



Executive Board

**Thursday, 6 September 2007 2.00 p.m.
Marketing Suite, Municipal Building**

A handwritten signature in black ink, appearing to read 'David W R'.

Chief Executive

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

PART 1

Item	Page No
1. MINUTES	
2. DECLARATIONS OF INTEREST	
Members are reminded of their responsibility to declare any personal or personal and prejudicial interest which they have in any item of business on the agenda no later than when that item is reached and (subject to certain exceptions in the Code of Conduct for Members) to leave the meeting prior to discussion and voting on the item.	
3. CHILDREN AND YOUNG PEOPLE PORTFOLIO	
(A) SUSTAINABLE SCHOOL TRAVEL POLICY 2007 - KEY DECISION	1 - 40
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*Please contact Lynn Cairns on 0151 471 7529 or e-mail lynn.cairns@halton.gov.uk for further information.
The next meeting of the Committee is on Thursday, 20 September 2007*

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(C) HALTON PLAY PLAN AND LOTTERY FUND APPLICATION - KEY DECISION	153 - 239
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PART II	
ITEMS CONTAINING "EXEMPT" INFORMATION FALLING WITHIN SCHEDULE 12A OF THE LOCAL GOVERNMENT ACT 1972 AND THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985	
<p>In this case the Committee has a discretion to exclude the press and public but, in view of the nature of the business to be transacted, it is RECOMMENDED that under Section 100(A)(4) of the Local Government Act 1972, having been satisfied that in all the circumstances of the case the public interest in maintaining the exemption outweighs the public interest in disclosing the information, the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A to the Act.</p>	
7. CORPORATE SERVICES PORTFOLIO	
(A) WIDNES VIKINGS RLFC	280 - 282

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: Executive Board

DATE: 6th September 2007

REPORTING OFFICER: Strategic Director – Children & Young People

SUBJECT: Sustainable School Travel Policy 2007

WARDS: Borough-wide

1.0 PURPOSE OF THE REPORT

1.1 This report fulfils the requirement under the Education & Inspections Act 2006 to determine a Sustainable School Travel Policy.

2.0 RECOMMENDATION: That

- (1) The Sustainable School Travel Policy 2007/8 be approved.

3.0 SUPPORTING INFORMATION

Section 508A of the Education & Inspections Act 2006 places a general duty on local authorities to promote the use of sustainable travel and transport. There are four main elements to the duty:

- 1) an assessment of the travel and transport needs of children and young people within the authority's area;
- 2) an audit of the sustainable travel and transport infrastructure within the authority that may be used when travelling to and from schools;
- 3) a strategy to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are better catered for, and
- 4) the promotion of sustainable travel and transport modes on the journey to, from, and between schools and other institutions.

The attached Sustainable School Travel Policy 2007/8 draws together the four required elements above, supports and clearly demonstrates links to the Children & Young People's Plan, and ensures that Halton fulfils its statutory requirement.

4.0 POLICY IMPLICATIONS

4.1 The Local Authority is required to provide assistance with transport to those pupils defined within the Education Acts 1996 and 2006. The immediate requirement of the Education & Inspections Act 2006 is for the determination of a Sustainable School Travel Policy for the 2007/8 academic year.

- 4.2** This Policy incorporates a number of transport related documents and has allowed for a review of the previous School Transport Policy and associated procedures. The Policy also recognises possible changes in transport demands placed upon the local authority and is aligned to the Council's School Admissions Policy.
- 4.3** There is a requirement within the 2006 Act that from September 2007 children under age 11 from low income families will be eligible for travel assistance where they live more than two miles from their nearest qualifying school. However, in Halton, no amendments to the Policy were required as Halton already provides assistance with transport to all primary aged pupils who live more than two miles from the nearest qualifying school.
- 4.4** The Council is required to update the Policy on an annual basis, and the document should be published on the Council's web site by the end of August 2007. The Department for Children, Schools, & Families (DCSF) has recognised that, due to the short timescales given to produce this document, some LA's may be unable to meet the deadline. The DCSF are aware of Halton's progress.
- 4.5** The LA is due to commence widespread consultation with key partners and stakeholders in September 2007 to support a LA led bid to the DCSF for School Travel Pathfinder status. If successful the funding received would add further enhancements to Halton's transport provision with the possibility of funding transport for Extended Schools services during the school day, before and after school hours, at weekends and during school holidays. These services might include health and social services, childcare, adult and lifelong learning, sports and arts facilities, breakfast and after school clubs. Executive Board will be updated as this bid progresses.

5.0 OTHER IMPLICATIONS

None.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

The Sustainable School Travel Policy underpins the priorities within the Children & Young People's Plan in encouraging children to be healthy by using sustainable modes of transport including walking and cycling to school. Any travel assistance provided by the Council is in place to ensure children can access school where they can enjoy and achieve, and make a positive contribution.

6.2 Employment, Learning and Skills in Halton

As 6.1 above.

6.3 A Healthy Halton

As 6.1 above.

6.4 A Safer Halton

None.

6.5 Halton's Urban Renewal

None.

7.0 RISK ANALYSIS

7.1 The Sustainable School Travel Policy is in place to meet statutory requirements. There are no major risks associated with the publication of the Policy.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 This Policy reflects the diverse needs of children and young people in Halton in accessing appropriate educational provision and in addition to the statutorily required transport arrangements will seek to make suitable travel arrangements for those children with Special Educational Needs, and/or a disability who may, by reason of their disability, be unable to walk even relatively short distance to school, and those children with a mobility problem caused by a temporary medical condition, may be unable to walk to school. The requirements of the Act will also, over the next 2 years, enhance provision for children from low-income families.

9.0 REASON FOR DECISION

9.1 The decision is required to fulfil the Council's statutory duty to promote the use of sustainable travel and transport.

10.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

None.

11.0 IMPLEMENTATION DATE

Academic Year 2007/8 and reviewed annually.

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

Document	Place of Inspection	Contact Officer
Education & Inspections Act 2006	C&YPD	M West
DfES Home to School Travel and Transport Guidance Document	C&YPD	M West



Children and Young People's Directorate and
Environment Directorate
**Sustainable School Travel
Policy 2007/08**



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Context

Halton Borough Council has a duty to provide 'home to school' assisted travel arrangements for children of statutory school age under the Education and Inspections Act 2006. This new Act supersedes earlier legislation, principally the Education Acts 1944 and 1996. Provisions contained within the 1985 Transport Act which require Halton Borough Council to provide certain socially necessary bus services within the Borough remain in force, and some of these services provide important links to schools and other education / learning facilities within the Borough.

The Education and Inspections Act 2006 requires Halton Borough Council to produce a Sustainable School Travel Policy. This incorporates the Authority's existing policy for the provision of education transport, which was published annually under the Education (School information) (England) Regulations 2002. Therefore this document is the first Sustainable School Travel Policy published by Halton Borough Council.



It is intended that the document will be reviewed annually and published on the Council website. It is also intended that this document will assist in meeting the Council's priorities and the five key outcomes as set out in the revised Halton Children and Young People's Plan 2007 - 2009 which has as its vision:-

"A community committed to realising high aspirations, where all children, young people and families are valued and respected and where inclusion and diversity are promoted."

The recently announced 'Building Schools for the Future - Inspiring Children' scheme may see the expansion of some local schools and the federation of others and, whilst the redevelopment plans are not yet finalised, the concentration of learning resources at revised locations may generate new travel patterns for local children and young people.

Copies of the Policy can also be obtained from Halton Direct Link Tel 0151 907 8300 (other alternatives such as Braille, large print, audio and other language versions also available on request).

Section I

Promotion of Sustainable Travel within Halton



1.1 Halton Borough Council strongly supports measures which encourage local communities to use environmentally sustainable forms of travel (especially walking, cycling and public transport). These policies are detailed within the Halton Local Transport Plan, which covers the period 2006/7 - 2010/11. The Halton Local Transport Plan and accompanying Access Plan contain a wide range of measures to improve access to personal development, education, training and work based learning opportunities for: -

- Pre school age children;
- Statutory school age children (up to 16 years of age); and
- Young people aged 16 years of age and above accessing continuing education, training and work based learning opportunities within the Borough.

1.2 Halton Borough Council has developed a School Travel Plan Strategy, which sets out how it is working in partnership with individual schools and learning providers to develop and implement Travel Plans at all schools and educational facilities within the Borough. The aim of individual site Travel Plans is to improve access by sustainable and safe forms of travel for all children and

young people and thereby promoting healthier lifestyles and less car dependency. A copy of the Halton School Travel Plan Strategy is attached in Appendix One.

- 1.3 When implementing individual School Travel Plans and assessing the needs of eligible children and young people for assisted home to school travel (See Sections 3 to 7), Halton Borough Council has adopted a range of sustainable travel options, which are detailed within the School Travel Plan Strategy.
- 1.4 Halton has an excellent network of high frequency bus services linking the main residential areas with local schools and the main post 16 education establishments. The majority of local buses are now fully accessible to all in the community.
- 1.5 This Policy is aligned to the Council's School Admissions Policy and with the principles set out by the "Home to School Travel and Transport Guidance" (May 2007) and School Travel Pathfinder Schemes Draft Prospectus and Guidance, (May 2007), both issued by the Department for Children, Families and Schools.
- 1.6 Halton Borough Council will use the above sustainable school travel options approach to assess the level of travel support and assistance required by all children and young people resident within the Borough. A package of travel assistance will then be determined and offered to all eligible children and young people in line with the policies as set out in Sections 2 to 7.
- 1.7 In assessing an individual child or young person's eligibility for assisted travel, a comprehensive review of how accessible facilities are in terms of walking, cycling and public transport routes and services is undertaken. Halton Borough Council has also introduced an Independent Travel Training initiative which seeks to provide tailored help and support for young people. Further information is detailed in Section 7.

- 1.8 The Council and its' key partner organisations, providing education and training facilities within the Borough, are working towards the promotion of sustainable travel to all facilities within the Borough. Over half of the schools within Halton along with Riverside College have now adopted Travel Plans. A summary of facilities provided to encourage children and young people to travel by sustainable forms of travel at schools with Travel Plans is shown in Appendix Two.
- 1.9 Appendix Three provides a useful guide to parents and carers on how easy it is to access schools and the main post 16 educational establishments within the Borough by public transport. This is meant as a guide only. More detailed advice is available from either the Traveline Tel 0871 200 22 33 or the Halton Borough Council website at www.halton.gov.uk/transport.
- 1.10 In addition, the Council's Neighbourhood Travel Team will prepare individual journey plans for pupils wishing to use public transport when travelling to and from school. Contact the Neighbourhood Travel Team on freephone Tel 0800 1953 173.

Curriculum travel during the school day

- 1.11 It is the responsibility of the individual

schools, institutions and education providers to organise and provide pupil's transport for curriculum activities during the school day. These arrangements should be made in accordance with the Sustainable School Travel Strategy as set out in Section 1.

Children attending pre / after school activities.

- 1.12 Halton Borough Council recognises the importance of supporting pre and after school activities through the provision of appropriate travel assistance for eligible pupils. The Council will work with individual schools / institutions to facilitate this on a cost effective basis. The Council is currently in the process of developing proposals to expand the range of travel choices available for children wishing to attend pre and after school activities. The Council is planning to submit a School Travel Pathfinder bid to the Government in November 2007. If successful it is hoped the Council may be able to provide enhanced travel choices for children participating in these activities from September 2009.
- 1.13 The Council, in responding to the Government's Building Schools for the Future programme recognises that travel patterns across the authority may alter over future years. The needs of pupils and parents will be continually reviewed as the BSF programme progresses.



Section 2

Travel Assistance for Pupils of Statutory School Age



2.0 Eligibility Criteria

- 2.1 Halton Borough Council will meet its obligations under the Education and Inspections Act 2006 by providing assisted transport to children aged 5 to 16 yrs, who live within the Borough boundary and who attend the nearest appropriate school which is above the statutory walking distance.
- 2.2 Parents / carers are responsible for ensuring that their children attend school regularly. However, the Education and Inspections Act 2006 places a duty on local authorities to ensure that suitable travel arrangements are made, where necessary, to facilitate a child's attendance at school. The duty applies to home to school travel arrangements at the start of the day and at the end of the day.
- 2.3 Children who are eligible will receive assistance to the nearest qualifying school. A qualifying school is defined as a school with places available that provides education appropriate to the age, ability and aptitude of the child, and any special educational needs they may have. Under the terms of

the Education and Inspections Act (2006) Section 508(B) defines "qualifying schools" as:-

- Community, foundation or voluntary schools;
- Community or foundation specialist schools;
- Non-maintained special schools;
- Pupil referral units;
- Maintained nursery schools; or
- City technology colleges (CTC), city colleges for the technology of the arts (CCTA) or Academies.

- 2.4 To comply with this duty Halton Borough Council will offer assistance with home to school travel for children of statutory school age in the following circumstances: -
 - Where a primary aged pupil or secondary aged pupil attends the nearest qualifying school over 2 miles or 3 miles, respectively, from the child's home address. This will be measured by the shortest walking distance along which a child, accompanied as necessary, may walk with reasonable safety. As such the route measured may include footpaths, bridleways, and other pathways, as well as recognised roads. The walking distance between home and school is measured from the pupil's home gate or drive nearest to the school, to the nearest available gate of the school. A risk assessment of the route will be made if needed.
 - Where a pupil attends a faith school for reasons of religion or belief, (evidence may be required to support this), the nearest voluntary aided or foundation school of the relevant religion / faith will be considered. Where pupils attend a voluntary aided or foundation school for other reasons as a result of parental choice they will not be eligible for free transport.
- 2.5 In all cases it is the responsibility of parents / carers to secure their child's safe and secure travel to and from school. Parents/



carers are responsible for their children until they are received on school premises and the parent/carer has left the school. Copies of the Code of Practice for Home to School and Day Services Transport are sent to all parents / carers of eligible pupils before the start of each academic year.

- 2.6 Where a pupil lives within the statutory walking distance to school and a risk assessment identifies that there is no safe route that the pupil could reasonably be expected to take, assisted travel may be provided in line with the Sustainable School Travel Policy.



- 2.7 If a pupil changes home address, their entitlement to free school transport will be reassessed on the basis of the eligibility criteria. When pupils leave the Borough any travel passes issued by the Council must be returned.
- 2.8 In exceptional circumstances and at the Council's discretion travel assistance may be offered to and from school for pupils of primary age whom, for reasons beyond their control, have been temporarily relocated.
- 2.9 The Council may also make a charge for a replacement pass in the event of the pupil / young person misplacing or losing their pass.
- 2.10 Where the eligibility criteria is not met, parents / carers may apply for a vacant seat on a Council school contract vehicle (where available). However priority will always be given to providing a place on these services for eligible pupils / young people. Therefore the provision of "paid for seats" may be withdrawn by the Council (giving parents / carers five weeks notice). Parents /

carers requiring more information should contact the Council's Transport Co-ordination Team on telephone number 0151 4717382. The Council will levy a charge for this provision and will review its availability annually.

- 2.11 All assisted school travel is made on the provision that the pupil's behaviour is of an acceptable standard during journeys to and from school. The Council reserves the right to withdraw or reassess the assisted travel arrangements in the light of misuse or poor behaviour. (See Code of Practice for Home to School and Day Services Transport for further information).
- 2.12 The Children & Young People's Directorate may consider on merit, and in exceptional circumstances, providing assistance with transport to a pupil within the In Year Fair Access Protocol for whom they consider this to be appropriate in supporting the pupil's attendance at school. Assistance will be at the Children & Young People's Directorate's discretion and may take the form of a travel pass for use on public transport, or other transport deemed appropriate.
- 2.13 The type of transport provided will be at the discretion of Halton Borough Council on the basis of the Sustainable School Travel Policy as set out in Section One. It may be any of the following:

- Cycle maintenance grant;
- A travel pass for use on a timetabled public transport service (which may take the form of a conventional public bus service or specific school bus service);
- Travel on a specific Halton Borough Council contracted service (including taxis and minibuses where appropriate);
- A cash grant; or
- Mileage payable to parents.

3. Right of Appeal

- 2.14 Parents and carers can appeal to Halton Borough Council through the agreed appeals procedure in the case of disputes regarding eligibility to free and assisted transport in any of the above categories. (As set out in Appendix 5).



Section 3

Travel Assistance for pupils of statutory school age with Special Educational Needs, Disability or Temporary Medical Condition. Eligibility Criteria

- 3.1 The eligibility criteria set out in Section 2, together with paragraph 3.4 below applies to pupils with Special Educational Needs, disabilities and temporary medical conditions.
- 3.2 It is recognised that some children with SEN and / or children with disabilities, may be unable to walk even relatively short distances to and from school. Similarly children with a temporary medical condition may also be unable to walk to and from school.
- 3.3 Travel assistance will only be provided in appropriate circumstances, and recorded in Part 6 of the child / young person's Statement of Special Educational Needs where particular transport needs are identified.
- 3.4 The following factors will be taken into account when deciding upon the provision of travel assistance for pupils with SEN, disabilities or temporary medical conditions. The package of travel assistance will be decided by the Council on an individual basis and will be in accordance with the principles set out in the Sustainable School Travel Policy as set out in Section 1 and influenced by:-
- The age of the pupil;
 - The outcome of the assessment of travel needs as set out in the pupils Statement of Special Educational Needs;
 - The proven need for the provision of specialist transport to meet the particular needs of the pupil;
 - Whether the pupil has a difficulty that rules out the use of public transport, or suitable public transport is not conveniently available (e.g. for users of wheelchairs, pupils who require specialist seating arrangements-bucket seats etc;
 - Whether the pupil is deemed to be vulnerable and at serious risk of danger if they use public or other transport
 - The nature of the route to school including the safety of the route and alternative routes available;
 - The individual circumstances of each child and any representations made; and the
 - Efficient use of resources.
- 3.5 Any travel assistance agreed by the Council for eligible pupils will be reviewed on an annual basis.
- 3.6 Transport is not currently provided for pupils attending nursery units or nursery school. However children with special education needs may be provided with assisted pre-school travel depending upon their particular needs. (See Section 3 for further information).
- 3.7 Where a pupil's behaviour during the journey to and from school is unacceptable, the Council reserves the right to review the provision taking into account the special educational needs of the pupil. Halton Borough Council will send out a copy of the Code of Practice for Home to School and Day Services Transport to all parents / carers of eligible pupils before the start of each academic year.
- 3.8 Eligible pupils who attend residential schools outside the Borough of Halton will be entitled to assisted travel from home

to school at the beginning and end of terms and half terms.

- 3.9 Eligible pupils who attend non-residential schools out of the Borough will be entitled to free transport to and from school on a daily basis.
- 3.10 Travel assistance may be provided to any parent / carer who would be unable to attend their child's annual review on the grounds of cost or lack of transport. Except in exceptional circumstances the Council will refund the cost of a standard class public transport ticket from home to the venue of the annual review meeting.
- 3.11 Pupils with SEN who are over 16yrs of age may be eligible for assistance with travel. This may include continuation at a special school or attendance at an agreed special needs course at the nearest appropriate college of further education. This provision will continue for two years and may, in exceptional circumstances be extended for a further year, providing that the pupil is continuing to access the same course and has not attained the age of 19yrs.
- 3.12 Public transport is becoming more accessible and easier to use but pupils need the skills and confidence to make the most of these improvements. With this in mind the Council has introduced a Travel Training Scheme. Independent travel training teaches pupils and young people who need additional help or support to make journeys confidently and safely on their own using public transport. (Details of this initiative are set out in Section 7). Eligible pupils with SEN or disabilities who are deemed to be sufficiently able to cope with travelling independently on conventional public transport, will be offered independent travel training.



Type of Travel Assistance

- 3.13 The type of travel assistance provided for eligible pupils will be at the discretion of Halton Borough Council based on the principles set out in the Sustainable School Travel Policy (Section 1), and may include one of the following:-

- A cycle maintenance grant;
- A travel pass for use on a conventional timetabled public transport service;
- A place, from an appropriate collection point, on a minibus, taxi or other suitable vehicle, adapted where required, provided under contract by the Local Authority;
- Mileage allowance paid to parents, providing that there is no available seat on existing transport. Mileage allowance will not be paid if a pupil has been removed from existing transport for safety reasons; it remains the responsibility of the parent to make alternative arrangements to ensure that their child attends school on a regular basis.

Right of Appeal

- 3.14 Parents and carers can appeal to Halton Borough Council through the agreed appeals procedure in the case of disputes regarding eligibility to free and assisted transport in any of the above categories. (As set out in Appendix 5).

Section 4

Travel Assistance based on assessed need within Social Care

4.1 There is no statutory obligation for Children's Social Care Services to provide transport for service users. However to provide an effective and co-ordinated service there are circumstances where transport will be provided in cases of specifically assessed need. Any travel assistance will again be provided in line with the principles set out in the Sustainable School Travel Strategy (Section I).

Guiding Principles

- Wherever possible public transport should be used;
- Foster Carers are expected to transport children that they are looking after to contact venues, school and short break placements as part of their fostering role and to claim the appropriate mileage allowance; and
- Transport will only be provided following a thorough assessment of need which takes into account the factors detailed below, and having concluded it is appropriate.

4.2 Fully vetted volunteer drivers may be used to provide assisted travel for eligible children and young people who are clients of the Council's Social Care service. Following a comprehensive risk assessment of the child / young persons needs, the Council may use volunteers under the following circumstances:-

1. For children / young people on the brink of being looked after where provision of assisted travel to and from a specific activity would reduce the pressure at home;



2. For families expected to attend a Family Centre because their children are on the Child Protection Register. Families will be expected to use conventional public transport. However in certain circumstances which place the children at risk the Council may organise transport using a volunteer driver (e.g. venue difficult to reach by public transport, poor record of attendance etc).
- 4.3 There may also be exceptional circumstances where it is impractical for a foster carer to transport a child to a contact venue, school or short break placement. In these cases a volunteer driver may also be considered
- 4.4 Where carers need to attend hospital appointments with a looked after child and do not have access to their own transport a taxi should be considered in the first instance.
- 4.5 Where a child or young person is placed in an out of borough residential or foster care placement, but still attending a school within the Borough of Halton, it should be expected that the residential or foster care placement will transport the child to school and this should be agreed at the outset of the placement. Where this is impractical, the provision of transport will be considered for a maximum of 6 weeks i.e. one half term. If the placement is to continue beyond this period then an alternative school should be identified close to the placement in liaison



with Education.

- 4.6 Looked after children within Halton of secondary school age will be expected to use public transport unless their assessment indicates that they are not able, sufficiently mature, or reliable. In these cases foster carers are expected to transport children to school as part of their role. In exceptional cases where this may be impractical, transport can be provided but reviewed after 6 weeks with a view to moving to a school nearer to the placement.
- 4.7 Looked after children within Halton of primary and junior school age should be taken to school by their foster carer as part of their role. In exceptional cases where this is impractical, transport can be provided but reviewed after 6 weeks with a view to moving to a school nearer to the placement.
- 4.8 Some foster carers also undertake the role of volunteer drivers. It is expected that foster carers will transport children placed with them, as they would with their own children and as part of their normal care arrangements.



Section 5

Travel Assistance for children attending the Child Development Centre

- 5.1 The Child Development Centre provides integrated services to children with special needs requiring multi-disciplinary and multi-agency assessment and treatment.
- 5.2 Transport for eligible clients to the Centre is provided jointly between the Halton Borough Council's Children and Young People's Directorate and Halton PCT. Assisted travel for eligible children attending the Child Development Centre will be based on the principles set out in the Sustainable School Travel Policy (Section 1)

Criteria for consideration of the provision of assisted transport

- 5.3 Where a child/family meets one or more of the following criteria, the offer of assisted travel may be considered.
 1. A child who has a significant social, medical or educational need and has been assessed as requiring attendance at the centre for a period of assessment, for multi-disciplinary services;

2. Children whose family circumstances are such that it is not possible for them to be transported to the centre by relatives/carers, either because of cost, disability, other family commitments, or difficulties with accessibility to public transport;
 3. Children who have been assessed by the team as requiring attendance at the CDC for further intervention;
 4. Where non-attendance would significantly impair the child's development and
 5. A child already attending the CDC nursery for a period of assessment where exceptional personal/domestic circumstances arise that require temporary assisted travel in order to ensure continued attendance.
- 5.4 Any agreement for transport must be for a period of assessment and reviewed if/when extended periods of attendance at the Centre is necessary due to other considerations ie. no appropriate alternative provision available.

Eligible groups

1. 0-5 years fitting into the criteria attending the CDC nursery or toddler group.
2. Priority will be given to nursery and toddler group children, however consideration will be given to other children in exceptional circumstances ie. when children require multi-disciplinary assessment but circumstances are such that therapy can only be provided at the CDC.



Section 6

Travel Assistance for students and young people aged 16-19 years of age in further education and continuing students aged 19 and over



Students Over 16 Years of Age

6.1 The Education and Inspections Act 2006, also requires the Council to promote sustainable travel for young people of 6th form age (16-19 years of age). The new duty relates to children and young people of 6th form age in general and applies to: -

- All those resident within Halton, and receiving education or training in the authority's area, or in another authority; and
- Those not resident in the authority's area, but who travel within the authority's area to receive education and training.

6.2 Halton has an effective Post 16 Transport Partnership led by the Council, which ensures that appropriate provision is in place. A Summary of assistance available to post 16 year old learners is set out in Appendix 3.

6.3 Key features include: -

- The availability of discounted public transport travel passes for eligible learners attending courses at Riverside College;
- Discounted travel passes to young people registered with the Greater Merseyside Connexions service;
- The provision of a fully accessible door to door service for post 16 learners with mobility or learning difficulties;
- The provision by the Council and Riverside College of specific public transport services linking the main post 16 college sites in the Borough with the main surrounding residential areas and key public transport interchanges;
- The provision of an accessible "Campus Link" bus service linking the three main campus sites operated by Riverside College (Runcorn, Widnes and Cronton); and
- Provision of a discounted taxi service "Links 2 Work" which is available for young people finding it difficult to access work based learning providers by conventional public transport services within Halton.

6.4 Young people aged 16-19 wishing to study at learning providers outside of the administrative area of Halton may be eligible for assistance from the Council. In order to qualify for travel assistance the learner must demonstrate that the course they have been accepted on is not currently provided within the Borough of Halton. For further information contact Halton Borough Council Tel 01928 704382

Students aged 19 years of age and over

6.5 Halton Borough Council does not currently provide travel assistance for students aged 19 years of age and over. The Council will however provide travel assistance for students aged up to 24 years of age who have a Statement of Special Education Needs (and provided travel assistance is a part of the Statement).

Section 7

Independent Travel Training

'Supporting Independence' Travel Training in Halton provides help with:

Using Money



Buying Tickets



Finding Your Way About



Planning A Journey

Using Trains



Using Buses

The NTT provides an Independent Travel Training service for people lacking the skills and confidence to plan and undertake a journey on public transport on their own. The service also trains and supports people with disabilities to give them the essential skills they need to access public transport and gain independence.

Halton's Independent Travel Trainer has developed a 'Train the Trainer' course providing advice and guidance for anyone who might like to become a Travel Trainer. A Travel Training manual is also available which provides a step by step guide enabling Travel Trainers to develop tailor made, 1-1 programmes to support people to travel independently.

For more information, a referral form, Travel Training manual or to book on the 'Train the Trainer' course contact Jacqui Dunbavin:

By phone 0800 1953 173

By fax 0151 471 7521

E-mail jacqui.dunbavin@halton.gov.uk

Appendix One

Halton Borough Council School Travel Plan Strategy



INTRODUCTION

The School Travel Plan Strategy sets out how Halton Borough Council will assist schools in developing their own Travel Plans to make the journey to school safer, to promote healthy and sustainable travel and to reduce car dependency.

In recent years there has been a national trend for the increased use of the private car for the journey to and from school. This change in travel mode is responsible for:-

- Congestion - it is estimated that the 'school run' is responsible for 1 in 5 cars being on the roads during peak traffic times;
- Increased road traffic accident rates;
- Reduced physical activity amongst children with consequent health issues; and
- Lack of social interaction

A School Travel Plan (STP) works by looking in detail at children's needs on their school journey. Parents, governors, teachers and children work together to find the right solutions for their schools. By involving the Local Authority and other outside agencies, it can be made safer and easier

for children to walk, cycle or use public transport. An (STP) can be geared to the needs of primary, secondary, special schools and colleges.

Each STP addresses the fundamental requirements as set out in the latest "School Travel Pathfinder Scheme Draft Prospectus and Guidance (2006); which includes: -

- An **assessment** of the travel and transport needs of children, and young people;
- An **audit** of the sustainable travel and transport infrastructure within the authority that may be used when traveling to and from school and between schools / establishments;
- A **strategy to develop** the sustainable travel and transport **infrastructure** within the authority so that the travel and transport needs of children and young people are better catered for; and
- The **promotion of sustainable travel** and transport modes on the journey to, from and between schools and other learning institutions.

The school uses advice and assistance from the Local Authority STP Officer to produce a School Travel Plan. The plan would include such elements as:

- A description of the school's location and a summary of its transport and road safety problems
- The proposed initiatives
- Proposals for on-going monitoring and review of the plan.



Why do we need a School Travel Plan?

Car use for all journeys is increasing. The journey to school highlights our changing travel habits - in the mid 1980's around 60% of children walked to school and 16% were driven. By the end of the 1990's the proportion walking had fallen to below 50% while those travelling by car had almost doubled to 34%. In 2007 there has been a decline in the use of public transport and cycling has fallen to less than 1% of school journeys. As a result, almost 1 in 5 car trips on the urban network at 8.50am are taking children to school.

With the 'school run' being responsible for 1 in 5 cars on the roads during peak traffic times, the Council is committed to promoting alternatives to the private car by building on current provision and working with schools and the community in general to develop new initiatives.

LINKS TO NATIONAL, REGIONAL AND LOCAL STRATEGY

National Strategy

- [A New Deal for Transport - Better for Everyone \(White Paper, 1998\)](#) - sets out the government's plans to achieve an integrated transport system, which would help decrease dependency on the private car by offering an efficient, attractive and viable alternative. Key principles of the policy include improving safety and widening transport choice in order to reduce congestion, pollution and car dependency.
- [National Road Safety Strategy - Tomorrow's Roads: Safer for Everyone \(2000\)](#) - highlights how the number of car journeys has had an effect on road safety. This strategy aims to reduce the number of

children killed or seriously injured by 50% by 2010.

- [The Future of Transport - A Network for 2030 \(2004 White Paper\)](#) - states how transport is vital to the economy and the way we live. Decisions that we take now will have an impact for decades to come. Reducing the number of car journeys is a key aim of this document.
- [Travelling to School: An Action Plan \(2003\)](#) - produced by the DfT and the then DfES, gives details of how schools can promote sustainable transport and receive funding grants for setting up STP's.
- [Every Child Matters \(2003\)](#) - aims for children to have good physical and mental health. It also aims to promote extensions of school services to include breakfast and after school clubs which will have an impact on children's travel patterns. The document details 5 outcomes within a programme for action:
 - Being healthy
 - Staying safe
 - Enjoying and achieving
 - Making a positive contribution
 - Economic well-being
- [The Healthy Schools Initiative](#) aims to raise awareness of children, teachers, governors, parents, and the wider community about the opportunities that exist in schools for improving health. The development of a STP is complementary to its aim as safe and healthy travel to school is one of the criteria for assessing school achievements for the Halton Healthy School Standard.

Local Context

- [Local Transport Plan](#) - At a local level, there are a significant number of relevant policy and strategy documents, the principle of which is Halton Borough Council's Local Transport Plan 2006/07 to 2010/11. This document sets out the Borough's transport policies.

The overarching objective of the plan is to:-

"Deliver a smart sustainable, inclusive and accessible transport system and infrastructure that seeks to improve the quality of life for people living in Halton by encouraging economic growth and regeneration, and the protection and enhancement of the historic, natural and human environment."

This overarching objective is underpinned by the four Shared Transport Priorities, which are:

- Tackling Congestion
- Delivering Accessibility
- Safer Roads
- Better Air Quality.

Halton Local Strategic Partnership - this contains five key themes and shared priorities. The aims of the STP interconnect with each of them, but specifically with Health, Safety, Children and Young People. Implementing STP's is highlighted as an action to help tackle the key priority within transportation: urban traffic congestion.

Halton Unitary Development Plan refers to the requirement in Planning Policy Guidance Note 13 (PPG13); for STP's to be completed for new and expanding schools to reduce the impact of the new development on the local environment. The Borough Council's Road Safety Education, Training and Publicity programme has continued to develop in line with the strategy and has contributed to the overall downward trend in casualties alongside engineering and enforcement strategies. The Road Safety Unit will address the Government's ten key themes as follows:

1. Safer for Children
2. Safer Drivers- training and testing
3. Safer Drivers- drink, drugs and drowsiness
4. Safer Infrastructure
5. Safer Speeds
6. Safer Vehicles
7. Safer Motorcycling
8. Safer for pedestrians, cyclists and horse

riders

9. Better Enforcement and
10. Promoting safer road use

CURRENT TRAVEL PATTERNS TO AND FROM SCHOOL

The Secretary of State for Children, Families and Schools has agreed to collect pupil's modal travel data as part of the annual education census. The new census was conducted in January 2007 and forms the baseline figures for future analysis of modal shift trends.

The collection of modal data is mandatory for all schools with completed School Travel Plans (STPs) but within Halton, with the exception of Pupil Referral Units all schools were requested to complete this survey. This allows an accurate overview of modal shift patterns across the borough. The complete collection of data can also allow comparisons between schools with completed STPs and those without, which will assist in the future monitoring of STP completed documents, measures and initiatives.

Existing Travel to School Data for Halton

DfES January 2007 Baseline Data

Mode of Transport	Halton Overview(68 Establishments 14192 pupils)	STP Schools(38 Establishments 5174 pupils)	National Comparison
Walk	47%	51%	
Cycle	1%	1%	
Car	33%	41%	
Car Share	3%	3%	
Bus	12%	1.74%	
Train	0.2%	0.2%	

THE SCHOOL TRAVEL PLAN STRATEGY

The School Travel Plan Strategy sets out how the Borough of Halton will assist schools in developing their own travel plans to make the

journey to school safer, to promote healthy and sustainable travel and to reduce car dependency.

The School Travel Plan Strategy aims:

- To safely reduce the number of people who travel to school by car;
- To increase the proportion of school journeys undertaken on foot, cycle and that use public transport;
- To reduce congestion, pollution, traffic danger and road casualties in and around the school area;
- To contribute to pupils' health and personal development by encouraging increased levels of walking, cycling and public transport use so that they carry such habits into adulthood;
- To minimise the negative environmental impacts of school travel;
- To increase the numbers of pupils participating in road safety education;
- To increase awareness of the environmental, safety, health and social consequences of their travel choices;
- To inform pupils, parents and teachers of the benefits of sustainable transport;
- To involve children in the School Travel Plan Steering Group; and
- To provide an interesting focus for class work within the national curriculum

The STP initiative is nationally recognised and encouraged by the Department for Transport. An effective STP puts forward a package of measures to improve safety and reduce car use, backed by a partnership involving the school, education and transport officers from the local authority, the police and the health authority. It is based on consultation with teachers, parents, pupils and governors and other local people.

