical development. This might include things like:

- Co-ordination and ability to sit, stand and walk.
- How best to help the child develop physically, to keep the child as mobile as possible and on any appropriate specialist equipment or adaptations to the environment or equipment that might support and enhance accessibility.
- Using activity-based therapies to help raise an individual pupil's self-esteem and to encourage them to be as independent as possible.
- Any appropriate specialist equipment or adaptations to the school environment if required.

Access Audits are undertaken by the Council of all establishments by specialist consultants and these identify physical access issues that may affect individual sites and buildings.

The Council also manages a variety of capital projects across the Borough including the rebuilding, remodelling and refurbishing of primary, secondary and special schools. Under the CYPL Asset Management Plan, the highest priorities for physical access are for those works required in respect of individual pupils, service users, staff or building users who are registered disabled or with statements for special needs for physical access.

Additional funding is therefore available to establishments including schools for:

- minor adaptations to the physical environment such as ramps for wheelchair users.
- items of specialist equipment such as hoists and changing tables for pupils with toileting and other personal care needs.

The Equality and Human Rights Commission have produced technical guidance for schools on "Reasonable Adjustments for Disabled Pupils"

[http://www.equalityhumanrights.com/sites/default/files/publication_pdf/Reasonable%20adjustments%20for%20disabled%20pupils%20\(1\).pdf](http://www.equalityhumanrights.com/sites/default/files/publication_pdf/Reasonable%20adjustments%20for%20disabled%20pupils%20(1).pdf)

5. Improving the delivery of information

This part of the duty covers planning to make written information normally provided by a school to its pupils available to pupils with disabilities. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame. The information might include handouts, timetables, and information about school events. Schools might consider providing the information in alternative formats (such as large print and audio tape) using ICT, or providing the information orally.

The School Information (England) (Amendment) Regulations 2012 specifies the minimum requirements for information which must be provided on school websites and reproduced as a paper copy without charge for any parent who asks for it. Schools must ensure their websites are reviewed annually and include:

- The name, postal address and telephone number of the school, and the name of a person to whom enquiries should be addressed.
- The admission arrangements for the school, including any selection or oversubscription criteria, or guidance on how to access such information on the LA's website.
- Information as to where, and by what means, parents may access the most recent report about the school published by her Majesty's Chief Inspector of Education, Children's Services and Skills.
- The school's most recent Key Stage 2 and Key Stage 4 results as published by the Secretary of State in the School Performance Tables published on the Department for Education's website.
- Information as to where, and by what means, parents may access the School Performance Tables published by the Secretary of State on the Department for Education's website.
- Information about the school curriculum including the content of the curriculum followed by the school for each subject and details as to how additional information relating to the curriculum may be obtained; the names of any phonics or reading schemes in operation; a list of the courses offered at Key Stage 4 which lead to a GCSE qualification; and a list of other courses offered at Key Stage 4 and the qualifications that may be acquired.
- The school's behaviour policy.
- The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.
- The school's policy for pupils with special educational needs and the school's SEN information report.

5.1 Education Welfare Service

The Education Welfare Service offers a core service, on a referral basis, to all schools, including legal action, and in addition a targeted service to schools that have signed up to a Service Level Agreement. Services offered to families are the same, regardless of a child / young person's special educational need / disability and can help to identify barriers to

attendance. School staff will provide advice and support to families to help them get their children into schools and to ensure that barriers to attendance are removed, helping the child to access education. Parents will be notified of the decision to proceed to legal action once made in all cases.

5.2 The 'Local Offer'

The SEND reforms require every authority to produce a web based 'Local Offer'. The Local Offer brings together information for children and young people with special educational needs and disabilities and their families. In Bracknell Forest, the Local Offer sits on the Council's Local Directory³ and this has been developed to ensure that the information required through the SEND reforms is part of a much bigger resource of information / advice, services and activities. Information is formatted so families can quickly filter information according to their needs.

Bracknell Forest's publication of the Local Offer is an ongoing process and will evolve and change to meet the needs of families and young people with SEND as well as serving to identify gaps in provision. The directory is being developed in consultation with, and as a result of the feedback from service providers, young people, parents and families.

5.3 Family Information Service

Bracknell Forest's Family Information Service⁴ provides universal information and advice for all families across Bracknell Forest. Additionally, the Information, Advice and Support Service provides 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 Forest⁵.

The Short Break Service⁶ can signpost families of children with disabilities to information on short breaks, activities, advice and support groups.

