

# CHILDREN, YOUNG PEOPLE & LEARNING SERVICE PLAN

1 April 2016 – 31 March 2019

Refreshed for 2018/19

Director:  
Nikki Edwards

**April 2018**

## Contents

Section 1: What do we do? .....	3
Section 2: Budget Position.....	11
Section 3: Strategic Themes.....	13
Value for money .....	13
People have the life skills and education opportunities they need to thrive .....	14
People live active and healthy lifestyles.....	24
Strong, safe, supportive and self-reliant communities.....	26
Section 4: Operational Priorities .....	29

## Section 1: What do we do?

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

### DIRECTOR CHILDREN, YOUNG PEOPLE & LEARNING

Chief Officer – Education & Learning	Chief Officer - Children’s Social Care	Chief Officer – Interim Strategy Resources & Early Help (Current review)
<b>Standards and Effectiveness Team</b> <b>Governor Services</b> <b>Community Learning including Open Learning Centre</b> <b>Educational Psychology Service &amp; Special Education Needs Team</b> <b>Alternative provision/Pupil Referral Service</b> <b>Targeted Services</b> - Support for Learning - ASSC autism support - Educational Welfare - Safeguarding & Inclusion - Behaviour Support Team <b>Virtual School</b> <b>South East Grid for Learning Education Centre</b>	<b>Multi-Agency Safeguarding Hub (MASH)</b> <b>Assessment Team</b> <b>Under 11’s Family Safeguarding Team</b> <b>Over 11’s Family Safeguarding Team (including Children Looked After pod)</b> <b>Family Placement Team</b> <b>Children’s Specialist Support Team</b> <b>Larchwood Short Break Unit</b> <b>Youth Offending Service</b> <b>Leaving Care Service</b> <b>Domestic Abuse Perpetrators Service</b> <b>Family Group Conferencing</b> <b>Access to Records</b> <b>Life Chances Team</b> <b>Child Sexual Exploitation &amp; Missing</b> <b>Short Breaks Service</b>	<b>Prevention &amp; Early Help</b> <ul style="list-style-type: none"> <li>• Family Focus / Family Intervention</li> <li>• Targeted Youth Services</li> <li>• Children’s Centres</li> <li>• Child Development Centre</li> <li>• Quality and Development Team</li> <li>• Family Information Service/ Local Offer</li> <li>• Early Intervention HUB/Family CAF</li> <li>• Early Help Business Support</li> </ul> <b>Performance Management</b> <b>Conference &amp; Review Team</b> <b>Children’s Social Care Statutory Complaints</b> <b>LSCB</b> <b>Independent Information, Advice &amp; Support for parents of children with Special Educational Needs or a disability</b> <b>Participation, Policy &amp; Research</b> <b>School Admissions</b> <b>Education Capital &amp; Property</b> <b>School Sufficiency</b> <b>Services to Schools</b>

Our services include:

## **1. EDUCATION & LEARNING**

The Education and Learning branch includes universal service provision to raise standards of education, for example school improvement and governor services which challenge and support schools, targeted service provision for example on behaviour and specific learning difficulties and specialist intervention and direct support for vulnerable children, for example the education of LAC and supporting care leavers and NEET (Not in Employment, Education and Training) prevention. The branch also includes SEND statutory service provision.

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

<https://www.bracknell-forest.gov.uk/schools-and-learning>

### **Standards and Effectiveness Team**

The Standards and Effectiveness Team provides challenge and support for school leaders, governors, teachers and staff to help ensure that all children and young people receive a good education. This is achieved through a small group of experienced and specialist advisers working in partnership with school based staff including head teachers and leading practitioners. Intensive support is provided for those schools where pupil progress is not yet in line with national expectations and where internal monitoring or an Ofsted inspection have identified the need for rapid improvement.

### **Governor Services**

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

### **Community Learning**

Community education is managed by the Community Learning Team. The service contributes to early intervention and help by supporting local people into employment by providing English, maths and skills for work courses; supporting communities, particularly older people and people with disabilities, to remain active and engaged; and supporting volunteering and the development of the third sector. The service also provides an intensive family learning programme to help parents and carers support their children's education.

The Open Learning Centre offers meeting spaces for community groups for training events and meetings.

### **Targeted Services**

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

#### *Behaviour Support Team (BST)*

The BST includes specialist teachers that have a wide ranging set of skills to address and identify both school needs and those of its pupils.

### *Education Welfare Service*

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

### *Safeguarding & Inclusion Team*

The Safeguarding & Inclusion team is responsible for Safeguarding in Education, Anti Bullying and Inclusion. The team works closely with LADO to support schools to work within statutory guidance, mainly Keeping Children Safe in Education and Exclusion from maintained schools, academies and pupil referral units in England, through advice, guidance and training.

### *Autism and Social Communication Service (ASSC)*

Offer assessment and guidance on successful integration of pupils on the Autistic Spectrum. The service works closely with the Speech and Language Therapists and whilst the main focus of work is for those learners that have diagnosis it is not limited to them.