Each individual school is responsible for producing a plan with the assistance of the STP Officer. An STP can be centred upon the needs of Nursery, Primary, Secondary and Special Educational Needs establishments.

In 2003, Travelling to School: An Action Plan was published by the DFES and distributed to all local authorities. The document sets out the national target of 100% of schools having an STP in place by the end of 2010.

Halton is successfully working towards the national target of 100% of schools having adopted a STP. Currently in Halton 38 schools have adopted a STP (56% of schools).

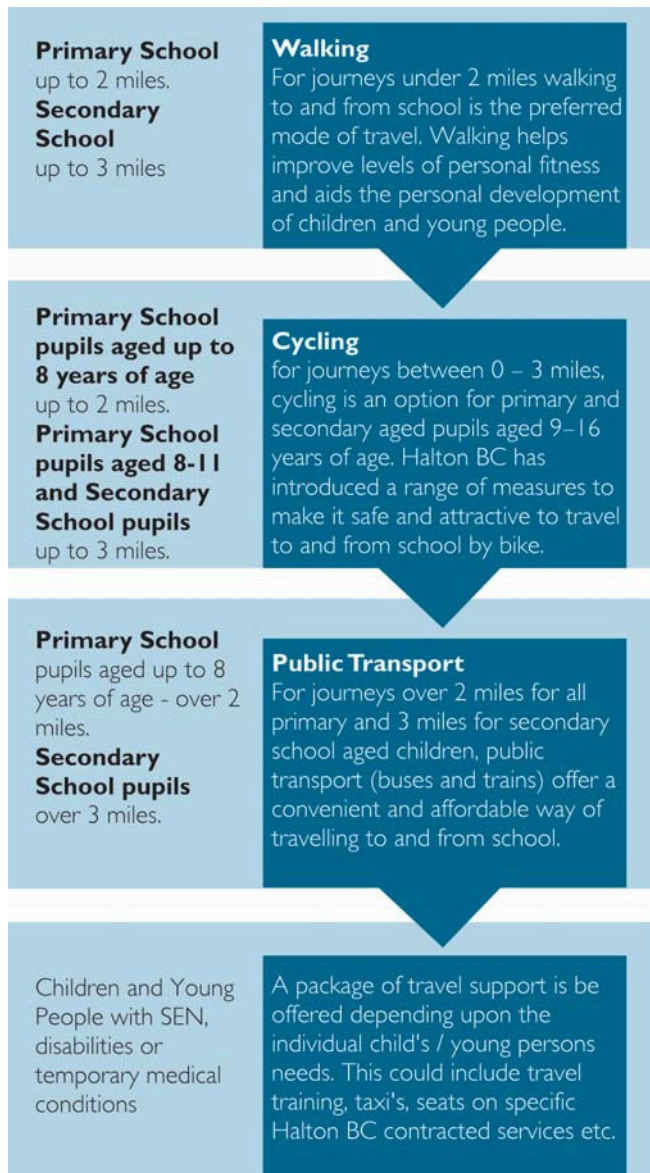
The annual progress figures are as follows:

Take up of School Travel Plans within Halton					
Establishment	2003	2004	2005	2006	2007
Nursery	...	...	...	.	2
Primary	5	5	12	3	6
Secondary	...	1	...	...	3
Special	...	...	...	...	1
Total	5	6	12	3	12

Sustainable School Travel Options

The diagram below shows the integrated approach Halton Borough Council has adopted to improve the use and take up of sustainable school travel options.

Sustainable School Travel Options



PACKAGE OF MEASURES

In parallel with the implementation of STPs, Halton is committed to promoting alternatives to the private car. Walking and cycling have proved to be the more favourable travel choices however there has been a noticeable shift in attitude since the launch of car friendly campaigns. There are numerous campaigns organised throughout the year with funding provided and participation is open to all schools with completed STPs. The initiatives are detailed on a central 'Calendar of Events' and sent out to schools. Based on the success and popularity of the calendar the number of Borough wide initiative has increased year on year.

Form of Travel	Measures to promote the use of the form of travel
Walking	"Fresh Air Friday" "Walk on Wednesday" "Walk in your Wellies" "Walk to School Week" "Be Bright Be Seen Week" "Walking Bus Schemes" Before and After School Walking Bus Schemes
Cycling	Cycle Training Cycle Permit Scheme "Bike It Day" "Cycle Sense""Bright Bike" "Wheellie Wednesday"
Bus	Joint promotional campaigns with the local bus companies.
Car	"Drop and Go"schemes Gate Guardians Zig Zag Day Park Away for a Day Car Share Teacher Car Share

The Cycle Permit Scheme

The Cycle Permit Scheme is a cycling initiative aimed at promoting good practice and safer cycling. The Council's Road Safety Unit, work together with the School Travel Plan

Officer to ensure that children are encouraged to cycle to school in a safe responsible way. So far in Halton:

- 8 Primary schools and 1 High School have successfully implemented the Cycle Permit Scheme with a further 6 schools planning to implement the scheme during 2007/8;
- 8 primary schools have received funding from the Local transport Plan to install 20-30 secure cycle spaces; and
- Funding was received from the Halton Business Partnership to provide each child taking part in the cycle permit scheme with a cycle helmet, cycle belt, cycle locks and cycling information packs for both themselves and their parents.

The Walking Bus Scheme

The latest form of school transport is the 'Walking Bus'. Volunteer parents or helpers escort a line of children on their journey to school. They walk along a set route collecting pupils at 'pick up points' along the way. The Walking Bus Scheme helps to increase healthy exercise by encouraging walking, whilst reducing traffic and pollution near schools.

So far, 3 schools have successfully developed the scheme. However, the schools struggle to find the volunteers required to operate the day to day running of this initiative. Halton Borough Council and the schools have worked together to design a volunteer recruitment campaign. So far, this has generated more interest and requests for information but not enough volunteers.

The Council is now looking at new ways to encourage people to assist with the scheme including,

- Enlisting the help of Halton Volunteer Bureau
- To research funding opportunities for paid Walking Bus Co-ordinators within each school.
- Develop a volunteer incentive scheme

- Link Walking Bus Schemes into early morning breakfast and afternoon clubs.

FUNDING

The Government will provide funding to support sustainable school travel by:

- Providing £7.5m per year for at least 2 years to fund more local authority based school travel advisers who will help schools carry out surveys and prepare plans;
- Allocating £5,000 for a typical primary school and £10,000 for a typical secondary school, through DfES's capital programme, to help schools upgrade their travel facilities.

As a result, Halton Borough Council was awarded £17,000 for an additional School Travel Plan Advisor. During April 2004, a new Advisor was appointed and is currently selecting schools to begin the STP process. The funding which was due to end in March 2008, has now been extended for a further 2 years.

A total of 38 schools in Halton have qualified for the Capital Grant Award for the successful completion of a STP from the DfES and the DfT. The amount of funding awarded to each school is calculated in the following way:

- Secondary Schools will receive £5000 for the completion of the STP plus £5 per pupil.
- Primary Schools will receive £3750 for the completion of the STP plus £5 per pupil.

Sustainable Walking Grant

The then Secretary of State for Transport, Douglas Alexander, launched the grant scheme on 22 November 2006. The purpose of the scheme is to provide support to schools that have made a commitment to reducing car use and increasing walking for journeys to school. The closing date for applications was 31 January 2007, a total of 4 primary schools were awarded a £1000 Walking Bus Grant and 1 school was awarded £500 sustainable walking grant.

A package of minor works have been implemented at many STP schools, ranging from the installation of secure cycle storage to new fencing and crossing facilities, better signing and markings to highlight the presence of

the schools and their children. This work has been funded through the Local Transport Plan to an average value of approximately £20,000 per year.

CONSULTATION

School Travel Survey

As part of the School Travel Plan process, each class in a school was requested to complete simple hands up survey. The survey asks questions concerning pupils actual and preferred travel patterns. The survey is a key tool in assessing the extent of the problems associated with the school run.

In order to see the bigger picture, every primary and secondary school was asked to take part and complete the hands up questionnaires during July 2004. The results were as follows;

- 36 Primary schools and 2 High Schools (7000 pupils) completed and returned the questionnaires;
- 2963 pupils travel to school on foot compared to 3290 that would actually prefer to walk to school;
- 3290 pupils travel to school by car compared to 496 that actually prefer this method.
- 102 pupils cycle to school compared to 2370 pupils that would actually prefer this method. Although cycling is inappropriate for some younger pupils, the survey did highlight the potential.

5 schools were initially selected to assist in the development of the STP and steering groups were established for each school.

The main responsibilities of the Steering Groups are:

- To consult with local authority representatives, school staff, governors, parents, pupils and local residents concerning any school travel plan development.

- To develop, implement, monitor and review the school travel plan
- To set and achieve realistic aims, objectives and targets.
- To promote the school travel plan within the school and the local community.

An extensive public consultation exercise has been undertaken on all the policies and strategies contained within LTP2 and comments have been incorporated where appropriate.

Targets and Monitoring

In the January 2007 official school census it was found that in Halton, 34% of children still travelled to school by car. Although this remains a relatively high figure, a series of surveys over recent years indicate that there has already been a definite shift away from the use of cars for school travel. Increasing the modal shift away from the car will become progressively more difficult as those children most readily influenced to walk, cycle and travel by public transport have already changed their travel patterns.

Halton is required to set a target for reducing the proportion of children travelling by car to school, by 2010. (Inc. vans & taxis)

This work has been far from straightforward as there are a number of factors which have to be taken into consideration in setting the figure. This includes:-

- 1 A series of surveys over recent years indicate that there has already been a definite shift away from the use of cars for school travel. This modal shift will become progressively more difficult to better and those children most readily influenced to walk, cycle and travel by public transport have already been accounted for within the base figures for 2006/07, (35% car based trips);
- 2 The ratio of schools with a travel plan to those without has already shifted significantly and as each year passes fewer schools will be without a plan. All the schools that engaged in plan production in

the early years of the programme have already implemented measures to encourage alternative modes of transport to the car. The remaining schools are those that are less supportive and able to achieve modal shift by encouraging the avoidance of car use;

- 3 Halton is home to a higher than average proportion of children with special educational needs . The ability to change the existing mode of travel for these trips is often very restricted and as such the schools will face difficulties in producing travel plans, based on sustainable transport use;
- 4 The timing of the school travel census in January is questionable. This is a time of year when children will be least easily persuaded to cycle or walk and the parental car is clearly the most attractive travel option. Apart from the dark mornings and afternoons, extreme cold and severe weather, conditions can vary a great deal from day to day and are not as stable as say, in the summer. Hence census results are going to be highly dependent on the changeable weather of the day and are unlikely to identify the true impact of the initiatives undertaken; and
- 5 Halton has embarked on a Building Schools for the Future - Inspiring Children Programme. This should see the expansion of some schools and the federation of others. This will generate new travel patterns for local children with the need to travel further a field than at present, producing extra pressure to travel by car rather than cycle or walk further. The redevelopment plans are not yet settled.

In light of these considerations it is proposed that a target of 33.2% of trips to Halton schools are car based in 2010 should be set. This represents a year on year reduction of 0.2% to achieve a total of 0.8% by 2010.

Appendix Two

Summary of Sustainable Travel Facilities at Schools within Halton

SCHOOL	Existing Cycling Measures in place	Existing Walking Measures in place.	Measures planned (for introduction within next 12 months) or recently introduced.
Birchfield Nursery	N/A	Park and Walkto School Walk to School Events	Awaiting pram, scooter and tricycle storage. Will significantly benefit from Victoria Avenue/Birchfield Road engineering improvement scheme.
The Grange Nursery	N/A	Walk to School Events	Awaiting pram and scooter storage.
Castle View Primary	Cycle Training	Calendar of Events	Awarded £500 walking grant. Zig zag enforced and remarked. Improving pedestrian entrance.
Daresbury Primary	N/A	N/A	School Bus CCTV New school signs/ pupils designed. Traffic calming scheme outside school. Parents shelter.
Ditton CE	Cycle Storage Permit Scheme Cycle training	Calendar of Events	New pedestrian entrance planned. New fence New school sign, pupils designed Footprints SCP
Fairfield Infants		Calendar of Events	Zig zag extended & enforced. Awaiting parent shelter. SCP
Fairfield Junior	Cycle training Cycle storage. Permit Scheme	Calendar of Events	Awarded Walking Busfunding. Investigating additional route into school SCP
Farnworth	N/A	Calendar of Events	Awaiting planning permission additional entrance.
Gorsewood	Cycle training	Calendar of Events	Engineered Drop & Go Scheme - lay-by, guard rails, raised crossing point, improved road surface, landscaping, footprints, new signs, bollards, road markings, enforced zig-zag markings. SCP

SCHOOL	Existing Cycling Measures in place	Existing Walking Measures in place.	Measures planned (for introduction within next 12 months) or recently introduced.
Hale	N/A	Calendar of Events	Road sign/ pupil design Extended zig-zag markings. Traffic calming scheme. SCP
Halebank	N/A Cycle training	Calendar of Events	New school sign Improved disability access. Guard railings CCTV
Hillview	Cycle Training	Calendar of Events	Investigating improvement scheme. SCP
Lunts Heath	Cycle Storage Cycle training	Calendar of Events	Bollards Guard railings
Moore	Cycle storage Permit Scheme Cycle Training	Calendar of Events	Zig-Zag Enforced
Moorfield	Cycle Training	Calendar of Events	SCP Zig-Zag Enforced
Oakfield	Cycle storage Permit Scheme Cycle Training	Calendar of Events	Resurface car park, speed bumps, and markings. Pedestrian path & fencing. Footprints. Zig-Zag Enforced SCP
OLMS	Cycle Training	Calendar of Events Park and Walk Scheme.	Awarded Walking Bus funding. Awaiting cycle shelter. Investigating improved pedestrian access.
OLPS	Cycle storage Permit Scheme Cycle Training	Calendar of Events	New car park Footprints Significantly benefited from Ditchfield Rd traffic calming & pedestrian crossing. Zig-Zag Enforced Guardrails. SCP
Runcorn All Saints	Cycle Training	Calendar of Events Park and Walk Scheme.	Guardrails Road sign
Simms Cross	Cycle storage Permit Scheme Cycle Training	Calendar of Events	Benefited from Milton Road improvements-renewed footways, railings, crossing points. Zig-Zag Enforced SCP
St Basils	Cycle storage Permit Scheme Cycle Training	Calendar of Events	Pedestrian Crossing Improved road surfacing and markings Pedestrian islands Narrowing of school entrance. Zig-Zag Enforced

SCHOOL	Existing Cycling Measures in place	Existing Walking Measures in place.	Measures planned (for introduction within next 12 months) or recently introduced.
St Clements	N/A	N/A	Guardrails, zig zag enforced & extended. Bollards.
St Edwards	Cycle Training	Calendar of Events	Guardrails, single yellow line - parking restriction.
St Gerards	Cycle Training	Calendar of Events Park and Walk	Part of Home Zone Additional pedestrian footway.
St John Fisher	Cycle storage Permit Scheme Cycle Training	Calendar of Events	Guard railings Bollards Zig-Zag Enforced SCP
St Martins	Cycle Training	Calendar of Events	Next door to Gorsewood.
St Marys	Cycle Training	N/A	Speed tables & cushions, road markings, new signing, guard railings. Zig-Zag Enforced, rumble strips
St Michaels	Cycle storage Permit Scheme Cycle Training	Calendar of Events	Footprints Zig-Zag Enforced NCN route 5 SCP
Westbank	Cycle Training	Calendar of Events Awarded Walking Bus funding.	Improved lighting and security to staff car park. Zig-Zag Enforced Guardrails. Drop crossing
Woodside	Cycle storage Permit Scheme Cycle Training	Calendar of Events	Engineering improvement scheme, priority highway, speed tables, road markings, drop crossings, guard railings, footprints.
St Peter & Paul College	Cycle Storage	Bus warden/supervisor.	Car park improvements- bollards, guardrails, resurface, raised pedestrian crossing point. Additional pedestrian entrance/exit.
Fairfield	Package of measures being determined	Buddy Scheme	Package of measures being determined
The Grange Comprehensive	Cycle Storage	N/A	Improved cycle pedestrian entrance, car park scheme, SCP. Links to NCN

SCHOOL	Existing Cycling Measures in place	Existing Walking Measures in place.	Measures planned (for introduction within next 12 months) or recently introduced.
St Bedes Infants		Calendar of Events	Consultation stage SCP Zig-Zag Enforced Keep clear markings
St Bedes Jnr	Cycle Training	Calendar of Events	Consultation stage SCP
St Bertelines	Cycle storage Permit Scheme Cycle Training	Calendar of Events Drop and go	Drop crossings Double yellow lines Extended car park Staff cycling facilities Bollards Gate Guardians Footprints Guard railings
Wade Deacon	Relocated and renewed Cycle Storage	N/A	Bus turn around, entrance resurfacing, speed humps, new road markings, improved lighting, new signs, bollards. New pedestrian entrance/exit and footway.
Brookfields	package of measures being determined	Pedestrian training	Package of measures being determined

Appendix Three

Accessibility of Secondary Schools and Post 16 Establishments within Halton by Public Transport

This appendix provides a guide for parents, guardians and carers as to how easily it is to access secondary schools and the main post 16 educational establishments within the Borough by public transport. This is meant as a guide only. For the most up to date information please contact either the Traveline Tel 0871 200 22 33 or visit the Halton Borough Council web site at www.halton.gov.uk/transport. Information for this

appendix has been taken from the Halton Access Plan 2006/7 - 2010/11.

Halton Borough Council's Neighbourhood Travel Team will prepare individual journey plans for pupils wishing to use public transport when travelling to and from school. Contact the Neighbourhood Travel Team on freephone Tel 0800 1953 173.

Access to Widnes Secondary Schools and Post 16 Establishments by existing public transport services.

Key to table

Excellent	- Travel Time Under 20 minutes
Good	- Travel Time between 20 to 30 mins
Average	- Travel Time between 30 to 45 mins
Poor	- Travel Time between 45 to 60 mins
Very poor	- Travel Time over 60 minutes

Widnes wards	Access to nearest Post 16 Establishment (Riverside College)	Access to all Secondary schools from the Ward	Schools			
			Bankfield	St Peter & Paul's	Wade Deacon	Fairfield
Appleton	Excellent (Widnes Campus)	Excellent	Good	Excellent	Excellent	Excellent
Birchfield	Good (Cronton Campus)	Good	Good	Good	Good	Good
Broadheath	Excellent (Widnes Campus)	Good	Excellent	Excellent	Good	Average
Ditton	Average (Widnes Campus)	Average	Good	Average	Average	Poor
Farnworth	Good (Cronton Campus)	Average	Poor	Average	Average	Average
Hale	Average (Widnes Campus)	Average	Average	Average	Poor	Poor
Halton View	Good (Widnes Campus)	Good	Good	Good	Good	Excellent
Hough Green	Good (Widnes Campus)	Excellent	Excellent	Average	Average	Average
Kingsway	Excellent (Widnes Campus)	Excellent	Excellent	Excellent	Excellent	Excellent
Riverside	Excellent (Widnes Campus)	Good	Good	Good	Average	Average

Access to Runcorn Secondary Schools and Post 16 Establishments by existing public transport services.

Key to table

- Excellent - Travel Time Under 20 minutes
- Good - Travel Time between 20 to 30 mins
- Average - Travel Time between 30 to 45 mins
- Poor - Travel Time between 45 to 60 mins
- Very poor - Travel Time over 60 minutes

Runcorn Wards	Access to nearest Post 16 Establishment (Riverside College)	Access to all Secondary schools Combined	Schools			
			St Chads	TheHeath	The Grange	Halton High
Beechwood	Average(Runcorn Campus)	Good	Excellent	Good	Average	Good
Castlefields	Good(Runcorn Campus)	Excellent	Good	Good	Good	Good
Daresbury	Poor(Runcorn Campus)	Good	Average	Poor	Poor	Average
Grange	Good(Runcorn Campus)	Good	Excellent	Excellent	Excellent	Average
Halton Brook	Good(Runcorn Campus)	Good	Excellent	Good	Excellent	Average
Halton Lea	Average(Runcorn Campus)	Excellent	Excellent	Good	Good	Good
Heath	Average(Runcorn Campus)	Good	Good	Excellent	Good	Average
Mersey	Excellent(Runcorn Campus)	Good	Good	Good	Good	Average
Norton North	Average(Runcorn Campus)	Good	Good	Average	Average	Excellent
Norton South	Average(Widnes Campus)	Good	Good	Average	Average	Excellent
Windmill Hill	Average(Runcorn Campus)	Good	Average	Average	Average	Good

Appendix Four

Transport policy statement for students aged 16-18 in further education and continuing students aged 19 and over

Name of LEA: HALTON

Department Responsible: Children & Young People's Directorate/Transport Co-ordination

Please provide details of all concessionary fares, discounts, subsidies, passes or travel cards available for students aged 16-19 and who provides them. Please provide details of any costs to the student.

Riverside College Halton

Students attending Riverside College Halton (at any campus) for courses in excess of 450 hours per academic year and who live over 1.5 miles from their chosen campus have the opportunity to purchase either a single operator bus pass or a multi operator travel card (suitable for learners requiring to use bus services operated by more than one bus company) at greatly discounted prices..

Riverside College Single Operator Travel Passes

- Arriva (North West and Wales) Riverside College Travel Pass;
- Halton Borough Transport Ltd Riverside College Travel Pass; or

These are discounted passes and cost the student £20 per half term and allow unlimited 7 days per week travel on **either** Arriva (North West and Wales) or Halton Borough Transport Ltd buses. Please note that passes are not interchangeable between Arriva (North West and Wales) and Halton Borough Transport services. The Arriva

Riverside College Travel Passes are valid on any Arriva service operating within Halton or Merseyside, and the Halton Borough Transport Ltd Riverside College Travel Pass is valid on any service operated by Halton Borough Transport Ltd.

Riverside College Multi Operator Travel Pass

In partnership with Halton Borough Council, Riverside College offers eligible learners the opportunity to purchase a discounted "Student Hopper" Travel Pass, which is available for use on any local bus service within Halton. Current price of the ticket is £32 per half term.

Students should apply for passes at the time of enrolling.

In addition, Riverside College also provides the following dedicated bus services to its campuses during term times:

- Bridgewater Shuttle: Runcom High St and Runcom Station - Bridgewater Campus and return (Operated by Supertravel) - additional peak hour journeys direct to the Runcom Campus from the Beechwood area are provided (see timetable);
- Service 914 Liverpool - Halewood - Cronton Campus - Kingsway Campus (Operated by Merseypride Travel)
- Service 40 Hale Village - Cronton Campus (Operated by Halton Borough Transport Ltd)

Travel on Halton Borough Transport buses will be free to students who purchase a Halton Borough Transport pass. Fares on the service 914 is subsidised, at £1 per journey.

Further information is available from Riverside College Halton Student Services 0151 257 2020

St Chad's Catholic High School & Language College

This School is well served by frequent local bus services (Services 21/61/62/82A/X30/79C). **For further information contact the School 01928 564106 or Traveline on 0871 200 22 33.**

Saints Peter & Paul Catholic High School

This School is well served by frequent local bus services (Services 2/14/79C/82A/82B).

For further information contact the School 0151 4242139 or Traveline on 0871 200 22 33.

Other FE establishments

Students should apply to their chosen college to establish what transport support is provided.

Halton Borough Council receives funding from the Learning & Skills Council and this funding is delegated direct to the schools with sixth forms as detailed above.

2. What times during the day can students use their travel pass or obtain concessionary fares?

There are no time restrictions placed on any of the above bus passes.

3. Please confirm that support will continue to be made available to students who reach 19 whilst continuing on a course.

The above conditions will apply for students reaching the age of 19 until the end of the academic year.

4. How will students be assessed to see if they are eligible for support? e.g., means testing or must they be on benefits?

The only means testing applies to Education Maintenance Allowances (EMAs). Halton resident students can apply for an EMA. EMA is a weekly payment of £10, £20 or £30 a week depending on your household income. The money is intended to help with the day-to-day costs when you stay on at school or college - such as travel, books and equipment for your course.

**Further information on EMA is available at:
www.dfes.gov.uk/financialhelp/ema**

Any other transport concession listed above is not subject to means testing.

5. What help do you provide for students with learning difficulties and/or disabilities including those over 19 or students facing other difficulties in following their courses?

Halton Borough Council may provide assistance with transport for students with statements of special educational needs.

For further information contact the Children & Young People's Directorate, SEN Assessment Team on 01928 704350 Halton Community Transport operates a fully accessible minibus Door2Door minibus service for eligible learners referred to the scheme by Student Services at Riverside College. Fares are charged equivalent to local bus fares, and Riverside College may provide assistance with any travel costs.

For further information contact Riverside College Student Services 0151 257 2020.

6. Do you provide mobility/independence training for students who face difficulty with transport?

Halton Borough Council also offers independent living travel training for students who require additional support. The Council's Neighbourhood Travel Team provides this innovative new scheme.

For further information contact the Neighbourhood Travel Team on 0800 1953 173.

7. When should students start to apply for transport support?

Students should start to apply for transport support at the time of enrolling.

8. What help can students apply for if they need to travel to a course that is beyond your LEA area?

Halton Borough Council is currently reviewing the provision for students travelling to a course that is beyond Halton where the course attended cannot be offered within Halton. It is anticipated that where funding from alternative sources (i.e. the establishment the student is studying) or any other alternative sources is not available, the Council may consider, on merit, applications for assistance with travel. Students should note that it is anticipated that any applications received will be subject to means testing.

For further information contact Halton Borough Council on 0151 424 2061.

9. What help is available for students who attend a further education institution, which is beyond daily travelling distance, and they need to stay away?

As part of the Learner Support Fund, the Learning Skills Council (LSC) operates two schemes for students who need to study away from home.

- **Residential Bursary Scheme**

Residential bursaries are funds available to learners attending 1 of 51 designated residential bursary colleges, most of which are agricultural, horticultural or art and design. Funds can be used for learners on full time courses of 10 weeks or more in an academic year. Funds can be used by the institution to pay for residential accommodation, on or off campus, and in part for transport costs.

- **Residential Pilot Scheme**

The Residential Pilot Scheme introduced in September 2002 allows students to attend a specialist course that is not available within reasonable daily travel of their home. Residential costs of up to £3000 (£3500 in

the London area) and associated travel costs can be funded for the duration of the course (to a maximum of 3 years).

In order to be eligible, learners must be applying for a full time course at level 3 or above, i.e. equivalent to A levels or higher. Once a course has been chosen, the learner should contact the Learning and Skills Council Greater Merseyside (Tel 0845 0194150) to establish that a similar course is not available locally.

10. Please provide information about all points of contact for students seeking transport support, e.g. LEA/college, bus company contact. Please include any websites and e-mail addresses.

Work Based Learners

Any young person residing within Halton and who is undertaking work based learning opportunities who is experiencing difficulties travelling to and from their place of training may be eligible for assistance through Halton BC's "Links 2 Work" scheme. The scheme offers discounted taxi travel within the Borough of Halton. For further information please call Halton BC Neighbourhood Travel Team on **0800 1953 173**

Traveline

For comprehensive information on public transport services (local bus and rail) operating in Halton and across the North West of England please contact the Traveline on 0871 200 2233 (Minicom 0870 2412216) or (Typetalk 1 8001 0871 200 2233 Calls cost 10p per minute from landlines). Lines are open from 8am - 8pm daily. Alternatively information is available on the Halton Borough Council web site www.halton.gov.uk/publictransport.

Halton Neighbourhood Travel Team

Halton Borough Council's Neighbourhood Travel Team (NTT) can also help to advise learners on how best to travel to sixth form and colleges. NTT can also offer tailored personalised journey plans suited to the individual needs of the learners. For further information please call the Neighbourhood Travel Team on 0800 1953 173 between 08.30 - 17.00 Monday to Fridays).

National Rail

For comprehensive information on all local and national rail services please contact National Rail on 08457 484950 or www.nationalrail.co.uk. Learners wishing to travel by rail may purchase season tickets between stations. For further information please contact National Rail.

Learners wishing to travel by rail may purchase a Young Persons Railcard (which entitles the holder to discounts on most rail tickets) if aged between 16-25 or a mature student, over the age of 26 and in full-time education. If aged 26 or over, you'll need to provide proof that you're a full-time student at a recognised school or college. This has to be over 15 hours a week and for at least 20 weeks a year. You can either show an ISIC card or have the 'Mature students only' section of the application form completed and certified. Applications can be made on line on the National Rail website or at any staffed rail station.

Local Bus Services

"Halton Hopper" Bus Ticket

Halton Borough Council administers the "Halton Hopper" multi operator bus ticket, which is valid on all participating operators local bus services within Halton. The ticket is priced at £13 and is valid for one weeks travel. Tickets can be purchased either from:

- Any Halton Direct Link shop; Runcorn Tourist Information Centre;
- Halton Direct Link 0151 907 8300 (24 Hours);
- On line at www.halton.gov.uk/publictransport.

A student version of the ticket was introduced in September 2006. This ticket known as a "Young Persons Hopper" is available from Riverside College and Merseyside Connexions offices within Halton.

Arriva (North West and Wales)

Arriva (North West & Wales) sell weekly tickets valid for travel on any Arriva local bus service in the North West and Wales area (current weekly price £14). These can either be purchased from the driver on any Arriva bus or Pay point outlet.

Arriva also offer a one-day Halton Zone Ticket priced at £2.70. This ticket can be purchased from the driver and is valid on all Arriva services within Halton. In addition, Arriva (North West and Wales) also offer full time students, studying at any university, HE/FE college or sixth form college the option of purchasing an Arriva Student Ticket. The current price of the Arriva Student Ticket per term is £65 or (£59 on line).

For further details contact the Arriva (North West & Wales) on: 08701 20 10 88 or www.arrivabus.co.uk.

Halton Borough Transport Ltd

Halton Transport operates a comprehensive network of local bus services across Halton and to surrounding major centres of Liverpool, St. Helens and Warrington. Halton Borough Transport Ltd offers a Day Ticket, which is valid on any Halton Borough Transport Ltd service (including cross boundary services outside of Halton), with no time restrictions. The current price of the Halton Borough Transport Ltd Day Ticket is £3, and can be purchased on bus. For further information on any Halton Transport service please contact the Company on 0151 423 3333 or www.haltontransport.co.uk

GHA Coaches

GHA Coaches operate service 36 between Halton Lea, Elton and Ellesmere Port. Learners wishing to travel between Ellesmere Port / Elton and Riverside College (Runcorn Campus) are advised to alight from service 36 at the Holiday Inn (Wood Lane) Runcorn and change to the C1 service to Riverside College - operated by Supertravel.

For further information on times and fares please contact Halton Neighbourhood Travel Team on 0800 1953 173

Travel to Colleges in Merseyside

For students travelling to learning establishments in Merseyside, Merseytravel sell a range of area season tickets, including Term Time Student Tickets. For further details contact the Traveline on 0870 6082608 or visit the Merseytravel web site - www.merseytravel.gov.uk.

Greater Merseyside Connexions

Greater Merseyside Connexions also offer young people living in Halton the opportunity to purchase a discounted "Young Person's Hopper" multi operator Travel Pass. This pass is valid on any local bus service operating within Halton. To be eligible young people must be registered with Greater Merseyside Connexions service. Further details can be obtained from: -

- Connexions Runcorn
9 Orchard Walk, Halton Lea, Runcorn,
Cheshire WA7 2BS Tel: 01928 706000
- Connexions Widnes
43, Albert Rd, Widnes, Cheshire WA8 6JA
Tel: 0151 422 9120

Preparations for the new 14 -19 Diplomas

From September 2008 the new specialist 14 -19 Diplomas will be offered to learners within Halton. The new diplomas will be offered on Tuesdays and Thursdays in 2009 and 2009. A package of transport assistance will be made available to all young people accepted onto the diplomas. Details of which will be made available to learners when they apply for places on the new diplomas.

Appendix Five

Assisted Travel Appeals Process

HOME TO SCHOOL TRANSPORT APPEAL PROCESS (September 2007)

The appeal process will be available in the following circumstances:

- a) For pupils with a statement of special educational needs where assistance with transport has not been recorded in the statement and parents wish to appeal against this decision;
- b) For non-statemented pupils if an application for transport has been made on the appropriate forms to Halton Borough Council's Environmental Services Directorate, and been refused on the basis that the pupil is not entitled under the Council's Home to School Transport Policy and parents wish to appeal against this decision.

An appeal against the decision not to provide assistance must be submitted in writing to:

Operational Director - Business Planning & Resources
Children & Young People's Directorate
Halton Borough Council
Grosvenor House
Runcorn
WA7 2WD

The written appeal must include the child's name, date of birth, address, school for which transport has been refused, and full grounds for the appeal.

The Operational Director will consider the written appeal for assistance with transport in consultation with the Portfolio Holder for Children and Young People.

The decision of the Operational Director will be communicated in writing to the appellant within 10 working days of receipt of the letter of appeal.

The decision of the Operational Director is final with no further right of appeal.

REPORT TO:	Executive Board
DATE:	06 September 2007
REPORTING OFFICER:	Strategic Director, Children & Young Peoples Directorate
SUBJECT:	2007 Review of the Children and Young People's Plan 2006 – 2009
WARDS:	Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 To provide information to the Executive Board on the annual review of the Children and Young People's Plan 2006 – 2009.

2.0 RECOMMENDATION

- 2.1 **That the Board endorse the 2007 Review of the Children and Young People's Plan 2006 – 2009.**

3.0 SUPPORTING INFORMATION

- 3.1 The Children and Young People's Plan is one of the statutory requirements introduced by The Children Act 2004. This three year Plan sets out the priorities, targets and actions by which the local authority and its partners will jointly achieve the five Every Child Matters Outcomes for children and young people in the Borough.
- 3.2 The Children and Young People's Plan must be reviewed on an annual basis. This year, guidance was received that the Review of the Children and Young People's Plan would also be the authority's self assessment for the purpose of the Annual Performance Assessment (APA). The 2007 Review is therefore a comprehensive analysis of the authority's performance for the purpose of the APA and a review of planning and priorities in relation to partnership delivery of the five Every Child Matters Outcomes.
- 3.3 Grades will be awarded for:
- The council's children's services overall and the specific contributions the council makes to improving outcomes for children and young people
 - The contribution council services make to improving each of the five outcome areas i.e. five separate grades
 - The council's capacity to further improve services
- 3.4 These grades will feed into the grades for the children and young people's block of the Audit Commission's Comprehensive Performance Assessment (CPA)
- 3.5 The Review of the Children and Young People's Plan was completed over a period of three months and entailed widespread consultation with children and young people, parents and all individuals, agencies and organisations involved in providing services for or that affect children in Halton. It was submitted to OfSTED on 14 June 2007 and is published on Halton's website. A children and young people's version has also

been produced which provides a useful summary of the Review.