5.4 Disability Register

All local authorities are required by the Children Act 1989 to hold a register of disabled children aged 0-18 years. This information ensures that the LA appropriately reflects the needs of children with disabilities in planning. In addition, it enables the LA to work more closely together with health and voluntary organisations to identify and plan for children and young people with disabilities and their parents/carers.

However, registration is on a voluntary basis and no child will be registered without parental consent but the more that is known about children with disabilities in Bracknell Forest, the more effectively services can be planned. Parents of children with disabilities should therefore be encouraged to register their child's details by schools and or other involved professionals.

The information provided is held confidentially and securely.

³ <http://bracknellforest.fsd.org.uk/kb5/bracknell/directory/home.page>

⁴ <http://www.bracknell-forest.gov.uk/familyinformation>

⁵ <http://www.bracknell-forest.gov.uk/informationadviceandsupportservice>

⁶ <http://www.bracknell-forest.gov.uk/shortbreaks>

5.5 Adviza

Adviza is contracted by the Council to provide impartial, advice and guidance to children and young people with statements or EHCPs (and their families) on the learning and vocational choices that are available to young people from year 11 onwards. This service commences in year 9, when preparation for adulthood is addressed, and includes one-to-one guidance, working closely with school SEN Co-ordinators (SENCOs), and attending annual and person-centred reviews. Its aim is to support children and young people and their parents/carers in exploring and making well-informed decisions about learning, training and work beyond 16.

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
13 APRIL 2016**

**WORKING GROUP UPDATE REPORT
Panel Chairman and Working Group Lead Member**

1 PURPOSE OF REPORT

- 1.1 This report sets out the progress achieved to date by the Working Group of the Panel reviewing child sexual exploitation (CSE) and invites the Panel to consider establishing a new standing Sub Group to review the implementation of recommendations to the Executive made by previous Overview and Scrutiny (O&S) reviews.

2 RECOMMENDATION(S)

That the Panel

- 2.1 **notes the progress achieved to date by its Working Group reviewing CSE; and**
- 2.2 **considers establishing a new standing Sub Group to review the implementation of recommendations to the Executive made by previous O&S reviews.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To keep the Panel up to date regarding the activities of its Working Group reviewing CSE and to provide it with an opportunity to review the implementation of O&S recommendations to the Executive on a regular basis.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

Child Sexual Exploitation (CSE)

- 5.1 A Working Group of the Panel, comprising Councillors Mrs McCracken (Lead Member), Mrs Birch, Ms Gaw, Peacey and Mrs Temperton, was established to undertake a review of CSE owing to concerns associated with the increasing level of awareness of it following recent high profile cases in areas such as Rotherham, Rochdale and Oxford.
- 5.2 The Working Group has met on six occasions to date. It received an introductory briefing and presentation from officers and considered the scope of the review at its first meeting. The Working Group's future programme of work was discussed and agreed at its second planning meeting. At subsequent meetings the Working Group met representatives of Thames Valley Police, a local charity, relevant Council officers, a GP, relevant representatives of the National Health Service and the headteacher of College Hall Pupil Referral Unit.

- 5.3 Future work will include gathering further information and data and also meeting the Head of Regulatory Services, to discuss taxi driver CSE training and the Hotel Watch Scheme, and headteachers of some of the local secondary schools before compiling a report of the review for approval by this Panel.

Standing Sub Group

- 5.4 At the Chairman's suggestion, the Panel is invited to establish a standing Sub Group to review the implementation of recommendations which previous Working Groups have submitted to the Executive as a means of monitoring the outcomes of its reviews. It is proposed that the standing Sub Group will meet on up to four occasions per year. Expressions of interest to join the Sub Group are sought from Panel Members. Given the decision of the O&S Commission on 10 March 2016 to focus O&S resources on the Transformation Programme work, this Sub Group would operate without O&S officer support.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES / CONSULTATION

- 6.1 Not applicable.

Background Papers

None.

Contact for further information

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
13 APRIL 2016**

**EXECUTIVE KEY AND NON-KEY DECISIONS RELATING TO
CHILDREN, YOUNG PEOPLE AND LEARNING
Assistant Chief Executive**

1 PURPOSE OF REPORT

- 1.1 This report presents scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning for the Panel's consideration.