### *Support for Learning*

Individual and small group assessment and support regarding motor skill development, dyslexia and dyscalculia. Schools are further supported by access to a specialist teaching service and resources.

## **Educational Psychology Service**

All Bracknell Forest Educational Psychologists are registered with the Health Care Professional Council and have Postgraduate qualification at Masters level or above which are recognised by the British Psychological Society (BPS).

Educational Psychologists apply psychology (evidence based theory and research) within the education system and community in order to improve outcomes for vulnerable children as well as working with others to create environments where every child can achieve. We work with school staff, parents, carers and other professionals to support children's learning, development and emotional well-being. We also have a statutory role in providing Psychological Advice (in the form of a report to the Local Authority) as part of any Education Health and Care Plan assessment process undertaken for a child.

## **Special Education Needs and Disability (SEND) Team**

The SEND team carries out the LA's duties in respect of obligations towards children/young people aged 0-25 with complex special educational needs, under the auspices of the Children and Families Act 2014. In line with the SEN Code of Practice, the Local Authority (LA) expects the needs of the majority of students with Special Educational Needs to be met within school's delegated resources. Where there is clear evidence that this is not delivering outcomes for the child/young person, parents/carers, schools and other professionals can ask the LA to carry out an assessment towards a possible Education, Health and Care Plan (EHCP). Following this assessment the LA may decide to take responsibility for the child or young person's education by issuing an EHCP. This document will summarise the child's needs, identify outcomes that reflect how the needs will be met and the provision that will be required to achieve this. The LA will work with the child, family and other partners to complete the EHCP and agree with an appropriate educational setting that they can deliver the outcomes on the EHCP. The SEND team is responsible for monitoring and maintaining all Education, Health and Care Plans for students living within the Borough.

### **Alternative Provision/Pupil Referral Service**

The Pupil Referral Service provides suitable education for pupils who, for a variety of reasons, are not able to receive education in mainstream school. When pupils are permanently excluded from school they may be reintegrated into another mainstream school, but some pupils may benefit from a different learning environment on a short term basis, which is provided within the Pupil Referral Service. The service also provides an outreach service and a Home Tuition Service.

### **Virtual School**

The Virtual School is a team of teachers and dedicated education professionals who work to support the education of Bracknell Forest Looked After Children and care leavers, although our children also remain the responsibility of the school at which they are enrolled. The virtual school also leads on those at risk of being NEET (not in employment, education and training), children who speak English as an additional language, black and minority ethnic children and young people, Gypsy, Roma and traveller children, service children. Elevate Bracknell (service to support 16 – 24 year olds who are unemployed into either education or employment) is also managed by the Virtual School Head.

### **Other**

A range of other services are managed through the Learning and Achievement branch - emotional health and wellbeing/mental health development work, the South East Grid for Learning, the Open Learning Centre and the Education Centre at Easthampstead Park Conference Centre.

## **2. CHILDREN'S SOCIAL CARE**

Children's Social Care is responsible for assessing the help and support needed for children and their families with specialist needs, including Child Protection. Information about the various areas of work undertaken across Children's Social Care can be found at:  
<https://www.bracknell-forest.gov.uk/health-and-social-care>

### **Multi-Agency Safeguarding Hub (MASH)**

The MASH is the single point of contact for all safeguarding concerns regarding children and young people living in Bracknell Forest.

### **Assessment Team**

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

### **Under 11's Team Family Safeguarding Team**

The Under 11's Family Safeguarding Team offers services to the most vulnerable children aged under 11 years and their families, working in partnership with children, parents and other agencies. This multi agency team assesses and works with families who are in crisis, on child protection plans, in court proceedings and those in short term care. It works with families using a motivational approach to reduce the impact on children of domestic abuse, mental health and substance misuse issues.

### **Over 11's Safeguarding Team (including Children Looked After pod)**

The Over 11's Family Safeguarding Team works with children and young people from the age of 11, up to the age of 18. The Team provides support to those who are in need of specialist services, including those on the edge of care, in court proceedings and those with child protection plans. It works with families using a motivational approach to reduce the impact on children of domestic abuse, mental health and substance misuse issues. They have a separate sub-team for long term children in care. They also work with young people in transition into living.

There are advanced plans to have an all age team for Children Looked After to promote their life chances and care planning for permanence.

### **Family Placement Team**

The Family Placement Team supports all aspects of Fostering, Special Guardianship, Private Fostering and post-Adoption support. This includes the recruitment, training, assessment and the support of foster carers. Post-adoption support is offered to young people who have been adopted; birth relatives and adult adoptees. There is also a Short Break scheme offering respite support for children with disabilities. The Adoption Service is part of a shared arrangement hosted by Oxfordshire Local Authority.

### **Life Chances Team**

This is a multi-agency virtual team that meet on a monthly basis to discuss and agree actions to address risk factors for Looked After Children. The focus areas of risk are health (including mental health), education and placement stability. Each child is RAG rated to identify risk.

### **The Childrens Specialist Support Services**

*Specialist Support Services provide a range of services*

The **Children's Disability Team** provides help, support and protection to children and young people with disabilities and their families. Aiming to maximize children's potential and permanency within their own families wherever possible regardless of their disability and to promote opportunities to enable inclusion in everyday life.