3.6 The Review is in 4 parts:

- Part 1 sets the context for the Review and includes an enhanced vision as set out in the Review guidance, an updated needs analysis and the contributions from consultations with children and young people, parents and professionals
- Part 2 is our self assessment for the Annual Performance Assessment which relates to the Children & Young People Plan but includes a wider range of information than that covered by the Plan and also includes service management information.
- Part 3 is a review of performance of the 90 Children & Young People Plan targets. These have been traffic lighted to indicate progress and generally amber and red traffic lights indicate targets which become priority areas for 2007 – 2009. The exception to this is those areas where we plan to extend the target by focussing on the inclusion of vulnerable groups.
- Part 4 sets out our Revised Children & Young People Plan Priorities for 2007-2009 and new areas of work which arise from legislation/guidance passed during 2006-07

3.7 The self evaluation gradings submitted by the authority are:

Areas for judgement	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Achieving economic well-being
The contribution of the council's services in maintaining and improving this outcome for children and young people.	3 (Good)	4 (Outstanding)	3 (Good)	4 (Outstanding)	2 (Adequate)

The council's children's services	Grade
The contribution of the council's children's services in maintaining and improving outcomes for children and young people.	3 (Good)

Capacity to improve	Grade
The council's capacity to improve its services for children and young people	4 (Outstanding)

3.8 Achieving Economic Wellbeing was only graded as adequate because of numbers of young people not in education, training or employment increasing rather than reducing and because of a range of poverty indicators that reflect Halton's socio-

economic context. The reduction of children and young people not in education, training and employment and an increase in the qualification levels of young people in Halton are Children and Young People's Plan priorities for 2007 –2009.

4.0 POLICY IMPLICATIONS

- 4.1 There is a requirement within the Children Act 2004 for the Children and Young People's Plan to be reviewed on an annual basis. The submitted Review of the Plan fulfils this requirement.
- 4.2 The 90 targets in the Children and Young People's Plan require commitment and input from all council Directorates and partner agencies to achieve the objective of improving outcomes for all children and young people in Halton.

5.0 OTHER IMPLICATIONS

- 5.1 The judgements formed by Inspectors during this year's APA will contribute to the areas selected for particular scrutiny in the forthcoming Joint Area Review that takes place in March/April 2008.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

The Children and Young People Plan is the overarching Plan that sets out the priorities, targets and actions by which the local authority and its partners will jointly achieve the five Every Child Matters Outcomes for children and young people in the Borough.

6.2 Employment, Learning and Skills in Halton

Although significant progress has been made in 14 – 19 education and skills reform this has yet to impact on the level of qualification of young people in Halton and on the numbers of young people in employment, education or training. Employment, learning and skills of young people needs to be a continuing priority area for the Borough and corporate responsibilities within the Corporate Parenting Strategy need to be honoured.

6.3 A Healthy Halton

The health priorities and targets in the Children and Young People's Plan are wide ranging requiring close partnership working with St Helens and Halton PCT and the Hospital Trusts. The priorities for 2007 – 2009 are to reduce the level of respiratory illnesses in children, halt the rise in childhood obesity, reduce the level of infant mortality, reduce the under 18 conception rate and enhance the emotional, psychological and physical wellbeing of children and young people in the Borough.

6.4 A Safer Halton

Halton last year was awarded an outstanding grade for its safeguarding work with children and young people. The priorities arising from the Review aim to enhance this established good work by increasing community awareness and engagement in safeguarding through the Halton Safeguarding Children Board, extending prevention and early intervention services, increasing targeted support for vulnerable children and improving placement choice and quality of care for looked after children.

6.5 Halton's Urban Renewal

Provision of temporary accommodation for families and accommodation for vulnerable groups of young people are targets within the Children and Young

People's Plan. We continue to need to demonstrate improved outcomes for young people; this therefore needs to remain a Council priority.

7.0 RISK ANALYSIS

- 7.1 The grades awarded to the authority as a result of the Review of the Children and Young People's Plan feed into the grades for the children and young people's block of the Audit Commission's Comprehensive Performance Assessment (CPA) and will therefore affect the assessment of the council's overall performance.
- 7.2 The information provided in the Review and subsequent discussions with Government inspectors will inform the thematic areas selected for in-depth scrutiny in the Joint Area Review.

8.0 EQUALITY AND DIVERSITY ISSUES

- 8.1 Equality and diversity is a particular focus within the APA and the Review of the Children and Young People's Plan with the council and its partners having to demonstrate how strategies and initiatives enhance equality of opportunity and ensure a proactive approach to diversity.
- 8.2 One of the priorities for 2007 – 2009 is to improve support for speakers of English as an additional language.

9.0 REASONS FOR DECISION

- 9.1 This is a key decision as the Plan is significant in terms of its effects on children and young people, families and communities in Halton.

10.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

None.

11.0 IMPLEMENTATION DATE

The Children & Young People's Plan will be reviewed annually and the Review published in June of that year. The current Children and Young People's Plan was initiated in April 2006 and is applicable to 2009.

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

Document	Place of Inspection	Contact Officer
Children and Young People Plan 2006 – 2009	HBC Website	Tony Crane
Annual Performance Assessment Handbook 2007	Grosvenor House	Tony Crane
Annual Review of the Children and Young People's Plan (Supplementary Guidance 2007)	Grosvenor House	Tony Crane



REVIEW OF CHILDREN & YOUNG PEOPLE'S PLAN 2006 – 2009

Children have a big part to play in the community. Hear what they say!
Year 9 pupil

Don't treat me differently just because I've got a few problems
15 year old disabled child

Date of Review: June 2007

I like being a child in Halton. It makes me feel proud and important because it is a lovely environment and they are always offering new things. Year 6 child

Draft 6: 06 June 2007

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PART 1

INTRODUCTION

The Halton Children and Young People's Plan was published in April 2006 and since that time we have been working hard to make progress in achieving the targets we set out in our Plan. However Halton remains one of the most deprived areas in the UK and despite continuous improvement in many areas there is still much to do in improving the prospects for the children and young people of the borough.

Together with all agencies working with children in Halton we have reviewed performance data, developments during 2006 - 07 and feedback from users of services to decide those areas where our plans are making good progress and achieving the targets we have set and those areas where further progress needs to be made. This includes targets within the Local Area Agreement as well as targets in the Children and Young People's Plan. We have made good progress against many of the 90 targets in the Children & Young People's Plan and the targets within the Local Area Agreement. We have however identified areas where progress has not been as good, performance has deteriorated or where focus needs to be maintained to achieve the targets set. These are the areas we have included in our Children & Young People's Plan Revised Priorities for 2007 - 2009.

We have also analysed the available information to decide if there are new areas of need which have arisen since we wrote the Children and Young People's Plan. Where we have identified new areas of need these have also been included in our Revised Priorities for the Children and Young People's Plan.

We have consulted with children and young people, parents and all agencies/organisations working with children to find out their views on the impact of the Children and Young People's Plan and have taken account of their views when deciding what should be our priority areas for the future.

We have also looked at the management of services within the Alliance and the Children and Young People's Directorate to ensure it supports the delivery of good outcomes for children through integrated working, effective commissioning and budget management providing good value for money, performance management and a flexible well developed workforce.

The outcome of all this activity is this first review of the 2006 – 2009 Children & Young People's Plan. In it we report on the consultations we have undertaken; summarise the findings from our review of what has been happening over the past year in services for children and in the management of those services; and identify what our key priorities and activities will be during 2007 – 2009 for improving the prospects for all Halton's children and young people.

OUR VISION

Our Vision for Halton's children and young people set out in the Children and Young People's Plan remains....

'A community committed to realising high aspirations, where all children, young people and families are valued and respected and where inclusion and diversity are promoted'.



Children and Young People are one of the five strategic priorities within the Community Strategy and the vision in the Children and Young People's Plan is paralleled by the aim in the Community Strategy for children and young people which is:

"To ensure that in Halton children and young people are safeguarded, healthy and happy and receive their entitlement of high quality services that are sensitive to need, inclusive and accessible to all"

The council's Corporate Plan, the Children and Young People's Plan, the Children and Young People Directorate Business Plans and other organisations business plans all set out how everyone, working together across the partnerships of the Children and Young People's Alliance and the Local Strategic Partnership, is seeking to achieve this vision and strategic priority.

However we now realise that our Vision needs to be broadened to say more about how we will realise our high aspirations.

First – what are our high aspirations? They are **improvement in outcomes** for all children and young people, including those groups who are the most vulnerable to poor outcomes. This means improvement in health, educational achievements, citizenship, employment and training and in being safe in their homes and communities. We want our children and young people to:

- Be physically, mentally and emotionally healthy
- Be safe wherever they are
- Enjoy going to school and to achieve as much as they can
- Take an active role in their schools and communities
- Have the opportunity to take up employment or to continue with their education or training



We will do this by:

- Working together either through the integration or co-location of services where this most benefits children and young people or through a virtual team facilitated by common assessment and planning processes together with embedded use of lead professionals
- Pooling resources to enable joint commissioning of services with our partners
- Developing with our partners common understandings of the improvements in outcomes we are aiming to achieve
- Using the common planning structures provided by the Children's Trusts and the Local Safeguarding Children Board
- Working with our partners in the Halton Strategic Partnership to implement and monitor the Local Area Agreement

At the heart of our vision for services for children and young people in Halton are the fundamental principles that:

- The safeguarding and promotion of the welfare of all children and young people must be a prime concern for all agencies
- How we meet the needs of our most vulnerable children and young people and narrow the gap between their outcomes and those of all children is the measure of the success of our services
- We need to promote the capacity of parents and the resilience of children through a range of learning, developmental and support opportunities provided at the earliest point of identification to prevent the later development of more significant problems
- The educational attainments of children and young people are important in their successful transition to adult life and that work in all outcome areas needs to support good educational outcomes for children and young people.
- Children and young people have a significant contribution to make to their communities
- Children and young people should be treated with respect and have their individual needs recognised as set out in the United Nations Convention on the Rights of the Child

CHANGING NEEDS

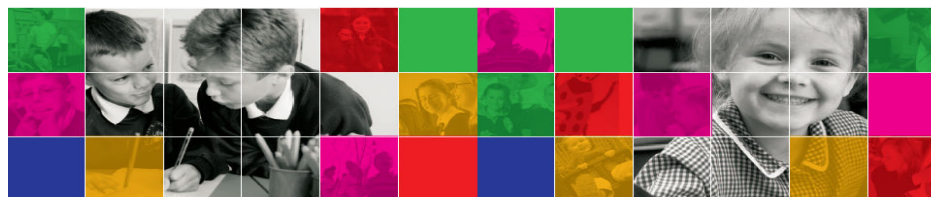
A comprehensive Needs Analysis was completed for the production of the 2006 - 2009 Children and Young People's Plan. The vast majority of information in that Needs Analysis remains relevant for this review of the Plan. However there are some changes which should be noted. These include:

- The mid-2005 population of Halton was 118,800. This is a slight decrease from the mid-2004 population of 118,900. Within the overall population Halton has a larger proportion of people in the 5-24 age categories than across England as a whole. This is partly due to the influence of Runcorn New Town where a lot of younger people live.
- Whilst the birth rate tends to fluctuate annually, within Halton the annual rate appears to be increasing. In 2005 the crude fertility rate (numbers of births per 1,000 women aged 15-44 yrs) was 65.8 births per 1,000, compared to 53.6 per 1,000 in 2002 – this is an increase of nearly 23%. Halton's fertility rate appears to be increasing faster than the national average.
- The previous decline in the birth rate is being seen in the falling numbers on roll in the borough's primary schools. In January 2003 pupil numbers in Halton's Primary schools were over 1000 fewer than their net capacity. This will eventually result in reducing pupil numbers in secondary education and FE. Although this issue needs to be addressed through the re-organisation of schools we will need to be mindful of future needs arising from any continuing increase in the birth rate.
- The next ten years will see a reduction in teenagers by 20%. This will mean a significant change in demands for services.
- Single person households will rise and single parenthood will become even more common meaning a greater demand for early years services.
- An increasing proportion of the population are now from ethnic minority communities with people from Eastern Europe and from the middle East coming live, study and work in Halton. Since September 2004 there has been a significant increase in the number of children residing in Halton with English as an Additional Language referred for additional support:

2004/5	11
2005/6	43
2006/ 07	65

Eleven first languages are represented in the pupils currently being supported in schools with Arabic (27) and Polish (23) being the largest groups. This means we need to consider the communication needs of these children in schools and whether the public information and support services we provide meet the needs of these communities

We have analysed the information we have about our children and young people based on different population areas of the borough so that we can better meet the specific needs of different communities by developing locality based networks of professionals to deliver integrated and co-ordinated services for children and young people. The networks are configured around children's centres and extended school provision facilitating the delivery not only of core service entitlements but also services that are able to better meet local need. The needs of each of the areas are different and services will be tailored according to these geographical needs analyses.



CHILDREN & YOUNG PEOPLE'S CONTRIBUTIONS TO REVIEW OF THE CHILDREN & YOUNG PEOPLE'S PLAN

An on-line survey of young people 11 – 16 years was undertaken to find out their views on whether the aims and targets set out in the Children & Young People's Plan were making any difference in their lives and what they thought the priorities should be for the coming year. 383 young people responded.

Consultations were also undertaken with groups of children from 2 – 19 years which included the Halton Member of UK Youth Parliament and the Youth Cabinet, the Halton Youth Bank, nearly all school councils, looked after children, care leavers, young people with learning and/or physical disability, lesbian gay bisexual & transgendered young people, young carers, and homeless young people. A resource pack of consultation materials was issued to group leaders that facilitated the active participation of this wide range of ages and abilities. A total of 260 children contributed through group discussions and exercises.

Responses from young people in the on-line survey told us:

- 40.6% thought things had got better for them over the past year and 15.6% thought they had got worse
- 41.4% thought health services in their area met their needs and 19.8% thought they did not with a lack of dentists and waiting times for doctors the main concerns. A few people thought there should be more places for young people to access support

There should be more places for younger people to go if they are feeling depressed or if they are having difficult problems

- 74.1% said they had never smoked and 13% said they had stopped or reduced their smoking as a result of health promotions
- 35.4% said they had never drunk and 23.4% said they had stopped or reduced their drinking as a result of health promotions
- 86.5% said they had never taken drugs and 4.4% said they had stopped or reduced their drug taking as a result of health promotions
- 52.5% said they did more than 2 hours sport/exercise a week outside of school with 27.7% doing between an hour and 2 hours.
- 37.5% said they were doing more exercise than they were a year ago, 26.9% were doing the same and 17.4% were doing less.
- A lot of young people thought there should be gyms for young people which were free or they could afford; that there should be lots more sports provision on offer including fun/current youth activities and that after school exercise clubs were a good idea

I would like to do exercise but half the gyms you have got to be 16 and its quite expensive. If they weren't as expensive and aged then the government would solve a lot of the obese problems.

More activities like dance clubs, trampoline, break dancing, basketball, badminton, hockey, running, teen bouncy castle, skating, rock climbing

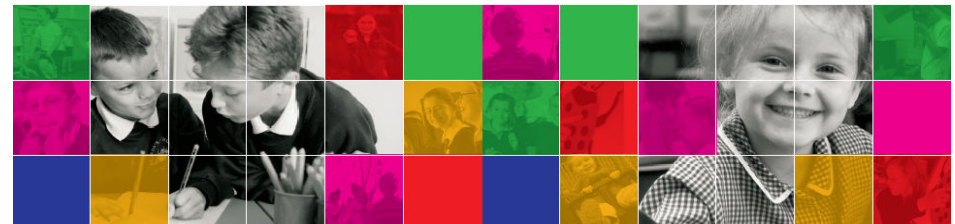
In primary school I went swimming every week plus I had to do a large amount of running and sport for PE. However now I think what I could do to get me exercising more is maybe more after school clubs

- 38.3% thought enough was being done to help them be more healthy and 34.8% that not enough was being done
- 65.7% said they felt safe or very safe in their school or college with 10.3% saying they felt unsafe or very unsafe
- 66% said they felt safe or very safe where they lived during day light hours. This reduced to 29.6% feeling safe or very safe in the dark. 12.4% said they felt unsafe or very unsafe where they lived during daylight hours and this increased to 47.7% feeling unsafe or very unsafe in the dark mainly because of concerns about the social consequences of groups of teenagers drinking and smoking on the streets and in the parks and poor lighting.
- 48.3% felt safe or very safe on public transport and 18.2% felt unsafe or very unsafe.
- Overall only 21.6% thought enough was being done to help them stay safe and 42.2% thought not enough was being done.
- 70.2% of respondents had not been victims of crime. Of those who had been victims, half said they had received help and half said they didn't.
- In terms of specific behaviours:
 - 14.8% thought enough was being done to deal with bullying and 70.4% thought more could be done
 - 20.8% thought enough was being done to deal with racial and religious discrimination and 57.8% thought more should be done
 - 13.5% thought enough was being done to deal with drug taking and 68.3% thought more should be done
 - 10% thought enough was being done to combat youth crime and 69.3% thought more should be done
 - 8.2% thought enough was being done about anti social behaviour and 73.6% thought more should be done
 - 11.1% thought enough was being done to help young victims of crime and 69.3% thought more should be done
- 59.3% said they took part in decisions which affected their school or college and 21.9% said they never or rarely took part
- 41.9% said they took part in decisions which affected their local area and 34% said they never or rarely took part
- 32.7% said they took part in decisions which affected the whole of Halton and 43% said they never took part
- In terms of getting involved in decision making 17.9% said they would do so through the Youth Parliament, 34.3% through School Councils, 16.1 through Area Youth Forums and 10.6% through the Youth Bank. The main alternative suggestion for getting involved was through the internet

I think chatrooms on a website would be a good way for everyone to have their say and get involved with the community

- 45.1% said they were involved in voluntary work. Examples given were helping the family, peer mentoring, helping neighbours, fundraising and voluntary projects
- 36.9% thought enough was being done to help them find work and get more qualifications and 27.7% thought not enough was being done

The views of children and young people in the group sessions mirrored those of the on-line survey.



The young people's views on who should be the priority groups receiving support in Halton were:

Ranking	Priority Group	Percent	Ranking	Priority Group	Percent
1	Children and Young People with disabilities	61.2	5	Teenage parents	56.5
1	Children and Young People with mental health problem	61.2	6	Young people who regularly runaway from home	53.6
2	Children in Care	60.9	7	Young people who keep committing crimes	51.7
3	Young carers looking after family members	57.3	8	Children and Young People who miss out on their education because of poor attendance at school	51.5
4	Young people and adults with drug and alcohol problems	56.7	9	Black and Ethnic Minority Groups facing hate crime	47.8

Other groups suggested as needing support included those who were being bullied, children who were being abused, and interestingly

People who are good in their lives who need support to continue doing so

There should be more focus on able pupils

These views are very helpful in understanding the impact of services in children's lives and in understanding what issues are most important for children a young people. Concerns about safety in the community, provision of activities for children and young people and provision of health services that meet you people's specific needs are reflected in the priorities for 2007 – 2009 to address anti social behaviours, provide a range of youth facilities as required by the Education and Inspections Act 2006 and to develop CAMHS and sexual health services.

PARENTS CONTRIBUTIONS TO REVIEW OF THE CHILDREN & YOUNG PEOPLE'S PLAN

Halton Parent and Carer Forum has been established and the database currently holds the names of 44 parents across the borough who are willing to be involved in consultations on children and young people's service planning and delivery. There are direct communication links between the Forum and Halton Children and Young People Alliance Board.

A questionnaire was sent to members of the Forum, to foster carers and childminders and to known parents groups asking them to review the Plan in terms of the outcomes being achieved for their children.

A number of responses were received. These agreed that the Plan contained appropriate targets and generally thought progress was being made. However there were particular concerns about:

- The range of targets applying to children with disabilities as they were not specific or challenging enough particularly in relation to health, activities and short breaks

- Provision of primary care health services – particularly the availability of dentists
- Provision of good schools
- The safety of play areas because of the presence of broken glass, drug paraphernalia and drunken teenagers
- The availability of apprenticeships
- The high level of teenage pregnancy
- Individual support being needed to get children to eat healthy food although the healthy eating message was clearly well communicated

Most of the concerns expressed by parents link to the revised priorities in the Plan. The concern about planning for children with disabilities is shared by organisations working with children in Halton and nationally and has been identified as an area where barriers of information sharing need to be overcome in order to develop more focussed planning for this group of children and young people.

PROFESSIONALS CONTRIBUTIONS TO REVIEW OF THE CHILDREN & YOUNG PEOPLE’S PLAN

A range of professionals from agencies in Halton that provide services to children and young people in Halton have been consulted as part of the Review of the Children & Young People’s Plan. The consultation has taken the form of participation in 2 half day meetings to review the Plan; invitation to complete an agency questionnaire distributed to all Alliance partners, Head Teachers and School Governing Bodies; consideration of drafts of the Review at a range of partnership meetings and provision of information in response to direct requests. The list of contributors is appended to this Review – Appendix 2

A number of agency questionnaires were received. Their comments included:

- Partnership arrangements were well developed in the Borough
- The Plan was very comprehensive but there were possibly too many aims and targets within the Plan, some of which it was not possible to evidence because of a lack of data.
- The Plan needs to be widely communicated within the Borough
- Suggestions of additional areas where interventions should be targeted.

The process of this first review has enabled the identification of key priority targets from the 90 targets set out in the Children and Young People’s Plan and thus allows a refinement in planning addressing the concerns raised in the consultation.



PART 2

IMPROVING OUTCOMES FOR CHILDREN AND YOUNG PEOPLE: OUR ASSESSMENT 2006 – 07

OUTCOME: BE HEALTHY

- We have **worked in partnership** to promote healthy outcomes for children by:
 - 100% of schools being engaged in the Healthy Schools Standard. 56% of schools have met the new national status. Healthy Early Years Standards have been developed to roll out from March 08 and we plan to extend the standards by developing Healthy Youth Settings and Healthy College status by Sept. 07
 - A PCT/HCB Breastfeeding Campaign being developed called 'Get Closer' aiming to improve initiation rates by 2%. This will be launched on 28th June 2007.
 - Developing a Children's Priority Dental Care Scheme to facilitate the provision of dental care to looked after children, children on the Child Protection Register and children in need known to agencies who have not previously accessed dental care.
 - Advanced Paediatric Nurse Practitioner holding a daily drop in session at a High School to give support for weight management and healthy lifestyles and to offer medical/nursing assessment, advice, treatment and referral as required
 - Healthy eating was a focus of vocal strategy work in Autumn 2006 and a partnership Arts '59 Seconds' Health programme focussed on health and lifestyle.
 - Introduction of a range of Sex and Relationship programmes in secondary schools covering contraception, STIs and breast and testicular awareness a extended programmes into primary schools in partnership with class teachers.
 - Production of a Parenting Handbook by HSCB which will include advice on Cot Death prevention from a multi-agency perspective in support of the advice given by health staff to parents in response to the small number of Cot Deaths / SUDI each year which have similar features
 - Development of CAMHS Services by increasing the capacity of the workforce to make appropriate referrals and to respond to emotional and mental health needs at Tiers 1 and 2 through training 450 staff; meeting Tier 3 national requirements for next day assessment; developing a 24/7 service supported CAMHS workers across 5 Boroughs; having protocols and care pathways for specialist shaping services project for children with learning disability and challenging behaviour; establishing a 'mental health team' consisting of health, teaching and pastoral staff in each secondary school to facilitate mental health training and provide a pathway for individual consultations; co-location of CAMHS staff with the Permanence Team to provide guidance to staff and carers on managing behaviour; development of Kooth on-line counselling service providing Tier 1 and 2 services; development of LAC SDQ.
- We have **promoted physical health** by:
 - A specialist health visitor being appointed for pre-school vaccinations and immunisations and a Vaccination and Immunisation Co-ordinator being employed by the PCT to promote the take up of immunisations.
 - Establishing a Young Parents group for parents under 19 years who have not accessed other support groups because of feeling stigmatised in order to provide them with the opportunity to obtain relevant health information and to develop their parenting skills
 - Health staff providing advice to all parents on cot death/SUDI and the CONI scheme is implemented for all families who have experienced cot death/SUDI and have a subsequent child.
 - 79% of children take part in 2+ hours of sport a week in school and 87% of children overall are engaged in 2+ hours activity a week
 - As a result of health promotions young people in the on-line survey reported that during 2006/07 13% of them stopped or reduced their smoking; 23.4% stopped or reduced their drinking and 4.4% had stopped or reduced their drug taking.
- **Teenage pregnancy** services have been developed to tackle a rising rate of teenage pregnancy and are beginning to impact on teenage pregnancy rates with improvements being seen in regard to live births for 2006.



- The Teenage Pregnancy Team is based with Connexions to make the team easily accessible to young people. Additional support is provided by Connexions to vulnerable young people at risk of becoming pregnant and a teenage parent support worker provides support for teenage parents
 - C-Card scheme introduced providing free condoms for under 19s to reduce sexually transmitted diseases and teenage pregnancy
 - Sexual health services delivered out of hotspot wards to target teenage conception and from youth friendly locations e.g. 6 sexual health clinics dedicated to young people and Riverside College
- **Substance misuse** services have achieved very positive outcomes this year with services reaching those vulnerable young people most in need through successful marketing and the co-location of staff in those settings where they are most likely to be accessed by young people e.g. homeless, LAC, YISP, YOT

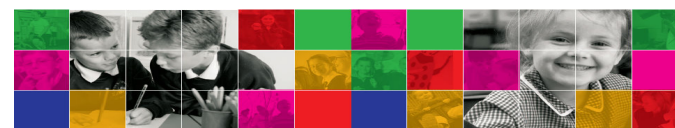
WHAT WORKS EXAMPLES

Target	Young people and their families are supported in dealing with the harm caused by drug misuse by increasing the numbers of parents/carers/ siblings accessing specialist support services from 7 in 2005 to 40		
Performance Data	<ul style="list-style-type: none"> • 80 young people participated actively in 'Don't Mix The Mix' Campaign • 60 young children participated actively in 'Don't Mix The Fix' Football Tournament 		
What the Performance Data means	<ul style="list-style-type: none"> • Children undertook discussions and workshops to dissuade them from taking drugs. The young people were supported by their youth workers • A Drug's Question Box was introduced for use in children & young people's venues in response to identified gaps in knowledge and thus to dispel myths. • A neighbourhood football tournament for younger children was organised in memory of 17 year old Jordan McGrath, who died of a mixed drug overdose, by his friends which involved the community as a whole as well as young people. 		
What is working well and why	<ul style="list-style-type: none"> • Young people have engaged positively in the issue-based work following the death of a local young man through mixing drugs. Open dialogue has resulted in increased awareness of the dangers of illegal drug use. • Young people wearing promotional wristbands which raises awareness. 		
What difference is this making	<ul style="list-style-type: none"> • Children & young people report refusing to use drugs & dissuading others from mixing drugs and alcohol • The friends of the young man who died reported being enabled to work positively through their anger and to kick the drug habit. 	Lead Organisation	Youth Service
		Partners	Young Addaction 4 Estates Ltd
		Resources	From existing budgets. Young Addaction.

Target	<p>1) Young people with a substance misuse problem choose to have treatment and this increases to 60% from the current baseline by 2008</p> <p>2) Young people and their families are supported in dealing with the harm caused by drug misuse by increasing the numbers of parents/carers /siblings accessing specialist support services from 7 in 2005 to 40 by 2008</p>
Why this is important	Young people need support to deal with substance misuse problems so that they can take full advantage of educational and social opportunities in the community. Their families need support in knowing how best to deal with the harm caused by substance misuse and to prevent family breakdown.

Performance Data	<ul style="list-style-type: none"> 123 young people received treatment in 2006 against the 2005 baseline of 37 – a 232% increase. Since 2005 there has been a 160% increase in the number of young people accessing tier 2 and 3 YPSM support services. 61 young people accessed Positive Futures 679 young people have received outreach intervention at tier 2 through Young Addaction 11% of young people accessing the service are LAC and 58% of from diverse groups 		<ul style="list-style-type: none"> Total number of families accessing support for substance misuse including alcohol across ARCH, Young Addaction, YISP, YOT and Branches in 06/07 was 100 - a 45% increase from 05/06 103 families were supported to access primary health care services Arch provided 232 individual packages of support with participation by parents/carers with a range of interventions 44 women and 54 men accessed Arch support services directly 72 parents/carers were supported to access Ashley House 		
What the Performance Data means	<ul style="list-style-type: none"> The numbers of young people accessing treatment and the numbers of families accessing support exceed all targets set 				
What is working well and why	<ul style="list-style-type: none"> Partnership working in delivery of services. Young Addaction worked with 51 of the 123 young people in treatment and Arch has extensive involvement with families Drugs workers are co-located to address vulnerable groups e.g. homeless, LAC, YISP, YOT Borough wide marketing of services to increase young people's awareness of services Having a dedicated service for Tier 2 to 4 which then supports the reduction of anti social behaviour and offending Working with the voluntary sector to access additional funding streams through match funding - £629k over three years Developing prescribing services through a dedicated local GP Development of substance misuse preventive services to also include Tier 1 teenage pregnancy services to widen access to services 				
What difference is this making	<ul style="list-style-type: none"> Services are reaching those vulnerable young people most in need through successful marketing and the co-location of staff in those settings where they are most likely to be accessed by young people. 7.8% of young people in treatment have gained access to EET through Young Addaction A multi agency approach is addressing substance misuse issues across all agencies and impacting on a significant number of young people 				
Lead Organisation	Young Addaction	Partners	<ul style="list-style-type: none"> Young Addaction Arch 	Resources	<ul style="list-style-type: none"> 92K -Preventative Services budget 150K with 75K match funding over 3 years - Positive futures 379K – lottery over three years

- **Improved health outcomes for looked after children** have been promoted by 95.2% of LAC receiving annual health assessments and an increased number of those refusing a formal health assessment accessing an alternative assessment (57.7%). Other actions include:
 - Community Paediatricians and School Health Nurses have been provided with health promotion literature packs for distribution to young people and carers at health/alternative assessments and health information is provided through a newsletter to carers for younger children. Foster carers are also provided with information and training to address the risk of teenage pregnancy with younger LAC
 - A drugs worker is co-located in the Young Persons Team for consultation, advice, signposting and case management and a substance misuse family support worker is co-located with the Permanence Team to support families and carers. Both these posts also cover Teenage Pregnancy Tiers 1 and 2. This close working relationship encourages consideration of pregnancy risk factors in assessments as 34% of our female care leavers are young mothers who conceived under 18 years. Looked after children with a substance misuse problem are prioritised for Tier 3 / 4 treatment and 16% of LAC have received an intervention from substance misuse services.



- A young men's health group for LAC over 16yrs is facilitated by a health visitor at a local stadium. Health assessments are undertaken plus an offer is made of circuit training with a fitness instructor.
- **Improved health outcomes for children with LDD** have been promoted by:
 - 100% of children with complex needs and disability being offered a baseline assessment within 12 weeks of referral to the Child Development Team. The multi disciplinary team is led by the Community Children's Paediatrician and includes Speech and Language Therapy, Physiotherapy, Occupational Therapy, Social Worker, Specialist Health Visitor, Specialist Teacher. The assessment forms the basis for early identification and early support of children with complex and additional needs leading to more positive outcomes. Delivery of services to 32 children with complex needs is co-ordinated through Team Around the Child involving Health, Education, Early Years, Schools, Children's Centres and Children's Social Care. All families have a named key worker and receive effective support as soon as it is needed and for however long it is needed, including during all transitions
 - The Shaping Services project provides a multi-disciplinary service to children and young people with severe learning difficulties and challenging behaviour. The service has provided intensive support to 18 families during 2006/7 and also offers a sibling support group to promote their health and wellbeing.
 - Development of a multi agency service to children with life limiting conditions involving Children's Disability Social Care Team, PCT, Crossroads, SEN Team, to provide an integrated support service in the community
 - Children reliant on medical technology or with disability have training provided for nominated school based professionals to support the child's care. As a result 9 children have been able to transfer from Special Schools or commence mainstream schooling once this training has been provided.
 - An allotment is used for children to grow fruit and vegetables that is then eaten by children on short breaks or taken home by the children for the family to share. This promotes healthy eating and exercise. It is planned to extend the allotment to include a multi sensory area
- We have promoted **healthy outcomes for children in need of safeguarding** by:
 - 100% of Children on the Register and Children in Need having an allocated Health Visitor or School Nurse.
 - The Nurse Specialist Child Protection/LAC having direct contact with 12 children and young people and indirect contact with well over 200 others , discussions with health and Children's Social Care colleagues in order to facilitate their health needs being met. This includes children placed in Halton other LAs.

Analysis and Future Planning

There has been good progress in the areas of health promotion, the uptake of sport and physical activities in schools, Healthy Schools Standards, the health of LAC and specialist provision for LDD. There has been some improvement in the provision of CAMHS Services and with a continued focus on children and young people's emotional and mental health we are confident that we will achieve the target of a full Tier 1 – 4 service by April 2008. To ensure this happens this will remain one of our key priority areas for 2007 –09.

Despite some improvements in physical health indicators e.g. breastfeeding and smoking cessation, there is continuing concern about other areas of physical health with a high level of childhood obesity and increasing incidence of respiratory illness. There is also concern about the increasing level of infant mortality in Halton. Actions to address these areas will be included in our planning for 2007 – 09. The other key priority areas where we plan to focus our attention on improving performance and healthy outcomes for children in 2007 - 09 are teenage pregnancy and the emotional health and wellbeing of looked after children. **Ref: Revised Priorities BH 1- 3**



OUTCOME: STAY SAFE

- We have **worked in partnership** to promote Stay Safe outcomes by:
 - Launching a multi-agency neglect protocol in 2006 supported by a newly commissioned service (PACT) specifically focusing on Neglect. Up to Dec 06 11 families with 36 children had undergone an assessment by the service and 9 Interventions are underway. The protocol checklist is completed when considering a referral to children social care and it is unclear whether the presenting concerns meet the Working Together neglect threshold. This has led to better identification of children at risk of neglect and earlier intervention with a consequent reduction in the number of social care referrals for neglect of 16.8%

There were Care Proceedings in respect of 30 children in 2006/07 and for 26 of these 30 children the primary concern was neglect.

