



**Children Young People and Families  
Policy and Performance Board**

**Monday, 28 October 2013 at 6.30 p.m.  
Civic Suite, Town Hall, Runcorn**



**Chief Executive**

**BOARD MEMBERSHIP**

|   |                     |
|---|---------------------|
| <b>Councillor Mark Dennett<br/>(Chairman)</b>           | <b>Labour</b>       |
| <b>Councillor Margaret Horabin (Vice-<br/>Chairman)</b> | <b>Labour</b>       |
| <b>Councillor Marjorie Bradshaw</b>                     | <b>Conservative</b> |
| <b>Councillor Ellen Cargill</b>                         | <b>Labour</b>       |
| <b>Councillor Lauren Cassidy</b>                        | <b>Labour</b>       |
| <b>Councillor Frank Fraser</b>                          | <b>Labour</b>       |
| <b>Councillor Pauline Hignett</b>                       | <b>Labour</b>       |
| <b>Councillor Kath Loftus</b>                           | <b>Labour</b>       |
| <b>Councillor Geoffrey Logan</b>                        | <b>Labour</b>       |
| <b>Councillor Carol Plumpton Walsh</b>                  | <b>Labour</b>       |
| <b>Councillor Bill Woolfall</b>                         | <b>Labour</b>       |
| <b>Miss Elizabeth Lawler</b>                            | <b>Co-optee</b>     |

*Please contact Michelle Simpson on 0151 511 8708 or e-mail [michelle.simpson@halton.gov.uk](mailto:michelle.simpson@halton.gov.uk) for further information.*

*The next meeting of the Board is on Monday, 13 January 2014*

**ITEMS TO BE DEALT WITH  
IN THE PRESENCE OF THE PRESS AND PUBLIC**

**Part I**

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| <b>1. MINUTES</b>  |                 |
| <b>2. DECLARATION OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)</b>  |                 |
| Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item. |                 |
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***In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.***

**REPORT TO:** Children, Young People and Families Policy & Performance Board

**DATE:** 28 October 2013

**REPORTING OFFICER:** Strategic Director, Policy and Resources

**SUBJECT:** Public Question Time

**WARD(s):** Borough-wide

### **1.0 PURPOSE OF REPORT**

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 34(9).
- 1.2 Details of any questions received will be circulated at the meeting.

### **2.0 RECOMMENDED: That any questions received be dealt with.**

### **3.0 SUPPORTING INFORMATION**

- 3.1 Standing Order 34(9) states that Public Questions shall be dealt with as follows:-
- (i) A total of 30 minutes will be allocated for dealing with questions from members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
  - (ii) Members of the public can ask questions on any matter relating to the agenda.
  - (iii) Members of the public can ask questions. Written notice of questions must be given by 4.00 pm on the working day prior to the date of the meeting to the Committee Services Manager. At any one meeting no person/organisation may submit more than one question.
  - (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
  - (v) The Chair or proper officer may reject a question if it:-
    - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
    - Is defamatory, frivolous, offensive, abusive or racist;
    - Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or



- Requires the disclosure of confidential or exempt information.
- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter which is not dealt with in the public part of a meeting.
- (vii) The Chairperson will ask for people to indicate that they wish to ask a question.
- (viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.
- (ix) If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep your questions as concise as possible.
- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.
- Please note public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

#### **4.0 POLICY IMPLICATIONS**

None.

#### **5.0 OTHER IMPLICATIONS**

None.

#### **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 **Children and Young People in Halton** - none.

6.2 **Employment, Learning and Skills in Halton** - none.

6.3 **A Healthy Halton** – none.

6.4 **A Safer Halton** – none.

6.5 **Halton's Urban Renewal** – none.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.

**REPORT TO:** Children, Young People and Families Policy and Performance Board

**DATE:** 28 October 2013

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Executive Board Minutes

**WARD(s):** Boroughwide

## **1.0 PURPOSE OF REPORT**

- 1.1 The Minutes relating to the Children and Young People Portfolio which have been considered by the Executive Board are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

## **2.0 RECOMMENDATION: That the Minutes be noted.**

## **3.0 POLICY IMPLICATIONS**

- 3.1 None.

## **4.0 OTHER IMPLICATIONS**

- 4.1 None.

## **5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **5.1 Children and Young People in Halton**

None

### **5.2 Employment, Learning and Skills in Halton**

None

### **5.3 A Healthy Halton**

None

### **5.4 A Safer Halton**

None

### **5.5 Halton's Urban Renewal**

None

**6.0 RISK ANALYSIS**

6.1 None.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE  
LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.

## **APPENDIX 1**

### **Extracts of Executive Board Minutes Relevant to the Children, Young People and Family's Policy and Performance Board**

#### **EXECUTIVE BOARD MEETING HELD ON 5 SEPTEMBER 2013**

#### **EXB55 – OUTCOME OF SECTION 77 CONSULTATION – CHANGE OF USE OF FAIRFIELD HIGH SCHOOL PLAYING FIELD – KEY DECISION.**

The Board considered a report of the Strategic Director, Children and Enterprise, which provided a summary of the outcome of the Section 77 consultation on the proposal to change the use of Fairfield High School Playing Field.

The Board was reminded that at its meeting on 28 March 2013, it had considered a report on the Peel House Lane site and recommended its future use for cemetery and housing development. Permission was required to change the use of the playing fields through the submission of a Section 77 application to the Secretary of State. However, a six week public consultation had to be undertaken prior to this submission.

The Board was advised that, in line with the Section 77 Guidance, a letter outlining the proposed change of use was sent to Wade Deacon and Fairfield Infant and Junior Schools, authorised users of the field and houses in the vicinity. In addition, a notice was placed in the local newspaper and on the Council's web site and displayed in other public places. Four responses were received during the consultation period and details of these were attached at Appendix C. The completed Section 77 Notice was attached at Appendix D awaiting submission to the Secretary of State.

#### **Reason(s) for Decision**

To allow use of the Council's land to generate capital receipts needed to bring forward the Cemetery and Fairfield Infants and Juniors site.

#### **Alternative Options Considered and Rejected**

Alternative solutions would be to look at other uses for the land. However, a 50 year capacity cemetery was required and there were few other location options. In addition, the housing solution would provide the funds to undertake the work and any surplus could be used to contribute to the Fairfield Infant and Junior Schools project. To not use the surplus land for housing would require additional funds to be made available to undertake the works needed at the cemetery and nothing would be left for the Schools.

Implementation Date

The Section 77 application would be sent to the Secretary of State on 6 September 2013.

RESOLVED: That the Board

1) note the response to the consultation; and

gives approval to submit a Section 77 application to change the use of Fairfield High School Playing Field (Peelhouse Lane) to cemetery and residential development.

**EXECUTIVE BOARD MEETING HELD ON 19 SEPTEMBER 2013**

**EXB76 – WAIVER OF STANDING ORDERS- HEAR4U EMOTIONAL WELLBEING AND MENTAL HEALTH SERVICES FOR CHILDREN AND YOUNG PEOPLE - KEY DECISION**

The Board considered a report of the Strategic Director, Children and Enterprise, on the waiver of Procurement Standing Orders for the Contracted Services for Children and Young People's Emotional Wellbeing and Mental Health Services, Early Intervention and Targeted Provision.

The Board was advised that since April 2012, the service had been commissioned from Barnardo's as the *Hear4u* service. There was a consistently high volume of referrals from partner agencies across Halton Children's Trust, with a 41% increase against the 2011/12 year. A comprehensive review of provision was underway, which would determine the needs and the provision required to meet those needs.

It was reported that the contract for the current service would end on 31 March 2014. A waiver of Procurement Standing Orders was requested to enable service delivery to continue without disruption during the review period. Details of the Business Case were contained in the report. Members were advised that once completed, the review would inform future tendering requirements.

Reason(s) for Decision

Not applicable.

Alternative Options Considered and Rejected

Not applicable.

Implementation Date

1 April 2014.

RESOLVED: That

- 1) in light of the exceptional circumstances set out in the report, Procurement Standing Orders 3.1 to 3.7 be waived where compliance with Standing Orders would result in a clear financial or commercial detriment to the Council, in respect of the contracted Children and Young People's Emotional Wellbeing and Mental Health Services, Early Intervention and Targeted Provision. The waiver would ensure that children and young people receive continuous care and support whilst a review of this service area is undertaken by Halton Children's Trust Partners in order to determine the requirements for future provision; and

the Strategic Director, Children and Enterprise, be authorised, in conjunction with the Portfolio holder for Children, Young People and Families, to enter into the above contract for one year from April 2014 to the end of March 2015.

**EXB77 – WAIVER OF STANDING ORDERS - MISSING FROM HOME CARE SERVICE - KEY DECISION**

The Board considered a report of the Strategic Director, Children and Enterprise, on the contracted services for Missing from Home and Care Service for young people across Cheshire.

The Board was advised that since 2008, Halton had commissioned a Missing from Home and Care Service to fulfil its responsibilities under statutory guidance. The Local Safeguarding Children Boards of Cheshire East, Cheshire West and Chester, Halton and Warrington, along with Cheshire Constabulary, had collaborated to produce a Pan Cheshire Joint Protocol. It was reported that all four local authorities agreed to go ahead with a joint commission with Halton as the lead authority. Catch 22 had been the successful provider since 2012.

It was further reported that the services were due to end on 31 March 2014. A waiver of Procurement Standing Orders was requested to enable service delivery to continue without disruption, enabling the Council to fulfil its statutory duty regarding looked after children. Details of the Business Case for the continuation of the service were contained in the report for Members' consideration.

Reason(s) for Decision

Cheshire East, Cheshire West and Chester and Warrington Local Authorities had all agreed to go forward for the next 12 months with the same provider.

Alternative Options Considered and Rejected

Not applicable.

Implementation Date

1 April 2014.

RESOLVED: That

- 1) in light of the exceptional circumstances set out in the report, the relevant Procurement Standing Orders through 1.8.4 ( c) be suspended, where compliance with Standing orders would result in a clear financial or commercial detriment to the Council, 1.8.4. (f) where compliance with Standing Orders would be inconsistent with Joint and Partnership working, or special external funding arrangements, in respect of the contracted Missing from Home and Care Services. Procurement Standing Orders 3.1 to 3.7 be waived on this occasion in order to extend existing contract with Catch 22 for the provision of Missing from Home and Care Services to children and young people across the four Local Authorities in Cheshire, in order to ensure continuous care and support; and
- 2) the Strategic Director, Children and Enterprise, be authorised, in conjunction with the Portfolio holder for Children, Young People and Families, to enter into the above contract for one year from April 2014 to the end of March 2015.

**EXB78 – WAIVER – SERVICE LEVEL AGREEMENT LEARNING OUTSIDE THE CLASSROOM**

The Board considered a report of the Strategic Director, Children and Enterprise, which sought approval for the waiver of Procurement Standing Orders for the provision of the Learning Outside the Classroom, Visits and Outdoor Education Advice and Guidance Service.

The Board was advised that the authority had engaged the services of Cheshire West and Chester (CWaC) Quality Learning Partner's Outdoor Education Adviser (QLP OEA) to enable the authority to operate within the



requirements of legal frameworks in the context of learning outside the classroom (LOtC). It was reported that to underpin service delivery, the Council operated a web-based educational visits notification, approval and database system provided by Edufocus. This supported schools and educational establishments in planning off-site activity.

It was reported that the combined service provided by CWaC and Edufocus delivered efficient support and robust management of LOtC for schools and establishments. The report asked for a waiver of Standing Orders to allow the continuation of the current service during which time a full review would be undertaken. A market testing exercise and procurement process over the next 12 months would be undertaken if required.

**RESOLVED:** That the use of Procurement Standing Orders 1.8.4 ( e), to waive Procurement Standing Orders 4.1. – Competition Requirements – be approved.

**REPORT TO:** Children, Young People and Families Policy and Performance Board

**DATE:** 28 October 2013

**REPORTING OFFICER:** Chief Executive

**SUBJECT:** Special Strategic Partnership Board minutes

**WARD(s):** Boroughwide

**1.0 PURPOSE OF REPORT**

1.1 The Minutes relating to the Children and Young People's Portfolio which have been considered by the Special Strategic Partnership Board are attached at Appendix 1 for information.

**2.0 RECOMMENDATION: That the Minutes be noted.**

**3.0 POLICY IMPLICATIONS**

3.1 None.

**4.0 OTHER IMPLICATIONS**

4.1 None.

**5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

**5.1 Children and Young People in Halton**

None.

**5.2 Employment, Learning and Skills in Halton**

None.

**5.3 A Healthy Halton**

None.

**5.4 A Safer Halton**

None.

**5.5 Halton's Urban Renewal**

None.

**6.0 RISK ANALYSIS**

6.1 None.

**7.0 EQUALITY AND DIVERSITY ISSUES**

7.1 None.

**8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

8.1 There are no background papers under the meaning of the Act.

**Halton Children's Trust**  
**Minutes of Executive Group Meeting held on Tuesday 3 September 2013**  
**1pm, Committee Room 1, Runcorn Town Hall**

**Present:**

|                 |  |
|-----------------|--|
| Ann McIntyre    | Operational Director, Children's Organisation and Provision, HBC Services (Chair)  |
| Gareth Jones    | Head of Service, Cheshire West, Halton and Warrington Youth Offending Service, HBC |
| Tracey Coffey   | Operational Director, Children and Family  |
| Mark Grady      | Principal Policy Officer, HBC  |
| Julia Rosser    | Consultant, Public Health  |
| Steve Nyakatawa | Operational Director, Learning and Achievement, HBC                                |
| Simon Clough    | Divisional Manager, 14 – 19 Services, HBC  |
| Emma Taylor     | Divisional Manager, Team Around the Family, HBC                                    |
| Clare Myring    | Integrated Commissioning Manager, HBC  |
| Clare Hollins   | Administration Analyst, Halton Borough Council                                     |

**Guests:**

|                  |  |
|------------------|--|
| John Gallagher   | Principal Policy Officer, Corporate & Organisational Policy, HBC |
| Catriona Sreenan | Senior Manager, Safeguarding, Cheshire West and Chester Council  |

**Apologies**

|                   |   |
|-------------------|---|
| Gerald Meehan     | Strategic Director Children & Enterprise, HBC                     |
| Ged Timson        | Divisional Director, Child and Family Services, Bridgewater CHT   |
| Michelle Forder   | Halton Family Voice Engagement Co-ordinator, HBC                  |
| Tracy Ryan        | Assistant Policy Officer, HBC                                     |
| Gill Frame        | Halton CCG  |
| Lorraine Crane    | Divisional Manager, IYSS, Commissioning & Inspiring Families, HBC |
| Catherine Johnson | Principal Performance Officer, HBC                                |
| Julie Karmy       | Integrated Commissioning Manager, HBC                             |
| Paula St Aubyn    | Divisional Manager, Safeguarding, Quality and Review, HBC         |
| Dave Sweeney      | Operational Director Integrated Health Commissioning, Halton CCG  |
| Lindsay Smith     | Divisional Manager, Mental Health, HBC                            |
| Michelle Bradshaw | Assistant Director, Child and Family Services, Bridgewater CHT    |

| Item      |   | Action    | Deadline        |
|-----------|---|-----------|-----------------|
| <b>1.</b> | <b>Minutes and Matters Arising from 23.7.13</b>   |           |                 |
| 1.1       | 1.5 <u>Vulnerable Groups</u><br>Targeted Youth Strategy Board – action completed.   |           |                 |
| 1.2       | 1.6 <u>HSCB Meetings</u><br>Increase in LAC report – action completed.  |           |                 |
| 1.3       | 4.1 <u>Commissioning Partnership</u><br>New performance monitoring model – action completed.  |           |                 |
| 1.4       | 6.1 <u>Maternity, Children &amp; Young People Strategic Clinical Network</u><br>Feedback to be brought to next meeting – action outstanding | <b>JR</b> | <b>15.10.13</b> |

|     |  |       |    |
|-----|--|-------|----|
| 2.  | <b>ITEMS FOR AGREEMENT</b>   |       |    |
| 2.1 | <p><b>Effectiveness of Early Help Report</b><br/> ET/TC presented this report<br/> All proposals were agreed in principal to be signed off by the Children's Trust.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>3.5 of report – proposed to create one off task and finish group to look at CAF Activity and to measure early help.</b></li> </ul> <p>Suggested that YOT to be included as they also undertake early assessments. Suggested that it may be useful for Ian Rowlands to be part of the group from a data capture point of view.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>3.6 That all CAFs open for 18+ months are highlighted on the system and brought to the Trust's attention via IWST; that the progress within these CAFs is reviewed at the Working Together meetings, with further CAF activity subject to six-monthly reviews via the same process; and that the level of need is reviewed by the Lead Professional with input from the IWST SW to help review the progress made in each CAF. It is also proposed that the length of CAFs is included in the Trust's performance monitoring systems.</b></li> </ul> <p>The timeframe to flag for the Trust to review was discussed, whether it should be 12+ or 18+ months. <b>It was proposed to do a sample on the 12mths CAFs – if this sample audit then highlights that the outcome planning is not as robust as expected.</b> This would then feed into the overall planning.</p> <p>IWST Social Workers are no longer undertaking initial assessment – action completed.</p> <p>To look at IWST alongside the Next Steps groups. It was agreed that the Business Case plan be brought to the Trust for agreement and also would like to see the impact that IWST has had.</p> | MG/ET |    |
| 2.2 | <p><b>Children's Trust Structure</b><br/> MG presented the new Trust structure. There are lots of groups doing a lot of good work but not tied into the actual structure; the new structure tries to address this issue. There will be many more areas integrated but it was agreed that this is a starting point.</p> <p>It was proposed that before the new structure is agreed at board level, to ensure that CCG have had sight of the structure and feed into it.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>JR to review from a Public Health point of view.</b></li> </ul>   | TC    | JR |



|  |  |                  |  |
|--|--|------------------|--|
|  | <p>has been agreed to have a project group, a project lead and a range of sub-groups to sit beneath the partnership.</p> <p>One proposal is that a member of the SEN team will be seconded as the project lead, there is a budget of £9 million put aside by the Government but it is not known at this time how this will be broken down but it may be necessary to commission additional resource to complete the project. Membership of the Project group will then need to be established.</p> <p><b>3.2 Early Help and Support</b><br/>Key areas of progress included:</p> <ul style="list-style-type: none"> <li>ET confirmed that the Health Visiting Team have moved into Kingsway. There is now a range of provision on site.</li> </ul> <p><b>3.3 Vulnerable Groups</b><br/>Key areas of progress were discussed.</p>  |                  |  |
| <p><b>4.</b></p> <p><b>4.1</b></p> <p><b>4.2</b></p> <p><b>4.3</b></p> | <p><b>INFORMATION ITEMS</b></p> <p><b>Induction Evaluation Report</b><br/>JG outlined the key areas. In Sept-Oct 2012, the pilot programme was run and the first programme ran in April 2013. Will be rolled out twice each year dependant on demand. Hoping to utilise the programme for other Children's Trusts with a view to generating income. It was asked if it could be developed as a completely e-Learning tool. It was asked how participants are nominated - currently advertised on the Children's Trust Newsletter and website and staff are often nominated by their line managers.</p> <p>The following staff have delivered the initial programme:-<br/>NHS – Ann Evans and Chris Levan<br/>Addaction – Lynn Kenyon<br/>Halton Speak Out - John Hunt and Marl Hampson<br/>YOT - Ann Murray YOT<br/>HBC - John Bucknall. Michelle Forder and Barbara Egan</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li><b>GM to send out a letter to partner agencies asking them to identify staff who would then deliver the programme.</b></li> </ul> <p><b>Pupil Premium Report</b><br/>SN presented this report.</p> <p><b>Overview and Analysis Multi-agency Audit Day July '13</b><br/>CS presented this report, outlining the key elements. Children are chosen randomly and are audited by individual agencies who then submit the outcomes of their audit which was then collated to be analysed on the Audit Day on 10<sup>th</sup> July – looked at 16 children in total in different stages – 59 audit forms returned. And a short summary of the case provided by each practitioner to assist the focus group discussions. 58 professionals attended with encouraging feedback from the practitioners. The report indicates where audit forms were not returned or non-attendance.</p> | <p><b>GM</b></p> |  |

|                      |  |           |  |
|----------------------|--|-----------|--|
|                      | <p>94% of cases were either satisfactory or good but one case had only one form returned and only one practitioner attended. 3 children with CAFs, where CAVAs were not shared. One Housing Officer was commended for their work. In addition:</p> <ul style="list-style-type: none"> <li>• The importance of chronology was reported.</li> <li>• Staff attempt to speak to the child and parent in each case, however, this is not always possible.</li> <li>• Concerns were raised in the delay in convening a Child Protection Conference in one instance which will receive further scrutiny.</li> </ul>   |           |  |
| <p>5.</p> <p>5.1</p> | <p><b>AOB</b></p> <p><b><u>Date/time of future 2013 meetings:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Tuesday 15 October September, 1– 3pm</b><br/>Committee Room 1, Runcorn Town Hall</li> </ul> <p>Please note the change of venue for the November meeting:</p> <ul style="list-style-type: none"> <li>• <b>Tuesday 26 November, 1-3pm</b><br/>Marketing Suite, Municipal Building, Widnes</li> </ul> <p><b><u>Proposed date/time of 2014 meetings: All TUESDAYS</u></b></p> <ul style="list-style-type: none"> <li>• 4 February</li> <li>• 18 March</li> <li>• 13 May</li> <li>• 24 June</li> <li>• 5 August</li> <li>• 23 September</li> <li>• 4 November</li> <li>• 16 December</li> </ul> <p><b><u>Flu Vaccinations</u></b><br/>There has been an extension to the flu vaccination programme for under school age children. This information can be distributed via the Early Years settings.<br/><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>JR will provide information to be circulated.</b></li> </ul> <p><b><u>Group on Neglect</u></b><br/>Meetings have been planned for the early age range but it has not been confirmed what has been planned for the older children.</p> <p><b><u>Results</u></b></p> <ul style="list-style-type: none"> <li>• KS2 – overall there has been an improvement since last year. Writing now 86% - 5 points above national average.</li> <li>• GSCCE results have increased to 62%.</li> </ul> | <p>JR</p> |  |



**REPORT TO:** Children, Young People and Families Policy and Performance Board

**DATE:** 28<sup>h</sup> October 2013

**REPORTING OFFICER:** Strategic Director, Children & Enterprise

**SUBJECT:** Children & Enterprise Directorate Business Planning 2014 -17

**WARDS:** Boroughwide

### **1.0 PURPOSE OF THE REPORT**

1.1 To offer a timely opportunity for Members to contribute to the development of Directorate Business Plans for the coming financial year.