2 RECOMMENDATION(S)

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel considers the scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning appended to this report.**

3 REASONS FOR RECOMMENDATION(S)

- 3.1 To invite the Panel to consider scheduled Executive Key and Non-Key Decisions.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 Consideration of Executive Key and Non-Key Decisions alerts the Panel to forthcoming Executive decisions and facilitates pre-decision scrutiny.
- 5.2 To achieve accountability and transparency of the decision making process, effective Overview and Scrutiny is essential. Overview and Scrutiny bodies are a key element of Executive arrangements and their roles include both developing and reviewing policy; and holding the Executive to account.
- 5.3 The power to hold the Executive to account is granted under Section 21 of the Local Government Act 2000 which states that Executive arrangements of a local authority must ensure that its Overview and Scrutiny bodies have power to review or scrutinise decisions made, or other action taken, in connection with the discharge of any functions which are the responsibility of the Executive. This includes the 'call in' power to review or scrutinise a decision made but not implemented and to recommend that the decision be reconsidered by the body / person that made it. This power does not relate solely to scrutiny of decisions and should therefore also be utilised to undertake pre-decision scrutiny.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

No advice was sought from the Borough Solicitor, the Borough Treasurer or Other Officers or sought in terms of Equalities Impact Assessment or Strategic Risk Management Issues. Such advice will be sought in respect of each Executive decision item prior to its consideration by the Executive.

7 CONSULTATION

None.

Background Papers

Local Government Act 2000

Contact for further information

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CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL**EXECUTIVE WORK PROGRAMME**

REFERENCE:	I054843
TITLE:	Education Capital Programme - Edgbarrow School Expansion Procurement Plan
PURPOSE OF REPORT:	Approval of the procurement plan for expansion works at Edgbarrow School.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	29 Mar 2016
FINANCIAL IMPACT:	Department of Education Basic Need Grant.
CONSULTEES:	Ward Councillors, Headteacher, parents and neighbours.
CONSULTATION METHOD:	Meetings with the school and Education Capital Programme Board. Public consultations to be held during the 2015 Autumn term.

REFERENCE:	I059985
TITLE:	Wildmoor Heath Primary School - Proposed Closure of Maintained Nursery Class
PURPOSE OF REPORT:	To approve the proposal to close the maintained nursery class at the end of the Summer Term 2016
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	5 Apr 2016
FINANCIAL IMPACT:	Within existing budget.
CONSULTEES:	School Governing Body School community (parents/carers)
CONSULTATION METHOD:	School website Public meetings

REFERENCE:	I059646
TITLE:	Accessibility Strategy 2016 - 2019
PURPOSE OF REPORT:	To approve the Accessibility Strategy, describing how the Council will work with schools and early years settings that provide government funded early education places to increase the extent to which pupils with disabilities can participate in the schools' and early years' curriculums; improve the physical environment of schools and early years settings; and improve the delivery of information to pupils with disabilities and their families.
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	12 Apr 2016
FINANCIAL IMPACT:	No direct financial impact as a result of the Plan
CONSULTEES:	Professional partners
CONSULTATION METHOD:	Through discussion at meetings and comments on draft papers

REFERENCE:	I056042
TITLE:	Amen Corner North: Appointment of School Sponsor
PURPOSE OF REPORT:	To agree the school sponsor to recommend to the DfE for the proposed Amen Corner North primary school.
DECISION MAKER:	Executive
DECISION DATE:	12 Apr 2016
FINANCIAL IMPACT:	No direct financial implications arise from agreeing the sponsor.
CONSULTEES:	The Education Review Group which comprises local stakeholders.
CONSULTATION METHOD:	Expressions of interest will be sought from existing academies and academy chains. The Education Review Group will consider the recommendation prior to it coming to the Executive Member.

Unrestricted

REFERENCE:	I056119
TITLE:	Binfield Learning Village: Appointment of School Sponsor
PURPOSE OF REPORT:	To agree the school sponsor to recommend to the Department for Education for the proposed all-through Binfield Learning Village.
DECISION MAKER:	Executive
DECISION DATE:	12 Apr 2016
FINANCIAL IMPACT:	No direct financial implications arise from agreeing the sponsor.
CONSULTEES:	The Education Review Group which comprises local stakeholders.
CONSULTATION METHOD:	Expressions of interest will be sought from existing academies and academy chains. The Education Review Group will consider the recommendation prior to it coming to the Executive.