**Larchwood** is a short break children's home, providing short breaks for children/young people who have learning difficulties, complex health needs and/or physical disabilities. The home is registered for children and young people aged between 5-18 years; although in line with mainstream non-disabled peers it would be unusual for us to use a children's home setting for children under 10.

**Children at risk of exploitation** – providing and/or co-ordinating Return Home Interviews for children who have been missing from home or care. Co-ordinating and chairing SEMRAC (Sexual Exploitation Missing Risk Assessment Conference) and the Criminal Exploration Multi agency action group. Chairing of any complex strategy meetings and Joint operations, alongside direct work for those children identified as at risk of vulnerable to exploitation

**Family Group Conference (FGC)** - the FGC service provides child focused family meetings that help families find their own solutions to the needs they are experiencing and a mediation service to enable communications/conflict improvements.

**Short Breaks** – short breaks for children with disability in Bracknell Forest commissions and promotes short break activities for children with disabilities and their families. Short breaks provide fun activities outside of the school day where children with disabilities can try new things and develop confidence independently whilst parents have a break from their additional caring responsibilities – short breaks supports permanency at home for children.

**Access to Records** – responding to any requests to access records held by children’s services about individuals following set procedures.

### **Youth Offending Service (YOS)**

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

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

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

### **Family Safeguarding Model (FSM)**

This model of working is to transform social work by providing better support to struggling families with the aim of keeping families together. Bracknell Forest is part of a 21 month pilot for this new way of working, using finance from the DfE Innovation Fund.

There are four key elements to the proposed Family Safeguarding Model:

Multi- disciplinary Family Safeguarding Teams

A core skills set with Motivational Interviewing at its heart

A structured ‘workbook’ approach to assessing parent’s ‘capacity for change’

An ‘Outcomes’ based performance framework

It was launched in October 2017 and is being evaluated for the DfE by York Consulting.

## **3. STRATEGY, RESOURCES & EARLY HELP**

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

Information on services provided with Strategy, Resources and Early Help can be found at:  
<https://www.bracknell-forest.gov.uk/schools-and-learning> and <https://www.bracknell-forest.gov.uk/health-and-social-care>

## **Prevention & Early Help**

Prevention and Early Help provides a wide range of direct support, intervention and services for children and young people aged 0-25 years and their families. Professional advice, support and challenge are also provided to a wide range of services including the voluntary, private, independent and maintained sectors.

- **Family Focus / Family Intervention** - provides a range of targeted support and challenge to referred families through direct 1-1 support in the home and through Parenting Programmes and Workshops. Support, advice and training are offered to Family Support Advisors in schools.
- **Targeted Youth Services** - the provision of direct support and intervention to vulnerable young people both individually and within groups (for example, work with schools)
- **Children's Centres** - offer parents/carers of children aged 0-5 years a range of Interventions, advice, support and information in one place.
- **Child Development Centre (CDC)** - supports children aged 0-5 years who have a developmental delay, disability or complex medical need.
- **Family Information Service (FIS)** - a free and impartial service for parents, carers and young people. The local directory holds a wide range of information including, childcare, education, leisure, family support and parenting. They provide a complex childcare brokerage service for working families.
- The **Local Offer** - helps children and young people with special educational needs and / or disabilities (SEND) and their families to make informed choices about the support and services they receive.
- **Early Intervention HUB/Family CAF** - a group of professionals from a wide range of services and agencies covering all age ranges who meet to determine whether there is a need for single agency intervention or whether further discussion for multi-agency response is required.
- **Early Help Business Support** - functions include the provision of business support, advice and guidance to childcare providers and the Early Help Team
- **Quality and Development Team** – offer support, guidance, training and challenge to all early years providers until the end of reception year.

## **Performance Management & Governance Team**

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

## **Education Capital & Property Team**

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

## **School Sufficiency and Services**

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

The Admissions Service prepares and manages a coordinated scheme for admissions to Primary and Secondary Schools in the Borough. Work undertaken within the team includes school places availability, consulting and setting term dates, responses to School Admission Appeals. The Team also sets the School Transport Policy and provides a central system for coordinating applications for free school meals.

Traded services to schools are managed through this role.

## Section 2: Budget Position for 2017-18

### Revenue budget

The revenue budget is divided into two parts; the Departmental budget, funded by the council, and the Schools Budget that is fully funded by government grant, most noticeably the Dedicated Schools Grant.

For the Department, the gross budget is £20.0m with £2.3m of income, making planned net spend of £17.8m. The gross budget includes £12.7m for staffing.

For the Schools Budget, the gross budget is £95.5m with a matching amount of income, making a net nil planned spend. Within the Schools Budget, £78.7m is delegated to schools for direct management, with £16.8m managed by the council. Within the council managed budget, £2.4m relates to staffing.