### **2.0 RECOMMENDATION: That the Board**

- 1) Notes the contents of the report; and**
- 2) Provides initial suggestions of priority areas for service development and improvement over the next 3 years.**

### **3.0 SUPPORTING INFORMATION**

- 3.1 Each Directorate of the Council is required to develop a medium-term business plan, in parallel with the budget, that is subject to annual review and refresh. The process of developing such plans for the period 2014-2017 is just beginning.
- 3.2 At this stage members are invited to identify a small number of priorities for development or improvement (possibly 3-5) that they would like to see reflected within those plans. Strategic Directors will then develop draft plans which will be available for consideration by Policy and Performance Boards early in the New Year.
- 3.3 Whilst providing a Directorate context each of the Directorate Business Plans will contain appendices identifying specific Departmental activities and performance measures and targets that will provide a focus for the on-going monitoring of performance throughout the 2014 – 15 financial year.
- 3.4 It is important that Members have the opportunity to provide input at this developmental stage of the planning process, particularly given on-going budget pressures, to ensure that limited resources remain aligned to local priorities.

- 3.5 It should be noted that plans can only be finalised once budget decisions have been confirmed in March and that some target information may need to be reviewed as a result of final outturn data becoming available post March 2014.
- 3.6 To assist the Board, in the last two years a special meeting of this PPB has been convened to give full opportunity for Members to look at the identified issues and challenges facing the areas that fall within the Boards remit over the period of the next plan through a presentation, as well as proposed priorities for the Children & Enterprise Directorate. The session would provide opportunity to add to any issue and ensure all additional issues and challenges have been considered.
- 3.7 The priorities for the Directorate proposed for the Business Plan 2014-17 are as follows:

- Integrated Commissioning of services to meet the needs of children, young people and families in Halton
- Effectively supporting the child’s journey through the Halton Levels of Need Framework when additional needs arise
- Improving opportunities for all through closing the gap for our most vulnerable children and young people
- Driving the economic prosperity of Halton to the benefit of residents and the workforce

Further information on these priorities is attached within Appendix A, together with detail of identified cross-cutting and Business Critical Issues. Appendix B offers an indicative summary on a page of what the Directorate Business Plan will include for both Children’s and Enterprise.

- 3.8 The timeframe for plan preparation, development and endorsement is as follows:

|                                  | Information / Purpose   | Timeframe  |
|----------------------------------|---|--|
| <b>PPB</b>                       | Discussion with relevant Operational / Strategic Directors concerning emerging issues, proposed priorities etc.                 | <b>October / November 2013 PPB cycle</b>               |
| <b>Portfolio Holders</b>         | Strategic Directors to discuss with Portfolio Holders emerging issues, proposed priorities etc.                                 | October / November 2013                                |
| <b>Directorate SMT’s</b>         | To receive and endorse advanced drafts of Directorate Plans   | <b>SMT dates to be agreed with Strategic Directors</b> |
| <b>Corporate Management Team</b> | To receive and comment upon / endorse advanced drafts of Directorate Plans  | Early December 2013                                    |
| <b>Portfolio Holders</b>         | Strategic Directors to discuss with Portfolio Holders advanced draft plans, including relevant departmental service objectives/ | <b>Late December 2012/ January 2014</b>                |

|                        |  |                                     |
|------------------------|--|-------------------------------------|
|                        | milestones and performance indicators.   |                                     |
| <b>PPB's</b>           | Advanced draft plans including details of relevant departmental service objectives/milestones and performance indicators | January 2014<br>PPB Cycle           |
| <b>Executive Board</b> | To receive advanced drafts of Directorate Plans for approval   | <b>7<sup>th</sup> February 2013</b> |

#### **4.0 POLICY IMPLICATIONS**

- 4.1 Business Plans continue to form a key part of the Council's policy framework and will need to reflect known and anticipated legislative changes.
- 4.2 Elected Member engagement would be consistent with existing "Best Value Guidance" to consult with the representatives of a wide range of local persons with regards to formulating plans and strategies.

#### **5.0 OTHER IMPLICATIONS**

- 5.1 Directorate Plans will identify resource implications.
- 5.2 Such plans will form the foundation of the performance monitoring reports received by Elected Members and Management Team on a quarterly basis.

#### **6.0 IMPLICATIONS FOR THE COUNCILS PRIORITIES**

- 6.1 The annual review of medium-term business plans is one means by which we ensure that the strategic priorities of the Council inform, and are informed by, operational activity.

#### **7.0 RISK ANALYSIS**

- 7.1 The development of a Directorate Plan will allow the authority to both align its activities to the delivery of organisational and partnership priorities and to provide information to stakeholders as to the work of the Directorate over the coming year.


























#### **8.0 EQUALITY AND DIVERSITY ISSUES**

- 8.1 Directorate Business Plans, and the determination of service objectives, are considered in the context of the Council's equality and diversity agenda.

#### **9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

There are no relevant background documents to this report.

## Appendix A: Possible Children &amp; Enterprise Directorate Priorities 2014-17

|   |   |  |   |   |
|---|---|--|---|---|
| <b>Overarching Themes</b>                   | Effectively managing our resources to deliver services with a particular focus on: <ul style="list-style-type: none"> <li>• Workforce</li> <li>• Asset Management – finance, physical capacity, low carbon economy</li> <li>• Child &amp; Family Poverty</li> </ul> |  |   |   |
| <b>Directorate Priorities</b>               | <b>Integrated Commissioning of services to meet the needs of children, young people and families in Halton</b><br>   | <b>Effectively supporting the child's journey through the Halton Levels of Need Framework when additional needs arise</b><br> | <b>Improving opportunities for all through closing the gap for our most vulnerable children and young people</b><br> | <b>Driving the economic prosperity of Halton to the benefit of residents and the workforce</b><br> |
| <b>Directorate Business Critical Issues</b> |  Agree common understanding of commissioning across Directorate, Council and with partners   |  Use the Munro Review of Child Protection to improve outcomes for children and families                                       |  Narrow the attainment gap between vulnerable groups and their peers by early identification of need                   | Maintain HBC assets in order to provide a sustainable flow of income and capital  |
|   |  Support the long-term sustainability & development of key service providers   |  Continue to embed common understanding of Early Help.  |  Launch Halton Integrated Early Help Strategy  |  Implications of Welfare Reform and the Single Programme   |
|   | Ensure Early Years, school and post-16 provision is sufficient, sustainable and high quality  |  Implement and embed Halton's Early Help Strategy and local offer.   |  Support School Improvement   |  Develop apprenticeship opportunities and support apprentices                                     |
|   |  Ensure sufficient integrated and targeted support for young people in the borough   | Safeguarding – review capacity and caseloads for social workers.   |  Measuring progression of pupils and schools   |  Delivering a comprehensive employment, learning and skills service                              |
|   | Develop role as broker or commissioner of services as well as provider  |  Improve outcomes for Children in Care and Care Leavers   | Raising attendance, participation and achievement   |  Mersey Gateway investment   |
|   |  Work with other partners to ensure we improve outcomes for all, focusing on our most vulnerable.  |  Recruit and retain Children's Social Care managers to ensure management oversight and ensure effective care planning       |  Tackling health inequalities  |  Developing European Social Fund bid   |
|   |  Improving Child Health Outcomes   |  |  Tackling Child & Family Poverty   | Delivering a comprehensive development and investment service   |
|   |   |  |   | Interface with the Private Sector and employer facing services  |
| <b>Priority Lead</b>                        | <b>Ann McIntyre</b>   | <b>Tracey Coffey</b>   | <b>Steve Nyakatawa</b>  | <b>Wes Rourke</b>   |

## Appendix B – Indicative Directorate Plan Executive Summary – Children’s

| Outcome-Focussed Priorities | Integrated Commissioning of services to meet the needs of children, young people and families in Halton  | Effectively supporting the child’s journey through the Halton Levels of Need Framework when additional needs arise  | Improving opportunities for all through closing the gap for our most vulnerable children and young people   |
|-----------------------------|--|---|---|
| <b>Key Objectives</b>       | <ul style="list-style-type: none"> <li>• Ensure Early Years Provision for children is sufficient, sustainable and of appropriate quality</li> <li>• Ensure school and post-16 provision is sufficient, sustainable and of appropriate quality</li> <li>• Improve outcomes for children and young people through effective joint commissioning, with emphasis on our most vulnerable children and young people</li> <li>• Improve outcomes for children and young people through integrated and targeted youth support</li> </ul>   | <ul style="list-style-type: none"> <li>• Improve outcomes for Children in Care and Care Leavers</li> <li>• Improve outcomes for children and families through embedding integrated processes to deliver Early Help &amp; Support</li> <li>• Ensure that the changes required by the Munro Review of Child Protection to practice improves outcomes for children and families</li> <li>• Recruit and retain Children’s Social Care Managers to deliver the necessary level of scrutiny and management oversight to ensure effective care planning</li> </ul> | <ul style="list-style-type: none"> <li>• Increase the percentage of schools and Early Years settings where Ofsted judge overall effectiveness to be good or better.</li> <li>• Increase the GCSE attainment for 5 or more A*-C including English and Maths</li> <li>• Narrow the gap in attainment between vulnerable groups and their peers through early identification of need</li> </ul>  |
| <b>Major Activities</b>     | <ul style="list-style-type: none"> <li>• Partnership working to reduce NEET and increase participation in Further Education and Training post 16</li> <li>• Exploring new options for Alternative Provision</li> <li>• Capital Investment &amp; Maintenance Programme</li> <li>• Increased range and volume of youth provision across Halton.</li> <li>• Exploring options for integrated commissioning of services with CWAC and other local authority areas.</li> <li>• Development of Pan-Cheshire Missing from Home Service</li> <li>• Implementation of Inspiring Families</li> </ul> | <ul style="list-style-type: none"> <li>• Implementation and rollout of new Halton Children’s Trust Levels of Need Framework</li> <li>• Developing further Early Help &amp; Support resource across Halton Children’s Trust</li> <li>• Implementing new approach to performance reporting and case files</li> <li>• Planning and preparation for future external judgements of services</li> </ul>   | <ul style="list-style-type: none"> <li>• Development of Learning &amp; Achievement Strategy</li> <li>• Development of further Transition activities for children &amp; young people 0-25</li> <li>• Implementing all aspects of Children &amp; Families Bill in Halton, including SEND</li> <li>• Achievement &amp; Attainment at all Key Stages</li> <li>• Narrowing the Gap, Peer Challenge and Virtual School for Vulnerable Pupils</li> <li>• Understanding and ensuring all schools meet requirements of new Ofsted School Inspection Framework</li> </ul> |
| <b>Challenges</b>           | <ul style="list-style-type: none"> <li>• Raising the Participation Age</li> <li>• Information, Advice &amp; Guidance</li> <li>• Early Intervention Grant</li> <li>• Capital</li> <li>• Early Years Provision</li> <li>• Workforce Development</li> <li>• Sustainability</li> </ul>   | <ul style="list-style-type: none"> <li>• Changing external inspection landscape</li> <li>• Ensuring intervention and children supported at the earliest stage.</li> <li>• Adapting and implementing new ways of working</li> <li>• Ensuring we support children in residential care</li> <li>• Safeguarding</li> </ul>  | <ul style="list-style-type: none"> <li>• Schools and Academies</li> <li>• Meeting requirements of Children &amp; Families Bill by planned implementation dates.</li> <li>• Understanding all factors that need tackling to close the gap</li> </ul>   |
| <b>Lead</b>                 | Ann McIntyre   | Tracey Coffey   | Steve Nyakatawa   |

### Indicative Directorate Plan Executive Summary – Enterprise

|                                    |   |
|------------------------------------|---|
| <b>Outcome-Focussed Priorities</b> | <b>Driving Economic prosperity of Halton to the benefits of residents and the workforce</b>   |
| <b>Key Objectives</b>              | <ul style="list-style-type: none"> <li>• Strategically manage and maintain the Council's assets in order to provide a sustainable flow of income and capital receipts as well as ensure that they are safe and fit for purpose</li> <li>• Deliver a comprehensive development and investment service</li> <li>• Deliver a comprehensive employment, learning and skills service</li> </ul>  |
| <b>Major Activities</b>            | <ul style="list-style-type: none"> <li>• Supporting the development of combined authority in areas of Economic Development and Employment Learning and Skills</li> <li>• HBC are leading on the development of the Assisted area map for the LCR</li> <li>• Develop and assist with delivery of actions to be funded through Halton's European Structural Funding allocation of £16,927,600 from 2014 – 2020</li> <li>• Secure external funding for key strategic priorities in Halton</li> <li>• Working with MerseyLink to deliver agreed job, training, supply chain and school engagement outcomes for local people, schools and businesses</li> <li>• Support local people into jobs through HPIJ</li> <li>• Support new business start ups in Halton</li> <li>• Encourage new apprenticeships and traineeships across the borough</li> <li>• Continuing with the delivery of the council's 3 to 5 year Asset Disposals Programme. £2.3m has been received over the last 2 years.</li> <li>• Energy Management – meeting the reduced emissions target of between 5% and 10% from 2010/11 levels over a 5 year period.</li> <li>• Support the new adult learning and skills tutor contracts that have been renewed</li> <li>• The council's homeworking Policy will be revised to take account of major road works which will take place as part of the Mersey gateway Development (Jan start)</li> <li>• Where funding is available, the council will look to improve and manage its' assets for the benefit of the community to improve service delivery.</li> <li>• We will maximise rental income from our Operational estate by actively seeking other public sector partners to share accommodation where feasible in order to reduce expenditure.</li> <li>• Continue to support the two business Improvement Districts (BIDS) as businesses have voted for them to continue for the next 5 years</li> <li>• Mersey Gateway acquisitions/disposals/ demolitions</li> <li>• Support business in the town centres through the Town Team and town centre grants</li> <li>• Development agreement Bayer</li> <li>• Venture Fields Barwood</li> <li>• SciTech Daresbury Park</li> </ul> |
| <b>Challenges</b>                  | <ul style="list-style-type: none"> <li>• Changes in shopping habits impacting on the vibrancy of town centres</li> <li>• Combined Authority will result in how funding is allocated for regeneration in Halton</li> <li>• Delivery of outcomes required for MerseyGateway</li> <li>• Low land values affects investment on key strategic sites</li> <li>• Funding regimes out of sequence, leading to delays in completion of projects</li> <li>• Difficult sites to remediate in Halton require greater remediation</li> <li>• National transfer of assets</li> <li>• Mersey Gateway – in short-term project could cause delay to adjacent sites</li> <li>• Impacts of the Welfare Reforms, for example more people on the Work Programme with mental health problems</li> <li>• Payment by results and more challenging targets in Work Programme</li> </ul>  |
| <b>Lead</b>                        | Wesley Rourke   |

|                           |  |
|---------------------------|--|
| <b>REPORT TO:</b>         | Children, Young People & Families Policy & Performance Board |
| <b>DATE:</b>              | 28 <sup>th</sup> October 2013                                |
| <b>REPORTING OFFICER:</b> | Strategic Director, Children & Young People                  |
| <b>PORTFOLIO:</b>         | Children, Young People and Families                          |
| <b>SUBJECT:</b>           | Halton Children & Young People's Plan Annual Review 2013     |
| <b>WARD(S)</b>            | Borough-wide   |

### 1.0 **PURPOSE OF THE REPORT**

1.1 This report seeks Board endorsement of the 2013 Annual Review of the Halton Children & Young People's Plan 2011-14. This Review was formally approved by Halton Children's Trust Board in July 2013.

### 2.0 **RECOMMENDATION: That:**

- i) **Notes the contents of the report; and**
- ii) **Endorses the Annual Review document.**

### 3.0 **SUPPORTING INFORMATION**

3.1 The Halton Children & Young People's Plan (CYPP) is the agreed joint strategy of the partners within Halton Children's Trust, detailing how they will co-operate to improve children's wellbeing. It represents Halton's local vision and aspirations for children and young people in the borough, and provides strategic direction and determines how the Children's Trust Board will work together to commission services to address locally identified needs and better integrate provision.

3.2 The CYPP is a core element within the overall vision for the borough, as contained within the Sustainable Community Strategy.

3.3 Halton's first CYPP was published in 2006, covering a three year period to 2009. The second CYPP for Halton was published in 2009 and ran until March 31<sup>st</sup> 2011.

3.4 Although the Coalition Government removed the statutory footing for Children's Trusts in July 2010, it did reconfirm its commitment to working in partnership to improve outcomes for children and young people through locally agreed partnerships. The reforms allow each

local authority area to agree its own way forward in terms of delivering children and young people's services. The duty for partners to co-operate will continue, but the list of statutory partners reduced to remove the bureaucracy surrounding Children's Trusts or similar local partnerships for partners, and in particular schools.

3.5 Following the announcement of the reforms, the future of Halton Children's Trust was discussed at both the Children's Trust Board and Executive Group. At both there was universal agreement from all partners for the Trust to continue in its current format, as the overarching multi agency body that contains all children & young people's services in Halton. This reflects the breadth and strength of partnership working across the children & young people's agenda in Halton, as well universal understanding of the need to continue to work in partnership in the challenging economic climate currently faced.

#### 4.0 **POLICY IMPLICATIONS**

4.1 The Children's Trusts reforms in essence brought a reversal to the pre-April 2010 status of Children's Trusts.

4.2 The reforms removed the requirement to produce a CYPP. With agreement to continue the Children's Trust arrangements came the need for a CYPP to provide strategic direction and so a third CYPP for Halton was developed within the Children's Trust for a three year period from 2011-14. Following extensive consultation, the priorities for Halton Children's Trust for the period 2011-14 were agreed as:

- Improve outcomes for children and young people through embedding integrated processes to deliver early help and support.
- Improve outcomes for children and young people through effective joint commissioning.
- Improve outcomes for our most vulnerable children and young people by targeting services effectively.

4.3 The current CYPP is framed around these priorities.

4.4 Until July 2010, the requirement for a CYPP also included, rightly, the need to review the Plan annually. Although, this is no longer a statutory requirement, it was felt locally that the CYPP should still be reviewed annually as a good practice exercise to reflect on the work undertaken by Halton Children's Trust over the last 12 months and ensure the CYPP remains fit for purpose.

4.5 The Annual Review is a short summary document that provides a



supplement to the CYPP. It is not intended to replace the CYPP. The Review is primarily web based, available on the Halton Children's Trust website ([www.haltonpartnership.net/childrenstrust](http://www.haltonpartnership.net/childrenstrust)) but printed documents are available for partners on request and for distribution at events.

4.6 The Review contains:

- An introduction and explanation of what Halton Children's Trust is, as well as the purpose of the CYPP and the Annual Review.
- An overview of each overarching priority, what it means, the key achievements over the last 12 months and areas of focus in the year ahead.
- Progress so far against each Promise contained within the CYPP, which acts as the action plan for Halton Children's Trust.
- An update on national and local policy development, with particular focus on the new Ofsted Inspection Framework and what this means for Halton, as well as the new Halton Levels of Need Framework.
- Headline success stories from across Halton Children's Trust.

4.7 The Review document was approved by Halton Children's Trust Board in July 2013.

4.8 Work on the Review was led by Kelly Collier, Policy Officer within Children & Enterprise, in conjunction with relevant leads for each section of the Review as appropriate.

5.0 **OTHER/FINANCIAL IMPLICATIONS**

None

6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

6.1 **Children & Young People in Halton**

The CYPP is the key strategic document for Halton Children's Trust, within which all children and young people's services in Halton sits. The Plan outlines the main priorities for the Trust in order to improve outcomes for children, young people and their families in Halton. This Annual Review provides a progress update after year two of the three year Plan.

6.2 **Employment, Learning & Skills in Halton**

The Plan has a strong focus on continuing to tackle the numbers of Not in Education, Employment and Training (NEET) young people in Halton, including through the promotion of apprenticeship

opportunities.

### 6.3 **A Healthy Halton**

Although there is no longer a specific Health priority within the CYPP, Health remains a clear priority for the Children's Trust within the three priorities, fully involved and leading on working within each. Health indicators also remain a key element of the Performance Management Framework that supports the CYPP. Halton Children's Trust is closely involved in the Health & Wellbeing Board and structures that sit underneath it, working in conjunction with Public Health and Halton Clinical Commissioning Group across a broad range of issues. To this end, a Joint Protocol has been developed involving Halton Children's Trust, Halton Safeguarding Children Board and Halton Health & Wellbeing Board.

### 6.4 **A Safer Halton**

The Plan looks at work being done around alcohol, anti-social behaviour and youth offending. In each of these areas the Trust works closely with the Safer Halton Partnership.

### 6.5 **Halton's Urban Renewal**

The CYPP highlights the development of further provision in Halton, including the CRMZ facility in Widnes and additional secure residential accommodation across Halton.

## 7.0 **RISK ANALYSIS**

7.1 It is vital that both the Council and Children's Trust continue to be clear about priorities for service delivery and that this strategy is noted by Elected Members.