- Development of early multi agency interventions through CAF with 315 CAFs initiated and 197 CAFs completed. Parents report feeling empowered and having increased confidence in their parenting skills. An eCAF pilot is underway, with 25 practitioners from a Children's Centre, a Primary School, a High School, Connexions, PCT and NCH.
 - Commissioning a follow up support service for children missing from home involving the voluntary sector, Police and Social Care. Consultation was undertaken with frequent runaways to develop relevant support services for them and a police officer is being assigned to deal specifically with young runaways.
 - 36 Fire Service staff being trained in 'Youth Culture' and 'Interacting with young people on the streets' by the Youth Service to impact on deliberate and nuisance fires
 - Annual Crucial Crew event held for all children 9/10 years with approx 1500 children reached over a 2 week period. The children and their teachers meet with agencies such as police and fire services to talk about a wide range of safety issues (including bullying). HSCB Keep Safe game devised for children to play throughout the event through which they learn about how to keep safe and what to do if they do not feel safe – a bookmark with safe messages and useful contact numbers is taken away at the end.
 - Weekly support and empowerment group for 8 vulnerable young women referred from Children's Social Care as being at risk run by Youth Service and HITS. Participants report feeling safer at home and are attending school and making better educational progress than before.
 - A new DAT funded post has been established to work across children and adult services to focus on hard to reach drug abusing carers
 - The joint working protocol with adult services has been reviewed to ensure that the assessment and provision of services at the interface between the Directorates is safe, efficient and effective.
- The number of children on the **Child Protection Register** has stabilised and there were 81 children on the Register at the end of March 07 – a reduction of from March 06. During 2006/07 there were 84 Initial Child Protection Conferences – a 15% reduction from 05/06, and 66 Child Protection Registrations 32% reduction from 05/06. 4 children were re-registered. The low registrations and the mainly sustained stability of children at home following de-registration demonstrate the effectiveness of family support services provided at early stages of difficulties and post de-registration in all cases demonstrating continuing need for support.
- A Safeguarding Liaison Group comprising all stakeholders meets bi-monthly to constantly improve the co-ordination of safeguarding services
 - We have consistently met 100% target for completing CP reviews within timescales promoting safety of children subject to CP plans.
- A high percentage of initial **assessments** (90.5%) and core assessments (93.1%) have been completed within statutory timescales during 2006/07 exceeding our targets meaning children have received a timely response to their needs.
- There were 354.2 referrals per 10,000 child population in 06/07 which is a significant reduction from 2005/06. This is mainly due to the impact of the implementation of the Common Assessment Framework, the refocusing towards preventative services and a common multi agency understanding of thresholds. The percentage of referrals leading to an initial assessment has consequently increased to 95.6% - 40% ahead of comparator local authorities. 11.9% of referrals were repeat referrals within 12 months which represents an increase from last year's level of 9% and exceeds the target of 8.5% but is still below comparator authorities. An audit of all re-referrals is being undertaken to identify the reason for the increase.
- A comprehensive programme of **safeguarding training** courses has been delivered:
- The HSCB Training and Development Programme encompasses both training and awareness raising promoting the theme that safeguarding is everybody's business. The Multi Agency Child Protection Trainer has delivered 20 safeguarding training courses open to all agencies and workers in Halton. Many of these courses are run a number of times in the year. The areas covered included Domestic Abuse; Safeguarding Children; Child Protection Process and Procedures; Safeguarding Children with Disabilities; Young People who Sexually Harm; Substance Misuse-Safeguarding Children and Neglect. Joe Sullivan, who is a world-renowned expert, delivered training on working with Adults who pose a Sexual Risk to children. He will also be involved in providing specialist input to a group of social workers being established to work with parents/carers who pose a sexual risk to children



- HSCB have purchased the Virtual College E-Learning Children Protection Package which complements the existing Multi-Agency Child Protection Training and will prove invaluable in reaching out to more hard to reach or out posted agencies or organisations.
- The Safeguarding in Education Development Officer has co-facilitated child protection training with the Designated Persons in schools encouraging the whole staff group and volunteers to attend and delivered training to school governors around relevant aspects of Working Together (2006)
- A child protection training programme to use with 'peer mentors' who could be in the position of having a child they mentor make a disclosure to them has been developed and a training programme re safeguarding is being developed aimed at independent groups and club leaders in the community
- Safe Care Training course has been delivered to Foster Carers and all foster carer training is open to Kinship Carers
- 90% of our residential workers now have the NVQ3 in Caring for Children and Young People

➤ We have promoted the **safety of children at home** by:

- Establishing Halton's Domestic Abuse Support Service. Since then 452 referrals have been made to its one stop shop facility and the service has made contact with 100% of these. Of these referrals 142 children accessed the new service.
- Distributing 4000 Leaflets promoting domestic abuse help-lines available in Halton specifically targeting children and young people
- Issuing guidance packs to every school as a reference guide when approaching the subject of domestic abuse with children.
- Introducing the MARAC process to protect very high risk victims of domestic abuse from serious injury/homicide which links directly to the provision of appropriate services for all those involved, including children.



- Running a publicity campaign, using local newspapers and radio to raise awareness of private fostering.
- We have promoted the **safety of children in the community** by:
- Maintaining a low level of deaths and serious injuries on the roads through continuation of traffic calming measures, installation of central refuges and raising of driver's awareness;
- 53% of schools now having a Travel Plan in place to maintain the safety of children and encourage the use of healthy forms of transport.
- A total of 3,250 children seeing presentations on road safety, fire reduction, bullying etc in school in 2006/07.
- All Halton buses being fitted with on board CCTV cameras and all contracted taxi/minibus drivers, passenger assistants, and volunteer drivers being checked and issued with an identity pass
- A minimum set of quality standards being developed within the voluntary youth sector for ensuring children are kept safe. 6 organisations have achieved the 'Being Safe' standard and 10 more have expressed an interest in working towards the standards.
- Completing risk assessments for outreach activities and residential services to ensure high safety standards
- Prioritising the investigation of race hate crimes to protect minority groups and 100% of victims of race hate crimes having their case monitored by the Police Northern Area Diversity Unit. A protocol has been established between the police and CPS so that race crimes are not 'downgraded' for an early guilty plea.
- Targeting the reduction of persistent young offenders through YOT interventions and developing the preventive agenda through the Youth Inclusion and Support Panel and other diversionary activities such as 'Splash' and Fire Service initiatives. Young victims of crime are offered support by the Halton Victim Support Scheme with half the children in the Young People's survey who had been victims of crime reporting they had taken up support services.

➤ We have promoted the **safety of children in school** by:

- Consulting extensively with children/young people, schools, governors, and agencies to produce anti bullying guidance for schools and children's settings and develop support systems in order to raise the profile of anti bullying work. 61 out of 66 schools have engaged in specific anti bullying work in 06/07
- An audit of safe recruitment practice in schools confirming that schools had compiled their Single Central Record of Staff and had submitted names for re-checking against List 99 and CRB. Safe recruitment training for school governors is being delivered on a rolling programme. Similar stringent criteria require enhanced CRB Disclosures for all volunteers and organisations going into schools.

- **Adoption** performance improved this year with the %age of children adopted during the year increasing to 9.1% as was anticipated in last year's assessment. However we have identified that our adoption service does not currently meet the high standards that should be expected of it and we are implementing an action plan to bring the service up to the required standards
- **Private Fostering** processes have been established but notifications remain low. Ongoing awareness raising amongst agencies and the public is needed.
- We have **safe commissioning** of services for children with 100% of contracts meeting essential standards,.
 - An evaluation and accreditation framework is in place for external agencies to ensure compliance with essential standards.
 - 100% of contracts are proactively and reactively monitored by the Contracts Officer using GMAC standards and Halton's Local Framework
- We have promoted the **safety of looked after children** by:
 - HSCB purchasing Think Smart Bullying cards from the "Who Cares Trust" for distribution to Looked After Children of secondary school age
 - 100% of looked after children having an allocated qualified social worker who is regularly supervised
 - The range of statutory and vetting checks on Carers has been enhanced to include CRB, medical, referees, family members, education and local authority.
 - All Foster carers are independently reviewed. 10 carers were deregistered in 06/07 who did not meet the directorate's quality standards to improve children and young people's experience of care.
 - Supporting placement stability by inviting the Intensive Support Team to the Part 2 Placement meeting/placement agreement meeting when a young person moves placement to identify any additional support needed to promote the stability of the placement. The young person is encouraged to attend the meeting.
 - Regulation 33 Visits to Children's Homes undertaken by local authority councillors to provide an independent overview.
 - Agreeing a protocol between the local authority, providers of residential and foster care and the police on how best to protect children missing from care.
 - We have consistently met 100% targets for completing LAC statutory visits and reviews within timescales promoting the safety of children in placement Children in out of borough placements are reviewed at 3 monthly intervals because of their increased vulnerability; children who have unplanned moves have their reviews brought forward because of the disruption to their care planning
 - Incidents in out of borough contracted residential provision are responded to by the contracts section within 24 hours
- We have promoted the **safety of children with LDD** by:
 - 20 carers being offered an assessment of their support needs when the child in need assessment was completed with 11 accepting assessment.
 - Providing a continuum of short breaks for children with LDD and their families to promote both the child's and carer's wellbeing. The breaks provided range from overnight breaks at the Inglefield Short Break Unit (14 children accessed 794 overnight short breaks) to community based breaks provided through after school and Saturday clubs (38 children), support to families with autistic children and breaks that provide inclusive experiences for young people with LDD through the Wider Horizons project and the newly commissioned volunteer befriending project. Care of the children while on short breaks is focussed on improving their outcomes in each of the ECM Outcome areas. All children receiving a residential short break service are independently reviewed.
 - Where carers are using direct payments they are advised to use CSCI registered agencies. There are 17 families in receipt of a direct payment who use Personal Assistants. All are CRB checked.
 - Specific Disability multi-agency Child Protection training has been delivered during 2006/7. 18 staff attended this training.
 - BILD Accredited Training is provided for all residential staff at Inglefield short breaks unit and for carers of children involved with the Shaping Services Team to help them deal with challenging behaviour. A total of 11 staff and 11 carers have been trained during 2006/7.
 - Special needs adapted bikes taster day held at Chesnut Lodge for 45 children and cycle training provided to children with LDD using bikes.
- We have specifically promoted safe outcomes for **children in need of safeguarding** by:
 - 100% of Child Protection cases having an allocated Social Worker who receives regular supervision
 - Investigating 39 allegations against adults who work with children during 06/07. Criminal charges have resulted from 3 of these investigations.
 - Promoting parental attendance at Child Protection Case Conferences with attendance increasing from 76.1% in 05/06 to 91.7% in 06/07



- Promoting children over the age of 11's participation in CP Conferences and Reviews to ensure knowledge of their views informs any plans to promote their safety. In 06/07 participation in initial conferences increased to 87.8% from 35% in 05/06 and in review conferences to 92% from 85.7% in 05/06.

Analysis and Future Planning

There has been overall sustained performance in the Safeguarding/Child Protection work within the borough, although due to the small numbers involved there has been a negative impact on one indicator caused by a large sibling group of 7 who remained on the register for 2 weeks beyond 2 years increasing the %age of children registered for 2 years or more to 11.1%. In our safeguarding work we have identified that neglect is a significant issue in the lives of many vulnerable children and impacts on the outcomes they may expect. In 2007/09 we will therefore prioritise reducing the number of Social Care neglect cases with an associated aim of also continuing to reduce the number of looked after children. **Ref: PrioritySS3**

The Halton Safeguarding Children Board has developed its focus on maintaining high levels of safeguarding practice and is beginning to broaden its remit to encompass a wider safeguarding awareness role. However the Halton Safeguarding Children Board has only been operational for a year and there is a continuing need to develop the wider safeguarding remit of the Board and to raise awareness in the community that safeguarding is everyone's business.

Ref: Revised Priority SS1

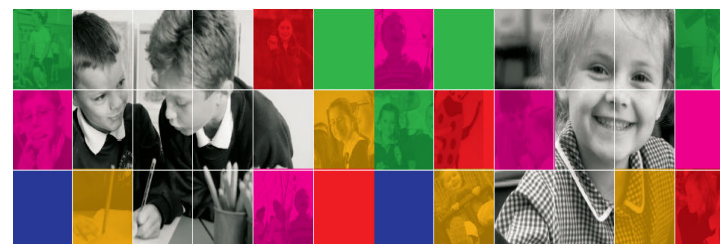
The work of the Domestic Abuse Forum has had particular success during 2006/7 but further work is required to meet the challenging targets that we have set for ourselves. **Ref: Revised Priority SS3**

We have focused some attention this year on monitoring the attainment and attendance of children and young people who are in need of safeguarding (Child Protection Registered and Children in Need):

- In 16.9% of Child in Need cases where neglect is the primary concern, school attendance is less than 75% with a further 29.3% having an attendance between 75% and 90%. Attainments are 15 – 30% below those of other Halton children at all Key Stages.
- The average 05/06 school attendance for 44 children of school age on the CPR in Jan'07 was 74% compared to 92.5% of all children in Halton and 92.7 nationally. The Education Welfare Service are made aware of all absences of children on the Child Protection Register.
- In Key Stage 1 05/06, 66% of children on the CPR achieved Key Stage 1 Standard (Level 2+) in Reading, Writing and Maths compared to 84.4% of all children in Halton and 86% Nationally
- No young people on the CPR achieved Key Stage 3 Standard (Level 5+) in English, Maths or Science, compared to 71.0% of all children in Halton and 72.7% nationally

However, we need to develop more sophisticated monitoring and reporting systems and a more proactive approach to narrowing the gap in performance for this cohort of children and young people. This will become a Priority within the Enjoy and Achieve Outcome. **Ref: Revised Priority EA3**

The other key priority areas where we plan to focus our attention on improving performance and stay safe outcomes for children in 2007 - 09 are the recruitment of sufficient foster carers to offer placement choice; improving the quality of our adoption services following a recent poor inspection report, the further development of the Common Assessment Framework; promoting good practice in relation to anti bullying and private fostering, and increasing the uptake of carers assessments. **Ref: Revised Priorities SS2 - 4**



OUTCOME: ENJOY AND ACHIEVE

- **Education attainments** for children and young people in 05/06 showed improvements in some areas although areas of challenge remain. Overall there were improvements in Maths and Science and a decline in performance in English in line with the national picture:
 - 76.2% of children achieved Level 4+ at the end of primary school in English exceeding our Plan target and 75.1% of children achieved Level 4+ in Maths which was a 1.6% increase on the previous year. We need to focus on raising attainments in English as, although we have exceeded targets, the performance this year declined by 1.9%. We also need to focus on raising the attainments of boys as their performance at Key Stages 1 and 2 is significantly below that of girls
 - At the end of primary school 27.4% of children achieved Level 5 in English and 30.5% achieved Level 5 in Maths exceeding our Plan targets. We need to raise expectations for more able pupils as, although we have met our attainment targets, Level 5 performance declined this year in line with a national decline in performance.
 - At Key Stage 3 Maths L5+ results increased by 3 points to 74% moving towards the national average of 77% and Level5+ in science increased 2 points to 68% against a national average of 72%. However English L5+ results declined by 5 points to 66.7%. We need to improve attainments in all Key Stage 3 areas but particularly in English.
 - At Key Stage 3 the value added score based on Key Stage 2 attainment showed an improvement in the Halton average from 98.3 to 99.1 with 7 of the 8 secondary schools improving on the previous year.
 - At Key Stage 4 the value added score based on Key Stage 2 attainment showed a significant improvement in the Halton average from 976.8 for 04-05 to 1002.9 for 05-06. This means that all 8 secondary schools improved their value added score at Key Stage 4 and that in 6 of the 8 secondary schools pupils on average made more progress than similar pupils nationally.
 - 52.6% of children achieved 5+ GCSEs at A* - C in 2006. This reduces to 33.3% when English and Maths is included reflecting the difficulties in English at Key Stages. We need to narrow the gap between the attainments of pupils in Halton and the national average. The Secondary Partnership of 8 High Schools and the Local Authority are collaborating to make inroads into performance at 5 A*-C including English and Maths which is an LPSA target for 2008.
- A Behaviour Partnership with the Local Authority has been formed across all High Schools to continue to deliver improvements in **attendance** and to reduce absence. Behaviour was judged to be good or better at all but one primary school and at all secondary schools. Secondary attendance has improved significantly over the last three academic years. From a baseline of 10.21% in 2003/4 absence has reduced to 9.37% in 2005/6. Our monitoring of secondary attendance during 2006/7 indicates that there has been a further significant improvement which is likely to result in Halton's performance being in the upper third or lower second quartile when comparative national data becomes available. This represents a sustained improvement over time and a considerable narrowing of the gap between performance in Halton and national norms. The five high schools identified as having high levels of persistent absence have all made a significant impact on reducing the numbers of pupils in this cohort with Halton overall being one of the best performing authorities in the North West in reducing persistent absence. Primary absence in 2005/6 was 5.77% which is below the national average and compares well to our statistical neighbours.
- Fixed term exclusions totalled 7183 in 05/06. There has been a 10% reduction in days lost to learning through exclusion.
- Permanent exclusion totalled 33 in 05/06 - a 25% reduction from 04/05. The authority is ready to meet the requirement to provide full time provision for permanently excluded pupils from the 6th day of exclusion from September 2007 through our KS3 and 4 PRU's.
- A Panel to review the status of all children and young people without a school place (including those absent through long term absence) meets on a monthly basis to ensure the prompt return and reintegration of pupils.
- Halton has a long history of high quality provision in the **Early Years** sector. In relation to funded Nursery education, the majority of settings received a good or satisfactory inspection judgement and higher than the national average received an outstanding judgement. The majority of early years settings have been judged to be good or better. Actions are being taken to ensure that all early years provision meets the highest standards. The take up of the early years entitlement is currently 95%. We aim to continue to increase take up through improved marketing and targeting of priority groups e.g. LAC, EAL, hard to

reach CIN, through Children's Centres and CIS. A multi agency Early Years Panel has been established to track and monitor children 0 – 5 years to ensure they are accessing their entitlement.

- There has been an increase in the number of childcare places being made available in Halton so that parents/carers continue to have access to a wide range of childcare provision

➤ We have promoted **enjoy and achieve outcomes for all children and young people** by:

- Introducing the ICAN programme in 20 settings in the 20% most deprived areas of the Borough with the aim of reducing the percentage of children with a statement of SEN
- 62% of schools being Artsmark accredited which is the highest %age of schools in England. Nine young people in (Halton College) have received the Young People's Arts Award from the Arts Council and a roll-out programme to other schools is underway. A wide range of recreational, cultural and arts- based programmes and pilots are regularly signposted to schools networks at Arts Education Network meetings.
- Continuing to ensure that a high %age of children and young people access sports and PE with 79% of children and young people taking part in 2+ hours sport activity a week.
- Using a self review framework with schools to raise standards in all agreed priority areas, and PASS and transforming learning packages in 6 high schools and 16 primary schools to assist schools in developing and delivering teaching and learning experiences that are responsive to children's needs
- Increasing capacity of schools to develop more emotionally literate school communities through the introduction of SEAL curriculum resources.
- Schools adopting CAF as an assessment base for meeting the needs of children in school.
- Increasingly delivering extended services across localities between schools and with children's centres in response to identified need.
- The Youth Service launching the Children Out of School Project as part of the Halton Youth Academy. This offers places to Year 11 pupils coming into the borough with no school place.
- Over 3000 13 - 19 year olds taking part in personal and social development activity through the Youth Service in 06/07
- The majority of school settings being judged to be good or better. In 06/07 no school has been placed in an inadequate category.

➤ We have promoted enjoy and achieve outcomes for **looked after children** by:

- Establishing the LAC Scrutiny Group to closely monitor the attendance and attainment of LAC. LAC school attendance has improved with LAC missing 22 days schooling in 06/07 reducing to 10% which is a 6.5% reduction from last year and exceeds the milestone target of 12.5%. LAC achieving 1 GCSE ... grade A* - G has increased to 60% despite 30% of LAC having a statement of SEN. 20% LAC left care with 5 or more GCSEs at A* - C. A PEP Dowry scheme has been introduced to provide a range of support for LAC sitting GCSEs.
- Supporting transition from primary to secondary school with a LAC Transition Summer School which addresses anxieties through creative arts workshops and provides an opportunity to develop a Child Profile for support in their new school. 100% of LAC who have participated have had a successful transition to secondary school.
- The Education Support Service has been co-located with the Permanence (LAC) Team to provide co-ordinated support for the education of looked after children. Placement finding is done jointly to ensure education needs are considered within the care planning for the child.
- Promoting participation in recreational activities and the D of E Scheme through provision of information, and financial and practical support.

➤ We have promoted enjoy and achieve outcomes for **children with LDD** by:

- Reducing the percentage of pupils requiring a statement of SEN to 2.65% through earlier interventions, capacity building within schools and earlier release of resources through "Enhanced Provision". Support is provided by Kid's First to enable KS4 pupils returning from out of borough SEN provision to access alternative curriculum providers co-ordinated through the departmental Tracking Panel.
- Ensuring that children with Autistic Spectrum Disorder are identified as early as possible to put effective interventions into place using the EarlyBird programme. We have established a pre-school care pathway and are currently establishing a care pathway for school age children, both of which ensure



close working between relevant support services. We are also planning an ASD and complex communication resource base to support pupils within the borough earlier.

- The gap in attainment of children with LDD in mainstream schools is narrowing and is only slightly below the national average.
 - Of the 16 primary schools inspected between 2006/07, 12 schools received good or better for the progress of learners with LDD. Additionally, of the three High Schools inspected during this period, the personal development and well being and progress of learners with LDD was strong.
 - 100% of statements are consistently issued within timescale. 30% of new statements are for under 5's compared to the national average of 25%
 - Issuing a young people's version of Year 9 transition pack to all Yr 9 pupils at the transition review. Young people with disabilities are producing a DVD version of the transition pack
 - Working closely with parents through the Parent Partnership Service which offers impartial information, guidance and support to parents of children with SEN.
 - 100% of Halton's Special Schools hold the Artsmark Accreditation and 50% of these have the Gold Award.
 - Commissioning inclusive play and leisure services through the voluntary sector - 90 disabled children and young people accessed social and leisure opportunities in 12 different settings. Relevant support needs information is provided for individual children to support inclusion including medical forms and risk assessments. Two inclusive summer playschemes were attended by 217 children – 43 of whom were disabled. Play and leisure inclusion training has been developed for all play and leisure providers.
 - Outreach and Focus/Zone sessions provide regular activities for children with complex needs who need a higher level of supervision
- We have promoted enjoy and achieve outcomes for **children in need of safeguarding** by:
- Supporting a network of senior designated persons in every school through termly briefing meetings and safeguarding training for staff in schools.
 - An innovative intervention to train staff in schools in supporting young people who self harm.
 - Monitoring their attendance and attainment data and identifying the need to take more proactive actions to improve their educational outcomes.

Analysis and Future Planning

Although there has been some progress in improving the school attendance and attainments of children in Halton there is still a gap between what a child Halton can expect to achieve and children who live elsewhere. Additionally, the gap in attainment and achievement of our vulnerable learners needs continue to be narrowed - in particular our children and young people with LDD, with English as an Additional Language, Looked After Children, and those in need of safeguarding. We cannot improve outcomes for children if they are not attending and achieving well in school. We therefore need to continue to make progress in securing improved attendance and offer a richness of experience when children attend school. **Ref: Revised Priorities EA 1 - 3**

While Halton has a high number of schools rated good or better by OFSTED the Local Authority will consider what steps it needs to take to intervene earlier in schools to prevent school failure and underachievement. Learning opportunities and experiences will be transformed in the Borough through school reorganisation; implementation of Diplomas at KS4, the delivery of extended services in schools; through an increase in collaborative and partnership and stronger parental engagement and family learning working. **Ref: Revised Priority SM5**

OUTCOME: MAKING A POSITIVE CONTRIBUTION

- Young people in Halton have a high level of **engagement** in numerous activities:
- 6343 young people voted in the Youth Parliament election – an increase of 21%. In adult election terms this means a turnout of 82.35%.
 - The Youth Service reaches 35% of 13–19 year olds. 67% of young people participating in activities have a recorded outcome and 37% an accredited outcome.
 - 685 young people embarked this year on the D of E scheme – an increase of 29%. 575 young people undertook volunteering as part of their D of E award – an increase of 11.6%



- 56 young people received citizenship awards – an increase of 27%
 - Increasing numbers of pupils participating in music ensembles and performances with 10 Children of Halton Sing events taking place in 2006-7 each involving over 100 children in public performances. All High Schools and Special Schools have engaged in a Youth Drama Festival over a 2 yr period. Capital of Culture 08 projects will further enhance engagement in the arts and a new Cultural Partnership for Halton has been formed with widespread community representation.
 - Connexions has a young peoples board and also a local consultative group so that young people’s views influence the delivery of services.
 - Youth Opportunity Funds are owned by young people through Halton Youth Bank. A panel of young people have been trained and have the responsibility of allocating grants and commissioning services for groups or individual young people to increase the quantity, quality and accessibility of “Places to Go & Things to Do” for young people aged 13 to 19.
- **Offending behaviour** has reduced. The number of new entrants to the youth justice system in Halton decreased from 369 in 05/06 to 349 in 06/07 and re-offending rates reduced from the 2002 baseline by 12% by 2005.
- The YISP commenced in January 07 and since then 60 young people have been diverted into positive behaviour through diversionary activities
 - 100% of eligible places on the ‘Positive Activities for Young People’ programme are filled during school holidays.
 - 185 young people living in youth nuisance activity “hot spot wards” have been engaged by the joint Youth Service/Fire Service “On The Streets” detached team. 43 of the young people have achieved recorded outcomes and 16 nationally accredited awards. Two young people became Millennium Volunteers completing their 100 hour certificates. The main focus of the team since February 2007 was Ditton where there was a 61% decrease in nuisance activity on the same period in 2005/6.

WHAT WORKS EXAMPLE

Target	<p>1. 100% of eligible places on the ‘Positive Activities for Young People’ programme are filled during school holidays.</p> <p>2. 60% of total number of young people who participate in activities have a recorded outcome as a result of their participation by 2008</p>
Performance Data	<p>Positive Futures is a multi agency targeted support programme for 9 – 18 year olds which has been in place since January 2007. Take up has been excellent with</p> <ul style="list-style-type: none"> • 48 young people attending (33% female, 66% male) • 54 young people registered • 30 young people consulted with • 15 young people waiting to register
What the Performance Data means	<ul style="list-style-type: none"> • Positive futures is bridging an identified gap in services for those young people who are hardest to reach and is starting to make a significant impact • Actual interest in the project is above anticipated interest • Young males known to Police Community Support Officers have registered on the project.
What is working well and why	<ul style="list-style-type: none"> • Targeting the programme at street level is engaging hard to reach young people • Shared vision and strong partnership working • Marketing strategy – older young people 16 – 18 remain interested • Engagement of Community Development Team and Police Community Support Officers – strong front line delivery and support • Match funding support through a range of agencies – increases capacity • New initiatives / pilots arising from activities e.g. Arts Awards

What difference is this making	<ul style="list-style-type: none"> • Reported anti social behaviour incidents have reduced in Grangeway – the targeted ward – and for the first time ever there were no reported incidents of anti social behaviour in February 2007 half term. • Increase in positive relationships between young people and adults. • Motivational activities for young people in temporary accommodation • Diversionary activities for young people in criminal justice system 				
Lead Organisation	Young Addaction	Partners	Connexions, Halton Goals, Community Development Team, Belvedere, PCSOs, YMCA, Sports Development Team, YOT, Fire Service, Youth Service, Children’s Centres, Canal Boat Project, Arts Development Team, HITS	Resources	Crime Concern Grant – 150K over three years; 50K match funding from Safer Halton Partnership and 22K match funding area panel – Year 1 & 2; 5K match funding from Connexions – Year 1

- 236 **young carers** are known to services – an increase of 12.4% from 2006 – and are receiving support through the Specialist Young Carers service. However there are another estimated 440 young carers that we do not yet know about.
- We have promoted positive outcomes for **looked after children** by:
 - A dedicated post for LAC offending working across LAC and YOT services contributing to a reduction in LAC offending from 13.1% to 7.4%
 - Extensive consultations - 65 consultation sessions with LAC have been held over the past year. Young people helped to review the Corporate Parenting Strategy, Care Matters Green Paper, Review and Child Protection Conference Feedback forms, foster placement forms, alternative health assessments a emotional and mental health assessment, Your Turn to Talk, care leavers accommodation and ‘Your ideal social worker’. The Youth Service and Educati Support Service are completing a consultation with LAC about what support/opportunities they would like to help them enjoy and achieve.
 - Young people made a presentation to accommodation providers as part of the commissioning process and their views informed commissioning decisions.
 - Looked after children are making a video about the ideal foster carer and social worker to be used in training with foster carers and social workers
 - 87.5% of careleavers used the interactive assessment tool (Pathfinder) and felt their views were properly represented. Careleavers have been involved demonstrations of Pathfinder to both IDEA and the Social Exclusion Task Force.
 - Exit interviews are offered to all careleavers using a format agreed after consultation with careleavers which enables them to give their views on their experience of being looked after and the support they received. Their views are then used to inform policy and practice.
 - The Area Youth Service Teams make contact with all LAC to negotiate their engagement in positive activities. A new post supports the inclusion of LAC in the D of E Award scheme.
 - A mini Youth Bank for LAC has been formed to increase LAC engagement in decision making and local democratic structures and to access funding from the Youth Opportunities and Capital Fund
 - A children’s residential end of placement feedback report is used to obtain LAC views on the quality of placements and good and bad practice.
 - Over the past year 7 young people have been involved in selection interviews for 15 social care posts supported by the Children’s Rights Service. 5 young people have accessed recruitment and selection training during the year.
 - Statutory reviews are child focussed to promote children’s participation with health and education information provided in report format. 97.7% of children participated and communicated their views in their statutory review.
 - Halton Borough LAC Awards are used to acknowledge the achievements of looked after children who say they are proud to receive the awards. 53 looked after young people received awards in 2006 against a target of 20. The awards ceremony is well attended by young people and is an enjoyable experience.
- We have promoted positive contribution outcomes for **children with LDD** by:
 - Young people with learning difficulties being involved in interviews for the Transition Co-ordinator post.



- A group of young people supported by Halton Speakout becoming a Disabled Young People's Forum and will consult on service developments
- Monthly children's meetings are held at Inglefield to enable young people to comment on the care provided and to make suggestions about changes. Recently new activities were purchased at the request of young people. Notes from meetings are produced using picture based widget system .
- Young people are supported to participate in reviews and planning meetings using a variety of methods and communication systems. Advocacy support is provided for participation in meetings and in making complaints
- Children with disabilities are represented on Halton Youth Parliament by 3 disabled young people and children with disabilities participated in Voice weekend.
- A newsletter by young people for young people is being produced saying what they have done. This will provide positive role models for other children.
- The possibility of young people with disabilities being involved in Regulation 33 visits to children's establishments is being explored by the Registered Managers Group.
- Children with LDD already participate in the D of E award. We aim to increase the numbers participating and their achievement levels.
- A review of the Wheelchair Service is to be undertaken following young people raising this through the Youth Cabinet
- The Young People's Planning for Life Project delivered by Halton Speakout supports young people's participation in person centred planning and reviews within the special schools. The service supports and trains students to develop confidence in speaking up on issues that affect them.

Children didn't used to have a say. Now we're invited to the review and we can tell everyone what we want to do without them telling us what to do. 14 year old disabled young person

Analysis and Future Planning

Most of the Positive Contribution targets have been achieved or exceeded. Our focus during 2007-2009 will be on maintaining the good outcomes in the areas of work and ensuring the participation of the more vulnerable groups of children in all aspects of making a positive contribution. Whilst the offending behaviour of young people has shown some improvement, offending and re-offending rates remain high and we want to particularly make a greater impact reducing incidents of anti social behaviour and youth crime. **Ref: Revised Priorities MPC 1 - 2**

OUTCOME: ACHIEVING ECONOMIC WELLBEING

- The **14 – 19 Partnership** has developed the Learner Entitlement which has been introduced to young people and parents via written information and a DVD.
- A 14-19 team has been formed funded from all partners, including High Schools, Learning and Skills Council, Riverside College and the Local Authority, to secure delivery of the new Diplomas by 2013. The 14-19 partnership has been successful in passing through the Gateway to deliver 3 new specialised diplomas in Construction, Health and Social Care and Creative & Media from September 2008.
- The number of young people achieving apprenticeships has increased to 41% which is 5% above the national average.
- A record number of students (1737) completed block work experience in 2005-06.
- The success rate of pupils following college based vocational courses in 2005/06 was 92%.
- In 2006 the proportion of young people aged 19 achieving a Level 2+ qualification increased by 7% to 62%. 34% of young people aged 19 gained a level 3 qualification - this represents a slight fall from the previous year when the percentage was 35%
- A partnership between the Children & Young People Directorate, Riverside College, Connexions and LSC provides a comprehensive package of transport assistance to learning facilities including a 'door to door' accessible service, free shuttle bus to Riverside College Runcorn Campus, and a "Campus link" service between the main Riverside College sites
- A 2 year modern apprentice programme in Youth Work has been developed resulting in a Level 2 qualification in Youth Support Work. The 2 apprentices are positive role models for other young people and have enabled the Youth Service to target more hard to reach young people.



- The number of young people **not in employment, education or training** has increased to 12.16% in 2007 from 10.83% in 2006. This is an actual rise of 41 young people. A higher percentage of young people are NEET in Runcorn (306/16.4%) than Widnes (234/10.35%). Significant progress has been made by Connexions working with key partners to effectively track the destinations of young people aged 16 to 18 and maintain contact with them. In 2004 the percentage of the 16 to 18 cohort whose destination was not known to Connexions was over 12%, this reduced to 4.34% in 2007.
- Young people are being placed in work and training opportunities at 16 years but are dropping out when they are 17/ 18 years. School leaver destination data for 2006 shows that 89% of young people went into continued learning when they left school which compares well with national performance but the high drop out rate results in higher numbers of 16 – 19 year olds being NEET. Connexions is working closely with the LSC, the College and training providers to analyse why young people are leaving opportunities. Halton is part of the national Activity Agreement Pilot designed to reduce the numbers of 16 and 17 year olds who are long term NEET. In 06/07 146 young people took part in the activity agreement pilot, receiving a £30 a week allowance if they took part in a range of activities to re-engage them into EET. So far 64% of these participants have gone into a positive destination contributing to a reduction in the numbers of 17 year olds in the borough who are currently NEET and the average number of weeks spent not in employment, education or training.
- An analysis of potential NEET risk factors pre 16 years has been undertaken by the local authority and Connexions. These were identified as:
 - ✓ A high number of NEET young people underachieved against their particular predictions at GCSE based upon prior attainment profile. There is consistent underachievement within the NEET cohort extending back to key stage 2 and 3
 - ✓ In year 11 the NEET cohort attended school less than the whole cohort and 18% had been excluded from school during their education
 - ✓ 64% of Maximum support NEET were eligible for free school meals, 21% had special education needs and 10% had been looked after.
- 79.7% of young offenders were in employment, education or training against the national target of 95%. However Halton rates compare favourably with t' North West and national averages of 69.7% and 68.5% respectively. 2 days per week dedicated Connexions PA support is provided to YOT to supp increased numbers of young people into education, employment and training.
- The number of teenage parents aged 16 to 19 in employment, education or training reduced to 20.73% in 2007 from 21.8% in 2006 because of an increase the total number of teenage parents - in real terms the number of teenage parents in EET has risen from 30 To 34. Training and information links have be established between Children's Centres and Jobcentre Plus to encourage young parents to consider training and employment
- A NEET support and engagement project has been run by the Youth Service and Connexions in a hot spot area (Murdishaw) for 16 – 18 year olds not in employment, education and training. 8 young people attended and have since taken up employment , education or training.
- A number of other **achieving economic wellbeing targets have been achieved**:
 - Low-floor buses, allowing easy access for prams and buggies are used for all services on all major routes improving access to shopping and leisure facilities
 - A discounted multi operator bus ticket known as the "Student Hopper".has been introduced aimed at 16-19 learners in the Borough
 - The Halton Childcare Sufficiency Assessment indicates there is current sufficiency in the provision of 0 to 4 year old childcare places enabling parents to return to work and the ongoing business support of childcare providers has increased occupancy levels.
- 100% of young offenders supervised by the YOT are in suitable **accommodation** and the percentage of careleavers living in temporary accommodation has reduced to 30%. The accommodation support worker tracks and reports on allocations and a high level of individual support is provided to prepare for and maintain tenancies. However there is not sufficient supported accommodation provision for 16 – 17 year olds and careleavers to enable them to receive the necessary support to progress to independence.