### Savings

The 2017-18 budgets include total savings of £0.441m. The key themes adopted in making the savings were:

- Additional income of £0.045m as a number of services are exceeding their income targets, or identifying new opportunities for income generation.
- Reducing service budgets where levels of demand have decreased will save £0.102m.
- Savings of £0.294 are anticipated from revised delivery arrangements for services and support, including a re-configuration of the School Improvement Service that will save £0.14m.

### Financial Risks

A number of risks to the budget exist that could result in an over spend, the most significant of which relate to:

- An increase in the number of high cost placements, either in special educational needs or looked after children, including unaccompanied asylum seeker children
- A serious child safeguarding issue
- Inability to recruit key staff resulting in a high use of agency staff
- Contractor going out of business, including specialist placement providers

## Capital Budget

CYPL has an £8.576m capital budget for 2018-19, with outline amounts of £1.001m for 2019/20 and £0.501m for 2020/21. This is divided into internal and external funding.

Internal funding comprises four projects for a total of £3.570m:

- Binfield Learning Village will account for £3.000m in 2018/19 towards the overall cost of building the new all through academy school.
- The amalgamation of the College Town Infant & Junior Schools will cost £0.300m
- The relocation of the nursery at Sandhurst School will be £0.250m
- A budget of £0,020m has been made towards the cost of working up a project for future expansion at Wooden Hill Primary school.

The balance of the programme is £5,006m of external funding as follows:

- A further £0.150m of Basic Need Grant carried forward from 2017/18 will be added to the project budget for College Town Amalgamation
- DfE School Condition Allocation grant of £1.499m has been awarded for a programme of planned works at maintained schools
- An additional £0.180m of DfE School Condition Allocation grant has been awarded in respect of planned works at voluntary aided schools
- £1.986m of S106 contributions have been received in respect of the new all through academy school at Binfield Learning Village
- DfE have awarded £0.144m of Healthy Pupils Capital Fund grant in 2018/19 which will be spent on improving and increasing availability to facilities for physical activity, healthy eating, mental health and wellbeing and medical conditions in maintained schools
- DfE have made an additional allocation of £0.014m of the same grant for Bracknell Forest voluntary aided schools
- DfE are expected to provide Devolved Formula Capital grant to schools on a per pupil formula of around £0.266m in 2018/19
- DfE have allocated £0.251m of capital grant under their Special Provision Capital Fund for SEN and disabilities

## Section 3: Strategic Themes

### Value for money

#### Measures of success

Action		Due Date	Lead Officer	Link to other strategies
<b>1.7 Spending is within budget</b>				
1.7.04	Implement savings as identified for 2018-19. (T <sup>1</sup> )	31/03/2019	Director: Children, Young People & Learning	
1.7.21	Develop and deliver the Childrens Services Transformation Programme identifying savings for 2018/19 and beyond.(T)	31/03/2019	Director: Children, Young People & Learning	

---

<sup>1</sup> (T) after an action indicates that it relates to the Transformation Programme

## People have the life skills and education opportunities they need to thrive

### Measures of success

Action		Due Date	Lead Officer	Link to other strategies
<b>3.1 Children have access to high quality early years provision</b>				
3.1.02	Develop sufficient, flexible childcare places for all eligible two year olds in line with statutory duty.	31/03/2019	Head of Prevention & Early Help	Children & Young People's Partnership Plan 2018-2021  Early Help Strategy 2017 - 2020
3.1.03	Develop sufficient, flexible 30 hour childcare places for eligible 3 and 4 year olds, to meet parental demand in line with the statutory duty.	31/03/2019	Head of Prevention & Early Help	Children & Young People's Partnership Plan 2018-2021
3.1.04	Support Private, Voluntary and Independent Pre-School Provision to be judged at least good or outstanding by Ofsted.	31/03/2019	Head of Prevention & Early Help	
3.1.05	Continue to develop Children's Centres to offer services for children and young people under the development of the One Council Early Help offer.	31/03/2019	Head of Prevention & Early Help	
<b>3.2 School places are available in all localities</b>				
3.2.01	Provide sufficient pupil places, through the Education Capital Programme to meet basic need.	31/03/2019	Head of Education Capital and Property	School Places Plan 2018-2023  School

Action		Due Date	Lead Officer	Link to other strategies
				Capacity Strategy
3.2.02	Progress the 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).	31/03/2019	Chief Officer Strategy Resources & Early Help	School Places Plan 2018-2023  School Capacity Strategy
3.2.03	Secure sufficient school places to provide for children from planned and future housing developments.	31/03/2019	Head of School Sufficiency & Services	Children & Young People's Partnership Plan 2018-2021  School Places Plan (Annual)
3.2.06	Progress the project to oversee the construction and opening of the new primary school at Amen Corner North.	31/03/2019	Head of Education Capital and Property	School Places Plan 2018-2023  School Capacity Strategy
3.2.07	Progress the project to oversee the construction and opening of the expanded Crowthorne CE School at the TRL site.	31/03/2019	Head of Education Capital and Property	School Places Plan 2018-2023  School Capacity