7.2 The absence of a CYPP would:

- Reduce the ability to take account of the local community's aspirations, needs and priorities;
- Have serious implications for Partnership co-ordination between all the public, voluntary and community organisations and other stakeholders that operate locally for the benefit of children, young people and their families;
- Potentially reduce the effectiveness of the Partnership through fragmentation of strategies.

7.3 These risks can be mitigated by the adoption of the CYPP and its implementation, monitoring and ultimate delivery. This Annual Review document provides a supplement to ensure the CYPP remains fit for purpose.

## 8.0 **EQUALITY AND DIVERSITY ISSUES**

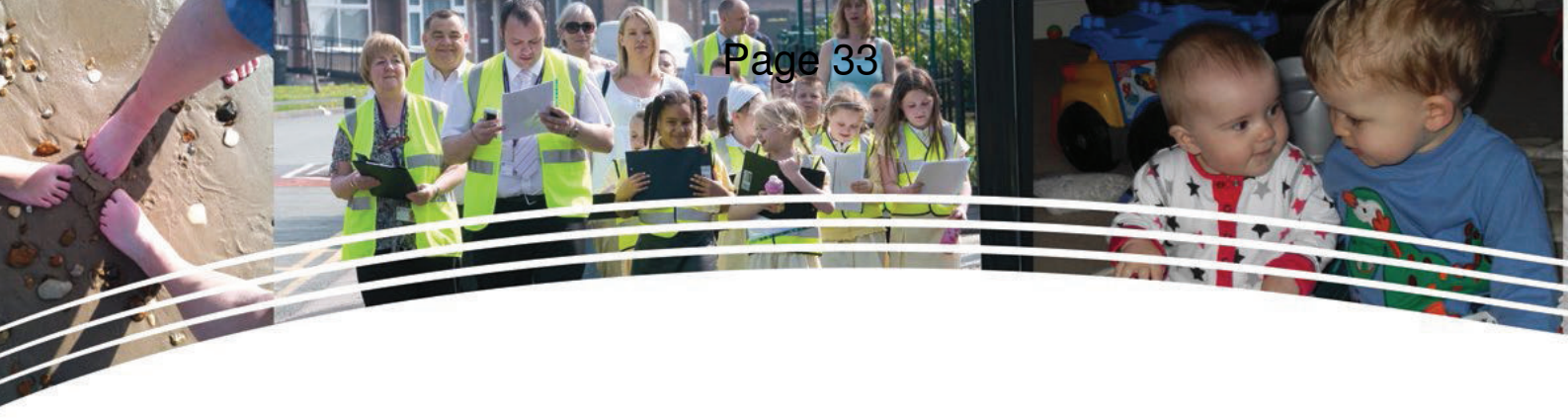
8.1 An Equality Impact Assessment undertaken on the document showed that there are no negative impacts on any individuals and groups within Halton as a result of the Plan. The Children & Young People's Plan facilitates positive action for children and young people overall in Halton and for particular groups of children and young people as appropriate.

**9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

| <b>Document</b>                               | <b>Place of Inspection</b>                    | <b>Contact Officer</b>       |
|---|---|------------------------------|
| Children Act 2004                             | 2 <sup>nd</sup> Floor, Rutland House, Runcorn | Mark Grady/<br>Kelly Collier |
| Halton Children & Young People's Plan 2011-14 | 2 <sup>nd</sup> Floor, Rutland House, Runcorn | Mark Grady/<br>Kelly Collier |



Halton Children  
& Young People's Plan  
**2011 - 2014**  
Annual Review 2013



## Introduction

Halton's Children & Young People's Plan 2011-14 is the joint, strategic, overarching plan for all partners within Halton Children's Trust, and the services they provide for children and young people in Halton. It describes how partners will work together to improve outcomes for our children and young people, setting out the long term vision for improving their health and wellbeing. This Plan establishes the strategic priorities for Halton Children's Trust until 2014 and supports the development of integrated and effective services to secure the best possible outcomes for our children and young people.

**This Annual Review document is a supplement that provides an update on:**

- Progress towards achieving the Children's Trust's strategic priorities.
- The 14 Children & Young People's Plan promises, that together form the Trust's action plan.
- Key national and local policy developments, in particular planning for future unannounced inspections and the new Levels of Need Framework.
- Success stories of Halton Children's Trust over the last 12 months.

## What is Halton Children's Trust?

Halton Children's Trust was established in 2008 and is a partnership of all public and voluntary sector organisations, in conjunction with representatives of parents, carers, children and young people, working together to meet the needs of and improve outcomes for all children, young people and families in Halton.

We believe that this can be done more effectively by all agencies and organisations working together. To achieve our aims, the Children's Trust partners need to be able to work in a co-ordinated way. Our Children & Young People's Plan makes this co-ordination possible and focuses this partnership work on our key priority areas.

## Halton Children's Trust Priorities

Halton Children's Trust has three overarching strategic priorities around which the Children & Young People's Plan has been developed. They are:

- Improve outcomes for children and young people through embedding integrated processes to deliver early help and support.
- Improve outcomes for children and young people through effective integrated commissioning.
- Improve outcomes for our most vulnerable children and young people by targeting services effectively.

The table overleaf outlines the progress made within each priority during 2012/13, and key areas of work for 2013/14.





### A. Improve outcomes for children and young people through embedding integrated processes to deliver early help and support

|                                 |  |
|---------------------------------|--|
| <b>What is it?</b>              | Delivery of services in an integrated way to ensure children and their families get coordinated help and support when needed at the right level within the Halton Levels of Need Framework.  |
| <b>2012-13 Key Achievements</b> | <ul style="list-style-type: none"> <li>• Development and launch of Halton Children's Trust Early Help Strategy.</li> <li>• Continued development of co-location of multi-agency staff at Warrington Road Children's Centre. A similar model has been launched for Kingsway Learning Centre.</li> <li>• Development of Early Help Panel.</li> <li>• New Halton Levels of Need Framework developed with the support and involvement of all relevant stakeholders across Halton Children's Trust.</li> <li>• Piloting and launch of Children's Trust Multi Agency Induction Programme.</li> </ul> |
| <b>Key Work for 2013-14</b>     | <ul style="list-style-type: none"> <li>• Agree, develop and launch the next stage of the Early Help model.</li> <li>• Embed the new Levels of Need Framework in preparation for future inspections and ensure it is part of everyday practice.</li> <li>• Develop the role of the Early Help Panel and Working Together Meetings.</li> <li>• Continue to strengthen links with Halton Safeguarding Children Board in order to scrutinise work around Early Help &amp; Support.</li> </ul>  |

### B. Improve outcomes for children and young people through effective integrated commissioning

|                                 |   |
|---------------------------------|---|
| <b>What is it?</b>              | Ensuring all partners within Halton Children's Trust jointly plan and decide which services should be commissioned to meet the needs of children, young people and families in Halton. By securing and monitoring services together we can avoid duplication and get the best value for money.  |
| <b>2012-13 Key Achievements</b> | <ul style="list-style-type: none"> <li>• Led on the development, co-ordination and implementation of the new Troubled Families initiative.</li> <li>• Designed and led on a Cheshire wide contract for Missing from Home – model cited as good practice by the Association of Chief Police Officers.</li> <li>• Undertook a review of Commissioning arrangements in Cheshire West and Cheshire and delivered training to commissioning staff.</li> <li>• Ensured providers targeted resources to address Halton's priorities in hot spot areas particularly through VRMZ – end of 2012/2013 largest reductions in youth related Anti-Social behaviour.</li> <li>• Developed and launched a High Needs Framework for Students in the Borough from 0 - 25 years with Learners with Learning Difficulties and Disabilities (LLDD).</li> <li>• Developed an integrated approach to commissioning working alongside colleagues from public health and Clinical Commissioning Group (CCG).</li> <li>• Improving MMR rates (for the first dose by age 2 years), this rate has improved to reach the England average rate and in quarter 3, 2012/13 data suggests that MMR rates are 96% which exceed the 95% target.</li> <li>• Highest reduction in teenage conceptions in the North West and 4th most improved in the country.</li> <li>• Data shows a reduction in under-18 alcohol admissions of 20.2%.</li> </ul> |

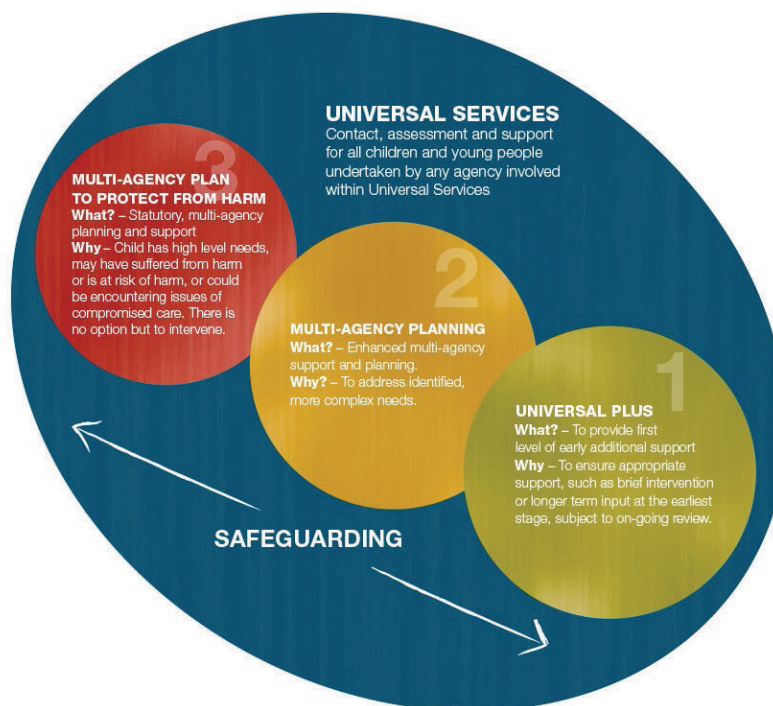
|  |  |
|--|--|
| <b>Key Work for 2013-14</b>  | <p>The focus of work in 2013-14 are around the partnership's agreed eight commissioning priorities, which are:</p> <ul style="list-style-type: none"> <li>• Pre-conception Pregnancy and Birth</li> <li>• 0-5 Development</li> <li>• Inspiring Families</li> <li>• CAMHS</li> <li>• Risk-taking Behaviour</li> <li>• SEN High Needs</li> <li>• Team around the Family</li> <li>• Children in Care</li> </ul>   |
| <b>C. Improve outcomes for our most vulnerable children and young people by targeting services effectively</b> |  |
| <b>What is it?</b>   | <p>Targeting of services towards the needs of our most vulnerable children to ensure they are getting the right support. Vulnerability could be caused by characteristics or by circumstances.</p>   |
| <b>2012-13 Key Achievements</b>  | <ul style="list-style-type: none"> <li>• Analysis of Children in Care's educational needs undertaken and additional support implemented at Key Stage 2.</li> <li>• Peer challenge process undertaken with schools to examine the gap in achievement between pupils on Free School Meals and those not on Free School Meals. This has developed into a full peer challenge programme looking at best practice.</li> <li>• Analysis of vulnerability factors undertaken to agree method of weighting importance of and links between each.</li> <li>• Continued improvement in September Guarantee process, which in 2012 ensured almost 98% of the year 11 cohort secured an offer of further education or learning.</li> <li>• Continued reduction in the number of young people not in education, employment or training, as well as a fall in the number of 'not knowns'.</li> </ul>   |
| <b>Key Work for 2013-14</b>  | <ul style="list-style-type: none"> <li>• Development of a Learning &amp; Achievement Strategy closely linked to the Early Help Strategy.</li> <li>• Continue to develop a virtual Early Years Integrated Team.</li> <li>• Examine the widening attainment gap between children on free school meals and those who are not to understand reasons why.</li> <li>• Examine the attainment of vulnerable groups and map vulnerability factors.</li> <li>• Identify ways to implement pilot project in Halton around Special Educational Needs and Disability (SEND) Green paper.</li> <li>• Prepare for the potential transfer of funding for Independent Specialist Providers post-19 from the Education Funding Agency (EFA) in 2013.</li> <li>• Analyse and validate 2013 school results to look at the success of existing programmes to improve GCSE performance and inform future plans.</li> <li>• Ensure progression from Year 11 through the September Guarantee process.</li> <li>• Ensure suitable Information, Advice and Guidance (IAG) provision in Halton.</li> </ul> |



## NEW Halton Levels of Need Framework

The refreshed Halton Levels of Need Framework was launched in April 2013 and establishes a guiding set of principles to support agencies to meet the needs of children, young people and their families to ensure the best possible outcomes. The Framework aims to assist practitioners and managers in assessing and identifying a child's level of additional needs and how best to respond in order to meet those needs as early as possible to prevent needs escalating further.

The Framework sets out three levels of additional needs above Universal Services that captures the full range of additional needs as they present. Universal Services remain at the heart of all work with children, young people and their families and are in place for all whether additional needs present themselves or not. The fundamental relationship between Universal Services and the three levels of additional needs is captured in the diagram below:



### The key principles of the Framework include:

- Safeguarding runs throughout all levels.
- Provide early help and support at the first possible stage and meet needs at the lowest possible level.
- The focus is on Halton's more vulnerable groups and directing service responses at preventing vulnerability.
- Builds on existing good multi-agency working and formalises shared responsibility for meeting all needs.
- Supports work of all agencies and is equally applicable to all agencies.
- Flexible and fluid, allows free movement between levels as additional needs increase or reduce.
- Clear and understandable.
- Focus on the needs of the child and family to ensure the best outcomes for all.



The following table identifies possible generic examples of indicators at each Level of the Framework

|                                 | Definition   | Possible Indicators  | Example of Interventions   |
|---------------------------------|--|--|--|
| <b>Universal Services</b>       | Contact, assessment and support for all children and young people undertaken by any agency involved within Universal Services.   | <ul style="list-style-type: none"> <li>Entitlement for all children and young people from services such as Health and Education, children’s centres and other early years and youth settings.</li> <li>Support received from family, friends and community networks.</li> </ul>  | <p>Health Visitors: Healthy Child Programme available to all pre-school children and their families includes: child health reviews, immunisations and health promotion.</p> <p>Inclusion Service: Schools are offered a range of generic interventions as part of the Service Level Agreement at the start of each school. For example child development, enhancing teacher awareness and understanding of mental health issues or low incidence disabilities.</p> <p>Halton Paediatric Occupational Therapy &amp; Halton Paediatric Physiotherapy: Therapists and Assistants use a range of parent information and leaflets to promote self-care and physical development from birth.</p> |
| <b>Level 1 – Universal Plus</b> | <p><b>What?</b> – To provide first level of early additional support.</p> <p><b>Why?</b> – To ensure appropriate support, such as brief intervention or longer term input at the earliest stage, subject to on-going review.</p> | <ul style="list-style-type: none"> <li>Health issues which may impact on child’s development and wellbeing.</li> <li>Child may display behaviour inappropriate to age and stage of development.</li> <li>Requiring support to develop parenting skills to meet the child/ children’s needs.</li> <li>Family unable to access effective support services to meet specific needs, including environmental factors.</li> <li>Children / young people starting to have absences from school and prevent further escalation.</li> </ul> | <p>Health Visitors: Defined packages of care following assessment of need by health visitor. These may include sleep management, parenting support, play, behaviour management.</p> <p>Primary Child and Adolescent Mental Health Services (PCHAMS): Individual consultation with a named worker already involved with child and family. Assessment of child and family. Short direct intervention if problem is neither complex nor longstanding including group and individual work.</p> <p>Halton Paediatric Occupational Therapy &amp; Halton Paediatric Physiotherapy: Provide advice/support for parents / carers of children with low level needs.</p>                              |

|   |   |  |   |
|---|---|--|---|
| <p><b>Level 2 – Multi-Agency Planning</b></p> | <p><b>What?</b> – Enhanced multi-agency support and planning.</p> <p><b>Why?</b> – To address identified, more complex needs.</p> | <ul style="list-style-type: none"> <li>• Despite intervention, child not making consistent progress.</li> <li>• Parenting impacting on child and family life causing instability and inconsistency.</li> <li>• Children / young people’s risk taking behaviour impacting on other areas of their life.</li> <li>• Child / young person has caring responsibilities that are having a negative impact on their lives.</li> <li>• Child / young person with mental health and emotional well-being and/or behavioural issues.</li> </ul> | <p>Health Visitors: Health Visitor contribution to multi agency care plan with focus on supporting parents/carers meeting their child(s) health needs where there are issues for example regarding domestic abuse, mental illness and inadequate parenting – infant interaction.</p> <p>Halton Paediatric Occupational Therapy &amp; Halton Paediatric Physiotherapy: Child/ young person requires targeted support to identify additional needs through a co-ordinated, multi-agency approach to care management.</p> <p>Paediatric SLT (Speech and Language Therapy): Individualised packages of care for children/ young people with highly specific speech, language and communication needs that require care aims tailored to their individual needs. This is carried out flexibly in collaboration with parents, colleagues in Health and Education and the children/ young people themselves. This can take the form of joint meetings and planning, 1:1 intervention from an SLT Assistant or SLT.</p> |
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| <p><b>Level 3<br/>– Multi-Agency<br/>Plan to<br/>Protect<br/>From Harm</b></p> | <p><b>What?</b> – Statutory multiagency planning and support.</p> <p><b>Why?</b> – Child has high level needs, may have suffered from harm or is at risk of harm, or could be encountering issues of compromised care. There is no option but to intervene.</p> | <ul style="list-style-type: none"> <li>• Child / young person considered to be a 'Child in Need', due to complex problems and/or risk taking behaviour which result in significant risk of harm. This requires statutory support to maintain a reasonable standard of health and development.</li> <li>• Children / young people with severe or complex needs, in relation to disability.</li> <li>• Parent/carer has complex issues that significantly compromise care and impact on providing a safe environment for the child.</li> </ul> | <p>Health Visitors: Health Visitor contribution to multi agency care package with high level/complex need, led by a specialist service. For example serious mental health, high risk domestic abuse and child abuse / neglect.</p> <p>Halton Paediatric Occupational Therapy &amp; Halton Paediatric Physiotherapy: Highly specialist assessment and treatment of children and young people with complex needs through 1:1 sessions with specialist Therapists. Goals agreed with child / carer. Referral where appropriate to other services / agencies. For example referral to Continuing Care for specialist packages of need including equipment.</p> <p>Inclusion Service: Children / young people missing from education. Children / young people with health needs that prevents regular school attendance and requires statutory provision of alternative education.</p> |
|--|---|--|---|

The Framework is a tool to enable all agencies to contribute to the support of children with additional needs and minimise duplication for families. It looks to support multi-agency working by embedding a common language and processes for all professionals working within Halton Children’s Trust and Halton Safeguarding Children Board.



## Planning for Future Unannounced Inspections

Ofsted announced in April 2013 plans to inspect local authority child protection and services for children who are looked after under a single, combined framework following discussions with local government representatives and after assessing the results of initial pilots. This means the new multi-agency child protection inspections involving six inspectorates that had been planned for launch in June will be deferred. Instead, Ofsted will introduce a single inspection framework for both child protection and looked after children, including the inspection of local authority fostering and adoption functions, in November 2013.

Until the new framework is implemented, Ofsted will carry out separate inspections of local authority arrangements to protect children, will re-introduce a small number of targeted inspections of services for looked after children, and will continue with the regulatory inspections of local authority adoption and fostering functions. The inspection will focus on the child’s journey from need to receiving help and look at the early identification and help for children, young people and their families / carers.