I feel lost like I haven't got a home. If I had my own house I would feel safer. Careleaver

- We have promoted achieving economic wellbeing outcomes for **looked after children** by:
 - All secondary school aged pupils having computer access in their home with incremental extension to younger children as funding permits.
 - Specialist PA support is provided to looked after children via dedicated time spent with the Young People's Team and the Permanence Team

- 100% of careleavers being offered a 13 – 26 week individually supported work placement as part of the CareLeavers Pre Employment and Customised Training Initiative established by Economic Regeneration with NRF funding to increase the number of careleavers in employment, education and training.

WHAT WORKS EXAMPLE

Target	1. All young people leaving care are offered a work placement of at least 12 weeks duration by 2009 to help prepare them for the world of work			
Performance Data	<ul style="list-style-type: none"> • Care Leavers Pre Employment and Customised Training Initiative: <ul style="list-style-type: none"> Round 1 – 6 young people offered placements – variable levels of attendance – no completions Round 2 – 10 young people offered placements. 3 continue in work placements • 1 care leaver employed by HBC via ILM scheme 			
What the Performance Data means	Young care leavers do not do as well as the general population of young people in accessing and retaining places in EET, and need additional support to prepare for employment and to retain employment. Following revision of the programme after the first round, the Care Leavers Pre-Employment and Customised Training Initiative is providing care leavers with meaningful preparation for the world of work.			
What is working well and why	<ul style="list-style-type: none"> • 3 week induction period was introduced covering attitude and motivational skills, business skills and communication skills following an evaluation exercise with young people, workers and partner agencies. This has resulted in improved retention on the scheme with young people developing self confidence and being more prepared for employment • An external training company (Creative Training) delivered induction in a variety of settings which better met the needs of young people • Connexions complete a pre-scheme interview to discuss career options and identify barriers to learning • Placements of choice are offered to young people whenever possible so that young people are involved in decision making processes and evaluation • Additional PA support is provided to careleavers to retain work placements • Provision of financial assistance and incentives • Care leavers can progress to the Corporate Parenting Employment Scheme which provides 26 weeks paid employment with the hope that they are then able to progress to full time employment 			
What difference is this making	<ul style="list-style-type: none"> • Young people are more prepared for employment • Young people develop skills which make them more employable. • Young people have developed self-confidence and feel they have achieved something positive • Young people are involved in decision making processes and evaluation • A greater difference will be made by <ul style="list-style-type: none"> ✓ Completing an analysis of factors influencing ‘drop out’ rates and applying findings to plans for future programmes ✓ Seeking to increase the level of contact with employers to ensure proactive intervention when attendance difficulties arise ✓ Encouraging care leavers to apply for HBC vacancies under the terms of the Corporate Parenting employment policy 			
Lead Organisation	Children & Young People Directorate	Partners	Employment Team (HBC), Economic Regeneration, Connexions, Creative Training,	Resources <ul style="list-style-type: none"> • NRF funding • YPT budget

➤ We have promoted economic wellbeing outcomes **for children with LDD** by:

- All pupils in special schools having transition plans at 16 yrs and 100% of young people with disabilities in special schools progressing into EET at 16. Careers Education Programmes are in place with visits to local and specialist colleges and additional LDF funding was provided by LSC to support young



people with LDD into work placements through the Breakthrough project. Halton Learner entitlement has been launched and a promotional DVD targets SLDD/LDD learners with a pilot offering flexible pathways to Riverside College increasing opportunities for inclusive further education.

- 17 Direct Payments are being made for young people and their carers to make their own purchasing decisions.
- We are aware we need to improve transition arrangements between children's and adult services to ensure young people continue to receive the services that promote positive outcomes in their lives. A £220,000 budget has been established in Adult Services to help young people with disabilities as they move from childhood to adulthood. A joint post of Transition Co-ordinator has been established to promote smooth transitions between children's and adult services and a multi agency 14 - 19 transition protocol is in place monitored through the Joint Children and Adult Services Working Group. We plan to review our performance against the Transition Protocol through an audit of cases of all young people in transition which will result in an improvement action plan and to develop a further multi agency strategy for Transition of Young People with Complex Needs.

Analysis and Future Planning

Good progress has been made on delivering the 14 – 19 agenda and the provision of work placements and there has been improvement in the number of young people gaining Level 2+ qualifications. Support services to encourage engagement in employment, education and training such as accessible and subsidised transport are in place. However the number of young people not in employment, education or training has increased despite this and the reduction of these numbers will be our main priority for 2007/09. We have linked this with increasing the numbers gaining Level 2+ qualifications as we see this as being key to reducing the NEET cohort. We are confident that good transition arrangements are in place for children with LDD. However the needs of other vulnerable groups such as careleavers, teenage parents and young offenders will be included within the overall target of reducing the numbers of young people not in employment, education or training. **Ref: Revised Priority AEW1**

Our other main priority for 2007/09 is improving the provision of accommodation for careleavers to provide them with a stable and supportive base from which they can make the transition to independence, employment, education or training. **Ref: Revised Priority AEW 2**

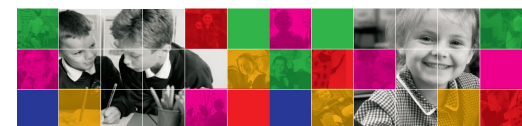
Looked After Children Analysis and Future Planning

Many outcomes for looked after children have shown improvement. There have been improvements in health assessments and the provision of health information, school attendance, participation in recreational activities, the rate of offending of LAC and participation in work experience placements.

Providing a sufficient range of placements to facilitate placement choice remains a challenge as foster carer recruitment has only managed to maintain the same level of carers over the past year and increasing the range of placements is a priority target for 2007 – 2009. Other areas where further improvement is needed in 2007 – 09 are improving the emotional and mental health of looked after children, take up of the Early Years entitlement, the attendance and education attainments of looked after children, the provision of accommodation for careleavers and the take up of employment by careleavers.

Children with LDD Analysis and Future Planning

In September 2006 Her Majesty's Treasury and the Department for Education and Skills visited Halton Child Disability Services as part of their fact finding toward the Comprehensive Spending Review when Halton was seen by the team as an example of good practice in the development of services for disabled children. Services are currently delivered from specialist centres but it is planned to make universal services accessible to disabled children through resources located in CYPAN areas e.g. children's centres and extended schools. We aim to raise the profile of LDD across all services so that the key themes of inclusion, accessibility, early identification/intervention, participation and transition can be addressed. Improvement priorities for children with LDD are therefore included within all the five outcomes priorities - promotion of physical health and development of CAMHS services, promoting carers assessments, narrowing the gaps in education attainment for vulnerable children and inclusive education, promoting participation of vulnerable groups in DofE award and citizenship, and engagement in employment, education and training.



SERVICE MANAGEMENT

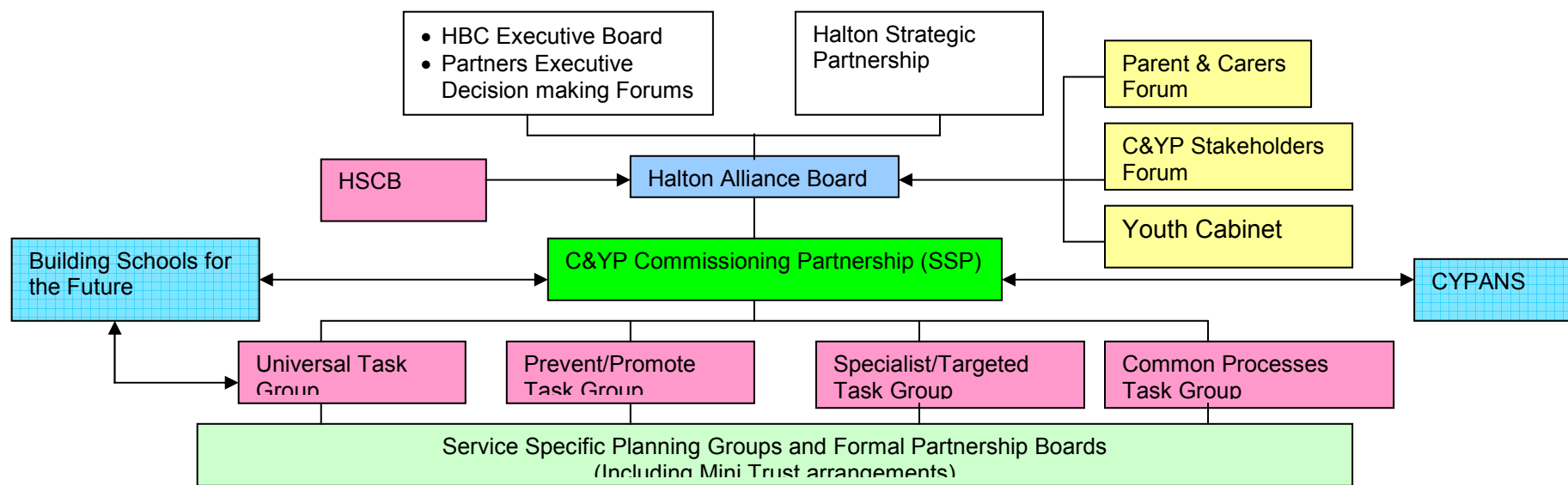
PARTNERSHIP WORKING

- **The Children and Young People’s Alliance** is the vehicle through which agencies work together in Halton to promote outcomes for children. The Alliance Board is now well established and is the strategic decision making forum in which senior managers from all partner agencies are represented.

The **Children & Young People’s Commissioning Partnership** is particularly significant in partnership arrangements as it constitutes the Executive Board for the 5 mini trusts and the Specialist Strategic Partnership for children and young people

Key achievements of the Commissioning Partnership over the last year include:

- The commissioning of “PACT” to provide non-statutory services to families who have previously received support from statutory services as a consequence of neglect aiming to increase support before families reach crisis point, in order to prevent registration and ‘rotating door’ situations.
- Agreed the CYPAN model of integrated service delivery based on an audit of local need which identified that services needed to be reconfigured to ensure a uniformly delivered service responsive to local need.



The **Common Processes Task Group** is responsible for overseeing the work of the sub groups responsible for implementation of CAF, Lead Professional, Information Sharing, Workforce Development and consultation, participation and engagement. Key achievements in 06/07 were progressing implementation of CAF which received positive comments following a visit from DfES; implementation of Consultation, Participation and Engagement Strategy with 2 modern apprentices being employed to take this forward and early adoption of Contactpoint.

The **Prevent and Promote Task Group** has developed into the Partnership Board for the Preventative Services Mini Children's Trust. The remit of the Mini-Trust includes Young Peoples Substance Misuse, Teenage Pregnancy and services commissioned under the Children's Fund. It is focussed on ensuring that services for children and young people are able to respond collaboratively and efficiently to local need, with joint commissioning and service re-design resulting in quicker and more integrated, tailored packages of care.

The key function of the **Universal Task Group** is to promote and secure, for all children and young people in the Borough, equality of opportunity and access to their entitlement in terms of education and learning (including arts and culture); their health needs and requirements; leisure, sport and play opportunities; family support and childcare; information, advice and guidance; and transport and access. Key achievements include development of the 14 – 19 learner entitlement and development of a child-focused health education strategy regarding use of alcohol and cigarettes.

The key role of the **Specialist/Targeted Task Group** is to oversee the work of the partnership boards for children with disabilities, LAC and YOT, young carers, missing from home and mental health and emotional well-being and to ensure that strategic planning is co-ordinated. Key achievements include appointment of a young carers development officer and establishment of a "missing from home" officer post to reduce risks to children who go missing from home and ensure they receive co-ordinated support on their return.

During 2006/07 the **Emotional Health and Wellbeing Mini Trust** has worked with neighbouring authorities to develop a Tier 3 specification for special CAMHS that will allow joint investment for cross-boundary services and possibly a pooled budget, with the potential for attracting funding for service investment and sustainability through embracing a wider commissioning footprint; mapped service need and consulted with young people about services; developed the Emotional Health and Mental Wellbeing Strategy 2007-9 and Kooth.com – an on-line counselling and advice service. The web site includes database of services, a very popular peer support message board, on-line meetings with a counsellor or log-on chat with any available counsellor.

The **Looked After Children Mini-Trust** (established in the autumn 2006) has reviewed the Joint Strategy for Looked After Children with a view to moving towards the co-location of staff and single team governance

The **Children with Disabilities Mini Trust** is the longest established of the mini trusts and predates the Alliance. During 2006/07 the Mini Trust has agreed an expansion of the pooled budget to include all the services within the mini trust; brought together all the services for children with disabilities and complex needs under a single management structure; developed a set of local outcome measures which will measure the impact of improved services on the lives of children and young people with disabilities and raised awareness of the Every Disabled Child Matters Charter resulting in Halton signing up as one of the first signatories in the country

The **Preventative Services Mini Trust** combines services for substance misuse, teenage pregnancy and Children's Fund commissioned services. This resulted in efficiency savings of £170,000 that was then re-invested in front line services. During 2006/07 the Mini Trust has secured additional resources through grant funding available to partnerships of statutory, voluntary and community organisations that has been invested in creative and innovative services for young people e.g. a successful bid was made for a 'Comic Relief' funded alcohol worker to work across all the hostels in Halton providing accommodation for young people; and established a dedicated Teenage Pregnancy Team through secondment of PCT staff into Connexions



The **Child in Need Mini Trust** is newly established and is considering areas suitable for pooled budgets, joint commissioning and multi agency governance.

Common approaches being taken by all the Partnerships, Task Groups and Mini Trusts to the development of services include integration of universal services and delivery of community based services through Children and Young People Area Networks e.g. extended schools, children's centres, multi-disciplinary teams; refocusing on early intervention to prevent escalation of problems; narrowing the gap between children and young people doing well and those not doing well and engaging with children, young people, parents and carers in the development and monitoring of services

- **The Local Safeguarding Children Board** was established in April 2006 and is the vehicle through which agencies work together to promote and safeguard the welfare of children. In it's first year the Board's work has included:
- Monitoring the effectiveness of individual organisations in carrying out their duties to safeguard and promote the welfare of children through implementation of a self assessment audit tool
 - Developing a set of Safe Recruitment and Selection principles, to which all agencies in the borough who work with children will be expected to adhere.
 - Distributing a Safe Parenting Handbook to all households of targeted age groups and Think Smart Bullying cards to looked after children
 - Safeguarding publicity campaign demonstrating that safeguarding children is everybody's business and providing information on who to contact for help
 - Publicity campaign to raise awareness of private fostering
 - Appointment of a Local Authority Designated Officer (LADO) to oversee investigations into allegations against professional carers
 - Production of Pan Cheshire child protection procedures compliant with 'Working Together 2006' and enhanced procedures for children particularly vulnerable to abuse and neglect e.g. domestic violence, substance misuse, living away from home, missing from home, in custody, living with disabilities
 - Production of multi agency Child in Need Strategy and Child in Need Procedures to promote early intervention across all agencies
 - Scrutiny of 2 cases – (1) a child in need case involving domestic abuse (2) primary school children not attending school.
 - The Child Death Review Panel additionally reviewing where death could have resulted from something which went wrong in a case, where there has been serious failing by an agency but no harm resulted to the child and life threatening suicide attempts by a young person in order to share valuable learning that may prevent harm to a child in the future.

CHILDREN & YOUNG PEOPLE DIRECTORATE

Performance Management

An integrated approach to performance management has been developed across children's services and applied to the Alliance Board Structure and commissioned services. Although performance is monitored against national indicators we were concerned that many of these indicators described process rather than the impact of services on children. We have therefore developed a number of local indicators for particular groups of vulnerable children which better measure outcomes for children in all the ECM Outcome areas.

Robust performance management is embedded in the Directorate's operational management:

- Performance in key areas is reported monthly at all levels of the organisation and actions plans instituted in any areas of concern. Examples of the impact of this close monitoring include actions to improve the attendance and reduce the offending of looked after children.
- Quarterly monitoring reports against the Directorate's Business Plans, focussing on the five outcome areas are made to the Policy and Performance Board and the Council's Chief Executive.



Workforce and Change Management

Workforce Development is integral to the cultural changes needed to deliver the Every Child Matters agenda. The following key developments have been undertaken in this area:

- **Workforce Development Strategy:** Halton is working in conjunction with consultants from Manchester University, to produce a Halton Children's Workforce Development Strategy using a population-centred workforce-planning model. Two pilots were launched in May 2007 covering Youth Services and Children with Disabilities. They will establish what services are needed within different geographical areas and will then develop the services and the workforce to deliver those services
- **Training:** Training is essential to support workforce development. Halton Borough Council has a thorough induction process and a calendar of training events reflecting the CWDC standards and it is planned to roll out this induction process and training to all agencies working within the borough. The Safeguarding Board has a rolling programme of multi agency training and further training will be developed around the Common Assessment Framework, Information Sharing and Integrated Working Together.
- **Recruitment and Retention:** There have been increasing recruitment difficulties in social care and high staff turnover and vacancy levels have impacted on the ability to provide a consistently supportive service for children. Workforce needs are reviewed annually and deployment of staff re-aligned to match changing workload demands and needs in hotspot areas. The Directorate's Recruitment and Retention Strategy is subject to annual review and this year student bursaries have been introduced which involve recruitment of staff at the end of the second year of the degree course for employment with the authority with the same conditions then applying for the final year of the degree course as apply to trainees.
- **Leadership and Management:** There is a range of training that supports the development of existing and future managers. Training accessed by staff includes a successful MSc Management Development Programme delivered by Manchester Business School which is an in-house customised post graduate and post-experience development programme for managers. In addition Halton is involved with The Learn Together Partnership and proactively involved in the shaping and trialling of new courses on integrated working with John Moore's University and the University of Chester. Other training opportunities include the Institute of Learning Management (ILM) Levels 2 – 5 along with NVQ Level 3 in Management. The CYPD also has an in-house customised management development programme for those within the children's workforce.

Commissioning

A new Joint Planning and Commissioning Framework has been developed in Halton which puts outcomes for children at the core of the planning and commissioning process. The process begins with the identified needs of the child or young person and focuses on improving their life experiences and outcomes by analysing the information relating to particular groups of children and young people to identify their needs; engaging with users and staff in a continuous process of consultation thus putting the Hear by Right standards at the core of the process; identifying the resources to meet identified needs and pooling resources wherever possible; shaping both the children's workforce and the children's services market based on the premise of planned sustainability; developing early intervention services that will prevent children's, young people's and family's needs escalating to a level where they will need more targeted intervention and utilising flexible contracts whilst putting in place robust performance monitoring.

This approach to commissioning has improved outcomes for children by:

- Proactive and reactive monitoring of contracts promoting the safety of children in placements
- Children making a positive contribution to the commissioning process so that the commissioned services are the ones they want e.g. Involvement of young people in commissioning process with accommodation providers
- Children experiencing more joined up services e.g. Connexions also delivering the Youth Service and services linked to teenage pregnancy.
- Managing the market e.g. Regional contracts for fostering and semi independent services which continue to achieve savings



Resources

In Halton we believe that effective utilisation of resources is the key activity that needs to be addressed in order to deliver the funding required for better outcomes for children. To more effectively target resources a number of detailed service reviews commenced in 2006/2007:

- **Learning Support Service** – a new Special Needs Service was launched in January 2007. A key responsibility of the new service is to monitor the SEN resources available to schools to ensure equity, capacity and transparency as well as analysis of the impact of SEN funding.
- The School Forum agreed to the time limited **early release of funding for pupils with complex special needs** where schools could demonstrate they had previously effectively utilised their delegated funding. The early release of funding is expected to contribute to narrowing the gap in educational attainment, improve inclusion and provide better value for money through reducing the bureaucracy associated with the statementing process.
- **Children and Young People's Area Networks** were established following review of funding for Children's Centres and Extended Services, to provide a network through which integrated service delivery for children, young people and families could be delivered in small geographical areas.
- **School Improvement Service**. Following external review the service has been refocused to achieve efficiencies without adversely affecting the quality of support to schools.

The targeting of increased resources has contributed to more effective provision in the key priority areas:

- Following increased investment in both the Education Welfare Service and Behaviour there has been improvement in levels of school attendance and a reduction in the number of permanent exclusions. The growth of £50,000 core and £50,000 NRF for attendance will be maintained in 2007/2008 along with the £40,000 exclusions funding. The £203,000 growth agreed to fund the Key Stage 4 PRU will also continue in 2007/2008.
- The additional investment of £60,000 in Halton's Youth Service core budget and improved performance resulted in the independent assessment findi by the National Youth Agency that "Halton Borough Council provides a good service which provides good value for money". A previous similar OFSTF review in March 2004 considered the service offered poor value for money. Increased investment will continue in 2007/2008 with an additional £60,0 core budget provision and £80,000 NRF available for Youth Activity.



Budgets

Despite the level of budget efficiencies required in 2006/2007 along with the cashable and non-cashable Gershon savings expenditure was within budg Through rigorous monitoring expenditure on home to school transport is anticipated to be in line with the budget for the first time for many years. Savings achieved through the pro-active management of borough care placement costs have continued to be maintained in 2006/2007.

The identification of Halton's Children and Young People as one of the five Halton Strategic Partnership and Community Strategy priorities has provided over £1,205,500 NRF investment with management and evaluation of all projects undertaken through the Children and Young People's Commissioning Partnership. NRF funding will continue in 2007/2008 with an allocation to Children and Young People of £1,039,033.

Through the redesignation of the four Halton Special schools to more appropriately match Halton pupil's needs and the more effective use of the Key Stage 4 PRU it is estimated that the number of pupils with special needs educated outside the borough can be reduced. The special schools funding formula review commenced in 2006/2007 and aims to ensure that future funding matches need along with funding outreach support with mainstream settings. Capital investment in excess of £2million has been approved to develop secondary facilities at Cavendish and primary facilities at Brookfields.

In order to address surplus school places, increase diversity, expand popular, successful schools and participate in BSF a review of secondary provision commenced in June 2006. The rationalisation of both the nursery, primary, secondary and special school provision is expected to free both revenue and capital resources and provide better value for money. The level of capital funding available through BSF and Primary Capital will provide Halton with the opportunity to modernise the physical and learning environment and transform learning outcomes for children and young people. The capital developments

at primary and secondary will provide facilities that are inclusive, improve the learning environment, are accessible, provide choice for young people and their families and are considered a major community resource. In order to support the revenue costs of BSF a contribution of £300,000 has been provided by the Local Authority. This sum has been matched by each of the secondary and secondary special schools.

Pooled Budgets

The Children with Disabilities pooled budget has demonstrated high performance and financial probity. The detailed arrangements outlined within the Partnership Agreement ensure risks are minimised. Contributions from each of the partners are both in the form of the existing staff and budgets.

Opportunities have been sought to pool or align budgets in a number of other key priority areas including Halton Safeguarding Children Board;14-19 Partnership and Preventative Services Mini Trust.

Information Technology

During the past year we have successfully introduced numerous IT initiatives including a web based management information system for Children Centres; ContactPoint system for 0-19 children and young people; Web based service Help4Me Directory of services available in Halton; ECAF pilot; E Forms project to meet the requirements of the Integrated Children's Services (ICS) Phase 1; mobile working and remote access to the network for frontline staff; and networking and internet configuration of all Halton schools.

Diversity and Equality

Halton is committed to ensuring equality of opportunity and combating discrimination and victimisation within all aspects of its service delivery, policy development and as an employer and this is reflected in a range of policies, strategies and framework documents. Additional capacity was established in the Directorate in November 2006 with specific responsibility for Equality and Diversity in recognition that these issues need to be at the core of our business planning. The Directorate's Equality and Diversity Group has re-launched to drive the Equality and Diversity agenda and has developed a Directorate Equalities Strategy and Action Plan. The main areas for further development will be consultation/participation, development of qualitative and quantitative data sets and inter directorate working. There is an amended Accessibility Strategy in place in schools and secondary schools have been supported in developing Disability Equality Schemes. An Ethnic Minority Achievement Consultant is being appointed in September 2007 to prioritise the needs of ethnic minority groups and an EAL Support Service is being developed to support the growing number of children from ethnic minorities in Halton schools.

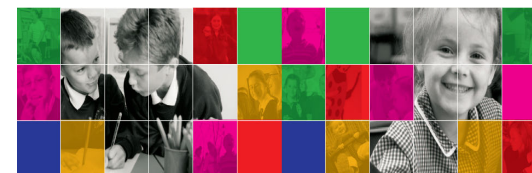
Participation

Young people are embedded in council planning structures through the Young People's Cabinet which links to the Area Youth Forums. A pilot participation strategy underpinned by the Hear by Right standards has been piloted in a children's centre, primary school, secondary school, Youth Service, PCT young people's sexual health services, Connexions, training provider and the YMCA. The learning from this will be rolled out across all Halton organisations through a three year development plan. Two young people aged 16-19 are working with the Youth Service as Modern Apprentices with part of their remit being to support consultation, participation and engagement with young people. Parents are engaged with planning processes through the Parents Forum.

Capacity for Improvement

Halton is confident about its capacity to improve because of:

- The robustness of the partnership arrangements within the borough and the high priority given by all partners to children and young people through the Community Strategy, the Local Area Agreement and service specific plans.
- The high level of self awareness of the priority areas for improvement in the borough



- The common Performance Management Framework adopted by all partners informed by an extensive multi agency data set which includes a range of outcome focused local indicators.
- The multi agency Commissioning Framework and robust contract monitoring
- Strong leadership from the Executive, members, and Senior Management Team
- The high level of engagement of children, young people, parents and carers in the development of services
- Technological developments that will streamline integrated practice.
- The reshaping of services around the 5 CYPAN areas to develop more locality based services with co-location of staff where this makes sense to the users of the services.

Barriers to Improvement





- The outcome of the Comprehensive Spending Review and the ending of ringfenced grants in 2008 create an uncertain financial climate in which to plan future services. Future funding pressures have been mapped as part of the medium term financial strategy.
- Recruitment and retention of social care staff continues to be challenging and we will continue to review our workforce strategies to ensure they remain relevant and effective.
- There are a significant number of looked after children from other local authorities (100 – 120) placed in the borough that place an additional demand on local resources such as CAMHS and YOT.
- Information Sharing between the PCT/Hospital Trusts and Social Care needs to be resolved to develop holistic planning for children with LDD further.












PART 3




PERFORMANCE REVIEW - CHILDREN & YOUNG PEOPLE'S PLAN 2006 TARGETS



OUTCOME: BE HEALTHY

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
Children are better protected from future preventable diseases by 85% of them being fully immunised by their second birthday	<ul style="list-style-type: none"> 82.8% of children have been fully immunised by their 2nd birthday MMR rates have fallen to 80.8% which is slightly below the target level. 		<ul style="list-style-type: none"> PCT strategy on vaccination and immunisation will target low uptake areas Targeted training of the children's workforce to raise awareness of the facts about immunisation. Improve take up of MMR immunisation Improving the immunisation rate will impact on infant mortality levels Priority BH1.3
Infants have the best start in life with 1% more mothers stopping smoking during pregnancy each year, resulting in a decrease in low-birth weight babies	<ul style="list-style-type: none"> 24.5% mothers were smoking when they booked in their pregnancy and 21.1% were smokers at delivery (3rd quarter data) meaning 3.4% ceased smoking during pregnancy which is 1.4% above DOH target The number of babies born with a low birth weight since 2004 has increased to 8.5% of all births which is higher than the national average of 7.9% 		<ul style="list-style-type: none"> Maternity support workers will follow up hard to reach families and refer to Children's Centre services. Use of smoking cessation pathway by midwives More effective targeting of services locally children's centres according to identified local need
Infants have the best start in life with 2% more mothers initiating breast feeding each year	<ul style="list-style-type: none"> 2005/06 - Initiation rate increased to 42.5% against target of 45%, and 22.5% continued to breastfeed on discharge from the midwife Rate of breastfeeding initiation has increased 2% from 2005 baseline 		<ul style="list-style-type: none"> Breastfeeding measure to include both initiation and breastfeeding at 28 days Explore increasing support in the ante natal and post natal period as research shows this has the biggest impact on breastfeeding rates. Introduction of infant feeding co-ordinator to train and support children's workforce to raise awareness of the facts about infant feeding Improving breastfeeding rates will impact on infant mortality levels Priority BH1.3
Young children are kept healthier by fewer of them requiring admission to hospital for gastro-enteritis, lower respiratory tract infection or severe injury	<ul style="list-style-type: none"> Admissions for gastro-enteritis in 2005/06 decreased to 3.9 per 1000. Admissions for lower respiratory tract infection in 2005/06 increased to 23.1 per 1000 		<ul style="list-style-type: none"> PCT to include gastro-enteritis target in infant feeding action plan Continue to provide low cost safety equipment through Halton HELPS scheme in Children's Centres/community venues



PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
	<ul style="list-style-type: none"> Admissions for severe injury in 2005/06 were 17.3 per 1000 which is the baseline figure. 		<ul style="list-style-type: none"> Revised Priority BH1.2
<p>Young children's emotional and mental health is improved by an increase of 10% in the number of primary schools working to achieve the Healthy Schools Standard in relation to emotional health and well-being</p>	<ul style="list-style-type: none"> 100% of schools are involved in the Healthy Schools Standards. All primary schools have achieved the Healthy School Standard 		<ul style="list-style-type: none"> Healthy Schools is being extended to early years settings. An initial pilot will be rolled out to 3 other settings following evaluation We aim to include all children's settings within the Healthy Schools Standards
<p>Children and young people's emotional and mental health is improved by ensuring that 100% of referrals to CAMHS services result in individuals accessing appropriate services by 2009</p>	<ul style="list-style-type: none"> Capacity of workforce to make appropriate referrals and to respond to emotional and mental health needs at Tiers 1 and 2 is being increased through a training programme 350 staff trained and a further 100 working towards formal qualification 100% of Tier 3 referrals achieve DOH timescales 		<ul style="list-style-type: none"> 100% of referrals for CAMHS services meeting the criteria for assessment will be seen from April 2007 Revised Priority BH3
<p>Children and young people's emotional and mental health is improved by CAMHS providing a 24-hour service by 2009 for children and young people with urgent needs, those with learning disabilities and young people aged 16-17 experiencing a transition between services</p>	<ul style="list-style-type: none"> 70% of referrals for 16/17 year olds met CAMHS Tier 3 meets national requirements for next day assessment 24/7 service being developed supported by specialist CAMHS workers across 5 Boroughs Protocols and care pathways in place for specialist shaping services project for children with learning disability and challenging behaviour 		<ul style="list-style-type: none"> We need to sustain focus on development of CAMHS services to ensure a full service is in place by 2009 Revised Priority BH3
<p>There is a 15% reduction in the under-18 conception rate by 2006 leading to a 50% reduction in the under-18 conception rate by 2010</p>	<ul style="list-style-type: none"> The under 18 conception rate is 55.6% which is an increase of 12% from last year 		<ul style="list-style-type: none"> Revised Priority BH2
<p>The difference between the 20% of wards with the highest rate of teenage conception and other wards will be reduced by at least 25%</p>	<ul style="list-style-type: none"> There was a 3.3% reduction in 2004. We are currently waiting for 2005 data from ONS Sexual health services (family planning, Card scheme and TP ante and post natal programmes of care) are being delivered out of hotspot wards to target teenage conception 100% of young people accessing services have received information on contraception and safer sex. 		<ul style="list-style-type: none"> Continue to target delivery of sexual health services in hotspot wards as identified by PCT 2006 Live Birth Data Develop information sharing protocols with the PCT to collect termination data Continue to provide multi-agency teenage pregnancy groups within Children's Centres. Develop further the collation of data/information Revised Priority BH2



PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
There is an increase in the range of community based sexual and relationship advice services available to young people	<ul style="list-style-type: none"> Youth Service undertook 10 sexual health projects involving 50 young people On-line counselling service now available (Kooth) Launch of Halton C Card scheme 17 out of 25 pharmacists delivering EHC Investment in the development of the teenage pregnancy team and appointment of teenage pregnancy midwife 6 sexual health clinics dedicated to young people Development of GUM clinics 		<ul style="list-style-type: none"> Variety of location to become distribution points for condoms including YPT Evaluate 2 Children's Centre pilot distribution points. Kingscross contract extended to cover teenage pregnancy counselling Preventative Services Mini Trust to work with the PCT to deliver data sharing for sexual health services and also look at the opportunities for joint commissioning delivering against the choosing health agenda and the LDP targets
Halt the year on year rise in obesity among children under 11 by 2010 in the context of a broader strategy to tackle obesity in the population as a whole (Amended target)	<ul style="list-style-type: none"> 2005/06 17.4% of Halton children under 11 are classified as obese – this is our baseline figure. This compares with 17% of children nationally 		<ul style="list-style-type: none"> Encouragement of optimum family nutrition through information and training for early years practitioners and parents Care Pathway developed for support of families whose children are defined as obese. To be published Sept 07 Introduction of Infant Feeding Co-ordinator to improve on early feeding practice and dietician/foodworker for home and group interventions within Child Centres. Revised Priority BH1
We increase the percentage of children engaged in 2 hours or more per week of high quality PE and sport to 85% by 2008	<ul style="list-style-type: none"> 255 young people completed physical recreation section of DofE award 79% of children in school take part in 2+ hours of sport a week. 87% of children were engaged in 2+hrs of sport a week. 		This target is also included in our aims under Enjoy and Achieve. Future planning will continue under the Enjoy and Achieve outcome.
We develop a child-focused health promotion strategy which informs young people about the impact of tobacco and alcohol on their health and leads to a reduction in their use of these substances by 2009	<ul style="list-style-type: none"> Youth Service undertook 10 health and wellbeing projects involving 50 young people HITS delivered a 1 year health promotion initiative funded by DfES 'Youth Work4 Health' Issue-based arts performance workshops raise and tackle health promotion issues e.g. Ludas Dance 		<ul style="list-style-type: none"> Produce Child Health Promotion Strategy by September 2007 and implement from January 2008



PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
	<ul style="list-style-type: none"> Public Health through the Universal Task Group has begun to develop the Health Promotion Strategy covering all children's health issue An awareness raising campaign about the dangers of alcohol took place in December 2006 As a result of health promotions young people in the on-line survey reported that during 2006/07 13% of them stopped or reduced their smoking and 23.4% stopped or reduced their drinking 		
<p>Young people with a substance misuse problem choose to have treatment and this increases to 60% from the current baseline by 2008</p>	<ul style="list-style-type: none"> 123 young people received treatment in 2006 against the 2005 baseline of 37 – a 232% increase. Since 2005 there has been a 160% increase in the number of young people accessing tier 2 and 3 substance misuse support services. 679 young people have received outreach intervention at tier 2 through Young Addaction See What Works Example 		<ul style="list-style-type: none"> Continue to redesign service delivery to meet the preventative agenda so that services are targeted at Tiers 1 and 2 to reduce the numbers of young people requiring input at Tier 3 Develop a multi agency approach to address substance misuse across all agencies and increase training sessions through outreach provision Develop links with YOT substance misuse work and YISP in regard to co-location with Addaction Continue to target vulnerable young people through co-location ie Yisp, YOT, LAC, Homeless
<p>Young people and their families are supported in dealing with the harm caused by drug misuse by increasing the numbers of parents/carers /siblings accessing specialist support services from 7 in 2005 to 40 by 2008</p>	<ul style="list-style-type: none"> 103 families were supported to access primary health care services Total number of families accessing support for substance misuse including alcohol across ARCH, Young Addaction, YISP, YOT and Branches in 06/07 was 100 - a 45% increase from 05/06 		<ul style="list-style-type: none"> Continue to support Arch to deliver family support for siblings affected by substance misuse. Continue to support Young Addaction to deliver family mediation for parents and young people, through external funding source. Redesign service delivery according to locality need Develop parental support through the criminal justice system by redesigning contractual arrangement for Branches
Looked After Children			
<p>There is an increase in the percentage of looked after children who have previously refused formal health assessments, accessing alternative provision</p>	<ul style="list-style-type: none"> 95.2% of LAC accessed health assessments Percentage of those refusing a formal health assessment accessing an alternative assessment increased from 44.4% in 05/06 to 57.7% in 06/07 		<ul style="list-style-type: none"> Continue to target the health needs of older boys who are the most likely to opt out of health assessments through use of health questionnaire/carer's profile/ update of health care plan at statutory review.



PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
			<ul style="list-style-type: none"> Further development of flexible health services from a range of venues throughout the year at a time to suit the young person
Looked after children and young people are emotionally healthier due to improved placement stability by ensuring that 100% of those entering the looked after system have a core assessment to identify their emotional and mental health needs	<ul style="list-style-type: none"> 100% of looked after children entering the looked after system since April 2006 have had a core assessment completed. In 06/07 49 LAC (31%) received CAMHS input 		<ul style="list-style-type: none"> Implementation of Strengths and Difficulties Questionnaire screening tool for all newly admitted LAC over 3 years to establish emotional and mental well being baseline. This will ensure early identification of emotional difficulties to enable targeted early support. Change target to 100% of LAC have a completed Strengths and Difficulties Questionnaire
Looked after children can make healthy choices by ensuring 100% of them have access to information on healthy diets and information on drugs, alcohol and tobacco	<ul style="list-style-type: none"> 100% of LAC have access to health information 		This target is now embedded in practice





OUTCOME: STAY SAFE





PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
Children are safer in their homes by addressing issues of domestic violence through a reduction in the number of repeat referrals and an increase in the number of families accessing specialist support services	<ul style="list-style-type: none"> April 06 to March 07 2132 domestic abuse calls to the police were recorded. 20% of these (436) were repeat incidents Halton's Domestic Abuse Support Service was established in April 2006. Since then 452 referrals have been made to its one stop shop facility and the service has made contact with 100% of these. Of these referrals 142 children accessed this new service. In 06/07 225 domestic violence referrals were made by the police to Children's Social Care – a significant reduction on 05/06 		<ul style="list-style-type: none"> Continue to encourage people with children report incidents of domestic abuse to authorities We need to maintain a focus on domestic violence to meet the challenging targets Revised Priority SS3
The number of children reported as experiencing neglect is reduced by increasing, where this is an issue, the number of families receiving support by 2009	<ul style="list-style-type: none"> A multi-agency neglect protocol was launched in 2006 and as a result 282 referrals reporting neglect were received by Children's Social Care between April 2006 and March 2007- a reduction of 16.8% A newly commissioned service (PACT) commenced in September 2006, specifically focusing on Neglect. In 06/07 11 families with 36 		<ul style="list-style-type: none"> Ongoing monitoring of this target is needed via the recently established neglect group consisting of PACT, Social Care and Performance Management. Establish a robust baseline position of neglect cases within social care at 31st March 2007 and work towards a 6% reduction by March 2008 and a further 9% reduction by March 09. Continue with a rolling programme of multi agency

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
	<p>children had undergone an assessment by the service. 9 Interventions are underway. 12 children are undergoing an individual assessments to identify health and development needs</p> <ul style="list-style-type: none"> • The number of child in need cases where support is provided remains high at 792. In 199 of these cases the primary concern is neglect • There were 3 Detected offences of neglect in last 12 months. All of these cases were dealt with by means of a caution. • 315 CAFs initiated and 197 CAFs completed with parents reporting feeling empowered and having increased confidence in their parenting skills. 		<p>CAF training to increase the number of trained assessors from the current level of 500.</p> <ul style="list-style-type: none"> • Monitor the ongoing implementation of CAF to provide evidence of earlier intervention and family support services being accessed • Extension of the current E-CAF pilot once evaluation is completed • Revised Priority SS3
<p>By 2009 all young people reported missing from home will be offered support within 48 hours of being reported, and 80% will be offered a comprehensive assessment to identify the reasons why, in order to reduce this happening again</p>	<ul style="list-style-type: none"> • The joint LA & Police response to children missing from home has been revised in the last year and a specific service of follow up support has been commissioned from the voluntary sector. In addition a referral pathway has been established with the Police Public Protection Unit. • From November 06 to March 2007, 55 young people were referred to the service. • 100% of referrals received by the commissioned service are contacted within 48hrs of receipt. 		<ul style="list-style-type: none"> • Revised Referral Pathway to be further embedded and data recording by Police to be further developed
<p>The number of children on the Child Protection Register is reduced by 2009 by improving support services in order to prevent families reaching crisis point</p>	<ul style="list-style-type: none"> • There were 81 children on the register at the end of March 07 – a reduction of 6 from March 06. • There were 66 Child Protection Registrations in 2006-07 • 4 children were re-registered demonstrating the effectiveness of family support services. • There were domestic violence concerns about 12 of the 81 children on the Child Protection Register and 33 of the 70 children were registered because of neglect. • 359 children accessed a commissioned service through the Resource Panel during 2006/7 • There has been an increase in support services - the Intensive Support Team has increased 		<ul style="list-style-type: none"> • Extend CAF and Lead Professional training across Partner Agencies including Adult Services and housing in order to increase early intervention via CAF. • Establish a system for monitoring new referrals to social care in order to evaluate the impact of CAF. • Monitor outcome of PACT intervention to establish percentage resulting in registration and set target to reduce. • At the point of de-registration CiN support to be considered in all cases and provided where appropriate via social care, resource panel and CAF • Increase in Children's Centre Family Support service focussing on early intervention/preventative

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
	support to 7 days a week and provides additional activities and the establishment of the PACT service		work in the home
Children are safer on Halton's roads by reducing by 50% the number of children and young people under the age of 15 killed or seriously injured by 2010	<ul style="list-style-type: none"> • There were no children under the age of 16 killed on Halton roads in 2005/06 or 2006/07. • The number of children seriously injured in 2005 was 13. This is a 60% reduction from the 1998 baseline figure. • In 2006 the number of children seriously injured was further reduced to 5 – an 83% reduction on the baseline figure • Current 5 year average of children killed or seriously injured is 12 against a local target of 16 by 2010 Initiatives leading to this reduction include: <ul style="list-style-type: none"> • 246 children attended cycle training courses • 128 road safety presentations made in schools • 288 children are Junior Road Safety Officers in 48 schools • 388 5 – 7 year olds trained in crossing roads safely • 450 secondary school pupils participated in Megadrive sessions • 53% of schools now have a Travel Plan in place to maintain the safety of children and encourage the use of healthy forms of transport. 		<ul style="list-style-type: none"> • Focus on local enhanced target of 5 year average of children killed or seriously injured by 2010 of 16 because of variations in weather and chance heavily influencing single year figures. • Maintain the low level of deaths and serious injuries through continuation of traffic calming measures, installation of central refuges and raising of driver's awareness • Continue to increase the number of children targeted for cycle training and road safety initiatives • Continue to increase the number of schools with a Travel Plan.
Children are safer in Halton's communities by a reduction of 20% in the number of accidental fire-related deaths and a reduction of 10% in the number of deliberate fires outside of the home by 2010	<ul style="list-style-type: none"> • There were no accidental fire related deaths April 06 – March 07 • There were 83 Accidental Dwelling fires between April 2006 and March 2007, a reduction of 17.8% from 101 in 2005-06 • Deliberate fires outside the home for April 06 – March 07 included 86 property fires (22.5% reduction from 05/06), 143 vehicle fires (28.5% reduction from 05/06 and 1002 nuisance fires • There were a total of 5,486 Home Fire Safety Assessments completed 06/07, exceeding the 		<ul style="list-style-type: none"> • 100% of Home Safety Assessments to be undertaken in Foster Carer's homes. • Ensure, wherever possible, that Care Leavers in own accommodation have Home Safety Assessments undertaken • Continue to promote and increase uptake of Children's centre services by Foster Carers

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
	target of 5,340. <ul style="list-style-type: none"> A total of 3,250 children have seen presentations on road safety, fire reduction, bullying etc in school in 2006/07. A free council Car Clear Scheme has removed 50 unwanted cars from the streets in 06/07. 		
More children feel safer from bullying and discrimination within schools by the continued implementation of anti-bullying policies, the establishment of good local baseline information and systems for self reporting which are monitored and reviewed by 2009	<ul style="list-style-type: none"> Anti bullying guidance for schools and children's establishments produced and to be launched in September 2007 61 out of 66 schools have engaged in specific anti bullying work during the last 12 months 8 young people supported through Youth Service 'Cause for Concern' procedure which puts a support programme in place in response to staff referral. 70.4% of young people in the on-line survey thought more could be done to combat bullying 		<ul style="list-style-type: none"> Expand focus on bullying to include all children's settings and all children within Halton Use information from the annual Tellus survey to evaluate progress in tackling bullying Increase the number of schools adopting an anti-bullying charter mark to 100% Provide the opportunity for 100% of schools to access training for SEAL's Provide local sources of support for young people through on-line counselling (KOOOTH) Develop reporting systems for schools and children's settings to monitor levels of bullying Revised Priority SS1
All victims of a race-related crime, including children and young people, have the offence monitored through the criminal justice system to ensure that they receive justice and that the race-related element remains a priority to ensure appropriate sentencing	<ul style="list-style-type: none"> 100% of victims of race hate crimes have their case monitored by the Police Northern Area Diversity Unit. All calls are given a priority grading and spoken to by a police officer within an hour of reporting an incident. Throughout the investigation the victim is regularly updated and the case remains a priority until its conclusion. In 2006/07 the police received 86 reports of racist hate crime in Halton. 20 of these cases are still being investigated. Of the remaining 66, 26 were detected giving a detection rate of 39.4%. A protocol has been established between the police and CPS so that race crimes are not 'downgraded' for an early guilty plea 7 race -related cases were dealt with by the YOT in 2006/7, compared with 8 cases in 2005/6 		<ul style="list-style-type: none"> Improve the reporting systems in schools in relation to race related incidents

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
Children feel safer in their communities by a reduction in the number of identified persistent young offenders in Halton by 2009	<ul style="list-style-type: none"> The number of persistent young offenders arrested in Halton in 2006/07 was 85 - an increase of 13 from 05/06. However the number of young people known to YOT who were persistent offenders was 28 in 2006/07 a reduction of 20 (42%) from 05/06 		<ul style="list-style-type: none"> Continue to target the reduction of persistent young offenders through YOT interventions Continue to develop preventive agenda through the Youth Inclusion and Support Panel and other diversionary activities such as 'Splash', Fire Service initiatives, Prince's Trust, etc
Young people feel safer out after dark and the overall reported perception of safety after dark is increased by 15% by 2008	<ul style="list-style-type: none"> Overall 66% of respondents to the young people's on line survey reported feeling safe in their neighbourhoods. This is a 16% increase from 2003. 29.6% of young people reported feeling safe out after dark 		<ul style="list-style-type: none"> Continue to monitor and increase perception of safety through community and environmental safety measures
Young people enjoy being in and feel safer in their neighbourhoods by a reduction in deliberate vehicle fires by 6%, a reduction in fly-tipping by 10%, a reduction in nuisance fires by 10%, and a reduction in litter of 16% by 2008	<ul style="list-style-type: none"> There were 143 Deliberate Vehicle Fires reported between April 2006 and March 2007, a 28.5% reduction from 200 in 2005/6. There were 1002 Nuisance fires reported between April 2006 and March 2007. There were 1083 Deliberate small fires (i.e. rubbish, grass, bins etc) reported in 2006/7, an increase from 1006 in 2005/06 There were 1890 reported incidents of Fly-tipping in 2006/7 a reduction of 10% from 2100 reported incidents in 2005/06. . This exceeds the 7% reduction target in place for 2006/2007 via LPSA 2. 36 Fire Service staff have been trained in 'Youth Culture' and 'Interacting with young people on the streets' by the Youth Service to target 		Continue to target the reduction of nuisance and deliberate fires and of litter and flytipping.
More young people who are victims of crime are offered support - an increase of 5% from the current baseline by 2009	<ul style="list-style-type: none"> The NSPCC received 51 referrals from Halton to the Victim Support Scheme in 06/07 In the young people's survey about half of those who said they had been victims of crime reported receiving support services. 		Encourage referral to support services and the take up of support offered.

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
Children feel safer on public transport by the expansion of the Travelsafe Team	<ul style="list-style-type: none"> All Halton buses fitted with on board CCTV cameras All contracted taxi/minibus drivers and passenger assistants, and all volunteer drivers are CRB checked and issued with an ID pass During 2006/07 51 Young People have commenced travel training, of these 29 have completed travel training and 21 young people are now confident enough to travel independently on public transport. 		<ul style="list-style-type: none"> The Council is planning to install CCTV cameras at key bus stops There is a proposal for 2 PCSO's looked after by a dedicated Constable to be dedicated to policing safety on public transport. Continue random spot checks to ensure all staff used for transport are CRB cleared Continue travel training and encourage an increasing number of young people to access public transport
All young people who are perpetrators of anti-social behaviour receive a co-ordinated multi-agency plan of monitoring and/or intervention by 2009	<ul style="list-style-type: none"> In 2005/6 there were 40 Multi-agency meetings (MAM) held in respect of young people who were perpetrators of anti-social behaviour. In 2006/07 the number of meetings increased to 44. A Senior Parenting Professional has been appointed to provide targeted parenting support to families where anti-social behaviour issues have been identified. 		<ul style="list-style-type: none"> Promote further the Prevent, Deter and Rehabilitate strands of ASB Strategy. Senior Parenting Practitioner to work with a minimum of 30 cases during 2007/8 Regular review process of all individuals include those on ASBC and ASBOS to monitor 'success' reduction in ASB
All Children in Need and looked after children are kept safe with regard to all services they receive from contracted services by 100% of all contracts meeting essential standards including safety standards and being routinely monitored	<ul style="list-style-type: none"> 100% of contracts meet essential standards Evaluation and accreditation framework in place for external agencies to ensure compliance with essential standards. 100% of contracts are proactively and reactively monitored by the Contracts Officer using GMAC standards and Halton's Local Framework 		This target is now embedded in practice
Young people who receive a service from children's social care are given more choice in plans for their future. The percentage reporting this will increase from 29.1% to 40% by 2008	<ul style="list-style-type: none"> This data was collected through the CIN survey which is no longer completed. The on-line survey of young people indicated that of the 174 young people who have received help from children's services, 52.3% felt they were given choice in making plans for their future and 65.5% were satisfied with the service they received 		Future focus on participation in planning for LAC and children on register.

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
	<ul style="list-style-type: none"> The percentage of LAC participating in their reviews in 2006/7 was 97.7% and the percentage of children over 11 years participating in initial conferences increased to 88.95% and in review conferences to 78%. 		

Looked After Children








<p>Looked after children have more security, stability and a better experience of care by increasing the number of foster carers by 10% by 2009 to improve placement choice and to achieve better matches between carers and children</p>	<ul style="list-style-type: none"> 75.3% of LAC have long term placement stability which is an increase from 73.8% in 2005/06. April 2006-March 2007 16 foster carers were investigated following allegations being made against them. The experience of care has been improved by de-registering 10 carers in 06/07 who did not meet directorate's quality standards with a further 5 de-registrations planned for May 07 This has resulted in no actual increase in the number of foster carers (93 foster carers including 19 kinship carers) Competency based assessments of carers are now undertaken to facilitate more accurate matching of child and carer. 		<ul style="list-style-type: none"> Recruit more foster carers to increase the choice of placements to promote better matching and long term placement stability. Revised Priority SS4 Continue to improve the long term placement stability of looked after children
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Children with LDD






<p>Children with disabilities will have improved security, stability and care within their home environment by all eligible families being offered a Carers' Assessment by 2009.</p>	<ul style="list-style-type: none"> 20 carers (87%) were offered an assessment when the child in need assessment was completed – 7 declined assessment; 2 deferred and 11 were completed Individual carers assessment document produced in 2006 		<ul style="list-style-type: none"> 100% of carers to be offered assessment Increase the %age uptake of assessments. Revised Priority SS2
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OUTCOME: ENJOY AND ACHIEVE







PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
<p>100% of all children attending nurseries and other early years settings are safe, well cared for and take part in learning activities</p>	<ul style="list-style-type: none"> 69% of early years providers inspected this year were judged as good or outstanding 		<ul style="list-style-type: none"> Realignment of services between early years sectors to raise standards Designated QTS support within all Children's Centre and private & voluntary settings. Amend target to match measure of inspection judgements Revised Priority EA1




PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
At least half of all children have a good level of communication, social and emotional development at the end of the Foundation Stage by 2009	<ul style="list-style-type: none"> • 42% of children have a good level of communication, social and emotional development. • The take up of the early years entitlement is currently 95% 		<ul style="list-style-type: none"> • Increase take up of 3 / 4 year old places to over 95% through improved marketing and targeting of priority groups e.g. LAC, ESOL, hard to reach CIN through Children's Centres and CIS • Revised Priority EA1
We reduce the inequalities between the level of development achieved by children in the 20% most disadvantaged areas and the rest of England by 2010	<ul style="list-style-type: none"> • The gap between the average score of the 20% most disadvantaged areas and overall scores in Halton reduced by 7% from 38.1 to 35.4 in 2006 		<ul style="list-style-type: none"> • The ICAN programme will be used in 20 settings in the 20% most deprived areas of the Borough with the aim of reducing inequalities • Continue to commission additional Speech and Language Therapists/Language Development Workers
The percentage of pupils in primary school being absent from school is reduced by 5.3% by 2008, so that they achieve their full academic potential	<ul style="list-style-type: none"> • Primary school absence has increased to 5.77 half days per child. This level is still below the national average and compares well with our statistical neighbours. 		Attendance remains one of our key priorities and a summary of our plans is set out in Revised Priority EA2
The number of pupils in secondary school being absent from school is reduced by 9% by 2008, so that they achieve their full academic potential	<ul style="list-style-type: none"> • Secondary school absence has fallen to 9.37 half days per child against a national picture of an overall increase in school absence. This represents a significant improvement in performance 		Attendance remains one of our key priorities a summary of our plans is set out in Revised Priority EA2
Fewer children have fixed term exclusions from schools, and there is a reduction of 10% in the number of days lost to learning by 2008	<ul style="list-style-type: none"> • Fixed term exclusions totalled 7183 in 05/06 • There has been a 10% reduction in days lost to learning through exclusion 		<ul style="list-style-type: none"> • Increase opportunities for collaboration through formation of a Behaviour Partnership from September 2007. • Revised Priority EA2
All permanently excluded pupils are provided with full-time education from the 6th day of exclusion so they have less time out of school	<ul style="list-style-type: none"> • Permanent exclusions totalled 33 in 05/06 – a 25% reduction from 04/05 • Provision of education from 6th day of exclusion has been provided by the PRUs 		<ul style="list-style-type: none"> • Increase opportunities for minimising exclusions and meeting the '6 day' duty through the formation of a Behaviour Partnership from September 2007. • Revised Priority EA2
Over three quarters of children at the end of primary school achieve standards in English which match the national standard by 2007 (Amended target)	<ul style="list-style-type: none"> • 76.2% of children achieved Level 4+ at the end of primary school in English against a national average of 79.4%. 		<ul style="list-style-type: none"> • We need to focus on raising attainments in English as the performance this year declined by 1.9% • The attainment of children remains one of our key priorities and a summary of our plans is set out in Revised Priority EA1






PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
Over three quarters of children at the end of primary school achieve standards in maths that match the national standard by 2007 (Amended target)	<ul style="list-style-type: none"> 75.1% of children achieved Level 4+ at the end of primary school in Maths against a national average of 75.9%. This was a 1.6% increase on the previous year. 		<ul style="list-style-type: none"> Continue to focus on improvements on maths attainments to maintain progress made and make further improvements
At least a quarter of children at the end of primary school achieve a Level 5 in both maths and English by 2006	<ul style="list-style-type: none"> 27.4% of children achieved Level 5 in English and 30.5% achieved Level 5 in Maths 		<ul style="list-style-type: none"> We need to raise expectations for more able pupils as, although still meeting our target, Level 5 performance declined this year in line with a national decline in performance
Children enjoy recreation and over three quarters of them take part in at least 2 hours of high quality PE and sport each week by 2008	<ul style="list-style-type: none"> 79% of children in school take part in 2+ hours of sport a week. 255 young people completed physical recreation section of DofE award Schools engaging in 'Wake and Shake' programmes – short bursts of activity at significant points in the day. 		<ul style="list-style-type: none"> Set target at 85% of children participating in 2+ hours high quality PE and sport each week Continue to support schools in engaging in 'Wake and Shake' programmes – short bursts of activity at significant points in the day. Continue to support young people in participating in the physical recreation section of Dof E award A comprehensive integrated Play Strategy children and young people aged 0-16 is to be developed.
The performance of pupils at the end of Key Stage 3 in maths, science and English improves so that they match the national average by 2009	<ul style="list-style-type: none"> Maths L5+ results increased by 3 points to 74% English L5+ results declined by 5 points to 67% Science L5+ results declined by 1 point to 65% All these results fall significantly short of the LA targets for 2007 		<ul style="list-style-type: none"> We need to improve attainments in all Key Stage areas but particularly in English. The attainment of children remains one of our key priorities and a summary of our plans is set out in Priority EA1
More than half of all young people leave school with at least 5 good GCSE passes by 2009	<ul style="list-style-type: none"> The number of children achieving 5+ GCSEs at A* - C in 2006 was 52.6%. This reduces to 33.3% when English and Maths is included. 		<ul style="list-style-type: none"> We need to narrow the gap between the attainments of pupils in Halton and the national average The attainment of children remains one of our key priorities and a summary of our plans is set out in Priority EA1
Looked After Children			
All looked after children have access to pre-school provision so they have the best start in life and have good standards of communication, social and emotional development by 2009	<ul style="list-style-type: none"> Only 9% of LAC are currently accessing their entitlement 		<ul style="list-style-type: none"> We need to increase take up of the early years entitlement. Increase level of take up for all Children's centre services Revised Priority EA3

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
Looked after children miss fewer days at school so their attainment is improved by reducing the percentage missing school for 25 days or more each year to 8% by 2009	<ul style="list-style-type: none"> 10.0% of LAC missed 25+ days schooling in 2006 - 07 which is a 6.5% reduction from last year and exceeds the milestone target of 12.5% 		<ul style="list-style-type: none"> Maintain improvement in school attendance of LAC. Revised Priority EA3
We will establish a baseline of how many looked after children currently participate in recreational opportunities and increase this by 5% by 2009	<ul style="list-style-type: none"> The recorded participation of LAC in recreational activities was 69.7% which was a 5% increase from 05/06. However a more robust definition of recreational activities is needed to accurately measure this outcome for children 		<ul style="list-style-type: none"> Develop a robust definition of recreational activity against which to measure outcomes
65% of looked after children achieve 1 GCSE at grade A*-G and 15% of them leave care with 5 or more GCSEs at A*-C grades by 2008 (Amended target)	<ul style="list-style-type: none"> 60% achieved 1 GCSE at grade A* - G (30% of LAC have a statement of SEN) 20% left care with 5 or more GCSEs at A* - C 		<ul style="list-style-type: none"> Amend target to a more realistic 65% as original 80% target was based on the exceptional performance of a very small cohort Continue to improve the education attainments of looked after children. Revised Priority EA3
Children with LDD			
Young people benefit from better transitions between services by the development of a young people's version of the Year 9 transition pack for young people with disabilities	<ul style="list-style-type: none"> Young people's version of Year 9 transition pack developed and issued to all yr 9 pupils at transition review and young people with disabilities are producing a DVD version of the transition pack 		<ul style="list-style-type: none"> Review the pack against the guidance 'Growing Matters' We need to improve transition to adult health services. Review performance against Multi Agency Protocol through an audit of cases of all young people in transition and put improvement action plan in place Develop a Multi Agency Strategy for Transition of Young People with Complex Needs Develop a target for an increase in the number of person centred reviews
More children enjoy inclusive education and the percentage of pupils requiring a Statement of Special Education Needs reduces to 2.95% by 2008, and the percentage being placed in Special School reduces to 1.45% by 2008	<ul style="list-style-type: none"> Percentage of pupils requiring a statement of SEN reduced to 2.65% because of earlier interventions and capacity building within schools 30% of all new statements are for children under 5 yrs. This compares to a national average of 25% Percentage of children placed in special school is 1.6% Research undertaken into teacher, pupil and carer attitudes to SEN inclusion in mainstream schools that identified strengths and areas of need 		<ul style="list-style-type: none"> We need to maintain reducing level of statements We need to focus on learning outcomes for children and young people with LDD and seek to continue to narrow the gap in attainment and achievement with their peers Revised Priority EA3






OUTCOME : MAKE A POSITIVE CONTRIBUTION




PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
Children and young people make a positive contribution by a 10% increase in the number of 11-18 year olds voting in elections for Halton's Member of the Youth Parliament by 2009	<ul style="list-style-type: none"> 6343 young people voted in the election – an increase of 21%. In adult elected election terms this means a turnout of 82.35% 		The Youth Parliament process is now embedded within Halton's strategic planning structures
25% of 13-19 year olds are reached by the youth service and there is a youth centre or project open at least one night each week within a mile of their home	<ul style="list-style-type: none"> 35% of 13 – 19 year olds are reached by the Youth Service 11 out of 13 centres are open at least 1 night per week within a mile of young person's home 		<ul style="list-style-type: none"> Performance needs to be maintained with the delivery from centres being brought into the wider Integrated Youth Support developments within Youth Matters
60% of the total number of young people who participate in activities have a recorded outcome as a result of their participation by 2008	<ul style="list-style-type: none"> 67% have a recorded outcome 		<ul style="list-style-type: none"> Performance needs to be maintained whilst Integrated Youth Support is developed
30% of young people who participate in activities have an accredited outcome as a result of their participation by 2008	<ul style="list-style-type: none"> 37% have an accredited outcome 		<ul style="list-style-type: none"> Performance needs to be maintained whilst Integrated Youth Support is developed
The number of young people embarking on the Duke of Edinburgh award scheme is increased by 5% by 2009	<ul style="list-style-type: none"> 685 young people embarked this year on the DofE scheme – an increase of 29% 		<ul style="list-style-type: none"> Continue to promote engagement in the Duke of Edinburgh Scheme with particular emphasis on hard to reach groups Revised Priority MPC1
All young people develop their citizenship skills and there is a 5% increase in children and young people receiving awards for citizenship by 2009	<ul style="list-style-type: none"> 56 young people received citizenship awards – an increase of 27% 53 LAC received achievement awards 7 pupils in special schools received awards for outstanding talent 3 pupils in special schools received awards for attendance 		<ul style="list-style-type: none"> Continue to encourage citizenship through awards scheme by setting targets of: <ul style="list-style-type: none"> ✓ 50% of schools nominate pupils for citizenship awards ✓ At least 20 LAC receive achievement awards each year ✓ increase to 6 the number of schools receiving the Halton Global Citizenship Award for curriculum development Revised Priority MPC1




PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
<p>Young people develop more law-abiding behaviour and contribute to their community by a reduction of 2% in the number of young people in Halton committing first time offences and by a reduction of 5% in the number of young people in Halton committing repeat offences</p>	<ul style="list-style-type: none"> The number of new entrants to the youth justice system in Halton decreased from 369 in 05/06 to 349 in 06/07. Re-offending rates from the baseline of 2002 reduced by 12% by 2005 		<ul style="list-style-type: none"> We will continue to prioritise youth offending and have set the following challenging targets <ul style="list-style-type: none"> ✓ Reduce the number of first time entrants by 5% by March 2008, compared to the baseline of 555 for Halton and Warrington ✓ Reduce the re-offending rate for 07/08 by 5% when compared with the Halton/Warrington 2002 cohort. This will be in respect of pre-court decisions, first tier penalties, custodial sentences and seriousness and frequency of offending Continue to develop preventive agenda through the Youth Inclusion and Support Panel and other diversionary activities such as 'Splash', Fire Service initiatives, Prince's Trust, etc Revised Priority MPC2
<p>100% of eligible places on the 'Positive Activities for Young People' programme are filled during school holidays</p>	<ul style="list-style-type: none"> 100% of eligible places filled See What Works example 		<ul style="list-style-type: none"> Continue to promote 'Positive Activities for Young People'
<p>Young people are helped to make a positive contribution with support from their peers (peer mentoring) by establishing how many are supported in this way now, and achieving a 10% increase by 2009</p>	<ul style="list-style-type: none"> Progress has been slow because of issues about agreeing definitions and co-ordinating disparate and rather unreliable data sets. However preliminary discussions have been undertaken and plans established for 2007/08 Performance to be evaluated in 2007/08 		<p>We will define the criteria for peer mentoring and subsequently establish an informed baseline. Subsequent developments will be progressed through the implementation of 'Youth Matters'</p>
<p>We increase by 50% the number of young people at risk of crime or anti-social behaviour who are diverted into positive behaviour by interventions co-ordinated through the Youth Inclusion and Support Panel, and improving co-ordination of all diversionary activities such as 'Splash', Fire Service initiatives, Prince's Trust, etc by 2009</p>	<ul style="list-style-type: none"> 60 young people diverted into positive behaviour through YISP since Jan 07. 640 young people were engaged in SPLASH activities during holiday periods by the Youth Service 185 young people living in youth nuisance activity "hot spot wards" have been engaged by the joint Youth Service/Fire Service "On The Streets" detached team. 43 of the young people have achieved recorded outcomes and 16 nationally accredited awards. Two young people became Millennium Volunteers completing their 		<ul style="list-style-type: none"> We are creating a set of key local indicators by which we can measure the effectiveness of a range of positive behaviour interventions. Integrated planning processes for the Play Strategy ensure co-ordination of activities across a range of venues and increase the number of supervised play opportunities across the borough. Continue diversion into positive activities through YISP which commenced in January 07. Revised Priority MPC2







PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
	100 hour certificates. The main focus of the team since February 2007 was Ditton where there was a 61% decrease in nuisance activity on the same period in 2005/6		
Young people have improved self-esteem and contribute to the community by a 5% increase in young people volunteering by 2009	<ul style="list-style-type: none"> • 575 young people undertook volunteering as part of their DofE award – an increase of 11.6% • Continued support by LSC for Princes Trust volunteers 		<ul style="list-style-type: none"> • A more co-ordinated and focussed approach to volunteering will be developed through the implementation of Youth Matters. We have a seconded Personal Advisor working within Halton Voluntary Action to establish and co-ordinate baselines and definitions. This work will be driven by the Youth Matters Steering Group which will set specific targets
All young carers who are identified receive support and the numbers known to support services increases by 50% by 2009	<ul style="list-style-type: none"> • 236 young carers known to services – an increase of 12.4% from 2006 • Specialist Young Carers service provided through voluntary agency • Young Carers Development worker appointed 		<ul style="list-style-type: none"> • Development of Young Carers Strategy • Develop multi agency links for identification of young carers. It is estimated there are 368 young carers in Halton not yet known to services. • Look at transition to adult carer services • Support Halton Young Carers Committee promoting awareness of young carers needs • Revised Priority MPC1
50% of eligible young people access the Enterprise Game as part of the national curriculum by 2009	<ul style="list-style-type: none"> • 3000 Enterprise Games were produced and distributed to schools and colleges to enable all eligible young people to access the game. 		<ul style="list-style-type: none"> • Target met • Education Business Partnership are setting more specific enterprise outcomes as part of the CYPD service planning process. When set these outcomes are more appropriately located within economic well being.
Looked After Children			
Fewer looked after children receive a Final Warning from the police – reducing the present rate of 13.1% to 9% by 2008	<ul style="list-style-type: none"> • LAC offending reduced from 13.1% to 7.4% 		<ul style="list-style-type: none"> • Maintain improvement in the reduction of the rate of offending by looked after children • Change target to reducing the rate of offending to 5% by 2009
More looked after children make a positive contribution by volunteering in the community through undertaking service within the Duke of Edinburgh award scheme; an increase from 2% to 7% by 2009	<ul style="list-style-type: none"> • LAC participation has increased from 2% to 4.7% 		<ul style="list-style-type: none"> • Provide 13+ years LAC and relevant foster carers with information on youth services in the community where they live • Youth Service LAC Strategy to increase participation • Revised Priority MPC1

OUTCOME : ACHIEVE ECONOMIC WELLBEING

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
All young people at the age of 14 will have a Learner Entitlement and Action Plan which sets out what they can expect from their education provision in Halton	<ul style="list-style-type: none"> A Learner Entitlement has been developed by the 14 – 19 Partnership and has been introduced to young people and parents via written information and a DVD. 		<ul style="list-style-type: none"> The 14 to 19 Partnership needs to develop robust systems to ensure that all young people receive an action plan relating to their learner entitlement. 14 to 19 Education provision will be extended from September 2008 with the introduction of the first specialist diploma.
Young people achieve economic well-being by reducing the percentage of 16-18 year olds who are not in employment, education or training to 7.96% by November 2006 and to 6.84% by November 2010	<ul style="list-style-type: none"> The number of young people not in employment, education or training has increased to 12.16% in January 2007 from 10.83% in January 2006. This is an actual rise of 41 young people. 		<ul style="list-style-type: none"> Revised Priority AEW1
90% of all young offenders known to the youth offending team are engaged in employment, education or training each year	<ul style="list-style-type: none"> YOT data for Q3 October to December 2006 shows that 79.7% of young offenders were in employment, education or training against the national target of 95%. However Halton rates compare favourably with the North West and national averages of 69.7% and 68.5% respectively. 		<ul style="list-style-type: none"> Young offenders will be included in overall actions to reduce NEET. Revised Priority AEW1
The number of young people participating in work experience placements increases by 5% by 2009 to ensure they are ready for employment	<ul style="list-style-type: none"> A record number of students (1737) completed block work experience in 2005-06. 		Sustaining this performance could become more difficult as placement demands could become more vocational linked to the introduction of Specialist diplomas from 2008.
The proportion of 19 year olds who achieve at least a level 2 qualification is increased by 3 percentage points between 2004 and 2006, increases by a further 2 percentage points by 2008, and there is an increase in the proportion of young people who achieve a level 3 qualification	<ul style="list-style-type: none"> In 2006 the proportion of young people achieving a Level 2+ qualification increased by 7% to 62% In 2005/06 34% of young people aged 19 had a level 3 qualification. This represents a slight fall from the previous year when the percentage was 35%. 		<ul style="list-style-type: none"> Continue to promote the achievement of Level 2+ qualifications. Revised Priority AEW1
The length of time that families live in temporary accommodation is reduced in line with best value performance indicators agreed with Halton Housing Trust. (Reworded target)	<ul style="list-style-type: none"> The target has been reworded in consultation with Halton Housing Trust so that it is consistent with data collection systems The average length of stay in B&B accommodation of homeless households in 2005/06 (baseline) was 1.77 weeks with a target of 1.65 for 2006/07 and 1.6 for 2007/08. 		<ul style="list-style-type: none"> 'Homelessness' Project Group established to move service from a reactive to a preventative one to reduce the numbers of families becoming unintentionally homeless

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
	<ul style="list-style-type: none"> The % change in the average number of families placed in temporary accommodation in 2005/06 (baseline) was 10.85% with a target of 10.0% for 2006/07 and 9% for 2007/08. Evaluate when 06/07 data is available 		
100% of young offenders supervised by the youth offending team have suitable accommodation	<ul style="list-style-type: none"> YOT performance data for April to December 2006 shows that 100% of young offenders supervised by the YOT are in suitable accommodation. 		Target achieved – maintain performance
Low-floor buses, allowing easy access for prams and buggies are used for all services on all major routes by January 2007 improving access to shopping and leisure facilities	<ul style="list-style-type: none"> There are 102 low floor fully accessible buses within the Borough which is virtually the whole fleet. Halton has one of the newest and fully accessible local bus networks in the north west of England. 		Target achieved
Young people achieve economic well-being by improving their access to colleges or places of work by all post-16 eligible learners receiving a discounted travel ticket	<ul style="list-style-type: none"> A discounted multi operator bus ticket known as the “Student Hopper”.has been introduced aimed at 16-19 learners in the Borough. 		Target achieved
More children live in households free from low income by increasing the number of parents with dependent children in employment, education or training by 5% by 2008	<ul style="list-style-type: none"> There is currently no available data to measure performance against this target. The increase in the number of full day childcare places (514 since 2002) has removed a major barrier to parents with dependent children entering EET. The CIS has promoted the availability and affordability benefits of Working Tax and Child Tax Credits to parents. Current service level agreements with Adult Learning providers are being modernised to reflect the levels of need in SOA areas, and to increase the opportunities for development of Social Enterprise programmes. 		<ul style="list-style-type: none"> Revise target to: ‘Increase the number of parents on low incomes dependant children in Education, Employment and Training’ and use take up of Working Tax and Child Tax Credit as an indicator Children Centre and early years workforce developments include a wide range of employment related services and are being developed in collaboration with Job Centre Plus and the Adult and Community Learning Service.