Action		Due Date	Lead Officer	Link to other strategies
				Strategy
<b>3.3 More children are attending schools that are judged as good or better</b>				
3.3.01	Ensure schools are judged at least good or outstanding by Ofsted through the implementation of the Learning Improvement Strategy.	31/03/2019	Head of Standards and Effectiveness	Children & Young People's Partnership Plan 2018-2021
3.3.02	Ensure effective collaboration and communication with Regional Schools Commissioner and all schools including those within locally established Multi Academy Trusts and stand alone academies.	Ongoing	Head of Standards and Effectiveness	
<b>3.4 Levels of attainment and pupil progress across all phases of learning are raised</b>				
3.4.01	Ensure effective use of Pupil Premium grant to close gaps in attainment. (E <sup>2</sup> )	31/03/2019	Head of Virtual School/ Head of Standards and Effectiveness	Children & Young People's Partnership Plan 2018-2021
<b>3.5 Children and young people from disadvantaged backgrounds are supported to achieve their potential</b>				
3.5.02	Identify, assess and refer Young Carers, where appropriate, for support and intervention to ensure they reach their full potential in school (E)	31/03/2019	Head of Prevention & Early Help	Children & Young People's Partnership Plan 2018-2021  Early Help Strategy

<sup>2</sup> (E) after an action indicates the action relates to Equalities

Action		Due Date	Lead Officer	Link to other strategies
				2017 - 2020
3.5.08	Implement plan in collaboration with Cornerstone to increase BF Foster Carers to be able to provide care for more complex and challenging young people	31/03/2019	Head of Service Looked After Children	Children & Young People's Partnership Plan 2018-2021
3.5.03	Implement agreed recommendations from the High Needs Block review with a focus on quality and best value (E)	31/03/2019	Chief Officer Education & Learning	Children & Young People's Partnership Plan 2018-2021
3.5.04	Work with schools to identify young people at risk of disengaging in education, employment or training and ensuring appropriate interventions are put in place. (E)	31/03/2019	Virtual School Head	Children & Young People's Partnership Plan 2018-2021
3.5.05	Enhance the emotional health and wellbeing of children and young people at tier 2 in partnership with schools and other providers through the delivery of the Emotional Health and Well Being (EHWB) Action Plan. (E)	31/03/2019	Chief Officer Education & Learning	Children & Young People's Partnership Plan 2018-2021  Health & Wellbeing Strategy
3.5.07	Undertake a review of the Prevention and Early Intervention Service and implement a three year modernisation programme. (T)	31/03/2019	Head of Prevention and Early Help	Children & Young People's Partnership

Action		Due Date	Lead Officer	Link to other strategies
				Plan 2018-2021  Early Help Strategy 2017 - 2020
<b>3.6 Children and young people with Special Educational Needs are supported to achieve their potential</b>				
3.6.01	Continue to implement Special Educational Needs (SEND) legislation including ensuring Education, Health and Care Plans (EHCP) are completed on time and the transferring from SEN statements to EHCP is progressed. (E)	31/03/2019	Head of Educational Psychology & SEN	Children & Young People's Partnership Plan 2018-2021
3.6.02	Increase the number of children with Special Educational Needs support achieving a Good Level of Development at the end of EYFS (E)	31/03/2019	Head of Prevention and Early Help	
<b>3.7 All young people who have left school go on to further education, find employment or undertake some form of training</b>				
3.7.01	Develop accommodation for care leavers working with BFC Housing to oversee the Holly House site to provide additional local supported accommodation for care leavers with high level of support needs.	31/03/2019	Head of Service - Care Leaving Service	Children & Young People's Partnership Plan 2018-2021
3.7.02	Provide focused support for care leavers to enable access to appropriate education, employment and training opportunities. (E)	31/03/2019	Virtual School Head	Children & Young People's Partnership Plan 2018-2021
3.7.03	Work in partnership with the Elevate Project through Breakthrough Employment Service in order to support young people with additional needs into employment. (E)	31/03/2019	Virtual School Head	

## Performance Indicators

Ref	Indicator	2015/16 Baseline	Year 1 (2016/17) Actual	Year 2 (2017/18) Actual	Year 3 (2018/19) Target
L195	Percentage of children who achieve or exceed levels of attainment at the end of Foundation Stage for communication and language, physical development, personal social and emotional development, literacy and mathematics (Annual)	73.2% (2014/15 Academic Year)	74.1% (2015/16 Academic Year)	73.4% (2016/17 Academic Year)	To be above National average (70.7%)
L272	Percentage of children obtaining a place at one of their Primary school preferences (Annual)	97%	97%	98%	97%
L272a	Percentage of children obtaining their 1 <sup>st</sup> preference of Primary school (Annual)	84%	84%	90%	84%
L273	Percentage of young people obtaining a place at one of their Secondary school preferences (Annual)	92%	93%	98%	93%
L273a	Percentage of young people obtaining their 1 <sup>st</sup> preference of Secondary school (Annual)	78%	79%	86.0%	79%
NI114	Number of permanent exclusions from all secondary schools (Quarterly)	New for 2016-17	Q1 – 0 Q2 – 0 Q3 - 2 Q4 - 1	Q1 – 4 Q2 – 3 Q3 – 2 Q4 – 2	N/A
NEW	Overall rate of permanent exclusions from all secondary schools (Annually)	-	N/A	N/A	To be in line with or below National average (0.17)
NEW	Number of permanent exclusions from maintained secondary schools	-	-	-	N/A
NEW	Number of permanent exclusions for academies (secondary)	-	-	-	N/A
L325	Number of permanent exclusions from all primary schools (Quarterly)	New for 2016-17	Q1 - 1 Q2 - 0 Q3 - 1 Q4 - 0	Q1 – 0 Q2 – 0 Q3 – 0 Q4 – 1	N/A