## Children & Young People’s Plan Promises

In 2011, Halton’s Children’s Trust agreed the following collective promises to achieve during the lifespan of the current Children & Young People’s Plan. A summary of progress so far against each is outlined below. For more information on any of these promises please visit [www.haltonpartnership.net/childrenstrust](http://www.haltonpartnership.net/childrenstrust) or email [childrenstrust@halton.gov.uk](mailto:childrenstrust@halton.gov.uk).

| Promise  | 2012-13 Progress  |
|--|---|
| <p><b>Consultation</b></p> <p>We will engage with our children, young people and families around all issues that affect them, in ways that meet their needs and ensure their views are heard and communicate back how their involvement has been acted upon.</p> | <p>Halton Children’s Trust has continued to improve levels and ways of engaging with children, young people and families.</p> <p>Examples of improved engagement include:</p> <ul style="list-style-type: none"> <li>• Increased involvement of young people in the design and delivery of youth provision, marketing and information. Halton Family Voice now has parent representatives allocated for 6 different board meetings, they have responsibility to represent Parents and Carers views at the meetings, as well as pass on information to Parent and Carer groups.</li> <li>• Halton Family Voice have been highly involved in developing the new Levels of Need Framework. Parent representatives carried out further consultation with other parents / carers and professionals.</li> </ul> |

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| <p><b>Participation</b></p> <p>We will endeavour to support throughout Halton active children, young people and parent / carer action groups in schools and within the community, supported by partners who provide a network of children, young people and parent / carer voice. This will ensure there is effective two way communication to shape services through, for example social networking sites, action groups, inclusive interview and commissioning panels, community events and drama and arts activities.</p> | <ul style="list-style-type: none"> <li>• More young people accessing youth provision from CRMZ in Widnes and Grangeway Youth Hub. This has increased by 54.4% in quarter 4 2012/13.</li> <li>• Redesign of youth provision from 2012 has increase the amount of activities available for young people in Halton by 68.4%.</li> </ul> <p><b>The rebranded Halton Family Voice has seen:</b></p> <ul style="list-style-type: none"> <li>• Training offered to all its members to support the role of representative.</li> <li>• Members carrying out a creative way of gathering views on health in Halton from parents, carers and children, which will feedback to various boards.</li> <li>• Attendance at community events such as Party in the Park and Runcorn Carnival to promote Halton Family Voice and increase participation.</li> </ul> |
| <p><b>Safeguarding</b></p> <p>We will look to ensure all aspects of equality and diversity are captured in the reporting processes within the Children’s Trust and Halton Safeguarding Children Board.</p>   | <ul style="list-style-type: none"> <li>• Audit of children with disabilities subject to CAF, CIN or CP Plan undertaken to ensure their needs are being addressed at the correct level on the safeguarding continuum.</li> <li>• In response to Ofsted thematic report on children with disabilities, the LADO Report now includes information on children with disabilities.</li> </ul>   |
| <p><b>Safeguarding</b></p> <p>We will seek to further encourage and support children and young people’s participation in informing and challenging the work of the Children’s Trust and Halton Safeguarding Children Board.</p>  | <ul style="list-style-type: none"> <li>• The Board coordinated the response of over 50 young people to a government consultation on future safeguarding and Looked After Children inspection arrangements.</li> <li>• The Board now receives information from children &amp; young people on their experiences of safeguarding services in order to inform future service delivery.</li> <li>• The Board consulted with young people via an event at C-Rmz on how to engage children &amp; young people in the work of the Board.</li> </ul>  |
| <p><b>Workforce development</b></p> <p>We will, in these challenging times, continue to invest in our workforce at every opportunity to help us to achieve a more dynamic, knowledgeable and skilled workforce for the future.</p>   | <ul style="list-style-type: none"> <li>• Successfully piloted and implemented the multi-agency Induction Programme.</li> <li>• Agreed and disseminated a Recruitment &amp; Retention Charter.</li> </ul> <p><b>Design and agreed a Children`s Trust</b></p> <ul style="list-style-type: none"> <li>• Knowledge and skills framework</li> <li>• Training Needs Analysis</li> <li>• These will be developed during the next 12 months, with additional key areas of work including:</li> <li>• Formulation and introduction of a Children’s Trust Training Plan.</li> <li>• Formulation of a Leadership and Management Toolbox.</li> </ul>  |

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| <p><b>Vulnerable groups</b></p> <p>We will intervene at the right time to prevent problems for our vulnerable children and young people from developing and where problems are already present we will deliver timely interventions to prevent these getting worse.</p>  | <p>An analysis is being undertaken to identify and target specific vulnerable groups to ensure that we intervene at the right time to prevent problems from escalating. Using current and historical analysis of vulnerable groups, a method of mapping and weighting indicators of vulnerability in terms of importance on a case-by-case basis is being developed. The peer challenge process underway with schools will further support this work.</p>  |
| <p><b>Independent advocacy</b></p> <p>We will ensure that independent advocacy is in place for all vulnerable groups, and in particular children in care, children with disabilities and complex needs to ensure full involvement in decision making for all our children and young people.</p>  | <p>Halton's Children's Rights, Advocacy and Independent Visitors Service aims to provide independent advocacy support, advice and information to children and young people so their views and wishes are heard, their rights are respected, and that they are assisted if they wish to give feedback or make a complaint. The service is for children and young people aged up to 25 years who are Children in Care, Care Leavers, Children in Need, Children with Complex Needs or on a Child Protection Plan, as well as young people placed out of Borough. A new provider has been commissioned to deliver the service from July 2013.</p> |
| <p><b>Child &amp; Family Poverty</b></p> <p>We will work to improve the life chances of children and families living in poverty by actively supporting the implementation of the Halton Child &amp; Family Poverty Strategy and encourage our partners to contribute towards the delivery of the key objectives in the Child &amp; Family Poverty Action Plan.</p> | <p>The Halton Child &amp; Family Poverty Strategy 2011-13 is currently being updated in line with the Liverpool City Region and Family Poverty Needs Assessment Refresh 2013. A new Child &amp; Family Poverty Action Plan will be formulated and adopted with the help and support from our partners.</p>   |
| <p><b>Equality &amp; Diversity</b></p> <p>We will recognise and celebrate the diversity of our children and young people as well as aspects of commonality.</p>  | <p>The Trust's Equality and Diversity Scheme has been revised to cover 2013 to 2015. The Scheme now clarifies the Council's obligations under the Equality Act and Public Sector Equality Duty, and also includes guidance for schools about compliance. The revised scheme was approved by the Trust Executive Board in March 2013.</p> <p>The Trust Equality Group has also been involved in a number of task and finish projects, for example the MMU / CHAWREC Schools Stand up 2 Racism project and production of guidance for schools and Children's Services regarding Prejudice Based Bullying.</p>                                    |
| <p><b>Performance</b></p> <p>We will scrutinise and challenge all agencies working with Children, Young People and their families to improve outcomes using robust performance management.</p>   | <p>Performance reporting has continued to evolve to meet the needs of the Children's Trust. The move to a life course approach that follows the principles of the Marmot Review better enables agencies to align their priorities with those of the Trust. The Executive Board provide challenge and scrutiny at a strategic level to ensure that all agencies are supported to improve performance and share good practice led through the work of the sub-groups.</p>  |



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| <p><b>Levels of Need Framework</b></p> <p>We will ensure Halton's new Level of Need Framework is embedded in all working practices.</p>  | <p>The new Levels of Need Framework was launched in April 2013. Focus is on the child and family and ensuring the best outcomes for all. Work is currently being undertaken to ensure this new framework is clearly understood and embedded in working practices in preparation for forthcoming inspections.</p>  |
| <p><b>Early Help and Support</b></p> <p>We will endeavour to meet the needs of children, young people and their families as early as possible using local services that are sensitive to all issues.</p>           | <p>Halton Children's Trust's model of early help and support is Team Around the Family. All partners are committed to providing support to families in need, as soon as additional needs are identified. In April 2013 the Trust launched Halton's first Early Help Strategy and Local Offer (2013-15). This sets out the Trust's values and principles regarding early help and how partners will work together to meet identified needs of children and families as early as possible. The 'local offer' highlights what services are available to families in the Borough to help prevent needs from escalating.</p> |
| <p><b>Early Help and Support</b></p> <p>We will ensure that children, young people and their families can access the additional and specialist services they require through the same initial point of access.</p> | <p>A key feature of Team Around the Family are the Integrated Working Support Teams. These teams benefit from having partners co-located and also weekly multi-agency meetings to collectively agree appropriate support for families. Social work capacity within these teams means that when needs increase, families can access more specialist services smoothly. A key priority of the Social Work role is to ensure a smooth transition, with no requirement to go through another point of access.</p>   |
| <p><b>Integrated Commissioning</b></p> <p>We will ensure that our Children's Trust priorities and the wishes of our communities are at the heart of all integrated commissioning decisions.</p>                    | <p>As one of the key strategic priorities for Halton Children's Trust, all commissioning decisions are taken with the needs of our communities in mind. A review has been undertaken of the Children's Trust joint commissioning priorities to ensure the right services are jointly commissioned to meet local needs and priorities. Eight key priorities have been agreed and for these, resources within the Trust will be combined to tackle these issues.</p>  |
| <p><b>Play</b></p> <p>We will support all children and young people to be able to participate in and enjoy play in their local area.</p>   | <p>In partnership with Halton Play Council play opportunities for children with additional needs have been sustained and extended, with a range of after school, weekend and school holiday opportunities now available. Further progress has been made in developing facilities, with the development of new indoor and outdoor play facilities at Westfield School and an innovative and exciting new resource being developed at Venture Fields in partnership with the Ice Rink.</p>  |



## Success Stories

Below are just some examples of success stories from across Halton Children's Trust over the last 12 months.

### GCSE Results

Halton's 5+ A\* - C GCSEs including English and Maths was 59%, an increase of 3% compared to 2011 and 9% higher than 2010.

This placed Halton in line with the 2012 national average (59%) by this indicator and above the attainment of statistical neighbours (56%).

### Ofsted Inspection Outcomes

Number of Halton schools judged to be good or better fairs higher than the national average.

100% of nursery schools - national average 96%

84% of primary schools - national average 63%

60% secondary schools - national average 59%

100% special schools - national average 78%

### Outstanding Results

A level students and teachers at Cronton Sixth Form College have celebrated outstanding results with an overall 99.6% pass rate at A Level and 79% high grades.

These results are a further improvement on the 2011 results which placed the College as fourth nationally out of 330 Colleges in England. The College is also celebrating outstanding vocational results achieving a 99% pass rate in level three qualifications.

### Reduction in NEET Figure

The percentage of young people who are Not in Education, Employment or Training (NEET) has declined consistently since March 2011. As of March 2013 the number of NEET had reduced to 8.2%.

This is fantastic news and is down to all the great partnership working and key activities / initiatives happening within the Borough.



**Halton Children Centre's current Ofsted grades:**

**Runcorn**

Halton Lodge - Good  
Halton Brook - Not yet inspected  
Brookvale - Good  
Windmill Hill - Good

**Widnes**

Ditton - Good  
Upton - Good  
Warrington Rd - Good  
Kingsway - Satisfactory

**Anti-social Behaviour improvement**

The end of 2012 /13 saw the biggest improvements in youth related anti-social behaviour since 2007/8. This has been achieved due to partners targeting their resources effectively to Halton hotspot priority areas.

For example the use of the VRMZ outreach bus programme where staff deliver health and harm minimisation advice in a safe, supportive non-judgmental environment within the young people's estates / areas.

**Best Ever Results in Implementing the September Guarantee**

The September Guarantee is a requirement that ensures all young people aged 16 and 17 receive an offer of a place in continued learning (education or training) by the end of September each year.

At the end of September 2012:-

- 97.87% of all year 11 leavers (16 year olds) had an offer of continued Learning compared with 95.1% in 2011; and
- 91.1% of year 12 (17 year olds) had an offer of continued learning compared with 84.8% in 2011.

These results are the best ever for the Borough and are due to the effective partnership between Greater Merseyside Connexions Partnership, the local authority, schools, the college and local training providers.

**Missing Children and Young People's Service & Helpline**

Catch 22 in partnership with Local Authorities launched local missing children and young people's service and helpline to give free confidential advice to young people.

As well as providing helpline 'Missing from Home' provide support to enable young people to develop strategies to keep themselves safe. The aim of the local service is to directly link children and young people to a local support if they want it.

**Pilot and Implementation of Multi-Agency Induction Programme**

2012 saw the successful launch of Halton Children's Trust Multi-Agency Induction Programme. The induction programme is essentially based around the 7 Children Workforce Development Council's (CWDC) Induction Standards. Delegates from across the Children's Trust Workforce attended the induction programme. The induction programme was facilitated by members of the Children's Trust Workforce in a volunteer capacity.

Due to the success of the pilot the Children's Trust Multi Agency Induction Programme is now firmly implemented and set to take place at various dates throughout 2013.

### Commission of Youth Provision - 1 year on

Halton's new youth provision has been up and running since April 2012. This was a radical approach to delivering services as the traditional Youth Service was terminated and a redesign of Universal Targeted and Specialist provision was introduced. This has resulted in the following:

- Increased number of targeted and accessible universal youth sessions.
- A range of media tools used to promote positive stories and youth provision to young people e.g. halton4teenz, local paper.
- Operational and strategic groups established, as a means to share good practice and learning and to identify opportunities for collaboration.
- Increased number of holistic health sessions in schools facilitated by youth workers.
- Working with schools in the Borough to support increased training and development opportunities for delivering targeted programmes such as *Teens and Toddlers*, *Skills for Change and Healthitude*.

### Our Healthy Halton

'Our Healthy Halton' was aimed at engaging children Young people and Parents / Carers to find out their views of health specifically in Halton. It has been organised by Halton Children's Centres and Halton Family Voice and is supported by Health Improvement Team (Fit 4 Life programmes) and Widnes Vikings.

Halton Family Voice and Community Health Development worked together to organise a creative and original way of promoting healthy lifestyles in Halton whilst also gathering families views on health in Halton. Children and young people of all ages were invited to enter a Halton wide competition, in which they could use art, poems, short stories or phrase to show what 'healthy Halton' was for them. In order to support the children and families in the competition two creative workshops were organised during February 2013 half term. Further focus groups were also carried out with local parent groups through the Halton Family Voice forum meetings, to gather the parent and carer perspective through a focus group approach.

### Young Inspectors

Young people from across the Canal Boat Adventure Project's provision have achieved national and regional recognition for participation in decision making processes. The inspectors consist of 10 young people of varying abilities from across Halton and are all aged between 13-19 years. The inspectors have received accredited training with Young Advisers Manchester, met with 'Big Lottery' advisors in Manchester and members of the Cabinet office to talk about ways in which they could improve services for young people.

During the second phase of the project, new inspectors will be recruited and mentored by the existing inspectors. The second group of inspectors will be recruited from different schools and youth organisations from across Halton.



This Review was completed by: Kelly Collier  
Children & Enterprise Policy Team  
Halton Borough Council on behalf of Halton Children's Trust  
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Tel: 0151 511 8299  
[www.haltonpartnership.net/childrenstrust](http://www.haltonpartnership.net/childrenstrust)

**REPORT TO:** Children Young People and Families Policy & Performance Board

**DATE:** 28<sup>th</sup> October 2013

**REPORTING OFFICER:** Strategic Director, Children & Enterprise

**PORTFOLIO:** Children, Young People and Families

**SUBJECT:** Troubled Families / Inspiring Families Update

**WARDS:** Borough wide

## **1.0 PURPOSE OF THE REPORT**

1.1 To provide an update to the group on the development of Inspiring Families programme.

## **2.0 RECOMMENDATION: That**

- 1. To note the developments in the Troubled Families Programme; and**
- 2. Support the Troubled Families approach in Halton**

## **3.0 SUPPORTING INFORMATION**

- 3.1 The Troubled Families Unit provided national criteria for identifying 'troubled families' in addition local authorities could identify local measures. In Halton for 12/13 these were domestic abuse and alcohol for 13/14 we have increased these measures to include drug misuse, NEET and a child under the age of 5.
- 3.2 There is a strategic group in place chaired by the Operational Director Children's Organisation and Provision. The membership, terms and reference of this group have recently been reviewed and revised. In addition the task and finish groups established to progress the programme have now been replaced by an operational group. This group will meet bi-monthly and will report into the strategic group

### **Delivery**

- 3.3 145 families were identified for the first year. We are working with partners and agencies to identify where families are with regard to interventions, engagement and assessing are all the whole family's needs being met. We have confirmed our numbers for year 2 and 3 with the Families Team – year 2 195 families of which 163 are PBR. For year 3, 35 families of which 30 are PBR. We have already allocated 109 of the year 2 families and further 49 will be allocated during October and November and the remaining will follow at the end of year.

- 3.4 The expectation is that agencies across the borough will contribute to support the development of the concept of the Inspiring Families programme. At this stage it shows that Halton will have a mixture of families that will require different levels of intervention and support which will be scaled high, medium, low.
- 3.5 The Intensive Family work service has been scaled up to deal with some of the demand of some of the most 'complex/ high demand' families and the dedicated resources from partners will support and co-ordinate activity across families with medium and low need but this will only be a percentage of the total families .
- 3.6 Across the partnership there is an expectation that with 'Inspiring families' that services were viable will support the whole family approach to achieve outcomes for families as well as for individuals. The delivery model is concentrated on three key elements of multi-agency work, keyworker approach and a whole family assessment with focused outcomes.

### Performance

- 3.7 The following table summarise the number of families issued to leads from Year 1, their status in relation to PBR claims in January and July 2013 and those estimated for October. 66% - 96 out of 145 of families from year 1 have achieved targets set

| Halton: Inspiring Families Year 1 Payment by Results (PBR) overview |   |                |                 |   |  |  |                                    |
|---|---|----------------|-----------------|---|--|--|------------------------------------|
| Lead Professional   | Total Number of families allocated Yr 1 | Jan 2013 claim | July 2013 claim | PBR to be claimed in <b>Oct 2013</b> (could not claim during July 13 due to unconfirmed Education data) | Number of families who require continued monitoring / engagement | Number of Families achieved PBR @July 2013 | % of families achieved PBR to date |
| Intensive Team  | 54                                      | 10             | 16              | 13  | 15   | 39   | 72.22%                             |
| Education Welfare   | 32                                      | 4              | 6               | 10  | 12   | 20   | 62.50%                             |
| Social Care   | 24                                      | 2              | 4               | 6   | 12   | 12   | 50.00%                             |
| Youth Offending Service (YOS)                                       | 9                                       | 4              |                 | 1   | 4  | 5  | 55.56%                             |
| Intervention Team   | 9                                       | 7              | 1               | 1   |  | 9  | 100.00%                            |
| Police  | 4                                       |                | 3               | 1   |  | 4  | 100.00%                            |
| YPT   | 3                                       |                | 1               |   | 2  | 1  | 33.33%                             |
| Family Support  | 3                                       |                |                 | 1   | 2  | 1  | 33.33%                             |
| Monitor only  | 2                                       | 1              |                 | 1   |  | 2  | 100.00%                            |
| Integrated Offender Management (IOM)                                | 2                                       |                | 1               |   | 1  | 1  | 50.00%                             |
| Adult Social Care   | 1                                       |                |                 | 1   |  | 1  | 100.00%                            |
| Adult Mental Health 5 Boroughs                                      | 1                                       | 1              |                 |   |  | 1  | 100.00%                            |
| School (Heath)  | 1                                       |                |                 |   | 1  | 0  | 0.00%                              |
| <b>Total</b>  | <b>145</b>                              | <b>29</b>      | <b>32</b>       | <b>35</b>   | <b>49</b>  | <b>96</b>                                  | <b>66.21%</b>                      |

- 3.8 Performance results to date are extremely encouraging, however it is important to note that the performance is against National criteria only. Whilst the Inspiring Families monitoring and PBR may have been claimed, the family may still remain open to services.
- 3.9 Performance review sessions are currently taking place using the European Foundation for Quality Management EFQM Excellence Model. These reviews

sessions will be undertaken on a quarterly basis to explore those families not achieving. The framework is designed to:

- Assess performance, to identify key strengths and improvement areas
- Integrate existing tools, procedures and processes, to align all and remove duplicates
- Introduce a way of thinking that encourages reflection and stimulates continuous improvement
- Identify what actions are really driving your results, which areas need more attention, and which approaches should be made redundant.

3.10 The wider Impact across the partnership for the 96 families where PBR has been claimed shows the following:

- Engaged with 205 young people and 248 adults
- 3519 less police calls for service in year 1. There is the potential for the Police Service to benefit by £2000 per family per year in reduced calls / arrests
- 48 adults on the work programme
- 70 families successfully claimed education outcome
- 42 families successfully claimed YOT outcome - 78% reduction in the number of offences and 75% reduction in the number of young people offending
- 93 families successfully claimed ASB outcome
- Improved engagement with adult drug and alcohol services
- Increase of families with registered doctors and dentists
- 38% of young people are accessing youth provision

3.11 Whilst these families have been claimed for in relation to the PBR, interventions continue to address those local measures that are still relevant and central measures around worklessness. Referrals for either the work programme or ESF and claims for relating to worklessness will be made where appropriate; generally after all other issues have been resolved within the family. The worklessness element will be a keep focus going forward and Job Centre Plus are co-locating two members of staff from October that will assist with this.

### **Current Case Study**

3.12 Widnes family in a Halton Housing Trust property, Mum, step dad, 16yr old girl, 14yr old boy, 5yr old boy. There was CAF in place when boy was 8yrs and the family have been in and out of social care for years due to family breakdown. The 16 year old girl was continually missing from home and not making good choices around peers and there was both poor attendance and attainment. The family was identified by Inspiring Families as it met the criteria for ASB, offending, education and worklessness. Some of the outcomes and cost avoidance that have been achieved for this family are as follows:

- Positive engagement with family
- Work with Christians Against Poverty around debt management
- 16yr old 1-2-1 work around missing and life skills. Achieved GCSE's started College

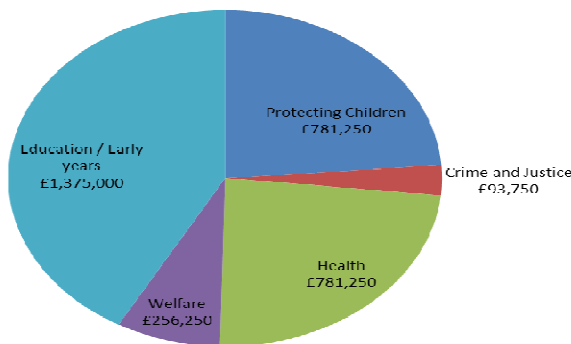
- 5yr old in Nurturing programme at school with 1-2-1 support
- Dad undertook 6 week structured programme with 5yr old
- Dad was referred by HHT Customers into Employment
- 69% reduction in calls for service to the Police over a three month period - estimated cost savings of £64K
- 87.5% reduction in Missing from home -estimated costs saving £7K
- 79% reduction in ASB incidents and arrests- estimated cost saving of £55k
- 75% reduction in domestic abuse calls for service- estimated costs savings of £2k

**Cost Benefit Analysis**

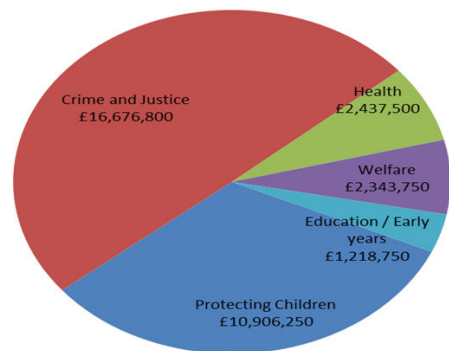
3.13 Development of the Inspiring Families cost savings tool continues. Nationally there is an array of research papers suggesting the positive financial and service demand savings of the Inspiring families approach, however a great number of these relate to those savings achieved over a long period of time and are often quite generic. For this reason the Performance Management Officer is collating local costs incurred in relation to ‘staffing’ the process. This will enable strategic leaders to see real costs and savings in staff time and money in addition to the longer term savings.