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
The participation of teenage parents in employment, education or training increases to 60% by 2010	<ul style="list-style-type: none"> • The number of teenage parents aged 16 to 19 in employment, education or training has reduced to 20.73% in 2007 from 21.8% in 2006 because of an increase in the total number of teenage parents. However in real terms the number of teenage parents in EET has risen from 30 in 2006 to 34 in 2007. • Better links between the midwifery service and the Connexions TPT means there is more accurate information on all teenage mothers and this has increased the cohort size from 141 in 2006 to 164 in 2007. 		<ul style="list-style-type: none"> • Provision of child care information to parents • Care to learn co-ordinator appointed who will focus on increasing the number of teenage mothers who are claiming the care to learn grant in order to access education or training. • Development of progression programmes for teenage parents to extend skills in coping with early months of a child's life with opportunity to work towards a qualification • Teenage parents will be included in overall actions to reduce NEET. Revised Priority AEW1
The number of Ofsted-registered childcare places increases by 10% to enable more parents to return to work by 2008	<ul style="list-style-type: none"> • The Halton Childcare Sufficiency Assessment indicates that there is current sufficiency in the provision of 0 to 4 year old childcare places. • The stock of childcare through childminding provision has risen during 2006/07. 		<ul style="list-style-type: none"> • Amend target to: 'Secure sufficient Ofsted registered childcare places meet the requirements of parents in the area in order to enable them to work or undertake education or training' • Focus on most excluded groups to improve access to child care • Consultation with relevant stakeholders to ensure continuing sufficiency of childcare provision. • Ongoing business support to ensure sustainability of childcare provision.
The take-up of formal childcare by lower income working families increases by 50% by 2008	<ul style="list-style-type: none"> • Ongoing business support of childcare providers has increased occupancy levels. 		<ul style="list-style-type: none"> • Focus on most excluded groups to improve access to child care • Awareness raising of Working Tax and Child Tax Credit with parents on lower incomes. • Liaison with Job Centre Plus to enable effective monitoring of the take up of formal child care • Information sharing between Job Centre Plus and the Children's Information Service in line with a revised Memorandum of Understanding

PLAN TARGET	PERFORMANCE 2006 - 2007		PLANS FOR 2007 - 2009
Looked After Children			
Young people leaving care achieve economic well-being by at least 75% of them being engaged in employment, education or training by 2008	<ul style="list-style-type: none"> • 33% of careleavers engaged in EET. • It is expected the Careleavers Pre Employment and Customised Training Initiative established by Economic Regeneration will begin to impact on employment levels in future years 		<ul style="list-style-type: none"> • We will aim to increase the number of LAC progressing to Higher Education • Develop transition to employment with HBC and other employers following participation in Care Leavers Pre Employment and Customised Training Initiative • Careleavers will be included in overall actions to reduce NEET. Revised Priority AEW1
All young people leaving care are offered a work placement of at least 12 weeks duration by 2009 to help prepare them for the world of work	<ul style="list-style-type: none"> • 100% of careleavers are offered a work placement • See What Works Example 		<ul style="list-style-type: none"> • We need to facilitate the transition from work placements to employment within the Council and elsewhere
All looked after children aged 11 plus have computer access in their home by 2009	<ul style="list-style-type: none"> • All secondary school aged pupils now have computer access in the home. 		<ul style="list-style-type: none"> • Target Achieved. Provision of computers is being incrementally extended to younger children as funding permits.
The number of care leavers who live in temporary accommodation is reduced to 15% by 2009	<ul style="list-style-type: none"> • %age of careleavers in temporary accommodation has reduced to 30% 		<ul style="list-style-type: none"> • Revised Priority AEW2
Children with LDD			
100% of young people with disabilities progress into further education, work or other positive destinations each year	<ul style="list-style-type: none"> • Connexions 2006 Activity Survey data showed that 100% of young people with disabilities in special schools progressed into EET at 16. • Careers Education Programmes in place with visits to local and specialist colleges • Day services manager in transition group to assist smooth transitions • Additional funding provided by LSC to support young people with LDD into work placements 		<ul style="list-style-type: none"> • Develop more challenging target of increase in % of young people who progress to their chosen destination • Develop supported employment opportunities • Improve transition support for children who have been placed in out of borough EBD schools so they continue with their identified college/training. • Develop further education course content and pastoral support for pupils from Chesnut Lodge in FE.
Children with disabilities and Statements of Special Educational Needs achieve economic well-being by all of them having a transition plan at the age of 16 by 2009	<ul style="list-style-type: none"> • 100% of pupils in special schools had transition plans at 16 yrs • Person Centred Planning used for transition process with 75% of pupils in targeted school having Person Centred Transition Plans in 2006 • Multi agency 14 - 19 transition protocol in place monitored through the Joint Children and Adult Services Working Group • Minimum standards in place for offsite provision 		<ul style="list-style-type: none"> • Adopt the target of increase in %age of young people who progress to their chosen destination • Connexions to attend all transition reviews from Year 9 • Increase opportunities for young people with statements of SEN to access relevant FE through liaison with LSC

PART 4

OUR PLANS FOR 2007 - 2009

REVISED PRIORITIES

Many of the 90 targets in the Children & Young People's Plan have made good progress or have already achieved the targets set and we will continue to monitor progress against these targets through our Performance Management systems. We have however identified through needs analysis, this review and other 'review' forums, such as Priorities Meetings with government inspectors, areas where progress has not been as good and areas of new and developing need. These areas will be our Children & Young People's Plan Revised Priorities for 2007 - 2009.

We have ensured that the priorities for 2007 - 2009 are aligned with those set out in the Local Area Agreement. However, as with other targets within the Children & Young People's Plan, where we are satisfied that we are making good progress against LAA targets we will continue to monitor progress through our Performance Management systems and have not included the targets as key priorities within the Plan for 2007-2009.

OUTCOME	IMPROVEMENT PRIORITIES SUMMARY
Be Healthy	<p>BH1 Improve physical health and increase opportunities to lead healthy lifestyles</p> <ul style="list-style-type: none"> - Halt the year on year rise in obesity among children under 11 by 2010 - Reduce admissions of young children to hospital for lower respiratory tract infection - Reduce the infant mortality rate to the North West average by 2009
	<p>BH2 Improve sexual health</p> <ul style="list-style-type: none"> - Reduce the under 18 conception rate by 50% by 2010 and reduce the inequality of conception rates between wards by at least 25% by 2010
	<p>BH3 Enhance emotional, psychological and physical wellbeing</p> <ul style="list-style-type: none"> - Increase the number of children referred to CAMHS receiving appropriate services to 100% by 2009 and provide a 24 hour CAMHS service for children with urgent needs, children with LDD and 16 – 17 year olds by 2009
Stay Safe	<p>SS1 Increase Community Awareness and Engagement in Safeguarding</p> <ul style="list-style-type: none"> - Develop a wider remit for the Safeguarding Board and raise awareness in the community that safeguarding is everybody's business - Increase the number of children feeling safe from bullying and discrimination in schools - Increase the notification, assessment and monitoring of private fostering arrangements
	<p>SS2 Extend Prevention and Early Intervention</p> <ul style="list-style-type: none"> - Increase the number of completed CAF assessments from the 2007 baseline by 10% in 2008 and 2009 - Increase eligible families being offered a Carers Assessment to 100% by 2009

	<p>SS3 Increase targeted support for vulnerable children</p> <ul style="list-style-type: none"> - Reduce neglect cases from the 2007 baseline by 6% by March 2008 and a further 9% by March 09 and reduce the ratio of LAC per 10,000 child population - Reduce the number of repeat domestic violence referrals and increase number of families accessing support services <p>SS4 Improve placement choice and quality of care for LAC</p> <ul style="list-style-type: none"> - Increase the number of foster carers by 10% by 2009 - Improve the quality of adoption services
<p>Enjoy and Achieve</p>	<p>EA1 Improve Educational Outcomes for all Children</p> <ul style="list-style-type: none"> - Enhance Early Years provision and standards at Foundation stage - Increase boys attainment and achievement at Key Stages 1 and 2 to address current underperformance by 2009 - Improve the performance of pupils at Key Stages 1 and 2 in English so that they match or exceed the national average by 2009 - Improve the performance of pupils at the end of Key Stage 3 so that they match the national average by 2009 - Increase young people leaving school with at least 5 good GCSE passes to over 50% by 2009 <p>EA2 Improve attendance of all children</p> <ul style="list-style-type: none"> - Reduce the percentage of pupils absent from primary and secondary schools by 5.3% and 9% respectively by 2008 - Reduce the number of days lost to learning through exclusion by 10% by 2008 <p>EA3 Narrow the gap for Vulnerable Children</p> <ul style="list-style-type: none"> - Improve school attendance and attainments of looked after children at all Key Stages - Enhance inclusive learning opportunities by reducing SEN statements and number of children placed in Special Schools and reduce the %age of children achieving below the national standard at each key stage - Improve the attendance and attainment of children who are in need of safeguarding - Improve support for speakers of English as an additional language
<p>Make a Positive Contribution</p>	<p>MPC1 Increase Young People’s Participation and Community Engagement</p> <ul style="list-style-type: none"> - Increase the number of vulnerable children and young people receiving Halton Awards for citizenship and participation - Increase the number of vulnerable children and young people embarking on the Duke of Edinburgh Award - Increase the number of young carers identified and receiving support <p>MPC2 Reduce offending and anti-social behaviour of children and young people</p> <ul style="list-style-type: none"> - Reduce youth offending and re-offending rates - Increase the number of young people accessing Youth Inclusion Support Panel interventions and co-ordination of diversionary activities to reduce anti social behaviour

<p style="text-align: center;">Achieve Economic Well Being</p>	<p>AEW1 Improved learning opportunities 14-19 and participation post-16</p> <ul style="list-style-type: none"> - Reduce the %age of young people not in employment, education or training to 6.84% by 2010 - Increase the %age of young people achieving a Level 2 qualification by 5% from 2004 baseline by 2008 <p>AEW2 Improve access to Suitable Accommodation</p> <ul style="list-style-type: none"> - Reduce %age of care leavers in temporary accommodation to 15% by 2009
<p style="text-align: center;">Service Management</p>	<p>SM1 Enhance Financial Planning</p> <ul style="list-style-type: none"> - Develop a medium term Financial Plan for the Children and Young People's Directorate - Develop joint commissioning arrangements through a Children's Trust <p>SM2 Integrate Delivery of Services</p> <ul style="list-style-type: none"> - Extend the range of services delivered through integrated area networks and contribute towards the raising of standards in learning through the effective delivery of extended services <p>SM3 Develop the Workforce</p> <ul style="list-style-type: none"> - Develop integrated service delivery through a Boroughwide Workforce Development Strategy - Enhance safe recruitment practices <p>SM4 Develop Performance Management</p> <ul style="list-style-type: none"> - Develop an integrated local performance management framework based on outcomes <p>SM5 Transform Learning Opportunities for all Children</p> <ul style="list-style-type: none"> - Increase choice, diversity, inclusion and high standards; reduce the surplus capacity within Halton schools and transform the learning environment

OUTCOME: BE HEALTHY

BH1 Improving physical health and increasing opportunities to lead healthy lifestyles					
Target:	BH1.1 Halt the year on year rise in obesity among children under 11 by 2010 in the context of a broader strategy to tackle obesity in the population as a whole(CYP Plan)				
Why this is Important	Obesity is associated with many illnesses in adulthood and is directly related to increased mortality and lower life expectancy				
Performance Data	2005/06 Data: 17.4% of children under 11 years classified as obese				
What the Performance Data means	Many young children are classified as obese which will affect their long term health and life expectancy as they grow into adulthood.				
What is working well and why	<ul style="list-style-type: none"> • Development of a range of infant feeding group activities and home visits where appropriate is beginning to change feeding practice as families are receiving consistent evidence-based messages • Literature/leaflets have been developed to give parents evidence- based information on healthy eating and the consequences of not managing weight. • 100% of schools are involved in the Healthy Schools Standards. • Improved nutritional standards of school meals • 100% take up of free fruit in schools scheme • Tasty tuck award through oral health promotion, which ensures that healthy snacks are available at break times. • Dietetic/food worker service within Halton Children's Centres • Healthy Children's Centre standards have been developed in collaboration across a range of partner agencies 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • A family based approach to child weight management is being taken. A multi agency, multi professional working group has been established to promote optimum family nutrition in Halton - initially focusing on infant feeding • A training programme and resource manual has been developed for all Early Years Practitioners to increase their knowledge of healthy eating • Delay weaning (to bring local practice in line with national recommendations) • Borough wide approach to getting the local population active and promoting positive views and practices about healthy lifestyles with specific targeting of families with children under 11 years. • Adapt successful regional, national and international initiatives to local population needs 				
Lead Organisation	Halton and St Helens PCT	Partners	Children and Young People Directorate, Local Paediatric Hospitals, Children's Centres voluntary sector organisations.	Resources	Halton and St Helens PCT Budget

BH1 Improving physical health and increasing opportunities to lead healthy lifestyles					
Target:	BH1.2 Young children are kept healthier by fewer of them requiring admission to hospital for lower respiratory tract infection (C&YP Plan)				
Why this is Important	Lower respiratory tract infection can lead to serious illness and even death				
Performance Data	Admissions for lower respiratory tract infection in 2005/06 increased to 23.1 per 1000				
What the Performance Data means	Admissions for lower respiratory infection have increased significantly from 2004/05 when the rate was 16.6 per 1000				
What is working well and why	<ul style="list-style-type: none"> • Links with school health investment in asthma services • Advanced Paediatric Nurse Practitioner work with extended schools at the Grange High School. We are looking at extending this practice to younger children 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Targeting of school age children to raise awareness of signs and symptoms of illness to promote early intervention • Expand the service to younger children with respiratory conditions • Develop closer liaison between health visitors and GP practices/local hospitals about infants presenting with respiratory tract infection • Provide parents with information about preventing infection e.g. smoking cessation, avoiding damp housing conditions • Develop links/systems between family support services and housing to improve housing conditions for families with children. • Develop literature/leaflets giving information about respiratory tract infection 				
Lead Organisation	Halton and St Helens PCT	Partners	Children and Young People Directorate, Local Paediatric Hospitals, Children's Centres/voluntary sector organisations.	Resources	Halton and St Helens PCT Budget

BH1 Improving physical health and increasing opportunities to lead healthy lifestyles					
Target:	BH1.3 Reduce the infant mortality rate to the North West average by 2009 (New)				
Why this is Important	Lower death rates in other areas of the country indicate a new born is more at risk of dying in Halton				
Performance Data	2003 – 2005 data : 6.2 deaths per 1000 Halton 5.7 deaths per 1000 North West 5.1 deaths per 1000 England and Wales				
What the Performance Data means	More infants under 1 die in Halton than the national average.				
What is working well and why	<ul style="list-style-type: none"> • 82.8% of children have been fully immunised by their 2nd birthday • 2005/06 - Breastfeeding initiation rate increased to 42.5% and 22.5% continued to breastfeed on discharge from the midwife although the initiation rate needs to increase to 47% in 2006/07 and 49% in 2007/08 to meet the targets set. • 3.4% pregnant women ceased smoking during pregnancy which is 1.4% above DOH target 				

What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Improvements in relation to immunisations, respiratory illnesses and breastfeeding will all impact on the infant mortality level. • PCT strategy on vaccination and immunisation will target low uptake areas • Improve take up of MMR immunisation which has reduced to 80.8% • Explore increasing support in the ante natal and post natal period as research shows this has the biggest impact on breastfeeding rates. • We need to develop an environment with the facilities to support a woman's decision to breastfeed. • More effective targeting of services locally via children's centres according to identified local need. • Maternity support workers will follow up hard to reach families and refer to Children's Centre services. 				
Lead Organisation	Halton and St Helens PCT	Partners	Children and Young People Directorate, Local Paediatric Hospitals, Children's Centres, voluntary sector organisations.	Resources	Halton and St Helens PCT Budget

BH2 Improving Sexual Health	
Target	<p>1. There is a 15% reduction in the under-18 conception rate by 2006 leading to a 50% reduction in the under-18 conception rate by 2010 (CYP Plan and LAA)</p> <p>2. The difference between the 20% of wards with the highest rate of teenage conception and other wards will be reduced by at least (CYP Plan)</p>
Why this is Important	Under 18 conception impacts adversely on the life chances of both the mother and the child
Performance Data	18% increase in 2005 against 1998 benchmark figure.
What the Performance Data means	Halton's teenage pregnancy rate has increased while teenage pregnancy rates have decreased nationally.
What is working well and why	<ul style="list-style-type: none"> • The Children's Fund, teenage pregnancy and substance misuse services were combined under the Preventative Mini Trust in April 2006 which reduced backroom functions and released £220,000 for re-investment in front line services • New services include: <ul style="list-style-type: none"> ✓ Teenage Pregnancy Team based with Connexions making the team easily accessible to young people ✓ C-Card scheme - free condoms for under 19s to reduce sexually transmitted diseases and teenage pregnancy ✓ Kooth.com – an online counselling service providing advice to young people on sexual behaviours ✓ Concessions condom scheme - reduced rate condoms for areas that do not participate in the free condom scheme ✓ Drop in sexual health service at Riverside College ✓ Fathers Direct pilot - engages young fathers to become peer mentors ✓ 17 out of 25 pharmacists providing the morning after pill ✓ Kings Cross Counselling service- sexual health, teenage pregnancy and termination counselling provided on a one to one basis and through group work • Borough-wide multi agency teenage pregnancy groups operating from and developed through Children's Centres.

	<ul style="list-style-type: none"> • 6 sexual health clinics dedicated to young people • Development of GUM clinics • Quarter 1 data for 2006 is showing significant improvement in teenage pregnancy rates: 17 year conceptions reduced by 60%; under 16 year conceptions reduced by 60% from 2005 rates • Sexual health services being delivered out of hotspot wards to target teenage conception • Increased range of community based sexual and relationship advice services available to young people through appointment of Teenage Pregnancy midwife • 100% of teenage parents are now accessing anti-natal and post-natal support groups and have access to a local children's centre • 39 teenage parents are in employment , education or training • No teenage parents accessing the Teenage Pregnancy Parental Support service has had a second pregnancy. 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • The Preventative Services Mini Trust will be adopting a results based accountability process to reduce teenage conceptions through 2006 • Development of data sharing for sexual health services and consideration of the opportunities for joint commissioning of services against the choosing health agenda and the LDP targets • Increased Children's Centre engagement in reducing teenage pregnancy • Increased social marketing on teenage pregnancy issues • Integration of teenage pregnancy within Youth Service agenda • A range of young people's locations will become a distribution point for condoms 				
Lead Organisation	Children & Young People Directorate	Partners	Connexions, Youth Service, St Helens and Halton PCT sexual health and contraception services, Riverside College, Children's Centres, Kings Cross, Foster Carers, Young add-action, YOT, YISP	Resources	<ul style="list-style-type: none"> • £153K Teenage Pregnancy Grant • £60K NRF Funding • £748K Preventive Services Mini Trust Budget • £440K lottery/comic relief over 3 years. External funding held by Young Addaction

BH3 Enhancing emotional and psychological wellbeing

Target	<p>1. Children and young people's emotional and mental health is improved by ensuring that 100% of referrals to CAMHS services result in individuals accessing appropriate services by 2009 (CYP Plan and LAA)</p> <p>2. Children and young people's emotional and mental health is improved by CAMHS providing a 24-hour service by 2009 for children and young people with urgent needs, those with learning disabilities and young people aged 16-17 experiencing a transition between services (CYP Plan)</p>				
Why this is Important	Children's emotional and mental health is fundamental to their sense of well being and their ability to achieve good outcomes in all areas of their life.				
Performance Data	<ul style="list-style-type: none"> • 350 Halton staff from a range of agencies have been trained in the use of effective care pathways and a further 100 are developing skills with formal qualifications to increase capacity to respond to emotional and mental health needs at Tiers 1 and 2 • 100% of Tier 3 referrals achieve DOH timescales • 70% of referrals for 16/17 year olds receive an assessment 				
What the Performance Data means	<ul style="list-style-type: none"> • The training of staff increases the capacity to ensure 100% of referrals result in individual's accessing appropriate services and helps to ensure that only appropriate referrals are made • We are focussing on early intervention and prevention through extending the capacity of all workers to respond to emotional and mental health needs 				
What is working well and why	<ul style="list-style-type: none"> • A 'mental health team' consisting of health, teaching and pastoral staff has been formed in each secondary school. The team facilitates mental health training in schools and is a pathway for communication with CAMHS services and individual consultations • CAMHS Tier 3 is meeting the national requirements for next day assessment • Protocols and care pathways are in place for specialist mental health needs • CAMHS workers are co-located with the Permanence Team to provide guidance to staff and carers on managing behaviour. A fast track protocol has been established with CAMHS for LAC referrals with the first appointment usually offered within a month and urgent referrals seen within 24 hours. • Halton Emotional Literacy Education Network joins up CYPD, PCT Healthy Schools, CAMHS and voluntary sector in focussing on emotional health issues of school age children 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • 100% of referrals meeting the criteria for assessment will be seen from April 2007 • A Care Pathway will be fully established from April 2008 • A 24/7 service supported by specialist CAMHS workers across the 5 Boroughs is being developed through A&E liaison and protocols with Shaping Services Project for children with learning disability and challenging behaviour • 100% of new LAC aged 3 and above will have an assessment completed on admission of their emotional and mental well-being (Strengths and Difficulties Questionnaire) to ensure early identification of emotional difficulties and early provision of targeted support. The holistic assessment is completed by LAC and Education CAMHS, Education Psychologist and Children's Social Care to profile a child's mental health and support needs and will assist family finding and the provision of fostering and adoption support. The SDQ is also being piloted by voluntary organisations to test its viability as a common assessment tool across the Borough. 				
Lead Organisation	Halton and St Helens PCT	Partners	Halton Borough Council, 5 Boroughs Partnership NHS Trust, Schools, voluntary sector	Resources	<ul style="list-style-type: none"> • PCT Budget • CAMHS Grant

OUTCOME: STAY SAFE

SS1 Awareness Raising and Community Engagement	
Target	SS1.1 Develop a wider remit for the Safeguarding Board and raise awareness in the Community that safeguarding is everybody's business (New)
Why this is important	Keeping children safe in the community requires awareness, good practices and vigilance from the whole community
Performance Data	<p>The Safeguarding Board will monitor a range of local indicators:</p> <ul style="list-style-type: none"> • Children and young peoples participation in child protection processes • The education attainments of children subject to child protection processes • The involvement of children subject to child protection procedures in employment, education and training • The meeting of the health needs of children subject to child protection processes • The impact of CAF on social care referral and re-referral rates • The impact of targeted support services on re-referral rates • The participation of adult workers in child protection processes
What the Performance Data means	The broad range of local indicators will allow monitoring of the ECM Outcomes for children and young people who become, are or have been involved in child protection processes
What is working well and why	<ul style="list-style-type: none"> • The Safeguarding Board has wide and active representation from organisations and people concerned with the welfare of children in Halton • The Safeguarding Development Officer is developing a Safeguarding publicity campaign involving posters, leaflets and advert demonstrating that safeguarding children is everybody's business and providing information on who to contact if help is needed. Children young people are being involved in the process and a competition is underway involving children and young people designing a strap line to get the "get safe" message across to children in Halton
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Monitoring of ECM outcomes for children involved in child protection processes • Development of a model of training with parents around safeguarding issues, based upon the Derby Model. This will be a joint venture between the HSCB and the Alliance Board. • Issuing of a Safe Parenting Handbook which covers parenting from babies to teenagers to all parents in Halton • Development of a young people's consultation group re safeguarding
Lead Organisation	Children & Young People Directorate
Partners	Schools, GPs, Hospital Trusts, SHA, PCT, 5 Boroughs Partnership, Police, Probation, YOT, DAT, CAFCASS, Connexions, Barnardos, NSPCC, Children's Centres
Resources	<ul style="list-style-type: none"> • Pooled Budget – CYPD, PCT, Police, Connexions, Probation, CAFCASS

SS1 Awareness Raising and Community Engagement

Target	SS1.2 More children feel safer from bullying and discrimination within schools by the continued implementation of anti-bullying policies, the establishment of good local baseline information and systems for self-reporting which are monitored and reviewed by 2009 (CYP Plan)
Why this is important	Increasing children's resilience and knowledge of anti-bullying practices supports their personal development and ability to withstand unwelcome peer practices. Increasing awareness of and ability to respond appropriately to bullying makes schools and other settings where children are present safer places for them to be.
Performance Data	<ul style="list-style-type: none"> • 95% of Halton Schools reported having engaged in specific Anti-Bullying activities during 06/07 • 10 schools have an anti-bullying charter mark • All schools record and report racist incidents to the local authority (37 in 2006/7) • 100% of schools inspected under the current OFSTED Inspection Framework scored satisfactory or above in relation to care, guidance and support • 17/30 schools inspected scored grade 1 (outstanding) in relation to care, guidance and support • 56% of schools have been awarded the new Healthy Schools Status which has a focused theme relating to emotional health and well-t and includes anti-bullying policy and practice • 94% of schools have either the new Healthy Schools Status or the Standard, which includes emotional health and well being as a foc theme. • 43/56 primary schools have accessed training for SEAL's (Social and Emotional Aspects of Learning)
What the Performance Data means	Schools in Halton have a positive approach to supporting the emotional health and wellbeing of its pupils which is a good foundation from whi to develop more proactive anti bullying practices
What is working well and why	<ul style="list-style-type: none"> • The implementation of the SEALs programme which also provides evidence for the award of Healthy Schools Status • A high proportion of schools include anti-bullying work as part of their curriculum reflected in the number of schools in the authority that have been awarded the Healthy Schools Status which includes emotional health and well being as a focused theme

What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Development of local authority guidance for schools re. anti-bullying policy and practice which includes a definition of bullying; types of bullying; impact of bullying; forms of bullying; recognising signs and symptoms; practical advice on how to respond for staff, parent/carers, children/young people which will be launched autumn 2007 • A local authority self-review toolkit has been developed which enables the whole school community to develop ant bullying policy and practice in schools • This process is supported by a charter mark based on the DfES model but reflecting the dimensions of the self-review audit. This has been recognised as an example of good practice and the authority has been requested to present this work at the next regional meeting of the anti bullying alliance. We aim to increase the number of schools adopting an anti-bullying charter mark to 100% • Provide the opportunity for 100% of schools to access training for SEALs • Development of self reporting systems • Further development of monitoring of bullying incidents by school governing bodies and the local authority • Partnership working with Riverside College to promote anti bullying practice with older young people
Lead Organisation	Children & Young People Directorate
Partners	Advisory Teacher for PSHE, Safeguarding Officer, Educational Psychologist, Behaviour Attendance Consultant, EWOs, Anti Bullying Alliance, schools, voluntary sector
Resources	CYPD Budget

SS1 Awareness Raising and Community Engagement

Target	SS1.3 Increase the notification, assessment and monitoring of private fostering arrangements (New)
Why this is important	It is estimated there are about 20,000 privately fostered children in Britain and most of these arrangements have not been assessed. It is important they are assessed to ensure the child's safety.
Performance Data	<ul style="list-style-type: none"> • In 2006/07 there were 3 new private fostering arrangements reported and 6 other arrangements were already in existence. • 7 arrangements ended in 06/07. • As of 31.3.07 2 private fostering arrangements were being monitored.
What the Performance Data means	Whilst there has been a 70% increase in notifications of private fostering, it is estimated that there are many more private fostering arrangements that have not been assessed in the borough. Where private fostering arrangements are identified, they are assessed and monitored in accordance with legislation
What is working well and why	<ul style="list-style-type: none"> • Formal assessments of suitability are undertaken for all notified private fostering arrangements • Regular social work visits are undertaken to all privately fostered children in placement • The arrangements for the children placed are subject to independent review • Extensive publicity including leaflets, posters, bulletins for schools and radio advertising has taken place in the borough • Foster Care Panel has oversight of all arrangements that are in place • Revise policies and procedures have clarified respective professional responsibilities and duties
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Further publicity to increase notifications of arrangements made by those involved and by professionals who may know of situations • Timescales for completion of assessments of arrangements to be monitored and improved • Further training for social care staff to be provided to improve awareness • A Safe Parenting Handbook, which provides information on Private Fostering, will be circulated to homes and agencies in contact with children. • Regularly briefings to all schools, colleges, Youth Service, Connexions etc
Lead Organisation	Children & Young People Directorate Child Care Teams and Fostering Service
Partners	Health Schools Agencies represented on HSCB
Resources	<ul style="list-style-type: none"> • CYP Social Care Budget • HSCB Budget

SS2 Prevention and Early Intervention

Target	SS2.1 Increase the number of completed CAF assessments from the 2007 baseline by 10% in 2008 and 2009 (New)				
Why this is important	The Common Assessment Framework facilitates early intervention on a multi agency basis and engages families in finding solutions to difficulties at an early stage thus preventing the escalation of problems.				
Performance Data	<ul style="list-style-type: none"> • 250 CAFs initiated during 2006-07 and 141 completed CAFs received • 500 staff from across voluntary and statutory agencies trained as CAF assessors 				
What the Performance Data means	The Common Assessment Framework is being embedded in organisations' referral and assessment processes and full implementation will be ahead of national requirements.				
What is working well and why	<ul style="list-style-type: none"> • The implementation of CAF has been rooted in universal services, and with the active involvement of voluntary organisations from the planning stage. A number of organisations, including voluntary organisations, Children's Centres and children's social care, have incorporated CAF into their referral processes, and this has pushed implementation forward, as practitioners are requested to provide CAFs when making referrals. • CAF has been implemented on a multi-agency basis, involving a broad range of voluntary and statutory organisations. This has led to C assessments being undertaken by a wide range of practitioners, and with children and young people across the whole –9 months to 18 year age range. • Parents have said that the CAF process provides clarity around how needs will be met and who is co-ordinating services. Also, that they feel empowered by the planning process, and are experiencing increased confidence in their parenting skills and relationships with childcare agencies. 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • The appointment of an integrated-working training officer will increase the delivery of CAF and Lead Professional training. • Initial implementation activities are focussed on those agencies and practitioners with most contact with children and young people. During 2007-08 the focus will widen to include agencies providing services to adults and whole families, such as the Housing Trust and adult social care. • An electronic CAF (eCAF) pilot is underway, and will inform the full implementation of eCAF, which will enable more effective co-ordination and information sharing between professionals. • Halton was involved in the development of a CAF evaluation toolkit which is being implemented across most North West authorities. The local implementation of the toolkit during 2007-08 will enable us to measure improved outcomes for children and young people at a local level as well as making regional comparisons • Establish the baseline position for CAF at 31st March 2007 broken down against agencies and thereafter increase the number of CAF referrals. 				
Lead Organisation	Children & Young People Directorate	Partners	All voluntary and statutory agencies working with children and young people and their families.	Resources	Change Fund – full-time CAF Co-ordinator, part-time Administrative Support Officer, full-time Integrated-Working Training Officer.