Ref	Indicator	2015/16 Baseline	Year 1 (2016/17) Actual	Year 2 (2017/18) Actual	Year 3 (2018/19) Target
NEW	Overall rate of permanent exclusions from all primary schools (Annually)	-	N/A	N/A	To be in line with or below National average (0.02)
NEW	Number of permanent exclusions from maintained primary schools	-	-	-	N/A
NEW	Number of permanent exclusions for academies (primary)	-	-	-	N/A
L326	Number of fixed period exclusions from all secondary schools (Quarterly)	New for 2016-17	Q1 - 139 Q2 - 98 Q3 - 166 Q4 - not available at time of publication	Q1 - 141 Q2 - 104 Q3 - 216 Q4 - 201	N/A
NEW	Rate of fixed period exclusions from all secondary schools (Annually)	5.71	N/A	N/A	To be in line with or below National average (8.46)
NEW	Number of fixed period exclusions from maintained secondary schools	-	-	-	N/A
NEW	Number of fixed period exclusions for academies (secondary)	-	-	-	N/A
L327	Number of fixed period exclusions from all primary schools (Quarterly)	New for 2016/17	Q1 - 45 Q2 - 29 Q3 - 47 Q4 - not available at time of publication	Q1 - 47 Q2 - 23 Q3 - 37 Q4 - 47	N/A
NEW	Rate of fixed period exclusions from all primary schools (Annually)	1.46	N/A	N/A	To be in line with or below National average (1.21)
NEW	Number of fixed period exclusions from maintained primary schools	-	-	-	N/A

Ref	Indicator	2015/16 Baseline	Year 1 (2016/17) Actual	Year 2 (2017/18) Actual	Year 3 (2018/19) Target
NEW	Number of fixed period exclusions for academies (primary)	-	-	-	N/A
NI073	Achievement at the expected level or above in Reading, Writing and Maths at Key Stage 2 (Annually)	53%	51%	57% (Academic year 16/17)	75% (Academic year 17/18)
L328	Progress measure for reading at the end of KS2	New for 2016/17	-0.5	-0.8 (Academic year 16/17)	+0 (Academic year 17/18)
L329	Progress measure for writing at the end of KS2	New for 2016/17	-0.01	-1.3 (Academic year 16/17)	+0 (Academic year 17/18)
L330	Progress measure for mathematics at the end of KS2	New for 2016/17	-1.3	-1.3 (Academic year 16/17)	+0 (Academic year 17/18)
L331	Attainment 8 score (KS4) (Annual)	-	-	46 (Academic year 16/17)	48 (Academic year 17/18)
L332	Progress 8 score (KS4) (Annual)			-0.08 (Academic year 16/17)	+0 (Academic year 17/18)
L139	Percentage of all schools rated at least good or better (Quarterly)	New in 17/18	-	Q1 – N/A Q2 – N/A Q3 – 72% Q4 – 72%	76%
L334	Percentage of maintained primary schools rated at least good or better by Ofsted (Quarterly)	New for 17/18	-	Q1 – N/A Q2 – N/A Q3 – 75% Q4 – 75%	89%

Ref	Indicator	2015/16 Baseline	Year 1 (2016/17) Actual	Year 2 (2017/18) Actual	Year 3 (2018/19) Target
L335	Percentage of maintained secondary schools rated at least good or better by Ofsted (Quarterly)	New for 17/18	-	Q1 – N/A Q2 – N/A Q3 – 75% Q4 – 75%	100%
L336	Percentage of academy primary schools rated at least good or better by Ofsted (Quarterly)	New for 17/18	-	Q1 – N/A Q2 – N/A Q3 – 0% Q4 – 0%	50%
L337	Percentage of academy secondary schools rated at least good or better by Ofsted (Quarterly)	New for 17/18	-	Q1 – N/A Q2 – N/A Q3 – 100% Q4 – 100%	60%
NEW	Percentage of Private, Voluntary and Independent Pre-School Provision are judged good or outstanding by Ofsted	New for 18/19	-	-	
NI102.1	Achievement gap between pupils eligible for free school meals and their peers – Key Stage 2 (Annually)			24% (Academic year 16/17)	20% (Academic year 17/18)
NI102.2	Achievement gap between pupils eligible for free school meals and their peers – Key Stage 4 (Annually)			28% (Academic year 16/17)	20% (Academic year 17/18)
NEW	Achievement gap between disadvantaged pupils and their peers at end of EYFS (Annually)	New for 18/19	-	-	
L153	Percentage of CLA (as at 31st March) reaching at least the expected level in Reading at Key Stage 2 (annually)	-	-	50% (Academic year 16/17)	>43% (i.e. maintain above national average)
L190	Percentage of CLA (as at 31st March) reaching at least the expected level in Writing at Key Stage 2 (annually)	-	-	100% Academic year 16/17)	>46% (i.e. maintain above national)