3.14 It is estimated that 375 families (who fit the category of Inspiring families) will cost Halton Partners almost £37m per year – (£3m targeted spend / £34m Reactive) Nationally 89% of costs are Reactive and 11% Targeted. However an in depth exercise was undertaken with one family that highlighted that over a 12 month period they had cost the partnership over £170,000. The below table outlines the breakdown of Halton targeted and reactive Partnership costs per year for 375 Inspiring Families.

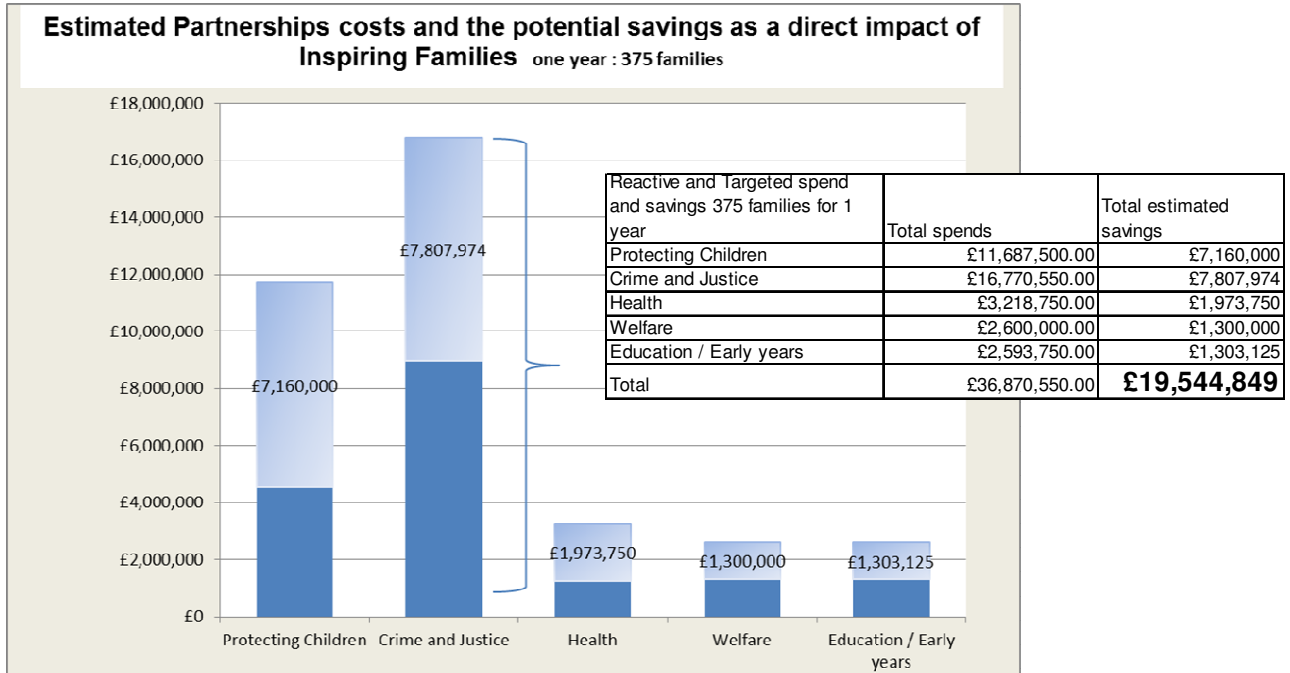
**Estimated Targeted Spends of 375 families per year across the Partnership\***



**Estimated Reactive Spends of 375 families per year across the Partnership\***



| Reactive and Targeted spends 375 families for <u>1 year</u> | Targeted spends | Reactive Spends | Total spends |
|---|-----------------|-----------------|--------------|
| Protecting Children   | £781,250        | £10,906,250     | £11,687,500  |
| Crime and Justice   | £93,750         | £16,676,800     | £16,770,550  |
| Health  | £781,250        | £2,437,500      | £3,218,750   |
| Welfare   | £256,250        | £2,343,750      | £2,600,000   |
| Education / Early years                                     | £1,375,000      | £1,218,750      | £2,593,750   |
| Total   | £3,287,500      | £33,583,050     | £36,870,550  |



Savings shown are an indication of potential savings only as not all costs identified by National research will be relevant to each of the 375 families. Health / welfare / Housing costs not included in National / Local costs and potential for greater savings.

3.15 The above graph shows the estimated costs and savings around the Inspiring Families model. By adopting the Inspiring Families approach it is estimated that costs will reduce each year by 53% equating to almost £20m savings across the Partnership per year resulting in significant reduced demands. Over the winter further work will be undertaken to develop a cost based tool will show impact on the families' outcomes and will incorporate the cost avoidance and reduced / increased service demand against the partnership.

3.16 We are looking to explore different delivery models and the potential for wider whole scale reform, having a shift from reactive spend to targeted spend and being intervention led instead of service led. We need to explore the learning from the community budget pilots which has the potential to deliver better outcomes and realise substantial financial benefits by aggregating themes of health and social care, troubled families and work and skills; with the potential of a net benefit of five years of between £9.4bn and £20.6bn.

#### 4.0 POLICY IMPLICATIONS

4.1 The implementation of the inspiring families programme will have policy implications for the future implementation and delivery of services. These implications will need to be evidenced within individual action plans.

4.2 The sustainability of programme will have some policy implications as we agree an invest to save model for the future.



## **5.0 OTHER IMPLICATIONS**

- 5.1 There is the continued work that needs to take place to co-ordinate the DWP ESF and work programmes to ensure that clear process are in place for both practitioners and families.
- 5.2 The current ISA for been signed by Halton Council, Cheshire Constabulary, Youth Offending Team, 5 boroughs, Catch 22, Halton Housing Trust, Liverpool Housing Trust, Riverside, Arena Housing, young addaction, Plus Dane, Cosmopolitan Housing, CRI, Barnardo's and Public Health. We are still in a dialogue with Probation, NHS Halton and St. Helens and the Clinical Commissioning Group. The ISA was reviewed in July 2013 and additional partners will be added as required by the programme.

## **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **6.1 Children and Young People in Halton**

The Troubled Families' initiative is intended to address the crucial factors for children in disadvantaged settings not meeting their potential.

### **6.2 Employment, Learning and Skills in Halton**

The programme will be integrated with other employment/learning based initiatives such as the Work Programme and the ESF/DWP Programme.

### **6.3 A Healthy Halton**

A range of health partners are committed to contributing to the programme including case analysis and service delivery.

### **6.4 A Safer Halton**

Troubled Families make a significant impact on public resources; a more targeted approach offers economic advantage.

## **7.0 RISK ANALYSIS**

- 7.1 The quality of data information means that we have reviewed the local criteria for year 2 and 3. This information will be reviewed as where families choose not to engage with the programme other families will need to be identified.

## **8.0 EQUALITY AND DIVERSITY ISSUES**

- 8.1 An Equality Impact Assessment will be undertaken on the Business Plan. The aim of the programme is to try and work with disadvantaged families supporting them to overcome many of the barriers they face.

**9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

| <b>Document</b>  | <b>Place of Inspection</b>                        | <b>Contact Officer</b>                       |
|--|---|--|
| The Troubled Families Programme<br>Financial Framework for Troubled Families<br>March 2012 | 2 <sup>nd</sup> Floor<br>Rutland House<br>Runcorn | Lorraine Crane<br>Divisional Manager<br>IYSS |
| The Cost of Troubled Families<br>January 2013  | 2 <sup>nd</sup> Floor<br>Rutland House<br>Runcorn | Lorraine Crane<br>Divisional Manager<br>IYSS |

|                           |   |
|---------------------------|---|
| <b>REPORT TO:</b>         | Children, Young People and Families Policy and Performance Board            |
| <b>DATE:</b>              | 28 October 2013   |
| <b>REPORTING OFFICER:</b> | Strategic Director Children & Enterprise                                    |
| <b>PORTFOLIO:</b>         | Children, Young People and Families   |
| <b>SUBJECT:</b>           | Children in Care and Children in Care of Other Local Authorities (CICOLA's) |
| <b>WARD(S)</b>            | Borough-wide  |

### **1.0 PURPOSE OF THE REPORT**

- 1.1 To highlight risks and concerns regarding fragmented commissioning and quality assurance of this vulnerable cohort.
- 1.2 To ascertain senior management and partnership support of this priority area and to address concerns appropriately.
- 1.3 To present an update report regarding the current numbers of Children in Care of Other Local Authorities (CICOLA's) and the possible impact on services with Halton.

### **2.0 RECOMMENDATION: That**

1. The Board note the progress made on notification and ask for a further report to be presented in six months

### **3.0 SUPPORTING INFORMATION**

- 3.1 The Commissioning Partnership has highlighted Children in Care as a priority within the new Commissioning Framework.
- 3.2 There is currently a health action plan for children in care that has been completed by Bridgewater. There is also a local authority action plan for Children in Care. There are some cross cutting themes such as the notification process that are duplicated within both plans.
- 3.3 The Children in Care strategy is required to be refreshed to ensure local and national political changes are reflected and outcomes appropriately achieved.
- 3.3 With CCG's in place and changes within Bridgewater there is a need to review these plans and the governance arrangements and structure of the Children in Care Partnership Board to ensure commissioners and providers

are held to account to deliver improvements in standards and outcomes for children in care. There is a need to integrate plans and work streams to ensure joint improvements are made.

- 3.4 Cheshire West and Chester and Halton are developing a joint Children in Care Participation Service. This service will allow the young people in care to reflect their views within the action plan. The Children in Care will be able to support the development of the strategy/action plan and the changes with the board structure through the children in care participation service.
- 3.5 Within the current notification process Local Authorities have statutory duties in determining the most appropriate placement for a looked after child. It is mandatory that the placing social worker informs the looked after nurse in the new authority. However it is now understood that this is a national problem as social workers are not informing placing authorities about these children and young people.
- 3.6 It had been agreed that the Looked After Nurse (Bridgewater) would keep the up to date CICOLA list, however there is a need to review this process to ensure that the authority is fully aware of the children. The LAC Nurse has recently informed commissioners that they do not have access to all children and young people who have been placed in the borough due to the lack of other authorities notifying the looked after children.
- 3.7 The revised Children in Care Partnership board will be tasked at prioritising the notification process and how to improve the quality is improved for children coming into and leaving the borough.
- 3.7 The CCG have recently been working with Bridgewater to audit current practice to help improve standards and have concerns with the following areas:
  - the timely production of paperwork for medicals
  - the priority attached to the medicals by other services
  - resource issue as only 1 nurse available
  - Time taken by social care to provide paperwork for initial medicals from the time of entry to care.
  - Length of time from receipt of paperwork to clinic date
  - Length of time to receive the medical report
  - Length of time from receipt by the LAC team to send out the report to social care
  - Length of time between health assessment request sent out to HV/SN and return of paperwork
  - Length of time from receipt of notification to receiving records from the placing authority
  - The notification process
  - The placing authority lack of requesting a health assessment?
  - The young person having unmet health needs on arrival

- 3.8 There has been development in Bridgewater where the LAC nurse will be moved to Lister Road to be co-located with the Community Paediatricians and School Nursing. The move to One Bridgewater would also result in additional admin support to the Halton service to allow the production of the data required by the CCG to enable us to claim from other CCG's for work done by Ann/our other health professionals so we can offset against bills received.
- 3.9 At any time there are a total of around 60,000 children that are looked after in the UK – this represents 0.5% of all children. Over the course of any year a total of 85,000 children will spend some time being looked after. Nationally 40% of children remain looked after for less than 6 months with 15% being looked after for 5 yrs or longer.

#### **4.0 THE NOTIFICATION PROCESS**

- 4.1 The current notification process for authorities is that the placing social worker should notify the new authority with a notification form. Although this is mandatory and expected there have been instances where this has not been completed. Instances where it is recognised that there has been a delay or lack of completion then the Local Authority Designated Officer (LADO) will be informed to ensure a complaint is returned to the local authority raising safeguarding concerns.
- 4.2 The LAC nurse currently provides the local authority a monthly update of the list. The Looked after Child Nurse should also implement an initial health assessment. This is required to be completed within 2 weeks of a child's placement.
- 4.3 To improve the accuracy of the list Halton Borough Council have also developed a provider forum where all the providers are asked to complete and return when CICOLA's arrive into the borough. The process is repeated when the child leaves the placement and is discharged from the provision.
- 4.4 The Clinical Commissioning Group (CCG) will also be engaging the GP's within this process and encouraging the GP's to complete a notification to the local authority.
- 4.5 Further work is being implemented to ensure all children are accounted for and attend appropriate educational provision.
- 4.6 A request has also been made regionally to ascertain if there are good examples of maintain accuracy of an integrated list. There has been no positive feedback at the moment. The government are consulting on a new policy to be launched later this year 'Reforming children's homes care' and 'Improving safeguarding for looked after children'. This policy will have three functions with one of them being to improve the notification process:
- 1) Prior to a new provider opening a Childrens home a risk assessment will be completed between the police, local authority and the new provider

which will inform Ofsted in relation to registering the provider /provision and refusing

2) The provider will notify the local authority when a young person is new to the placement and area as well as when they leave.

3) Improve provider standards in preventing child sexual exploitation.

4.7 It is acknowledged that despite the new consultation Halton borough Council and its partners need to work together to improve the notification process. There are further improvements required which will improve the accuracy of the list:

1) To focus on just Halton children and young people as currently St Helens children and young people are still on the list.

2) To have separate sheet/section for end of placement/children leaving Halton (To include where have they gone to.

3) To have mandatory start date of the placement

4) The CCG have also stated that they would want date of initial health assessment completed onto list

5) To have the child's current school placement included onto the list

6) To have when the child leaves the placement

4.8 The governance arrangements of the Children in Care Partnership Board is currently being reviewed along with terms of reference and membership.

4.9 The Board will be responsible for developing an integrated strategy and action plan being accountable to the safeguarding board and commissioning partnership.

5.0 The Children in Care Participation service will support the development of the plans to ensure that the young person's perspective is part of the process.

5.1 To review the Healthy Care Sub Group and review the Terms of Reference, membership and purpose of the group.

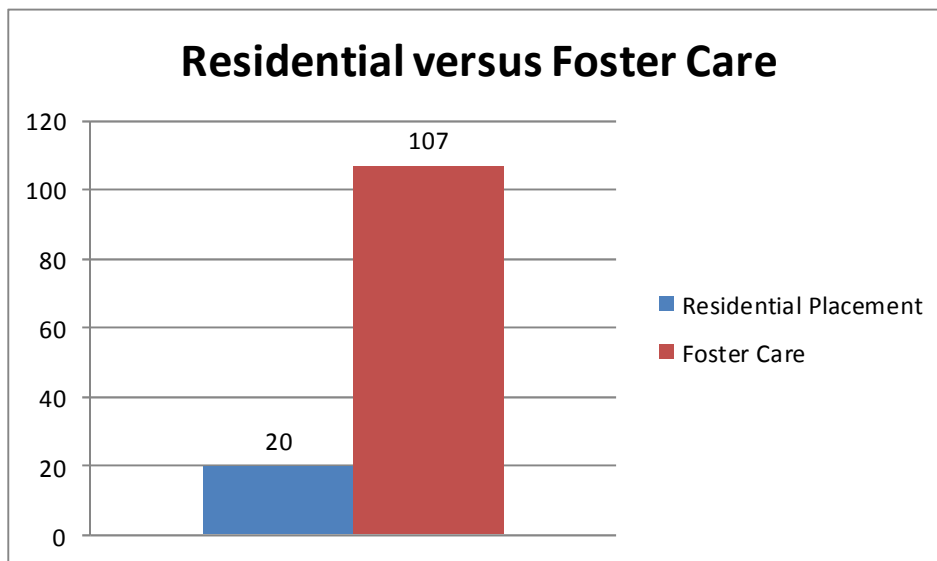
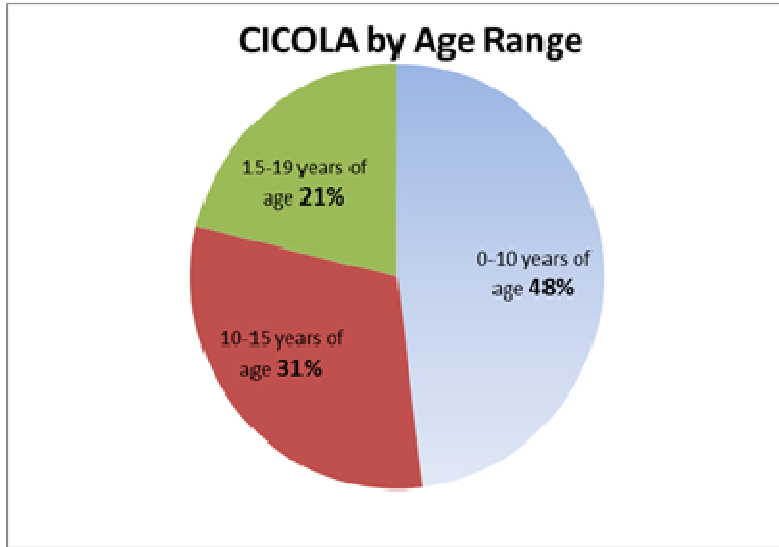
5.2 Further work is undertaken to get a more accurate picture on how many CICOLA's reside in Halton, ensuring that the procedures around notifications of CICOLA's are appropriately utilised.

## **6.0 CICOLA PROFILE**

6.1 Below is an attached table demonstrating where the numbers of children are predominantly coming from. There are currently 138 Children on the CICOLA list (11 of these have an unknown address). It is not known where 7 children have come from. Recent work with the Clinical Commissioning Group (CCG) has led to the development of a joint CICOLA list.

6.2 The main referrer into the borough is Liverpool followed by Knowsley. It is worth noting that there has been a significant reduction of CICOLA's moving into Halton from boroughs many mile away.

| <i><b>Placing Local Authority</b></i> | <i><b>Age of child 0-10</b></i> | <i><b>Age of child 10-15</b></i> | <i><b>Age of child 15-19</b></i> |
|---------------------------------------|---------------------------------|----------------------------------|----------------------------------|
| Knowsley                              | 12                              | 1                                | 2                                |
| Manchester                            | 1                               | 1                                | 2                                |
| Liverpool                             | 26                              | 10                               | 7                                |
| St Helens                             | 4                               | 0                                | 0                                |
| Wakefield                             | 1                               | 0                                | 0                                |
| Essex                                 | 0                               | 1                                | 0                                |
| Warrington                            | 3                               | 5                                | 2                                |
| West Yorkshire                        | 1                               | 0                                | 0                                |
| Lancashire                            | 2                               | 0                                | 2                                |
| Shropshire                            | 0                               | 0                                | 2                                |
| East Berks                            | 0                               | 0                                | 1                                |
| South Staffordshire                   | 1                               | 0                                | 0                                |
| Huddersfield                          | 0                               | 1                                | 1                                |
| Buckinghamshire                       | 0                               | 0                                | 1                                |
| Cheshire East                         | 2                               | 2                                | 1                                |
| Wirral                                | 2                               | 0                                | 1                                |
| South Devon                           | 0                               | 1                                | 0                                |
| Leeds                                 | 1                               | 0                                | 2                                |
| Sefton                                | 0                               | 3                                | 0                                |
| Blackburn/Darwin                      | 0                               | 1                                | 0                                |
| London                                | 0                               | 0                                | 2                                |
| Oxford                                | 0                               | 1                                | 0                                |
| Rochdale                              | 1                               | 0                                | 1                                |
| Birmingham                            | 0                               | 0                                | 1                                |
| Aylesbury                             | 0                               | 0                                | 1                                |
| Salford                               | 0                               | 1                                | 0                                |
| Wigan                                 | 0                               | 3                                | 0                                |
| Oldham                                | 0                               | 2                                | 0                                |
| Wakefield                             | 1                               | 0                                | 0                                |
| Derbyshire                            | 0                               | 0                                | 1                                |
| Brent                                 | 0                               | 0                                | 1                                |
| Telford and Wrekin                    | 0                               | 1                                | 0                                |
| Cheshire West and Chester             | 2                               | 1                                | 1                                |
| Wolverhampton                         | 0                               | 0                                | 1                                |
| <b>Total</b>                          | <b>60</b>                       | <b>38</b>                        | <b>33</b>                        |



**7.0 POLICY IMPLICATIONS**

There are no policy implications

**8.0 OTHER IMPLICATIONS**

No other implications

**9.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**



**10.0 Children and Young People in Halton**

Children in Care are a Children's Trust priority area

**11.0 Employment, Learning and Skills in Halton**

Children in Care are a Children's Trust priority area

**12.0 A Healthy Halton**

Children in Care are a Children's Trust priority area

**13.0 A Safer Halton**

Children in Care are a Children's Trust priority area

**14.0 Halton's Urban Renewal**

Children in Care are a Children's Trust priority area

**15.0 RISK ANALYSIS**

A risk analysis will need to be undertaken as apart of the ongoing work around CICOLA's

**16.0 EQUALITY AND DIVERSITY ISSUES**

The nature of this work is to support equality and diversity

**17.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

| <b>Document</b>                   | <b>Place of Inspection</b>                                | <b>Contact Officer</b> |
|-----------------------------------|---|------------------------|
| Equality Impact Assessment (2011) | Contracts Commissioning Team, Second Floor, Rutland House | & Barbara Butterworth  |

**REPORT TO:** Children Young People and Families PPB

**DATE:** 28<sup>th</sup> October 2013

**REPORTING OFFICER:** Strategic Director, Children & Enterprise

**PORTFOLIO:** Children, Young People and Families

**SUBJECT:** Missing From Home/Care and Child Sexual Exploitation Update

**WARDS:** Borough wide

## **1.0 PURPOSE OF THE REPORT**

- 1.1 To provide an update on the development of the Missing from Home and Care service and Child Sexual Exploitation activity.