REFERENCE:	I060166
TITLE:	School Term Dates 2017/18
PURPOSE OF REPORT:	For the Executive Member to approve the school term dates for the academic year 2017/18
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	18 Apr 2016
FINANCIAL IMPACT:	None
CONSULTEES:	Headteachers, Chairs of Governors, Trade Unions, Neighbouring Local Authorities
CONSULTATION METHOD:	Via email

Unrestricted

REFERENCE:	I059148
TITLE:	Education Transport Policy 2017/18
PURPOSE OF REPORT:	For the Executive Member to agree the Education Transport Policy for 2017/18
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	26 Apr 2016
FINANCIAL IMPACT:	No financial implications
CONSULTEES:	Not applicable
CONSULTATION METHOD:	No consultation as no changes

REFERENCE:	I059987
TITLE:	Pre 16 SEN Transport Policy 2017-18
PURPOSE OF REPORT:	To approve the Pre 16 SEN Transport Policy 2017-18
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	26 Apr 2016
FINANCIAL IMPACT:	Within existing resources
CONSULTEES:	None
CONSULTATION METHOD:	None

Unrestricted

REFERENCE:	I058836
TITLE:	Update on provision for Young People Not in Education, Employment or Training (NEET)
PURPOSE OF REPORT:	For members to note the update on activities to support young people who are Not in Education, Employment or Training (NEET)
DECISION MAKER:	Executive
DECISION DATE:	10 May 2016
FINANCIAL IMPACT:	None at this time.
CONSULTEES:	Not applicable
CONSULTATION METHOD:	Not applicable

REFERENCE:	I054937
TITLE:	Amendment to the Post 16 Transport Policy 2015/16 and to approve SEN Transport Policy 2016/17
PURPOSE OF REPORT:	To agree an amendment to the Post 16 Transport Policy and to agree the SEN Transport Policy for 2016/17
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	24 May 2016
FINANCIAL IMPACT:	Unknown at this time
CONSULTEES:	None.
CONSULTATION METHOD:	None.

Unrestricted

REFERENCE:	I059986
TITLE:	Post 16 Transport Policy 2016-17
PURPOSE OF REPORT:	To approve the Post 16 Transport Policy 2016-17
DECISION MAKER:	Executive Member for Children, Young People & Learning
DECISION DATE:	24 May 2016
FINANCIAL IMPACT:	Within existing resources.
CONSULTEES:	Service users, parent/carers; Corporate Transport Team; Adult Social Care services
CONSULTATION METHOD:	Public Consultation has been held. Public meetings have been run and survey run for a 6 week period. Meetings with internal stakeholders.

REFERENCE:	I059662
TITLE:	Bracknell Forest Children & Young People's Mental and Emotional Wellbeing Strategy 2015-17
PURPOSE OF REPORT:	For the Executive to agree the Bracknell Forest Children & Young People's Mental and Emotional Wellbeing Strategy 2015-17
DECISION MAKER:	Executive
DECISION DATE:	14 Jun 2016
FINANCIAL IMPACT:	Within existing resources
CONSULTEES:	Headteachers, Emotional Health and Wellbeing Sub-Group, Health and Wellbeing Board, Children and Young People's Partnership
CONSULTATION METHOD:	Meetings

Unrestricted

REFERENCE:	I060264
TITLE:	Community Learning Service – Ofsted Inspection
PURPOSE OF REPORT:	To brief the Executive on the outcome of the February 2016 Ofsted inspection of the Community Learning Service and to endorse the action plan
DECISION MAKER:	Executive
DECISION DATE:	14 Jun 2016
FINANCIAL IMPACT:	None
CONSULTEES:	Not applicable
CONSULTATION METHOD:	None

REFERENCE:	I060006
TITLE:	Family Focus Programme Update
PURPOSE OF REPORT:	To update The Executive on progress of the Family Focus programme
DECISION MAKER:	Executive
DECISION DATE:	14 Jun 2016
FINANCIAL IMPACT:	Within existing budget.
CONSULTEES:	None.
CONSULTATION METHOD:	None.

Unrestricted

REFERENCE:	I060441
TITLE:	Families in a Strong Community Project
PURPOSE OF REPORT:	For the Executive to note the impact of the Families in a Strong Community Project and endorse future plans for sustainability of volunteering.
DECISION MAKER:	Executive
DECISION DATE:	19 Jul 2016
FINANCIAL IMPACT:	None
CONSULTEES:	Involve
CONSULTATION METHOD:	Meetings with stakeholders