Ref	Indicator	2015/16 Baseline	Year 1 (2016/17) Actual	Year 2 (2017/18) Actual	Year 3 (2018/19) Target
					average) >
L154	Percentage of CLA (as at 31st March) reaching at least the expected level in Maths at Key Stage 2 (annually)	-	-	75% (Academic year 16/17)	>43% (i.e. maintain above national average)
L155	Attainment of looked after children – 5 GCSEs at KS4 (Annual)	33%	33%	21.4% (Academic year 16/17)	>20% (i.e. maintain above national average)
NI117	Number of 16 and 17 year olds who are not in education, employment or training or whose activity is not known to the LA. (Quarterly)	-	-	Q1 – 4.1% Q2 – 4.8% Q3 – 3.9% Q4 – 3.2%	<7.5% (remain below national average)
L237	Number of apprenticeships starts for 16-24 year olds through City Deal interventions (Quarterly)	Q1 – 5 Q2 – 5 Q3 - 5 Q4 - 5	Q1 – 5 Q2 – 1 Q3 - 4 Q4 - 3	Q1 – 8 Q2 – 2 Q3 – 5 Q4 – 5	5 per quarter

## People live active and healthy lifestyles

### Measures of success

Action	Due Date	Lead Officer	Link to other strategies	
<b>4.7 Accessibility and availability of mental health services for young people and adults is improved</b>				
4.7.02	Work with partners to improve Child and Adolescent Mental Health Services (CAMHS) provision as detailed in the Emotional Health Well Being Action Plan and CCG Transformation Plan.	31/03/2019	Chief Officer Education & Learning	Children and Young People's Plan 2014 -2017  Health and Wellbeing Strategy
<b>4.8 Learning opportunities are available for adults</b>				
4.8.02	Ensure the Quality Improvement Plan is successfully implemented.	July 2018	Head of Community Learning	
4.8.03	Review and deliver a refreshed annual learning offer in collaboration with early help, schools, community and local businesses which meets grant conditions and is financially viable. (E)	July 2019	Head of Community Learning	

## Performance Indicators

Ref	Indicator	2015/16 Baseline	Year 1 (2016/17) Actual	Year 2 (2017/18) Actual	Year 3 (2018/19) Target
L281	Number of individual clients attending Youthline sessions - cumulative (Quarterly)	New for 2016/17	Q1 – 154 Q2 – 281 Q3 - 329 Q4 - 521	Q1 - 254 Q2 - 331 Q3 - 412 Q4 – 550	No target set
L283	The number of adult learners (over 19s who have taken part in community learning courses over the previous academic year) (Annual)	New for 2016/17	3,467 (2015/16 academic year)	3,529 (2016/17 academic year)	3,580 (2017/18 academic year)

## Strong, safe, supportive and self-reliant communities

### Measures of success

Action	Due Date	Lead Officer	Link to other strategies	
<b>6.4 Safeguarding structures to safeguard children and vulnerable adults are well-established</b>				
6.4.03	Provide access to Advocacy Services for children receiving support through Children's Social Care to enable them to have their views heard. (E)	31/03/2019	Head of Service - Safeguarding	Children & Young People's Partnership Plan 2018-2021
6.4.05	Implement the Pay and Workforce Strategy specifically in relation to the recruitment and retention of children's social workers and teachers.	31/03/2019	Head of Human Resources	Children & Young People's Partnership Plan 2018-2021  Pay & Workforce Strategy
<b>6.5 Early assessment is in place to identify children and young people with additional needs and provide early help</b>				
6.5.01	Further develop the effective transition between Early Help and specialist services by improving the step up/step down to/from statutory services.	31/03/2019	Head of Prevention and Early Help	