## **2.0 RECOMMENDATION: That**

- i. **The positive developments in the Missing from Home and Care service are noted and the proactive response to Child sexual exploitation.**

## **3.0 SUPPORTING INFORMATION**

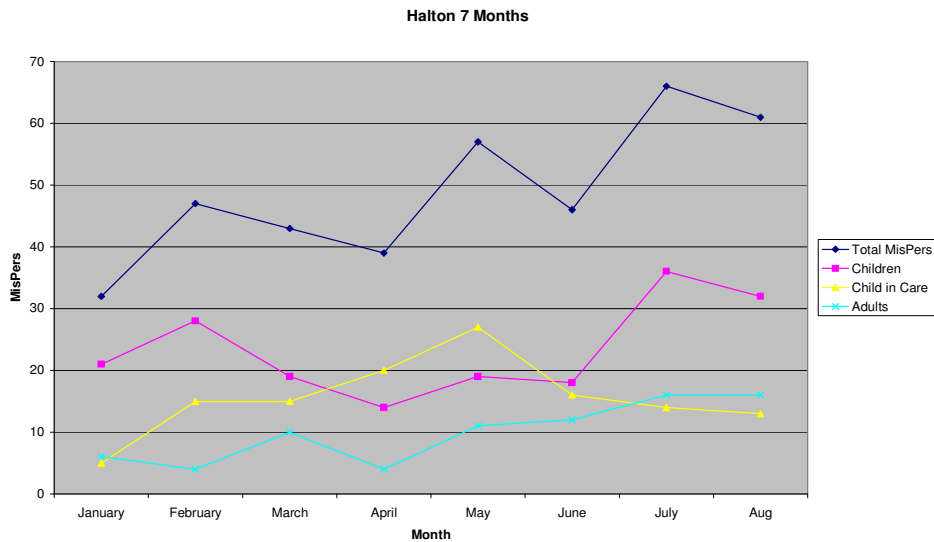
- 3.1 Since 2008 Halton has commissioned a Missing from Home and Care service in order to fulfil its statutory responsibilities. The statutory guidance serves to safeguard all runaways and to redress the imbalance that currently exists between services offered to runaways from the looked-after population and those who run away from home.
- 3.2 During 2010 and 2011 the Local Safeguarding Children Boards (LSCB'S) of Cheshire East, Cheshire West and Chester, Halton and Warrington with Cheshire Constabulary, have collaborated to produce a Pan Cheshire Joint Protocol for Children and Young People who run away or go Missing from Home or Care. The joint protocol seeks to identify and manage the risks and ensure a consistency in approach across borders and agencies.
- 3.3 During this time period the four local authority commissioners had a dialogue around the possibility of a pan Cheshire MFH service. All four local authorities agreed to go ahead with a joint commission with Halton being the lead authority, Catch 22 were the successful provider that started in 2012.
- 3.4 The Service works across all of the four local authority areas with clear links to Cheshire Constabulary's missing from home co-ordinators to support young people who have been notified as missing from home or care. There is a co-ordinated and organised response including return interviews and will facilitate where required direct intervention work with children, young people and their families.

- 3.5 The coalition government has identified child sexual exploitation as a key focus of its policy with regards to children and young people, publishing the Tackling Child Sexual Exploitation Action Plan. This followed a campaign by Barnardo's to increase the profile of this underreported area of child abuse. Barnardo's contacted elected members directly to encourage individual and local authority sign up to the "Cut them free" campaign. Halton has signed up to this campaign.
- 3.6 A Pan-Cheshire CSE Strategic Group has been established by the Police. This group has produced a Pan-Cheshire CSE Strategy and Protocol which each LSCB has approved. The strategy has recently been amended to include the Merseyside LSCBs. The Strategic Group has also produced an Action Plan that reflects the areas to be addressed under the government's Tackling Child Sexual Exploitation Action Plan.
- Map the needs of their own area.
  - Monitor on-going prevalence and responses.
  - Develop an effective local strategy ensuring a coordinated multi-agency response.
  - Increase understanding amongst practitioners and the wider public.
  - Safeguard children who are potentially more vulnerable – this includes establishing effective communication channels and ensuring multi-agency training.
  - Consider setting up a working group or sub group on CSE and appoint a lead officer to provide a coordinated response.
  - Develop links with neighbouring authorities and ensure cross border working.
- 3.7 A MFH /CSE Sub Group has been established by HSCB which reports directly to the HSCB Executive. The Sub Group oversees the Halton's CSE Action Plan which sits under the Pan-Cheshire and national action plans. The main focus of the Sub Group's business currently is:
- Undertaking a 'snapshot' across partner agencies of incidences of suspected CSE
  - Ensuring training and awareness raising materials are available to frontline staff
  - Developing CSE Practice Guidance

### **Current Picture of Missing from Home and Care**

- 3.8 There have been several changes to the collection of data from Cheshire Constabulary and Catch 22 and there is still further developments planned for autumn 2013. Annually for 2012/13 the number of incidents reported to the police was 623 compared to 905 for 2011/12 which is an overall reduction of 31%. The graph below shows the total of incidents for adults, children and children in care from January to August 2013. For quarter 1 April to July there has been a reduction of 21% when compared to the same quarter during 2012/13, with 37 less Police incidents from 176 to 142. For quarter 2 onwards

this will include CICOLA's and the breakdown of incidents and number of repeat young people.



3.9 Catch 22 receives notifications from the police to undertake return interviews for young people that meet the Pan Cheshire MFH protocol of 3 or more episodes, LAC, missing over 24 hours or if there the young person appears to act out of character and is vulnerable. The below gives a snap shot of the activity for 2012/ 2013.

| Snap Shot of Halton for 2012/2013   |  | No  |
|---|--|-----|
| Total Number of <b>individuals that have been reported Missing to the service</b>                   |  | 165 |
| Total number of Individuals that have had a Return Interview  |  | 148 |
| Number of Individual Young People that have undertaken Direct Work                                  |  | 107 |
| Total Number of episodes that have been reported to and actioned by the Service                     |  | 310 |
| Number of <u>repeat</u> (3 or more 90 day period) <b>individuals</b>                                |  | 32  |
| Number of <u>repeat</u> (3 or more 90 day period) episodes  |  | 150 |
| Number of planning meetings attended as a result of missing on more than 3 occasions across 90 days |  | 107 |

3.10 Children and young people are more likely to be reported missing from the home than from care. That has been a fairly consistent theme and attributes to over half of all missing incidents. Catch 22 data for April to July 13 shows that at total of 37 individuals met the protocol. The number of children in care that are going missing is reducing, however we do still have a small number of CICOLA's that are creating repeat episodes.

3.11 A new pathway with Social Care started in July 2013. Catch22 receives notification from Cheshire Constabulary for a missing Incident as identified in Pan Cheshire Missing from Home Protocol. One of those triggers is if the Child is Looked After. In order to ascertain if this is the correct Status of the Child or Young Person at the point of notification to the Missing from Home Service, Catch22 will, via secure email, share all Missing Incidents pertaining to Looked

After Children, to quality assure this process. This will be done in advance of any reports, to ensure that data is correct at the point of writing. If any inconsistencies are highlighted, the point of the error can be established. Also on a monthly basis Catch22 will share information on all Missing Incidents for all children and young people that go missing for 24 Hours or more.

- 3.12 Performance mapping is regularly taking place to enable targeted prevention work particularly in schools. There have been a series of sessions on Risks and Dangers delivered in both primary and secondary schools. Catch 22 have co facilitated with LSCB training events to highlight the Missing from Home Service and the link of Missing to potential Child Sexual Exploitation. A telephone helpline is available and delivered in partnership with a national organisation 'Missing People'. It is operational 24 hours per day, 7 days per week, 365 days per year.
- 3.13 The Pan Cheshire Missing from Home Service was mentioned in a recent article as good practise that was published with Children and Young People Now in May 2013 as a positive response to working with young people in care. The PAN Cheshire model is highlighted as good practise within ACPO (Association of Chief Police Officers) Guidance on the Management, Recording and Investigation of Missing Persons 2013.

### **Current Picture of Child Sexual Exploitation**

- 3.14 Halton's MFH /CSE subgroup has been in place for a few months. The group key activities have been the development and roll out of training and publicity materials to practitioners. The sub group develops and monitors the local CSE action plan which has clear actions and outcomes.
- 3.15 There is a CSE operational multi-agency group that meets to share local information from cases of young people identified as being at risk of harm due to sexual exploitation. This partnership arrangement will help to identify links between children and young people as potential victims, links with potential perpetrators and potential hotspots. There have been 18 referrals into the group so far and the information and intelligence that is being gathered will provide a matrix plan that will enable us to identify and target specific families / perpetrators, locations, business etc. where CSE has been identified as an issue. The operational group is showing there is no evidence to date of any CSE by groups or gangs.
- 3.16 The Relationship Centre has the AWARE project which is a Comic Relief funded project from 2011 to December 2013. The project works with young people from Halton and Warrington at risk of, or suffering from, sexual exploitation; and with young people who have gone on to exploit other young people after previously having being victims of exploitation themselves. From January to July 2103 there have been 34 referrals to the service of which 31 where females the highest proportion aged 12- 14 years. Some of these referrals have come from a group of girls within a school. This trend is indicative as the growing awareness amongst professionals working with this particularly vulnerable group and is a direct result of the training carried out in Halton by the team of multi- agency professionals.

- 3.17 Cheshire Constabulary have introduced a new sergeant that will work across Cheshire to support and co-ordinate activity of the police MFH co-ordinators and shortly the additional officer's to support CSE across Cheshire including Halton. The new post will provide the vital link to exchange of intelligence across police forces
- 3.18 Catch 22 as the missing from home and care service does have links to CSE, through this has been notably low so far they have seen a trend for young people at risk of CSE by internet / mobile phone use when completing Return Assessments. This may not be the primary reason for them running but due to lack of positive adult influence or parenting and attachment issues and low self-esteem these young people are very vulnerable. This is predominantly young females aged 13 – 16 years. Catch 22 have introduced a part time post for 6 months to support the CSE agenda this will mainly around awareness raising and to assist with the development co-ordination of intelligence for the operational group feeding into LA and police around building up a CSE picture.

### **Future Developments**

- 3.19 Halton is linked in both locally, regionally and nationally to key areas and areas of best practise. There is a commitment across the partnership around the support and development of both the MFH and CSE programmes; Halton is being proactive but proportionate with the expansion of agenda's. Some key activities over the coming months are:
- Agreement to continue with Catch 22 as the current provider to deliver MFH services across Cheshire until March 2015.
  - The Pan Cheshire MFH protocol will be refreshed at the end of 2013 in line with the proposed new DoF guidance that will including a process of children and young people that are absence
  - Development of the Pan Cheshire Communications group that will be key to deliver publicity materials across both Cheshire including businesses.
  - Development of a CSE risk assessment
  - Agreement of MFH action plan in line with OFSTED recommendations.

## **4.0 POLICY ISSUES**

- 4.1 The authority continues to have a statutory duty to provide services to looked after children within the authority around Missing.

## **5.0 OTHER IMPLICATIONS**

- 5.1 The work around MFH and CSE service delivery will assist with the new OFSTED inspection framework (2012) for local authorities. The Framework indicates a focus on the journey, experiences and voice of the child, stating: At every stage of the child's journey, the inspection will evaluate the effectiveness of:

- The focus on the interests of the child

- How well all partners take account of children's wishes and feelings and the extent to which this informs their care.

## **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **6.1 Children and Young People in Halton**

This service directly relates to improving the safety and wellbeing of children and young people by reducing the incidents of missing and risky behaviour. The services support key elements within Halton's Safeguarding and Children and Young People's Plans.

### **6.2 Employment, Learning and Skills In Halton**

The service will ensure that children and young people that go missing from home or care; subject to or at risk of CSE are supported in their learning and future employment and skills development.

### **6.3 A Healthy Halton**

The service support people to minimise reduce the risks of harm, and access relevant services to improve their physical and mental health and wellbeing.

### **6.4 A Safer Halton**

The service provides support to vulnerable children, young people and families to assist them to access appropriate service provision within their local communities. This links to satisfaction with services and overall perception of the area in which people live.

### **6.5 Halton's Urban Renewal**

None.

## **7.0 RISK ANALYSIS**

None

## **8.0 EQUALITY AND DIVERSITY ISSUES**

The services specified within this report relate to the needs of individuals and families with protected characteristics as defined within the Equality Act 2010.

## **9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

| <b>Document</b>                   | <b>Place of Inspection</b>                                  | <b>Contact Officer</b> |
|-----------------------------------|---|------------------------|
| Equality Impact Assessment (2011) | Contracts & Commissioning Team, Second Floor, Rutland House | Barbara Butterworth    |



|                           |   |
|---------------------------|---|
| <b>REPORT TO:</b>         | Children Young People and Families Policy and Performance Board |
| <b>DATE:</b>              | 28 October 2013   |
| <b>REPORTING OFFICER:</b> | Strategic Director, Children & Enterprise                       |
| <b>PORTFOLIO:</b>         | Children, Young People and Families                             |
| <b>SUBJECT:</b>           | Pledge to Children in Care                                      |
| <b>WARD(S)</b>            | Borough-wide  |

### 1.0 **PURPOSE OF THE REPORT**

- 1.1 To present the revised Pledge to Children in Care and to seek approval of it.

### 2.0 **RECOMMENDATION That PPB:**

- i) Endorse the Pledge
- ii) Endorse action to promote the Pledge so it known to the Council, Children's Trust and other partners.
- iii) Identify actions to support the commitments to Children in Care.

### 3.0 **SUPPORTING INFORMATION**

- 3.1 The Government's Green Paper "Care Matters: Transforming the Lives of Young People in Care" and the subsequent White Paper "Care Matters: Time for Change" identified steps that needed to be taken to improve outcomes for children and young people in care.
- 3.2 The Children and Young Persons Act 2008 then set out the reforms that were needed to transform the life chances of children in care. The Act strengthened the statutory framework around the care system to enable children and young people to receive high quality care and support, and drive improvements in the delivery of services focussed on the needs of the child.
- 3.3 One of the key aims of these developments was to improve the role of the corporate parent, as part of children's trusts. It is with the corporate parent that responsibility and accountability for the wellbeing and future prospects of children in care and care leavers ultimately rest.

- 3.4 A good corporate parent must offer everything that a good parent would, including stability. It must address both the difficulties which children in care experience and the challenges of parenting within a complex system of different services. This means that children in care and care leavers should be cared about, not just cared for, and that all aspects of their development should be nurtured requiring a corporate approach across all of the agencies involved in the Children's Trust.
- 3.5 The corporate parents are the officers and Members of the Council, members of the Children's Trust, and other partner agencies.
- 3.6 It is equally important that children have a chance to shape and influence the parenting they receive.
- 3.7 In order to improve the role of the corporate parent the Government announced their expectation that:-
- i. every local authority should put in place arrangements for a Children in Care Council, with direct links to the Director of Childrens Services and Lead Member. This would give children in care and care leavers a forum to express their views and influence the services and support they receive
  - ii. every local area should set out its 'Pledge' to children in care and care leavers covering the services and support that they should expect to receive
  - iii. the Director of Children's Services and Lead Member for Childrens Services should be responsible for leading improvements in corporate parenting
- 3.8 Halton established its Children in Care Council in December 2007. Work on the Pledge commenced in October 2008 and concluded with the young people accepting the final version at their meeting in May 2009. This was endorsed by Executive Board in July 2009.
- 3.9 The Pledge was reviewed with children in care and care leavers between February and July 2013. Whilst the Children in Care Council was central to the consultation, questionnaires were also sent to all children in care aged over 7 years, 1:1 consultations were offered and young people were invited to attend their Council meetings.
- 3.10 The young people felt that much of the previous Pledge remained relevant but that they would prefer to see the commitments presented in a fuller and more self-explanatory way. The result of their work is presented in draft form at Appendix 1 and represents the 12 key things that children in care and care leavers say are key to improving outcomes for them. The Pledge has been endorsed by Full Council on 16<sup>th</sup> October and is supported by the Care Leavers Charter (Appendix 2) which has also recently been endorsed by

Executive Board.

- 3.11 Officers, Members, The Children’s Trust and other partners all need to contribute in order to achieve the commitment contained within the Pledge.

4.0 **POLICY IMPLICATIONS**

- 4.1 The Pledge is consistent with national policy, the Care Matters agenda, Halton’s multi-agency strategy for Children in Care and legislation.

5.0 **OTHER IMPLICATIONS**

- 5.1 The Pledge is consistent with the Council’s responsibility as a Corporate Parent.

6.0 **IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

6.1 **Children & Young People in Halton**

The Pledge is consistent with ensuring the best possible outcomes for children in care and care leavers and in promoting their life chances.

6.2 **Employment, Learning & Skills in Halton**

Improving outcomes for children in care and care leavers and ensuring that they receive the appropriate education and are supported to find employment are essential to their long term economic prospects.

6.3 **A Healthy Halton**

Improved outcomes will contribute to the emotional and physical well being of children in care and care leavers.

6.4 **A Safer Halton**

Improving outcomes and raising the aspirations and achievements of children in care and care leavers will contribute to constructive and long term options for them.

6.5 **Halton’s Urban Renewal**

Improved outcomes for children in care and care leavers will enhance their own and the borough’ economic environment.

**7.0 RISK ANALYSIS**

7.1 There are no significant risks associated with the Pledge.

**8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 Improving the life chances of children in care and care leavers through ensuring that they receive the services and support they require, will contribute to meeting the needs of this vulnerable group.

**9.0 REASON (S) FOR DECISION**

9.1 The Children and Young Persons Act 2008 strengthened the role of the corporate parent. The Government requires every local area to set out its 'Pledge' to children in care and care leavers covering the services and support that they should expect to receive.

**10.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED**

10.1 There is no prescribed format for a Pledge to children in care and care leavers. Halton's 'Pledge' has been designed and reviewed by the Children in Care Council and care leavers and therefore it is the one they would like the Executive Board to endorse.

**11.0 IMPLEMENTATION DATE**

11.1 Immediately

**12.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

| <b>Document</b>                    | <b>Place of Inspection</b> | <b>Contact Officer</b> |
|------------------------------------|----------------------------|------------------------|
| Children in Care Strategy          | Rutland House              | Christine Taylor       |
| Children & Young Person's Act 2008 | DCSF Website               | Christine Taylor       |

# The Pledge

## What is the Children in Care Council?

The Children in Care Council is a group of young people, who are all cared for by Halton Borough Council, who represent the views and wishes of all children in care and care leavers. We meet once a month to discuss the things that really matter in our lives. The Children in Care Council gives us the chance to speak up, shape and influence the parenting we receive at every level.

We would like you to get involved! If you would like to join the Children in Care Council, get more involved or raise an issue for discussion please contact us ...

## What is the pledge to Children in Care and Care Leavers?

The Pledge is a promise made by Halton Borough Council to all Halton children in care and care leavers. This pledge spells out how we promise to help.

## Pledge Statements

1. We will help you and stick by you.
2. We will love and care for you as we would our own children.
3. We promise to keep you safe and make sure you live in a safe place
4. We will support you to see appropriate family and friends. If you can't see them we will explain the reasons why.
5. We will help you to keep in touch with old friends and make new friends.
6. We will give you pocket money and explain pocket money arrangements to you at the start of your placement.
7. We will help you achieve in school and try new activities.
8. We will look after your health.
9. We will keep your information private.
10. We will help you to speak up.
11. We will give you time and space to express your feelings and give you opportunities to influence decisions about your future.
12. We will support you when you move on to adult life.

**Children in Care Council**  
**07582 369 266**



Department  
for Education



# Charter for Care Leavers

A Charter is a set of principles and promises. This Charter sets out promises care leavers want central and local government to make. Promises and principles help in decision making and do not replace laws; they give guidance to show how laws are designed to be interpreted. The key principles in this Charter will remain constant through any changes in Legislation, Regulation and Guidance. Care leavers urge local authorities to use these principles when they make decisions about young people's lives. The Charter for Care Leavers is designed to raise expectation, aspiration and understanding of what care leavers need and what the government and local authorities should do to be good Corporate Parents.

## We Promise:

### To respect and honour your identity

- We will support you to discover and to be who you are and honour your unique identity. We will help you develop your own personal beliefs and values and accept your culture and heritage. We will celebrate your identity as an individual, as a member of identity groups and as a valued member of your community. We will value and support important relationships, and help you manage changing relationships or come to terms with loss, trauma or other significant life events. We will support you to express your identity positively to others

### To believe in you

- We will value your strengths, gifts and talents and encourage your aspirations. We will hold a belief in your potential and a vision for your future even if you have lost sight of these yourself. We will help you push aside limiting barriers and encourage and support you to pursue your goals in whatever ways we can. We will believe in you, celebrate you and affirm you. **We will seek opportunities to celebrate your achievements.**

### To listen to you

- We will take time to listen to you, respect, and strive to understand your point of view. We will place your needs, thoughts and feelings at the heart of all decisions about you, negotiate with you, and show how we have taken these into account. If we don't agree with you we will fully explain why. We will provide easy access to complaint and appeals processes and promote and encourage access to independent advocacy whenever you need it.

### To inform you

- We will give you information that you need at every point in your journey, from care to

adulthood, presented in a way that you want including information on legal entitlements and the service you can expect to receive from us at different stages in the journey. **We will provide this information as early as is appropriate** and keep it up to date and accurate. We will ensure you know where to get current information once you are no longer in regular touch with leaving care services. We will make clear to you what information about yourself and your time in care you are entitled to see, **including your health information. We will ensure that your personal information is safely managed and stored.** We will support you to access this when you want it, to manage any feelings that you might have about the information, and to put on record any disagreement with factual content.