## Performance Indicators

Ref	Indicator	2015/16 Baseline	Year 1 (2016/17) Actual	Year 2 (2017/18) Actual	Year 3 (2018/19) Target
L287	Number of children in need supported under Section 17 of the Children Act 1989 (Quarterly)	524 (14/15)	Q1 - 652 Q2 - 590 Q3 - 607 Q4 - 645	Q1 - 790 Q2 - 639 Q3 - 680 Q4 - 743	Q1 - 660 Q2 - 650 Q3 - 640 Q4 - 630
L092	Number of children on child protection plans (Quarterly)	Q1 - 109 Q2 - 94 Q3 - 109 Q4 - 115	Q1 - 113 Q2 - 142 Q3 - 171 Q4 - 171	Q1 - 166 Q2 - 143 Q3 - 128 Q4 - 105	Q1 - 107 Q2 - 104 Q3 - 100 Q4 - 100
L161	Number of looked after children (Quarterly)	Q1 - 101 Q2 - 98 Q3 - 98 Q4 - 98	Q1 - 99 Q2 - 106 Q3 - 109 Q4 - 115	Q1 - 136 Q2 - 142 Q3 - 145 Q4 - 138	Q1 - 130 Q2 - 125 Q3 - 120 Q4 - 115
NI062	Stability of placements of looked after children in terms of the number of placements (Quarterly)	13.5% (14/15)	Q1 - 4.0% Q2 - 6.6% Q3 - 10.1% Q4 - 9.6%	Q1 - 3.7% Q2 - 9.2% Q3 - 10.3% Q4 - 13.8%	10%
NI063	Stability of placements of looked after children in terms of the length of placements (Quarterly)	61.3% (14/15)	Q1 - 59.3% Q2 - 51.9% Q3 - 53.3% Q4 - 45.5%	Q1 - 51.7% Q2 - 55.6% Q3 - 57.7% Q4 - 56.0%	60%
L288	Number of foster carers recruited to meet need (Quarterly)	11 (14/15)	Q1 - 4 Q2 - 5 Q3 - 7 Q4 - 10	Q1 - 3 Q2 - 5 Q3 - 10 Q4 - 12	20
L289	Average caseload per children's social worker (Quarterly)	New for 2016/17	Q1 - 17.3 Q2 - 17.3 Q3 - 18.0 Q4 - 18.0	Q1 - 19.2 Q2 - 18.5 Q3 - 17.7 Q4 - 17.2	16
NEW	Average caseload (Family Safeguarding Model)	New for 2018/19	-	-	13

Ref	Indicator	2015/16 Baseline	Year 1 (2016/17) Actual	Year 2 (2017/18) Actual	Year 3 (2018/19) Target
L203	Number of referrals to Early Intervention Hub (Quarterly) Early Help	Q1 - 76 Q2 - 49 Q3 - 79 Q4 - 84	Q1 - 88 Q2 - 65 Q3 - 76 Q4 - 55	Q1 - 83 Q2 - 125 Q3 - 89 Q4 - 146	Maintain current levels (Annual target)
L204	Number of early help (Common Assessment Framework) assessments completed (Quarterly)	Q1 - 57 Q2 - 47 Q3 - 66 Q4 - 81	Q1 - 88 Q2 - 45 Q3 - 41 Q4 - 43	Q1 - 29 Q2 - 54 Q3 - 40 Q4 - 45	10% decrease (Annual target)
L290	Referral rate (per 10,000 under 18) to children's social care (Quarterly)	463.1	Q1 - 166.7 Q2 - 128.0 Q3 - 137.9 Q4 - 151.1	Q1 - 199.6 Q2 - 127.3 Q3 - 162.1 Q4 - 155.7	No target set
L242	Number of cases that step up to children's social care (Quarterly)	Q1 - 2 Q2 - 0 Q3 - 0 Q4 - 4	Q1 - 4 Q2 - 7 Q3 - 4 Q4 - 0	Q1 - 7 Q2 - 3 Q3 - 12 Q4 - 9	N/A
L243	Number of cases that step down from children's social care (Quarterly)	Q1 - 4 Q2 - 13 Q3 - 33 Q4 - 41	Q1 - 27 Q2 - 28 Q3 - 50 Q4 - 19	Q1 - 42 Q2 - 88 Q3 - 21 Q4 - 60	N/A
L202	Number of families turned around through the Family Focus Project (Quarterly)	Q1 - 11 Q2 - 6 Q3 - 6 Q4 - 5	Q1 - 0 Q2 - 42 Q3 - 0 Q4 - 15	Q1 - 0 Q2 - 72 Q3 - 0 Q4 - 22	400 families over a 5 year period (DLG)

## Section 4: Operational Priorities

### Operational Actions

Action		Due Date	Lead Officer	Link to other strategies
7.5.01	Use monthly budget monitoring reports to identify and address any emerging overspends promptly.	Ongoing	Director: Children, Young People & Learning	
7.5.02	Support children and young people with English as an additional language in schools. (E)	Ongoing	Virtual School Head	
7.5.03	Work with partners to maintain the provision of English for Speakers of Other Languages (ESOL) classes. (E)	Ongoing	Virtual School Head	
7.5.04	Provide training for organisations to work with children with disabilities to facilitate their inclusion within their activities. (E)	Ongoing	Chief Officer: Children's Social Care	

## Operational Indicators

Ref	Indicator	2015/16 Baseline	Year 1 (2016/17) Actual	Year 2 (2017/18) Actual	Year 3 (2018/19) Target
L301	Percentage of Education, Health and Care Plans issued within 20 weeks (including those with exceptions) (Quarterly)	New for 2016/17	Q1 – 84.6% Q2 – 95.8% Q3 – 100.0% Q4 – 85.7%	Q1 – 91.7% Q2 – 95.8% Q3 – 94.4% Q4 – 82.4%	100%
L333	Transfer of Statements of Special Educational Needs to Education Health Care Plans (Annual)	New for 2016/17	75%	100%	100%