### To support you

- We will provide any support set out in current Regulations and Guidance and will not unreasonably withhold advice when you are no longer legally entitled to this service. As well as information, advice, practical and financial help we will provide emotional support. **We will assist you, where necessary, to access specialist health and other support services.** We will make sure you do not have to fight for support you are entitled to and we will fight for you if other agencies let you down. We will not punish you if you change your mind about what you want to do. We will continue to care about you even when we are no longer caring for you. We will make it our responsibility to understand your needs. If we can't meet those needs we will try and help you find a service that can. We will help you learn from your mistakes; we will not judge you and we will be here for you no matter how many times you come back for support.

### To find you a home

- We will work alongside you to prepare you for your move into independent living only when you are ready. We will help you think about the choices available and to find accommodation that is right for you. We will do everything we can to ensure you are happy and feel safe when you move to independent living. We recognise that at different times you may need to take a step back and start over again. We will do our best to support you until you are settled in your independent life; we will not judge you for your mistakes or refuse to advise you because you did not listen to us before. We will work proactively with other agencies to help you sustain your home. **We will support you in your search for employment, education and training opportunities in recognition that this will help you to maintain your independence and achieve in life.**

### To be a lifelong champion

- We will do our best to help you break down barriers encountered when dealing with other agencies. We will work together with the services you need, including housing, benefits, colleges and universities, employment providers and health services to help you establish yourself as an independent individual. We will treat you with courtesy and humanity whatever your age when you return to us for advice or support. We will help you to be the driver of your life and not the passenger. We will point you in a positive direction and journey alongside you at your pace. We will trust and respect you. We will not forget about you. We will remain your supporters in whatever way we can, even when our formal relationship with you has ended.

**Signatures**



|                           |  |
|---------------------------|--|
| <b>REPORT TO:</b>         | Children and Families Policy and Performance Board |
| <b>DATE:</b>              | 28 October 2013                                    |
| <b>REPORTING OFFICER:</b> | Strategic Director, Children & Enterprise          |
| <b>PORTFOLIO:</b>         | Children Young People and Families                 |
| <b>SUBJECT:</b>           | Scrutiny Topic – Independent Living Skills         |
| <b>WARD(S)</b>            | Borough Wide                                       |

## **1.0 PURPOSE OF THIS REPORT**

1.1 To provide an update to the Board on the work undertaken on the scrutiny board to date.

**2.0** Recommended that:

2.1 Board notes the update

2.2 Approves the recommendations proposed to date

## **3.0 BACKGROUND**

3.1 A scrutiny group was established to undertake a review of how to further develop the effectiveness of the independent living skills taught to children and young people with ASD in Halton schools. The aim of the scrutiny group is to:

- Collect information on the experience of staff, children and young people;
- Identify good practice in the delivery of independent Living Skills in a variety of settings;
- Identify further opportunities to develop effective independent living skills for children and young people with ASD in schools utilising the existing skills and resources available.

3.2

The group have agreed that they need to adopt an approach that focuses attention on what is valued most in the existing system and generate curiosity as to what the future may look like if these values

are further developed. It is also aimed to highlight the schools and settings best attributes for staff and pupils so that positive practice can be shared and encouraged. Finally the group intends to explore how the acquisition of independent life skills could be improved for children and young people with social communication and autism.

4.0 **Progress to date**

4.1 The Group consists of number of elected members with a particular interest in supporting outcomes for children and young people with complex needs and Autism. The first meeting established the scope of the task and agreed an outline of plans of visit to a variety of settings, both in and outside of the Borough. The purpose of the visits was to understand the current practice and provision and listen to the views and feelings of both staff and children and young people.

4.2 Visits have already been undertaken to a number of settings. A summary of each visit is provided below.

**Ashley School**

Ashley school is now a fully accredited school designated to meet the needs of vulnerable higher functioning pupils with a diagnosis of ASC and those with identified Social communication difficulties. Aged 11-19.

The visit highlighted the impressive environment and knowledge and understanding of staff regarding their role in developing independence, confidence and social interaction in these pupils alongside progress in other curriculum areas.

The staff demonstrated huge enthusiasm for their work and pupils were extremely eager to talk about their role as well as their enjoyment in attending the provision. There was extensive use of environmental learning and development of independence skills. There was also significant emphasis upon the voice of the child and pupil views as well as strategic use of the School Council which is led by pupils. Pupils were confident in their communication with Councillors and happy to share their views and recommendations.

**Brookfields School**

Brookfields school is a Primary Special school catering for the needs of children with Complex need and Autism from nursery age to the end of key stage 2

There have been two visits to Brookfields School to date. The visits were undertaken by two groups of Councillors. The school is fully accredited as a National Autistic Specific provision and has held and

maintained this accreditation for a number of years. The development of independence begins early in this setting and parent classes are held to share good practice with staff. Staff is responsive to parents and work to support parents in developing appropriate structures at home.

The pupils engage in environmental learning programmes and develop independence skills to equip them for enjoying social activities both at home and school.

The provision is acknowledged as outstanding and significant use of Pupil Council is also evident here. Pupils make known their requests for social and interactive activities and support local charities.

### **Wargrave House**

Wargrave House is an Independent out of Borough Provision designated and accredited School for Children and young people with Autism.

The Head teacher conducted the visit and there was no interaction with pupils .It is intended that a further visit is undertaken at Wargrave .

### **Cavendish School**

Cavendish School is currently a Local Authority Day Special School. It is however looking to convert to academy status on 1<sup>st</sup> January 2014. It is designated to meet the needs of pupils with complex needs autism. The school has National Autistic Society Accreditation and meets a range of needs both physical and sensory from 11yrs.to 19yrs.

The visit was undertaken by Elected members and officers. The staff demonstrated enthusiasm for their work and pupils were eager to communicate about their interests as well as their enjoyment in attending the provision. There was extensive use of environmental learning and development of independence skills.

There was also significant emphasis upon the voice of the child and pupil views as well as strategic use of the School Council which is led by pupils. Pupils were confident in their communication with Councillors and happy to share their views and recommendations.

Independent travel instruction was in process and discussions with the tutor and pupils indicated the value, worth and enjoyment in this

activity. Pupils were developing the skills to equip them to be able to engage in walks and travel on transport independently. The pleasure and pride experienced by these young people was infectious.

### **Inglefield**

The purpose of the visit to Inglefield was to view a unit in this provision that could extend provision and opportunities for further life skills teaching as well as overnight stays for pupils from Halton Settings. Councillors and officers and a Headteacher visited the provision and were extremely impressed with the possibility of providing support using this purpose built resource base. It is proposed that the possibility of this resource being commissioned by the school to provide extended experiences for young people as well as some element of respite for parents could be explored.

### **Simms Cross Primary School (ASC Resourced)**

The visit to Simms Cross was undertaken by a range of Councillors as well as LA staff and Special School representatives. The group was encouraged to observe pupils with ASC and supported by the base, Integrate into mainstream class lessons with their chronological peers. They were well supported by additional staffing ratios, but encouraged to be as independent as their peers, The Inclusion and encouragement towards independence, in a safe environment was impressive and the pupils clearly enjoyed the process. Any concern or anxiety was dealt with swiftly and pupils were clearly happy and safe.

The visiting group was also able to meet with the pupils in a smaller group and encouraged to engage with the children in order to understand pupil's voice. The guidance sheets prepared by the school enable the visitors to approach the pupils with some understanding of their likes and dislikes. This was helpful as it ensured that the visitors were aware of pupil sensitivities. This is essential to know when dealing with pupils having this category of need. Pupils were happy to engage and wanted to illustrate to the visitors things that they felt they enjoyed and how they felt more

confident and able to do more for themselves.

- 5.0 The group of visitors then had the opportunity to meet with a parent of a current pupil and hear how attendance at the school had not only had a significant impact on his child's progress but had improved home life and confidence of both himself and his wife. It was a memorable and impressive visit.

The visiting group took suggestions and recommendations of ways in which the resource could be further developed to provide additional support for Independent Learning.

## **Next Steps**

- 5.1 The opportunities for:

- Residential experienced for pupils that could offer life skills training in a more domestic environment was a suggestion that occurred through many of the settings visited.
- Advantages gained from continuing with the Local Authorities Strategy of provide resources, as far as possible to both Widnes and Runcorn based pupils.
- Extended use of Independent travel training.
- Extended use of technology, particularly in form of iPads.
- Extended use of mobility training.

The above were recurring themes raised during the visits. Recommendations to date:

- To provide opportunities for children and young people with ASC and social communication difficulties to access extended independence opportunities close to their homes in both Runcorn and Widnes.
- To investigate the possibility of commissioning the Independent Living Unit at Inglefield, in order to provide opportunities for residential training and experience for pupils Key Stages 2,3,4 & post 16
- To investigate the opportunity to commission existing available residential resource that may be immediately available within our current special school provision, in the

Widnes area.

Undertake further visits to mainstream resourced provision in Halton and compare with provision that may include residential provision in:

- Halton Provision in both Widnes and Runcorn  
( See attached Provision Map for location of provision in Halton)
- Other neighbouring Authorities

5.2 The available data needs analysis in order to better understand the factors involved. Current service provision needs to be further developed to meet the needs of children and young people. There needs to be an agreed definition and understanding of Independent Living Skills and create a vision based on reflecting on what has already been successful and resulted in positive experiences for the children and young people. Need to identify how we can take into consideration the wishes of young people to acquire independent life skills particularly those young people with social communication and autism. Finally consideration needs to be made as to how the regional offer could be improved.

## 6.0 **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### 6.1 **Children and Young People**

Ensuring provision meets need within the Borough as well as the locality.

Supporting Local Offer Requirements set out in Section 3 Children & Families Bill 2013

### 6.2 **Employment, Learning & Skills in Halton**

To ensure that young people with Autism and Social Communication difficulties have every opportunity to develop independence skills.

To enable them to access employment wherever possible

### 6.3 **A Healthy Halton**

To ensure that all young people in Halton have improved outcomes in particular Mental Health and well being

To ensure that these particular young people develop skills to understand how to look after their own needs wherever possible

### 6.4 **A Safer Halton**

To ensure that vulnerable young people have the skills to travel safely.

To encourage increased independence wherever possible

6.5 **Halton's Urban Renewal**  
None

7.0 **RISK ANALYSIS**

7.1 Need to maintain, extend and further develop current provision to address increasing transport costs as well costs related to Out of Borough Provision.

7.2 Duty to respond to pupil and parent voice to ensure that young people are given the opportunity to remain in their local community. Need to improve outcomes for Children and young people with Autistic Spectrum condition and Autism

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 Ensure that Children and young people with Special Educational Needs have their needs met locally

8.2 Providing Equal Opportunities having regard to the Equality Act 2010

9.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

| <b>Document</b>   | <b>Place of Inspection</b> | <b>Contact Officer</b> |
|---|----------------------------|------------------------|
| Equality Act 2010   | <b>Rutland House</b>       | Jennifer John          |
| The Green Paper 2011  |                            |                        |
| Children & Families Bill 2013                                     |                            |                        |
| Draft Code Of Practice for Special Educational Needs October 2013 |                            |                        |

## TOPIC BRIEF

### Topic Title:

*How we can further develop the effectiveness of the independent living skills taught to children and young people with ASD in Halton schools.*

**Officer Lead:                    Operational Director Learning and Achievement**

**Planned start date:        Spring Term 2013**

**Target PPB Meeting        Autumn 2013**

### Topic Description and scope:

- To undertake a qualitative case study to generate rich data and allow focus on the positive experiences of the staff and children and young people to identify areas of good practice in the delivery of Independent Living Skills in a variety of settings
- To work across two schools, one in Borough and one out of Borough , with participants who will attend 1:1 semi-structured interviews
- Through the use of appreciative inquiry, what factors are identified within the chosen schools as having the greatest positive impact on the acquisition of independent life skills by children and young people with ASD?
- How can Halton Borough Council further develop the effectiveness of the independent living skills taught to children and young people with ASD in its schools?

### Why this topic was chosen:

- To identify schools' best attributes and encourage participants to envisage the organisational future. To focus attention on what is valued most in Independent Living Skills within the existing system and consider what the future may look like if those values and Skills develop further.
- It is hoped that by exploring positive experiences, discussion will not become entrenched in problem talk which can overwhelm participants and create barriers to change

### Key outputs and outcomes sought:

- By identifying the schools and settings best attributes and encouraging participants to envisage the organisational future,
- To adopt an approach that focuses attention on what is valued most in the existing system and provoke curiosity regarding what the future may look like if those values develop further.



**The topic will consider the following:**

- The interrogation of available data in order to better understand the factors involved
- The development of current service provision to encompass children and young people.
- How we define and understand Independent Living Skills
- *create a vision of what has been successful by reflecting on positive experiences*  
The identification identify of wishes to envisage how the acquisition of independent life skills could be improved for children and young people with social communication and Autism
- Consideration of what may improve the regional offer

**Which of Halton's 5 strategic priorities this topic addresses and the key objectives and improvement targets it will help to achieve:**

- **Children & Young People:**
- Developing current work in this area will support Halton's children and young people to achieve and to reach their full learning and development potential.
- Key Objective A - Improve outcomes for children and young people and develop their potential to improve social integration and attain increased Independence
- Key Objective B--- Improve outcomes for our most vulnerable children and young people particularly those identified as having Social Communication needs and/or Autism by targeting services effectively.
- Key Objective C- Improve outcomes for children and young people with Social Communication and Autism

The safeguarding of Halton's children and young people is a key priority across the Trust and runs through all our work.

**Nature of expected/desired PPB input:**

Member-led scrutiny review of the proposals for further development of this work, which will feed into the further development of social inclusion through the development of Independent living skills.

**Preferred mode of operation:**

- Briefings delivered by representatives of the Group to provide an overview of the current local position and predicted trends based upon recent Halton-specific data, with recommendations for driving the agenda forward within a context of cost benefit analysis
- Meetings with relevant colleagues across Halton Children’s Trust to examine current best practice, gaps in service, skills and capacity analyses and the subsequent implications and recommendations for commissioning
- Visits to settings
- Discussions with staff and students
- Photo voice
- Out of Borough visits

Agreed and signed by:

PPB chairs .....

Officer .....

Date .....

Date .....

# SPECIALIST PROVISION IN HALTON

## RUNCORN

**The Brow Primary**  
KS1 Speech, Language, Communication & Associated Behavioural Difficulties  
Resource Base – 7 places

**The Grange School**  
KS1 & KS2 Autism  
Resource Bases – 2x7 places

**The Grange School**  
KS3/4 Speech, Language & Communication  
Resource Base – 10 places

**The Brow Primary**  
KS2 Speech, Language & Communication  
Resource Base - 10 places

**The Grange School**  
KS3/4 Autism  
Resource Base  
6 places

**Woodside Primary**  
BESD Resource Base  
7 places

**Palacefields Primary**  
Complex Cognition & Learning Needs  
Resource Base - 10 places

**Westfield Primary**  
Hearing Impairment  
Resource Base - 6 places

**Weston Point**  
BESD Resource Base  
7 places

**ASHLEY**  
Cognition & Learning, & Social and Emotional Difficulties Special School  
11-16 yrs - 120 places

**CHESNUT LODGE**  
Special School  
Physical/Medical/Sensory Difficulties Special School  
2-16 yrs – 76 places



**BROOKFIELDS**  
Severe & Complex Learning Disability & Difficulty ASD/SLD/PMLD Special School  
2-11 yrs - 73 places

**CAVENDISH**  
Severe & Complex Learning Disability & Difficulty ASD/SLD/PMLD Special School  
11 – 19 yrs - 90 places

**Wade Deacon**  
KS3/4  
Hearing Impairment  
Resource Base - 6 places

**Oakfield Primary**  
Speech, Language & Communication  
Resource Base – 10 places

**Simms Cross**  
KS1 & KS2 Autism Resource Bases  
2x7 places

**The Bankfield School**  
KS3/4 Speech, Language & Communication  
Resource Base - 10 places

**Oakfield Primary**  
KS1 for Speech, Language and Communication & Associated Behavioural Difficulties  
Resource Base – 7 places

**St Peter & Paul High**  
KS3/4 Autism  
Resource Base - 6 places

## WIDNES

**REPORT TO:** Children, Young People & Families PPB

**DATE:** 28<sup>TH</sup> October 2013

**REPORTING OFFICER:** Strategic Director, Children & Enterprise

**PORTFOLIO :** Children, Young People and Families

**SUBJECT:** Update of review of children's emotional health and well-being services

**1.0 PURPOSE OF REPORT**

1.1 To provide an update to SMT regarding the Children's Emotional and Mental Health and Wellbeing Review.

**2.0 RECOMMENDED that**

- (i) A comprehensive CAMHS Partnership Board is established which is chaired by a Senior Member of the CCG

**3.0 Supporting Information**

3.1 The Commissioning Partnership have agreed to prioritise children's emotional health and mental wellbeing. The CCG, Public Health and the Local Authority are working together to help develop a comprehensive emotional health and mental wellbeing provision across the Borough.

3.2 A children's emotional health and mental well-being event was held on the 10<sup>th</sup> July in Widnes. A wide number of stakeholders attended the event which included parents, professionals and Members.

3.2 Attached are the findings from the event that the stakeholders identified as areas for development for the purpose of this project. The stakeholders who attended the event proposed that a Partnership Board was required to take this work forward.

3.3 The findings have been circulated to the attendees and some quick wins have been established and prioritised. These include the development of a children's emotional health and mental well-being service directory guide. This is web based linked to the Living Life Well web site.

3.4 The Public Health team have developed a comprehensive needs analysis which when combined with the stakeholder event provides an excellent

range of qualitative and quantitative evidence that supports this piece of work.

- 3.5 Children's emotional health and mental wellbeing is everybody's business. As a consequence it is essential that the comprehensive CAMHS Partnership Board has wide representation to ensure wide system engagement in to the board.
- 3.6 The proposed Board is required to ensure that all agencies are working together to support this topic. The importance of multi-agency working at a strategic and operational level cannot be underestimated and services and agencies will all need to work together and cooperate to ensure the best positive outcomes are achieved for children and young people.
- 3.6 The Board will be responsible for the development of a comprehensive CAMHS provision across the borough. The Board will be accountable to the commissioning partnership and the Health and Well Being Board. The Board will be responsible for the following aspects of service development:
- Networking and developing best practice and shared pathways
  - Service redesign and retendering opportunities (Budget Management)
  - Workforce development
- 3.7 Draft terms of reference have been developed and are awaiting approval at the first Partnership meeting.
- 3.8 With Children and Young People's being a Commissioning Partnership Priority it is suggested that the leadership of the Board is a pivotal role and therefore Gill Frame (Clinical Lead for Children's Services CCG) is ideally placed to Chair the Board.
- 3.9 Once the Board has been established there may be the development of task and finish groups established to develop good practice and to work on designated pieces of work.
- 3.10 A Young Person's Focus Group has been established and an initial consultation event has been completed where young people were able to feedback their issues and concerns with the current system.
- 3.11 Further updates will be provided to Children's commissioning Partnership, PPB and SMT.

#### **4.0 POLICY IMPLICATIONS**

- 4.1 This work stream is being developed in conjunction with the revised Mental Health Policy and Health and Well Being work.

## **5.0 OTHER IMPLICATIONS**

5.1 None at this time

## **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **6.1 Children and Young People in Halton**

Children's emotional and mental health is a Children's Trust Priority.

### **6.2 Employment, Learning and Skills in Halton**

Employment, learning and skills opportunities are influenced by the emotional health and well being services and it is envisaged this work will have a positive impact.

### **6.3 A Healthy Halton**

The services support people to improve their mental health and wellbeing. Issues outlined in this report focus directly on this priority.

### **6.4 A Safer Halton**

The services provide support to vulnerable children, young people and families to assist them to access appropriate service provision within their local communities. This links to satisfaction with services and overall perception of the area in which people live. Issues outlined in this report focus directly on this priority.

## **7.0 RISK ANALYSIS**

Failure to agree and implement this work in an integrated approach will have a negative impact upon the achievement of priority outcomes agreed by Halton Children's Trust and the Halton Health and Wellbeing Board.

The review will lead to the development of an integrated service that would most accurately and effectively meet local needs.

## **8.0 EQUALITY AND DIVERSITY ISSUES**

8.1 The services specified within this report relate to the needs of individuals and families with protected characteristics as defined within the Equality Act 2010.

**CAMHS Event 10<sup>th</sup> July 2013, Identified Themes  
BARRIERS AND OPPORTUNITIES**

| <b>COMMUNICATIONS</b>  | <b>SYSTEM</b>  | <b>CAPACITY / ACCESS</b>  |
|--|--|---|
| <p>Poor understanding of services<br/>Stigma to accessing services<br/>Parent's children as co-creators<br/>Outreach for older YP – not enough sharing the good stuff<br/>Broader participation<br/>Parenting/ intergenerational<br/>Clarity around tiers / staff – communication with GP<br/>Clarity for practitioners on referral extension Tier 2 support counselling and families<br/>Vision and strategy is an opportunity to work towards bringing things together</p> | <p>Organisational boundaries<br/>GP assessment, time given<br/>Align evidence with service provision / prevention<br/>Thresholds – pathway ; at what point to do what ?<br/>Shift of professional support v. referring onto services<br/>Transition to adult services – culture change<br/>Breaking down barriers between organisation and services<br/>Pathway referral includes family assessment web based support Directory<br/>Aligning evidence with services and commission against evidence<br/>Genuine willingness to work with other organisations<br/>early years – child health programme focus clearly<br/>outcomes and measurements<br/>Cycle for 'older' younger people<br/>Open ended provision – spread out interventions<br/>Location made more youth friendly / flexible<br/>Be better at clear strategy and action plan transparency<br/>Identify age range area</p> | <p>Resources/capacity<br/>Targets<br/>Retention of staff – loss of continuity<br/>Fixed term contracts – contracts for services<br/>Funding<br/>Planning services is prohibited<br/>Workforce turnover<br/>Waiting times<br/>Link worker capacity<br/>Momentum in early years sustained<br/>Increase – generic support as existing staff quite specialist</p> |

**CAMHS Event 10<sup>th</sup> July 2013,  
Identified themes, What we Could do Better**

**SCHOOLS**

Learning mentors in all school/pastoral care differences  
School nurse limited – too much time spent on safeguarding  
Intolerance at school leads to exclusion; school unsure what to do  
It's all our business – not just education not just health investment  
Road shows hubs in special schools where capacity is built – provision  
Free schools /academics  
No consistent approach from schools  
Schools understanding of ADHD / mental health and ability to respond  
Young people want mentor/support in schools/pastoral support  
Has gone backwards due to national agenda around education and all services feeling pinched  
SEN/others lost in the middle Participation in training by schools understanding what is an appropriate referral to Tier 2 – Tier 3  
Support in schools varies tremendously  
Schools crucial to, and the best opportunity to support and build positive mental health  
School support varies from good to poor.  
Does the Local authority have a role in ensuring schools understand their role in positive health and pastoral care.

**PARENTAL SUPPORT / MENTAL HEALTH**

GAP – parental mental health service  
Changing and managing complex family environments  
CAMHS to address and change family environment takes whole system change  
There is a gap in attachment services, Parent child 'game' has gone  
Support for parent's as well as CYP when going through difficult times (loss etc)  
Family support very important  
Young people live in a very different world and supporting average parents  
Early age – family interventions around communication / therapy – stigma attached  
Communication between services between service and families  
0 to 5 pre-school not sure this is good enough – children led health programme early intervention is crucial  
Support for parents and cares as well as CYP



**CAMHS Event 10<sup>th</sup> July 2013,  
Identified themes, What we Could do Better**

|  |
|--|
| <p>TRANSITION</p> <p>Transition to 18 – transition in children’s lives</p>   |
| <p>COMMENTS</p> <p>Preventative work<br/>Resilience<br/>Closer partnership planning<br/>Retention and recruitment of staff – people leave, but results in gaps specialisms lost relationships also unsettling for SUC/ families<br/>Short term contracts can have an impact on service<br/>Still commission for CYP to fit into organisations rather than pathways<br/>Don’t celebrate success stories – concentrate on negatives<br/>CAFS &gt;capacity = appropriate use<br/>IT / facebook/ etc could we embrace Web based approved sites, for those who don’t want face to face<br/>Consistency<br/>Not passing a child around<br/>Be clear about who provides, who stakeholders are and increase awareness early intervention.<br/>Need to focus on Early intervention<br/>Can’t fix the child we need to fix the system<br/>Different understanding of language – tiers/CAMHS etc<br/>Lack of integrated services despite changes and efforts<br/>Clear commination need to understand structures, systems and connections<br/>Need clear vision and strategy<br/>Where is role for community volunteer charity sector in Halton?<br/>Families as the champions of good mental health in their lives<br/>Retention issues – better longer term commissioning – skill matching – right people = tight job<br/>Data use number not outcomes. Evidencing stories<br/>PMFS should be stats – case studies<br/>CAF MDT approach</p> |
| <p>LAC</p> <p>Experiences of children in care<br/>Children in care provision is not responsive enough<br/>CIC service pitched a right level<br/>Tracking CYP brought in to Halton ‘from out of area’ (financial impact, capacity etc)</p>  |

**CAMHS Event 10<sup>th</sup> July 2013,  
Identified themes, What we Could do Better**

TIER 2 & 3 CAHMS

Package around the child not the parent are health risk adverse and admit unplanned costly

Confidence to access services

Thresholds and criteria to move between levels of service

Capacity (Clara's example)

More workers, or more consultations or both?

Do our models work?

Responsiveness of waiting list – Tier 2

CAMHS is no magic wand

Tier 2 – Tier 3 clarity on what is appropriate for each = Big gaps

Lack of intensive support for ADHD /ASD

Not enough Tier 2 counselling or family support

Barnardos and CAMHS more consultations

Waiting for something to happen / referrals

Nothing happens in between asking for help and being seen

ASD waiting times /AHAD

Schools understanding of ADHD / mental health and ability to respond

Limited input results in revolving door clients

Thresholds criteria – how to know what to do between thresholds tier's

Delivering preventative promoting social inclusion open ended support (longer time)

Need more understanding of CAMHS /mental health what are the services available

Fragmented services – strained relationships between Tier 2 and 3

Lot of inappropriate referrals

Issue about CAMHS Tier 3 formal diagnosis Tier 3 no longer making a diagnosis

Appropriate environments to assess child's needs not just in a clinical setting

Conversations re CYP who fall between the Tiers services

**DRAFT** CAMHS Simple Speedy changes

| Issue               | Suggested solution (from 10 <sup>th</sup> July 2013)   | Person responsible               | Timescale                     |
|---------------------|--|----------------------------------|-------------------------------|
| 1 Awareness raising | Tiers Guide - for GPs and Schools (and others) A5 laminated which includes service contact details | TBC Alison Farquhar, Bridgewater | 1 <sup>st</sup> October 2013  |
| 2 Awareness raising | Service Directory – utilise ‘Live Life Well’ webpages and incorporate Children’s section           | TBC Jen Brown & Simon Bell       | 1 <sup>st</sup> November 2013 |

**Other suggested improvements for medium to long term consideration**

| Issue                       | Suggested solution (From 10 <sup>th</sup> July 2013)                               | Person responsible | Timescale |
|-----------------------------|--|--------------------|-----------|
| 3 Support for service users | Self help group for self- harmers  |                    |           |
| 4 Support for service users | Self help network  |                    |           |
| 5 Support for service users | Guide for Parents (similar to 1 above)   |                    |           |
| 6 Strategy                  | JSNA   |                    |           |
| 7 Infrastructure            | Mapping the tiers: who does what, where and when                                   |                    |           |
| 8 Awareness raising         | Campaigns, targeted work with schools  |                    |           |
| 9 Awareness raising         | GP education session   |                    |           |
| 10 Awareness raising        | GPs prioritising EH&WB – <b>needs defining</b>                                     |                    |           |
| 11 Infrastructure           | Review of timescales from referrals to Tier2/3 appointments and Identify blockages |                    |           |

|                      |  |  |  |
|----------------------|--|--|--|
|                      | (perceived)  |  |  |
| 12 Awareness raising | Expansion of WEB for teens   |  |  |
| 13 Awareness raising | Champions across settings – <b>let's be clear and define what their role would be</b>  |  |  |
| 14 Infrastructure    | Single point of entry model  |  |  |
| 15 Infrastructure    | Central assessment system  |  |  |
| 16 Infrastructure    | Reduce waiting times at Tier 2   |  |  |
| 17 Infrastructure    | Map training and review offer  |  |  |
| 18 Awareness raising | Self harm training : joint training offer by 5BP & Barnadoes   |  |  |
| 19 Infrastructure    | Increase use of CAF  |  |  |
| 20 Strategy          | Arrange an event for GP's and head teachers along similar lines to 10 <sup>th</sup> July 2013 event (or seek alternative approach) |  |  |
| 21 Infrastructure    | Ensure services are provided in locations where children are and after 3/4pm   |  |  |
| 22 Infrastructure    | Review and publish joint thresholds  |  |  |

|                           |   |
|---------------------------|---|
| <b>REPORT TO:</b>         | Children Young People and Families Policy & Performance Board |
| <b>DATE:</b>              | 28 <sup>th</sup> October 2013                                 |
| <b>PORTFOLIO:</b>         | Children Young People and Families                            |
| <b>REPORTING OFFICER:</b> | Strategic Director, Children and Enterprise                   |
| <b>SUBJECT:</b>           | Academy Conversions Update                                    |
| <b>WARD(S)</b>            | Borough wide  |

## **1.0 PURPOSE OF THE REPORT**

- 1.1 To provide elected members with information on the latest position of schools converting to sponsored Academy status in Halton.
- 1.1 To inform members of the policy and financial implications of schools in inadequate Ofsted categories converting to sponsored Academies.

## **2.0 RECOMMENDED THAT:**

- 2.1 Members take note of the implementation of the Academies Act 2011 and its implications for schools in the local area.
- 2.2 Members support actions being taken to minimise the risks of schools going into inadequate Ofsted categories.

## **3.0 BACKGROUND**

- 3.1 The first sponsored Academies opened in 2002. The focus of the programme was to tackle underperforming secondary schools by converting them into sponsored Academies. (Halton High became a sponsored Academy in September 2010 through this route and was re-named to Ormiston Bolingbroke
- 3.2 The Academies Bill 2010 received Royal Assent in July 2010. The bill became an Act of Parliament on 27<sup>th</sup> July 2010.
- 3.3 In September 2010 outstanding schools were invited to convert to Academy status followed 2 months later by an invitation to all good schools with outstanding features to convert to Academy status. (Palace Fields Academy, The Heath and Wade Deacon became Academies via this route)By February 2012 the Academy programme was open to all schools including Free schools, University Technical Colleges (UTC) and Studio Schools.

3.4 Essentially there are two routes to convert to Academy status, namely:

- (i) Schools judged good or better by OFSTED can convert to Academy status as standalone Academies or as part of a Multi-Academy Trust. These have become known as 'converter' Academies.
- (ii) Schools judged to be inadequate by OFSTED (schools with serious weaknesses or those requiring special measures) are expected to convert to Academy status with the support of a strong sponsor (an outstanding school) These have become known as 'sponsored' Academies.

#### **4.0 Policy Implications**

4.1 In his letter to all Local Authorities in May this year, Lord Nash, the Parliamentary Under-Secretary of State for Schools stated that in the current Schools Causing Concern Guidance for Local Authorities, there is a clear expectation that schools judged as inadequate by Ofsted will convert to an Academy with a strong sponsor. (See Annex 2)

4.2 The DfE has undertaken to write to all schools judged as inadequate as soon as the Ofsted inspection report is published to notify them that they will become a sponsored Academy.

4.3 The Academies Performance and Brokerage (APB) Division project leads will contact the school and the Local Authority to arrange a meeting to discuss an academy solution.

#### **5.0 Policy Implications for Halton**

5.1 Currently there are 4 schools in the process of converting to Academy status in the Local Authority. Three of the schools are going down the 'sponsored' route because they have been judged inadequate in recent inspections by Ofsted. The fourth school Cavendish has chosen to convert to academy status and an Academy Order was issued on 24<sup>th</sup> June 2013.

5.2 St Augustine's Catholic Primary School was judged to be requiring special measures at its last Ofsted inspection on 29 February 2012. The school will become an academy with the Diocese of Shrewsbury as the sponsor. An Academy Order has not yet been issued.

5.3 The Park Primary School was inspected on 12 June 2013 and judged to require special measures. At the previous OFSTED inspection in June 2009, the school was judged as good and the school initially enquired about conversion to Academy status based on this inspection report. However, the school's performance had declined since the 2009 inspection and the DfE advised that the school could not be a 'converter' Academy. An Academy Order was issued on 18 June 2013. The school will become a sponsored academy under The Heath Family Multi-

Academy Trust.

- 5.4 West Bank Primary was inspected on 14 May 2013 and was judged to be Inadequate. The Academies and Brokerage Division has already been in contact with the school and an initial meeting was held on 18<sup>th</sup> July 2013 to discuss an Academy solution with the school. Further meetings are planned in the Autumn term 2013.

## **6.0 Secretary of State's Powers of Intervention**

- 6.1 Governing bodies are expected to pass a resolution to convert to Academy status and inform the Secretary of State of their decision.
- 6.2 If a Governing Body decides not to pass a resolution to convert to Academy status, the Secretary of State will write 'a minded to' letter asking the Governing Body to think again. If the letter fails to have the desired impact, The Secretary of State will use his powers of intervention.
- 6.3 The Secretary of State has four powers that he can use:
- (a) He can appoint additional governors and he may nominate one of those governors to be chair of the governing body;
  - (b) He can replace the Governing Body with an Interim Executive Board (IEB) and the IEB will then pass the Academy resolution;
  - (c) The Secretary of State can issue an Academy Order to the Governing Body;
  - (d) The Secretary of State can close the school.

## **7.0 Financial implications:**

- 7.1 Officers from Children's Services, Legal, Estates, Finance, Insurance, Health and Safety and Audit are now working on the conversion process. There is no additional funding to undertake this conversion work however consideration is being given to charging converter schools a fee. Academies and Free schools within the borough continue to purchase a range of local authority services. Efforts need to be focused to ensure schools transferring to Academies continue to purchase these services.

- 7.2 Academies' school budgets are calculated by ourselves (as if the school were a maintained school) and subsequently recouped by the DfE. Dedicated Schools Grant Local Authority Central Spend Equivalent Grant (DSG LACSEG) has now been removed as the services included in this are now delegated direct to the schools. Although some have been de-delegated with prior approval of school forum.

The Education Services Grant (ESG) is allocated to all local authorities and academies on a simple per-pupil basis according to the total number of pupils for whom they are responsible. The varying ESG amounts are £116 per pupil in maintained schools; £495 per pupil in special schools & £437 in PRU's. One of the potential financial impacts of conversion would be that we would lose a proportion of the ESG monies (dependant on the type of school and pupil numbers of the establishment that is changing to Academy status –see Annex 1).

## **8.0 Other Implications**

- 8.1 “A good local authority will know what is happening in all of its schools, including academies. It might not have visited them (but it) will know from the data that’s coming through – the word on the street, if you like, from parents – about what’s happening in these academies.” ( Sir Michael Wilshaw, Her Majesty’s Chief Inspector of Schools in The Times Educational Supplement on 30/11/12)
- 8.2 Halton has a small retained school improvement team which has focused on supporting satisfactory/requires improvement schools and those schools judged as inadequate by Ofsted. The team does not have the capacity to monitor, support and challenge all schools as was the case when School Improvement Partners (SIPs) were in place for all schools.
- 8.3 In order to minimise the risks of good or outstanding schools going into Ofsted categories of concern, the retained school improvement will need cover all schools by gathering ‘live’ intelligence through planned school visits.
- 8.4 Analysis of recent inspections indicates that Ofsted inspectors are putting a significant emphasis on the school’s internal ‘live’ data to make judgements on pupil progress within and across Key Stages. Three schools, previously judged outstanding, were found lacking in this area and were judged to be requiring improvement under the current Ofsted inspection framework. Extending the remit of the retained school improvement team to cover good or better schools would ensure that school systems, processes and procedures are subject to external scrutiny and challenge prior to schools being inspected by Ofsted. The risk of good or better schools going into adverse Ofsted categories will be minimised.

## **9.0 IMPLICATIONS FOR THE COUNCIL’S PRIORITIES**

### **9.1 Children and Young People**

- 9.2 Ensuring that the proportion of children and young people who attend good or better schools will improve their attainment and progress and prepare our children and young people for the future.

### **9.3 Employment, Learning & Skills in Halton**

- 9.4 Children and Young People will acquire the qualifications and skills needed to secure future employment and/or continue into Further and Higher Education. Having good or better schools in the Borough will improve employment, training and education opportunities for our Young People. The number of young people in education, employment and training should be increase.

### **9.5 A Healthy Halton**

Not applicable

### **9.6 A Safer Halton**

Not applicable



9.7 **Halton's Urban Renewal**

Not applicable

10.0 **RISK ANALYSIS**

10.1 Failure to support and challenge all schools will increase the risk the risk of schools being judged inadequate by Ofsted. If the proportion of pupils attending good or better schools decreases significantly, this will trigger an Ofsted inspection of the local authority's school improvement services.

10.2 Schools judged as outstanding prior to September 2012 but where the quality of teaching was only judged as good are at risk of being down-graded under the current inspection framework. Of the 155 *outstanding* schools inspected nationally since September 2012, 44 retained their status, 91 were downgraded to *good* and 18 to *requires improvement* and 2 are *inadequate*.  
Locally, three previously outstanding schools with good teaching have been down-graded to *requires improvement*.

10.3 In order to reduce the reputational risk to the council, the current capacity of the retained school improvement team11/10/2013 needs to be reviewed so that good and outstanding schools get on-site monitoring visits which are in line with the school's category. (see section 8.4)

11.0 **EQUALITY AND DIVERSITY ISSUES**

11.1 Robust monitoring and challenge of schools should contribute significantly to improved attainment and closing the gap between vulnerable pupils and their peers.

12.0 **REASON(S) FOR DECISION**

Not applicable

12.1 **ALTERNATIVE OPTIONS CONSIDERED AND REJECTED**

Not applicable

13.0 **IMPLEMENTATION DATE**

Not applicable.

14.0 **LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

| <b>Document</b>  | <b>Place of Inspection</b>   | <b>Contact Officer</b> |
|--|--|------------------------|
| Schools Causing Concern –<br>statutory guidance for local<br>authorities published<br>October 2012;<br>School Standards and<br>Framework Act 1998;<br>Education and Inspections<br>Act 2006;<br>Academies Act 2010;<br>Education Act 2011<br>(amended the 2006<br>Act) | Link:<br><a href="http://www.education.gov.uk/aboutdfe/statutory/g00192418">http://www.education.gov.uk/<br/>           aboutdfe/statutory/g0019241<br/>           8</a> | Steve Nyakatawa        |
| Lord Nash's letter to local<br>authorities dated 3 May<br>2013   | See Annex 2  | N/A                    |

**Annex 1****Education Services Grant - potential full year amounts that would be lost**

| <b>School</b>  | <b>Type</b> | <b>ESW (per pupil)</b> | <b>13/14 Pupil No.s</b> | <b>Potential ESG amount lost</b> |
|----------------|-------------|------------------------|-------------------------|----------------------------------|
| St Augustine's | Primary     | 116                    | 86                      | 9,976                            |
| The Park       | Primary     | 116                    | 111                     | 12,876                           |
| West Bank      | Primary     | 116                    | 174                     | 20,184                           |
| Cavendish      | Special     | 495                    | 82                      | 40,590                           |

**Annex 2**



Amcl (SN)  
- 8 MAY 2013

**Lord Nash**  
Parliamentary Under Secretary of State for Schools  
Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Mr Gerald Meehan  
Strategic Director of Children and Enterprise  
Halton Borough Council  
Municipal Building,  
Kingsway,  
Widnes  
WA8 7QF

3 May 2013

**DEPARTMENT FOR EDUCATION POSITION ON SCHOOLS IN AN OFSTED INADEQUATE CATEGORY**

Dear Mr Meehan,

I am writing to all local authorities this month to inform you of a new standardised approach we will be taking to address schools in an Ofsted inadequate category and to inform them of the support available from the Department to broker Academy solutions.

As you will be aware this Government has been very clear that underperformance in any school is unacceptable. We strongly believe underperformance needs to be tackled quickly and that matching a failing school with a strong Academy sponsor is the best way to bring about rapid and sustainable improvements. We want to continue to work with you to broker strong solutions which meet the needs of any schools causing concern and the local communities they serve.

As outlined in the Schools Causing Concern Guidance for local authorities there is a clear expectation that in cases where a school has been judged by Ofsted to have 'serious weaknesses' or require 'special measures', conversion to an Academy with a strong sponsor will be the normal route to secure improvement.

We now intend to write to all schools as soon as they are moderated into an Ofsted inadequate category, setting out the Secretary of State's expectation that they will become a sponsored Academy.

This work will be led by the Academies Performance and Brokerage (APB)

Division, which brings together the work of the Open Academies Performance Division (OAPD), and Brokerage and Underperformance Division (BUD) within the Department for Education, into one Division tackling underperformance across all maintained schools and Academies. The new APB Division is made up of three regional sub-teams covering the North of England (led by James Bromiley, [james.bromiley@education.gsi.gov.uk](mailto:james.bromiley@education.gsi.gov.uk)), South (led by Claire Burton, [claire.burton@education.gsi.gov.uk](mailto:claire.burton@education.gsi.gov.uk)) and Central (led by Colin Diamond, [colin.diamond@education.gsi.gov.uk](mailto:colin.diamond@education.gsi.gov.uk)).

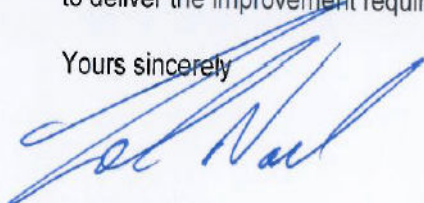
Following the letter APB project leads will then contact the school and local authority to arrange a meeting as soon as possible to discuss an Academy solution.

In the case of church schools, APB leads will also continue to seek an early conversation with the Diocese as soon as a church school is moderated into an Ofsted inadequate category, and a 'sponsor' will be agreed in consultation with the relevant Diocese, working with the LA.

Further to the standardised approach of writing to schools new into category, we will also continue to pursue Academy solutions for all existing schools in an Ofsted inadequate category and any school with a history of performing below the national floor standards. We will also continue to work with you to broker Academy solutions for any school where you have concerns.

I am very keen to ensure that any school causing concern is matched with the right sponsor with both the capacity and capability to make a real difference. I would strongly encourage you to work with officials and brokers in your area at an early stage to identify appropriate sponsored solutions which I will be able to agree. That will help to avoid the situation which has occurred in a small number of schools recently, where Governing Bodies have voted to become Academies with a particular sponsor but I have not been willing to agree the proposal because I have not felt it is the best way to deliver the improvement required in the school.

Yours sincerely



**JOHN NASH**