SS2 Prevention and Early Intervention

Target	SS2.2 Children with disabilities will have improved security, stability and care within their home environment by all eligible families being offered a Carers Assessment by 2009. (CYP Plan and LAA)
Why this is important	The support needs of carers need to be considered to sustain the care of a child with disabilities at home
Performance Data	<ul style="list-style-type: none"> In 2006/07 65% of new carers had a carers assessment complete
What the Performance Data means	Although carers are offered a separate assessment of their support needs when the needs of the child are being assessed, not all carers take up this opportunity
What is working well and why	<ul style="list-style-type: none"> The offering of carers assessments is integrated into the assessment processes for children with disability. This process enables carers to discuss the issues that relate to them and the completed assessment form can be used by them to access a range of services to meet their identified needs. A new form has been devised to specifically address the issues facing carers of disabled children and to ensure that all the requirements of the Carers Equal Opportunities Act 2004 are met.
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> The target for 2007/8 is for 100% of carers to be offered carers assessments and for the take up of carers assessments to increase by 10% All eligible carers will receive information on carers services from the Carers Development Officer who will fully explain the assessment process. Clearer information for carers about the carer assessment process will be provided A system of data collection will be established that provides more accurate information on the take up of carer assessments.
Lead Organisation	Children with Disabilities Team
Partners	Carer Development Officer
Resources	CYPD Budget

SS3 Targeted support for Vulnerable Children

Target	SS3.1 Reduce neglect cases from the 2007 baseline by 6% by March 2008 and a further 9% by March 09. (New) 2. Reduce the ratio of LAC per 10,000 population (New and LAA)
Why this is important	The overwhelming majority of children on the child protection register or who become looked after do so because of neglect issues
Performance Data	<ul style="list-style-type: none"> • 33 of the 81 children on the child protection register were registered because of neglect. • There were Care Proceedings in respect of 30 children in 2006/07 and for 26 of these 30 children the primary concern was neglect. • Out of 792 child in need cases, 199 cases had a primary concern of neglect
What the Performance Data means	Neglect is a significant issue in Halton and in order to reduce the number of looked after children and the number of children on the register, earlier intervention via CAF, PACT and Family Support Services is necessary.
What is working well and why	<ul style="list-style-type: none"> • As a result of the differing perceptions in agencies as to what constitutes neglect, a multi-agency neglect protocol was launched in 2006. The protocol clarified referral thresholds and enabled social care to focus on higher-level neglect. The number of CAF's steadily increased throughout this period with families accessing support services at an earlier stage. As a result 282 referrals reporting neglect were received by Children's Social Care between April 2006 to February 2007- a reduction of 16.8% • A newly commissioned service (PACT) commenced in September 2006, specifically focusing on Neglect. Up to Dec 06 11 families with children had undergone an assessment by the service
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Establish a robust baseline position of neglect cases within Social Care at 31st March 2007 and work towards a 6% reduction by March 2008 and a further 9.1% reduction by March 2009. • The target will be monitored via the recently established neglect working group consisting of PACT, social care and performance management. • Establish baseline position for CAF at 31st March 2007 broken down against agencies and thereafter increase the number of CAF referrals.
Lead Organisation	Children and Young People Directorate
Partners	NCH, Catholic Children's Society, Kings Cross, Statutory Services
Resources	Children & Young People Directorate Budget

SS3 Targeted support for Vulnerable Children

Target	SS3.2 Children are safer in their homes by addressing issues of domestic violence through a reduction in the number of repeat referrals and an increase in the number of families accessing specialist support services (CYP Plan)
Why this is important	Domestic violence is a significant factor in neglect cases and children being included on the child protection register
Performance Data	<ul style="list-style-type: none"> • 2006/07 – 16 sanctuary schemes completed exceeding target of 10 • 2006/2007 452 referrals were made to the Domestic Abuse Support Service • 14 clients being supported through the Domestic Violence Court • April – Dec 06 183 calls made to the newly established 24 hour domestic abuse helpline. • April 06 to March 07 2132 domestic abuse calls to the police were recorded. This was a 39% increase from the 2005/06 level of 1532
What the Performance Data means	The increasing number of domestic abuse referrals and domestic abuse support services means there is increased confidence in reporting domestic abuse to the police and in receiving targeted support services that protect and support the victim and any children who are part of the household.
What is working well and why	<ul style="list-style-type: none"> • The Sanctuary Scheme risk assesses domestic abuse victims homes and makes them secure thus enabling families who have been victims of domestic abuse to stay in their own homes. Out of the 16 properties secured in 06/07– 8 are home to children and young people enabling children to remain in their schools and with their family and friends. • Supporting people through the court process means it is more likely there will be a positive outcome. Children are therefore protected from perpetrator via sentencing or conditions applied by the court. • Increased support offered to repeat victims means children’s services and other support services are able to target help where it is most needed • The 24 hour helpline is enabling more people to gain access to support services and the criminal justice system • Consultation with service user groups – mothers whose children have experienced domestic abuse are able to be consulted on how best we can develop service provision for children who have been affected
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Develop more programmes in the school curriculum that focus on domestic abuse and healthy relationships • Increase the number of one on one specialist support sessions available for children • Continue to provide sanctuary scheme for people with children who want to stay safely in their own homes • Develop more specifically targeted publicity campaigns for children and young people
Lead Organisation	Safer Halton Partnership
Partners	Halton’ Domestic Abuse Forum, Relationships Centre
Resources	Funding via NRF, LPSA, SSCF

SS4 Improve placement choice and quality of care for looked after children

Target	SS4.1 Looked after children have more security, stability and a better experience of care by increasing the number of foster carers by 10% by 2009 to improve placement choice and to achieve better matches between carers and children (CYP Plan)				
Why this is important	Children achieve better outcomes if they are safe, happy and settled where they live so that they don't keep having changes of school.				
Performance Data	<ul style="list-style-type: none"> • March 2006 – 92 foster carers including 19 kinship carers March 2007 – 93 foster carers including 19 kinship carers • 75.3% of looked after children have long term placement stability 				
What the Performance Data means	<ul style="list-style-type: none"> • A number of foster carers have ceased to provide care during the year as a result of ensuring all our carers meet our quality standards. This means newly recruited carers have only maintained the previous level of carers and not increased the pool of carers available. • The majority of looked after children are in stable placements and we want to increase this number 				
What is working well and why	<ul style="list-style-type: none"> • The Intensive Support Team, Education Support Service and CAMHS work with carers who are experiencing difficulties to maintain the child in placement • Different recruitment techniques are being introduced to try and increase the number of carers and currently 20 carers are undertaking preparation training. • Good placement planning and reviewing • High levels of social work support to placements 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Revised Carer Recruitment Strategy to be produced by September 2007 • Target recruitment on areas where there are particular shortages e.g. older children , sibling groups and children with special needs. • Increased marketing of fostering using diverse methods • More robust recruitment process so that less people are screened out in early stages • Analysis of reasons for withdrawal from fostering followed by addressing the issues raised. • Training programme for carers to address understanding and managing behaviour • Competency Based Assessments of new foster carers to more clearly identify strengths • Matching processes to be enhanced for all foster placements • LPSA monitoring group established to oversee progress in improving placement stability 				
Lead Organisation	Adoption and Fostering Service	Partners	CYP Child Care Teams, Education, Family Support Services, Health, Local Media	Resources	<ul style="list-style-type: none"> • LPSA pump priming money • CYP Social Care budget

SS4 Improve placement choice and quality of care for looked after children

Target	SS4.2 Improve the quality of adoption services (New)				
Why this is important	Adoption is a very positive life time permanence option for some children and needs to be implemented and supported to the highest standards				
Performance Data	The %age of children adopted during 06/07 increased to 9.1%				
What the Performance Data means	It was expected that the adoption rate for 06/07 would increase significantly as adoption performance tends to follow a two year cycle and the rate in 05/06 had been low at 4.9%				
What is working well and why	<ul style="list-style-type: none"> • 90% of children placed for adoption have had a Life Appreciation Day as part of the adoption planning process. There have been no placement disruptions in the adoptive placements where a life appreciation day has been held. • Life story work is of a high quality • A sufficient number of local adopters are recruited • Collaborative work with Adoption 22 and with Warrington and St Helens has assisted local good practice to develop 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Improved quality assurance of adoption practice • Views of applicants children to be given greater priority in assessments • Introduction process to be more closely managed and mid way reviews of the transfer of attachments will take place. • Training to be provided to staff to enhance knowledge and understanding of adoption and attachment issues • Improved use of the CHARMS database to match children with prospective families • Timescales and standards for completion of adopters reports to be monitored and adhered to. 				
Lead Organisation	Adoption and Fostering Service	Partners	CYP Child Care Teams, Education, Family Support Services, Health, Local Media	Resources	<ul style="list-style-type: none"> • LPSA pump priming money • CYP Social Care budget

OUTCOME: ENJOY AND ACHIEVE

EA1 Improve educational outcomes for all children	
Target	<p>EA1.1a 80% of early years providers are judged good or outstanding by 2009 (CYP Plan – amended target)</p> <p>b. 95% of children up to 3 years in the 20% most disadvantaged areas in Halton take up early years places to reduce the gap between the performance of the lowest 20% of children and others. (CYP Plan – amended target)</p> <p>c. Improve the attainment of all children at Foundation Stage (New)</p>
Why this is Important	<ul style="list-style-type: none"> • Young children are particularly vulnerable and require the highest standards of alternative care to ensure they are kept healthy and safe and are supported to develop physically, socially, educationally and emotionally. • Families from the most disadvantaged groups particularly need to be encouraged to take up early years places to give their children every opportunity to fulfil their developmental potential
Performance Data	<p>April 2006 – March 2007:</p> <ul style="list-style-type: none"> • 69% of early years providers inspected this year were judged to be good or outstanding • 42% of children currently have a good level of communication and social and emotional development at Foundation Stage • The gap between the average score of the 20% most disadvantaged areas and overall scores in Halton reduced by 7% from 38.1 to 35.4 in 2006 • The take up of 3 / 4 year old places is 95%
What the Performance Data means	<p>Halton has a long history of high quality provision in the Early Years sector. The uptake of provision will be improved by targeting children the more disadvantaged areas of the Borough.</p>
What is working well and why	<ul style="list-style-type: none"> • The quality of provision is generally high with a number of settings and childminders achieving outstanding at inspection. • All Children’s Centres have QTS attached to early years provision, with two Children’s Centres incorporating Nursery Schools. • The level of QTS involvement with private and voluntary sector providers has risen and comprehensive systems are now in place for recording visits, action planning and transition. • There is a full and varied training programme accessed by all sectors and a coordinated and aligned approach to develop training across all sectors with the introduction of the Early Years Foundation Stage. • The Transformation Fund has been used to assist 80% of full day care settings to access training for the Early Years Foundation Stage Degree. • Vulnerable groups not accessing full entitlement have been identified to facilitate targeted marketing

What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • All QTS and a number of Play Development Workers involved with Children’s Centre provision are undertaking Early Years Professional Status. • An increasing number of sessional providers are accessing the Transformation Fund to develop quality provision and extend training opportunities. • A revised communications strategy for the delivery of the Early Years Foundation Stage has been established, with a major conference aimed at all sectors to be held in Oct 07. • A comprehensive Action Plan for delivery of the Outcomes Duty under the terms of the Childcare Act 2006 has been established with a focus on alignment between sectors to raise standards and effectively target interventions in Early Years Provision. • All unsatisfactory settings are visited immediately and an action plan for improvements with agreed timescales put in place. • Marketing of early years provision and targeting of priority groups e.g. LAC, EAL, hard to reach CIN who have the poorest take up of early years places • Introduction of ‘I Can’ accreditation, with a target of 20 settings to be accredited over the next 3 years.
Lead Organisation	Children & Young People Directorate
Partners	Children’s Centres, private and voluntary providers, QTS Staff, Advisory Staff, Schools, St John Fisher Training & Resource Centre
Resources	<ul style="list-style-type: none"> • Workforce Development Budget • Transformation Fund

EA1 Improve educational outcomes for all children	
Target	EA1.2 Increase boys attainment and achievement at Key Stages 1 and 2 to address current under performance by 2009 (New)
Why this is Important	The underperformance of boys results in many lacking basic skills. Increasing their attainment and achievement at KS1 and 2 has the potential to prevent a lack of basic skills impacting upon levels of disaffection as a result of difficulty in accessing the curriculum.
Performance Data	<ul style="list-style-type: none"> • On average across all subjects boys performance at KS1 Level 2+ is 8.9% worse than girls. • The biggest achievement gaps are in Speaking & Listening - 10.3%; Reading -11.1% and Writing - 12.5% • This is reflected in performance at KS2 Level 4+ with boys significantly underperforming in the same subjects with the gap in English at Level 4+ being 9.8%; Reading - 7.6%, and Writing - 16.4%.
What the Performance Data means	If we can narrow the gap between boys and girls and improve overall literacy skills at this level it will have a positive impact at all Key Stages as pupils progress through education system
What is working well and why	<ul style="list-style-type: none"> • Oracy Project - Male writers and storytellers in residence modelling literacy skills have been well received by boys • Increased teacher knowledge about appropriate resources and stimulus for boys' reading and writing
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Renewed framework training provides the opportunity to review objectives and planning to focus on boys needs. • Raise the attainment of boys in writing at Key Stage 1 through further development of the Big Write and moderation. • Raise the attainment of boys in reading at Key Stage 1 through the sharing of good practice, reviewing the use of resources with schools and further brokerage of story tellers in residence • Provide targeted Consultant support for identified schools • Implementation of Study Plus – a new intervention programme aimed at raising attainment in English and Maths • Develop, through Learning Halton, improved collaboration across schools developing creative curriculum, thinking skills, opening minds • Apply, where appropriate, strengthened powers of intervention in schools raising concern
Lead Organisation	Children & Young People Directorate
Partners	Schools, School Improvement Service, Early Years Team, Inclusion Teams, Children's Social Care, Advisors
Resources	<ul style="list-style-type: none"> • The Primary National Strategy Standards Fund budget continues to fund much of the additional targeted support provided for under performing schools. This includes the funding of Consultants and specific programmes including the Intensifying Support programme (ISP) and the Sustaining Successful School programme (SSP) • Secondary Strategy Standards Fund

EA1 Improve educational outcomes for all children

Target	EA1.3 The performance of pupils at the end of Key Stages 1 and 2 in English improves so that the gap to the national average is narrowed by 2009 (CYP Plan – amended target)
Why this is Important	The development of basic skills in literacy and appropriate early intervention are fundamental to future attainment and achievement and will result in 'narrowing the gap'.
Performance Data	<ul style="list-style-type: none"> • Average gap in performance between Halton and national average across all subjects at KS1 Level 2+ is 1.6% • Average gap in performance between Halton and national average across all subjects at KS2 Level 4+ is 2.0% • At KS1 Level 2+ the largest gap of 2.4% is in Speaking and Listening and is a particular issue for boys (see EA1.2) • At KS2 Level 4+ the largest gap of 4.6% is in Writing and is a particular issue for boys (see EA1.2)
What the Performance Data means	<ul style="list-style-type: none"> • Halton is below the national average at KS1 and KS2 in English, Reading and Writing. • Attainment at Key Stage 1 has declined across all subjects from a relatively strong position in 2002 • Attainment at Key Stage 2 has fallen significantly in English and Reading with the main decline being in the performance of boys.
What is working well and why	<ul style="list-style-type: none"> • Continued engagement of schools in 'The Big Write' provides clearly focused criteria for the assessment of writing that are shared with pupils and also used to support the setting of targets for individual pupils • Ongoing support provided for assessment and moderation through training and networking so that good practice can be shared • Transition support from reception to Year 1 so children engage with learning • Oracy project – story tellers and writers in residence engage children in reading • Sharing of good practice through primary Learning Networks, Leading from the Classroom programme and extension of the Sustaining Successful Schools programme with a particular focus on boys achievements • Opportunity to refocus on reading at Key Stage 2 through training for year 6 teachers including the use of guided reading and the renewed frameworks • Phonics training – Communication, Language and Literacy Development for target schools/ Use of PNS strategy materials to develop phonic awareness – e.g. Letters with Sounds • Assessment for Learning – developing self-assessment strategies for pupils to support them in the assessment of their own learning against clear learning objectives (including targets for improvement) • Increased whole school participation in a process of self-review and evaluation in aspects of Artsmark, ICT Mark, Healthy Schools Standard and SEAL that identifies provision for boys' achievement.

What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Targeted support to poorly performing schools using a range of Primary National Strategy initiatives including ISP, PLP and Primary Learning networks. • Targeted Consultant support for identified schools • Additional funding for schools in challenging circumstances to focus actions for improvement within a raising attainment plan (RAP). • Review practice while introducing the renewed Primary Frameworks. • Raise age related expectations relating to literacy and mathematics objectives to allow more able pupils to progress. • Extension of the Intensifying Support Programme (ISP) to include additional schools in challenging circumstances • Implementation of Study Plus – a new intervention programme aimed at raising attainment in English and Maths • Apply, where appropriate. the LA's strengthened powers of intervention in schools causing concern
Lead Organisation	Children & Young People Directorate
Partners	Schools, School Improvement Service, Inclusion Teams, PNS consultants, Children's Social Care
Resources	<ul style="list-style-type: none"> • The Primary National Strategy Standards Fund budget continues to fund much of the additional targeted support provided for under performing schools. This includes the funding of Consultants and specific programmes including the Intensifying Support programme (ISP) and the Sustaining Successful School programme (SSP) • Secondary Strategy Standards Fund

EA1 Improve educational outcomes for all children	
Target	EA1.4 The performance of pupils at the end of Key Stage 3 in Maths, Science and English improves so that the gap to the national average is narrowed by 2009 (CYP Plan – amended target and LAA)
Why this is important	We need to raise attainments to equip young people with the skills that will enable them to take up employment, further education or training and to function effectively within society
Performance Data	<ul style="list-style-type: none"> • Level 5+ Maths improved from 70.4% to 74.2% moving towards the national average of 77% • Level 6+ Maths improved by 4.5% to 50.8% reducing the gap to the national average of 57% • English results declined at Level 5+ to 66.7% and Level 6+ to 24% in line with a national fall in performance. This is a priority area for Halton • Level 5+ in Science increased from 66% to 68% against a national average of 72% and level 6+ improved by 6.4% to 32.8%
What the Performance Data means	As with other Key Stages the major area for development is in English with particular reference to the achievement of boys. Performance in Maths and Science has improved, however this reflects a national improvement so more work is required to narrow the gap
What is working well and why	<ul style="list-style-type: none"> • 7 out of 8 High schools improved their Maths performance and 2 out of 8 schools improved their English performance at KS3 as a result of targeted intervention strategies

What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • The Directorate is continuing to develop and improve mechanisms for the sharing of good practice across the authority through the single contract, Subject Leader network meetings, Secondary Strategy Manager meetings and link advisers in order to build upon the successes of those schools that have demonstrated that they are highly effective in raising standards of achievement and attainment. • We are introducing a school improvement programme of support for the most vulnerable schools in order to raise standards, where a single and coherent contract is being developed across the breadth of the work of targeted schools, incorporating the input of a range of services within the Directorate. This method of intervention has been disseminated as a model of good practice at a regional level by the Secondary National Strategy. • Training will be delivered to the Intervention Teams by consultants following SNS guidelines and using Study Plus - a new intervention programme aimed at raising attainment in English and Maths • Use APP materials within English departments to identify strengths and weaknesses of pupils. This will complement analysis of SATS results using revised PAT data and can be used to develop teacher expertise in levelling. • Track vulnerable pupil's performance through the identification of vulnerable groups and targeting support • Use appropriate teaching styles, reading materials, schemes of work and strategies to better engage boys • Whole school focus on literacy • Incorporation of Accelerated Learning into classroom practice • Use of Reading Challenge to develop 'buddy' Year 11 reader. • Apply, where appropriate. the LA's strengthened powers of intervention in school's causing concern
Lead Organisation	Children & Young People Directorate
Partners	Schools, School Improvement Service, Early Years Team, Inclusion Teams, Children's Social Care,
Resources	<ul style="list-style-type: none"> • The Primary National Strategy Standards Fund budget continues to fund much of the additional targeted support provided for under perform schools. This includes the funding of Consultants and specific programmes including the Intensifying Support programme (ISP) and the Sustaining Successful School programme (SSP) • Secondary Strategy Standards Fund

EA1 Improve educational outcomes for all children	
Target	<p>EA1.5 a. More than half of all young people leave school with at least 5 good GCSE passes narrowing the gap to the national average by 2009 (CYP Plan – amended target)</p> <p>b. Increase the percentage of Year 11 pupils gaining 5 GCSEs at grades A* - C or DfES agreed equivalents, including English and Maths to 40.5% by 2009. (LAA)</p>
Why this is important	We need to raise attainments to equip young people with the skills that will enable them to take up employment, further education or training and to function effectively within society

Performance Data	<ul style="list-style-type: none"> • Further improvements have been made in 5 A*-C from 49.2% to 52.6% exceeding our target, although still below the national average of 59.2% • The %age 5 A*-C including English and Maths remained static at 33.3% compared to a national average of 45.8%. Halton has an LPSA target of 40% for 2008. • The %age of pupils in Halton achieving at least one qualification was 96.5% compared to the national average of 97.8% • All 8 mainstream secondary schools improved their CVA score for KS2 to KS4 with 6 out of 8 achieving above the national benchmark CVA score 				
What the Performance Data means	<ul style="list-style-type: none"> • Good progress has been made in achieving 5 A*-C, however further improvement is required to narrow the gap to the national average • Performance of 5 A*-C including English and Maths has remained static with particular concern in English which has been identified as a high priority across all key stages 				
What is working well and why	<ul style="list-style-type: none"> • Improved targeting of challenge through mini inspections, Consultant support and booster programmes in schools with the outcome of improved teaching and learning. • Halton High, The Bankfield, The Heath and St Chad's made significant improvement this year whilst Wade Deacon sustained high performance. • Sharing of good practice and intervention strategies through the single contract, Subject Leader network meetings and Secondary Strategy Manager meetings • Improved leadership in schools through support of Advisers/SIPs, middle leadership courses and subject development meetings. • Improved individual target setting for students. • Introduction of SEAL to two schools in the Secondary pilot project. 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Follow strategy guidelines on Intervention Training and continue to effectively target consultant support and intervention strategies • Implementation of Study Plus - a new intervention programme aimed at raising attainment in English and Maths • Identify vulnerable groups and target support. • Underperformance of schools with regard to conversions from L3 and L4 to L5 will be tracked and programmes put in place as a result of this analysis. • Departmental collaboration across schools • Improve performance management at school level • Development of Specialist Diplomas as part of the 14-19 Strategy • Apply, where appropriate. the LA's strengthened powers of intervention in schools causing concern 				
Lead Organisation	Children & Young People Directorate	Partners	Schools, School Improvement Service, Inclusion Teams, Children's Social Care	Resources	<ul style="list-style-type: none"> • The Primary National Strategy Standards Fund budget continues to fund much of the additional targeted support provided for under performing schools. This includes the funding of Consultants and specific programmes including the Intensifying Support programme (ISP) and the Sustaining Successful School programme (SSP) • Secondary Strategy Standards Fund

EA2 Improve attendance of all children

Target	EA2.1a. The percentage of half days being missed in primary school is reduced to 5.3% in line with the Public Sector Agreement Target by 2008 (CYP Plan – amended target and LAA) b. The percentage of half days missed in secondary schools is reduced to 9% exceeding the Public Sector Agreement target by 2008. (CYP Plan – amended target and LAA)				
Why this is Important	Attendance at school is an essential prerequisite to attainment and is a protective factor against a range of negative outcomes for young people.				
Performance Data	<ul style="list-style-type: none"> • Primary absence in 2005/6 was 5.77% which is below the national average • Secondary school absence has fallen by 0.15% to 9.37% 				
What the Performance Data means	<ul style="list-style-type: none"> • Halton’s primary attendance compares well with the national average despite the high levels of deprivation experienced in the borough. • Secondary attendance is improving significantly and the gap between Halton’s performance has been narrowing over the last three years to a point where we will be close to or exceeding the national average in 2006/7 				
What is working well and why	<ul style="list-style-type: none"> • A strong ethos of partnership has been developed around work on attendance as exemplified by the attendance leaders network which contains senior representatives from the secondary schools and key LA officers and drives forward improvements in attendance across the borough. • Community Support workers as part of the Education Welfare Service provide individual support to children and young people to address attendance difficulties. • Individual support work with young people and children to address difficulties in areas of self esteem, anger management and social skills remove barriers and create opportunities for them to participate fully in school activities • Group and individual work with parents around dealing with challenging behaviour has been made available on an ongoing basis which supports the implementation of parenting contracts for attendance • Implementation of parenting contracts allows engagement with parents in supporting child’s attendance and education. • Clear focus on case management and the use of legal enforcement when objective criteria are met. 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Review absence (unauthorised and authorised) at or above 20% for all children across the Borough • Visit children absent for medical reasons with School Health to offer support in managing the illness so that the child misses as little school as possible. • Review absence related to take up of early education places and provide family support through children’s centres where appropriate 				
Lead Organisation	Children & Young People Directorate	Partners	School Health, Schools, Connexions, CYPANs, Voluntary Organisations, PCT	Resources	NRF and CYPD Budget

EA2 Improve attendance of all children

Target	EA2.2 a Fewer children have fixed term exclusions from schools, and there is a reduction of 10% in the number of days lost to learning by 2008 (CYP Plan and LAA) b. All permanently excluded pupils are provided with full-time education from the 6th day of exclusion (CYP Plan – amended target)				
Why this is Important	Children who are challenging in school can have an impact on both their own attainment and that of others.				
Performance Data	<ul style="list-style-type: none"> • There has been a 10% reduction in days lost to learning through exclusion • Provision of education from 6th day of exclusion has been provided by the PRUs 		2005/06	2006/07	
		Fixed Term exclusions	7183		Not available
		Permanent exclusions	33		Not available
What the Performance Data means	This performance data is prone to being volatile because of the small size of the excluded pupil cohort within Halton. The current downward trend is a consequence of significant resources going into Halton schools to help address issues around pupil behaviour.				
What is working well and why	<ul style="list-style-type: none"> • Education provision for permanently excluded young people through the PRUs is timely and of very good quality • Most schools engage with the local authority over behaviour management problems and will seek advice before taking the decision to permanently exclude. • Appointment of Primary Behaviour Consultant to support the delivery of the Primary Behaviour and Attendance strand of the National Strategies is impacting on management of behaviour. 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Early identification of “at risk” pupils through more effective use of fixed term exclusion data • Increase capacity to support individual pupils ‘at risk’ in school through the development of outreach provision from our PRU’s • Implementation of Primary Behaviour and Attendance National Strategy • Increased collaboration between Education Welfare Service, SEN and Educational Psychology Service to improve outcomes • More training and closer working relationships with schools on alternatives to permanent exclusion particularly for KS4 pupils with the development of an alternative curriculum brokerage. • Establishment of a School Behaviour Partnership to develop more collaborative cross authority working to meet the needs of challenging pupils and to ensure provision of full time education for permanent and fixed term pupils from Sept. 2007 				
Lead Organisation	Children & Young People Directorate	Partners	School Health, Schools, Connexions, CYPANs, Voluntary Organisations, PCT	Resources	NRF and CYPD Budget

EA3 Narrowing the Gap for Vulnerable Children

Target	<p>EA3.1a 65% of looked after children achieve 1 GCSE at grade A*-G and 15% of them leave care with 5 or more GCSEs at A*-C grades by 2008 (CYP Plan – amended target)</p> <p>b. Looked after children miss fewer days at school so their attainment is improved by reducing the percentage missing school for 25 days or more each year to 8% by 2009 (CYP Plan and LAA)</p> <p>c. All looked after children have access to pre-school provision so they have the best start in life and have good standards of communication, social and emotional development by 2009 (New)</p>
Why this is important	Looked after children achieve less in education than other children. We need to support them to achieve more so they are equipped with the skills to take up employment, further education or training and to function effectively within society
Performance Data	<ul style="list-style-type: none"> • 60% of looked after children left care with at least 1 GCSE at grade A*-G • 20% of looked after children left care with at least 5 GCSE's at grade A* to C • Attendance of looked after children improved significantly with 10% missing 25 days or more education in 2006 compared to 16.5% in 2005. • There have been no permanent exclusions of Looked After Children • 9% of pre-school LAC are currently accessing their early years entitlement
What the Performance Data means	<ul style="list-style-type: none"> • 44.8% of LAC have a statement of SEN or are receiving support through school action/school action plus and their achievements have to be seen in this context. Although looked after children's education achievements in Halton compare well to national performance of looked after children, there is a gap between their achievements and other children's achievements in Halton and nationally and this needs to be reduce • Looked after children are missing less school and therefore have more opportunities to benefit from education and thus improve their attainments. However the attendance of looked after children needs to improve further for them to have the same opportunities as other children in Halton • Increasing uptake of the early years entitlement will encourage development of communication, social and emotional skills at Foundation Stage and provide a good educational foundation for school career

<p>What is working well and why</p>	<ul style="list-style-type: none"> • Co-location of Education Support Service with the Permanence Team • PEP is routinely considered at statutory reviews to address the support needs for the child to reach their educational potential • A PEP Dowry scheme is providing a range of support for LAC sitting GCSEs • The LAC Scrutiny and Monitoring Group reviews LAC education performance on a monthly basis with a particular focus on LAC sitting exams. Additional 1:1 support is then provided as required • Care placements are tracked and placement support provided as needed to try and reduce disruption in GCSE years. • Multi-agency support packages for LAC pupils who are in danger of being fixed term or permanently excluded to maintain them in school co-ordinated by the LAC Education Support Service for LAC • Provision of 1:1 in class support, 1:1 support for education off site, curriculum support and tuition, advice and guidance on behavioural issues depending on individual need • Fast-track Education Psychology Service support • Welfare Call monitor LAC attendance on a daily basis and informs social workers of any attendance issues • Early Years LAC Action Group has been established. • Early years data is being scrutinised on a monthly basis and compared against the pre-school head count. • Cross checking of early years take up is done at LAC statutory reviews 				
<p>What will be done to improve performance and outcomes</p>	<ul style="list-style-type: none"> • Close monitoring of PEPs and increased focus on individual attainment target setting • Use of network of designated teachers to provide regular attainment data on all LAC with particular focus on Years 10 and 11 to target PEF dowry support within particular subject areas • SIPs will increase their level of scrutiny of LAC attainment within schools • LAC attainment data to form part of regular schools update meetings with a view to Link advisors working with schools and CYPD staff to target particular areas of weakness • Part time worker being appointed to monitor LAC attendance and work with children over individual issues • Monthly monitoring reports to Children’s Social Care Teams and Senior Managers to address attendance issues • In line with new exclusions guidance, Education Support Service will take part in re-integration meetings following a fixed term exclusion to ensure that additional needs are met • Fast-track referrals to Education Welfare Service, via LAC Scrutiny Group monthly attendance monitoring. • Early Years PEP being introduced to track communication, social and emotional development at Foundation Stage. This will be used to put in place any early intervention support strategies needed • Produce a policy stating the entitlement to pre-school provision and disseminate it to all foster carers • Provide training and information to foster carers on the Early Years Foundation Stage • Co-ordinate possible opportunities for joint Foster Carer and Childminder training re promoting education outcomes 				
<p>Lead Organisation</p>	<p>Children & Young People Directorate</p>	<p>Partners</p>	<p>Education Support Service, Schools, Education Psychology Service, Children’s Centres, IST, SIPs, Welfare Call, Foster Carers</p>	<p>Resources</p>	<p>CYPD Budget; LPSA</p>

EA3 Narrowing the Gap for Vulnerable Children

Target	EA3.2a More children enjoy inclusive education and the percentage of pupils requiring a Statement of Special Education Needs reduces to 2.95% by 2008, and the percentage being placed in Special School reduces to 1.45% by 2008(CYP Plan and LAA) b. Reduce the %age of children achieving below the national standard at each Key Stage (New)		
Why this is important	Extending inclusive education is particularly important in Halton as the Borough has a high number of pupils educated in segregated provision and we want all pupils with a wide range of needs to benefit from learning together.		
Performance Data	<ul style="list-style-type: none"> • Percentage of pupils requiring a statement of SEN has reduced to 2.65% • Percentage of children placed in special school is 1.6% • Percentage of children attaining below Key Stage levels is reducing. 		
What the Performance Data means	Although the number of statements has reduced, Halton still has a high percentage of Statements of Special Educational Need when compared with its Statistical and Regional neighbours. We need to continue to reduce the number of children requiring statements, increasingly provide for their identified needs within mainstream schooling and continue to narrow the gap in their achievements.		
What is working well and why	<ul style="list-style-type: none"> • Careful monitoring of requests for Statutory Assessment through the STAMP (Statutory Assessment Monitoring Panel) which ensures that schools and settings are using all available resources to support pupils at School Action and School Action Plus stages of the Special Educational Needs Code Of Practice. This is ensuring that there are now fewer requests for Statutory Assessments being made, that there is earlier intervention for pupils with SEN and that local authority resources are used more efficiently. • Development of Action Plus Enhanced Provision which allows earlier intervention for pupils who would formerly have met the criteria Statutory Assessment and a Statement of SEN. • Outreach Support from Specialist School Provision - in particular outreach support for pupils with complex physical and medical needs. • Restructured SEN teaching team to focus upon the capacity building of mainstream settings to more effectively support children and you people with LDD. • A reduction in the overall number of children needing to be educated out of borough as a result of the building of capacity locally. 		
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • We have undertaken a critical self review of SEN Policy. All special schools have been redesignated in the Borough and further reorganisation is pending in regard to the ongoing review of SEN units attached to mainstream schools • Enhanced learning opportunities for LDD children (including those with ASD) through Building Schools for the Future. • Continue to develop the capacity of Mainstream Schools to meet the needs of pupils with additional and complex needs. • Continue to promote dual placement of LDD pupils (including those with ASD) to increase access to mainstream provision, building on the expertise offered by the National Autistic Society accredited special school. • Develop the concept of commissioning services out of our specialist resourced provision in order to support capacity within mainstream provision. • The roll out of Pscalles has progressed in secondary schools but progress has been slower in primary schools and a local special school has been commissioned recently to progress its implementation across all schools 		
Lead Organisation	Children & Young People Directorate	Resources	CYPD Budget
Partners	School Improvement Service; SEN Service; Early years SEN Service; PCT; Speech and Language Therapy Service; PVS; Connexions; Youth Service; Riverside College; LSC; Education Support Service, Schools, Education Psychology Service, Children's Centres, Intensive Support Team, SIPs; Local Authority Early Years and LAC Divisions; Pre-school providers in all sectors; CYPAN Managers, voluntary sector		

EA3 Narrowing the Gap for Vulnerable Children

Target	EA3.3 Improve the attendance and attainment of children and young people who are in need of safeguarding. (New)		
Why this is important	Children for whom there are concerns of neglect or who are on the child protection register have poorer attendance and attainments than other children in Halton. Research shows that engagement in education is a protective factor in young peoples lives and leads to positive long term outcomes.		
Performance Data	<ul style="list-style-type: none"> • Increase the % school attendance of Child in Need cases where neglect is the primary concern to narrow the gap to the national average • Increase the school attendance of children on the CPR to narrow the gap to the national average • Reduce the gap in attainment to narrow the gap to the national average for Child in Need cases where neglect is the primary concern at all Key Stages • Reduce the gap in attainment to the national average for children on the CPR at all Key Stages 		
What the Performance Data means	We are aiming to reduce the gap in attendance and achievements between this group of vulnerable children and other children in Halton		
What is working well and why	<ul style="list-style-type: none"> • Close liaison between the Education Welfare Service and Children’s Social Care • Effective planning and monitoring systems are already in place which will enable targeting of specific groups 		
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • The Education Welfare Service will be notified of children on the CPR and will proactively monitor their attendance • Attainments of children on the CPR will be monitored through school links. • Identify CIN cases where neglect is the primary concern through interlinked data between Social Care and EWS for similar targeted monitoring as for CPR • Early intervention to address any underperformance or poor attendance identified • School attendance and attainment to be considered as part of planning at CP Conferences, Reviews and core groups and at CIN planning meetings 		
Lead Organisation	Children & Young People Directorate	Resources	CYPD Budget
Partners	School Improvement Service; SEN Assessment Team; SEN Service; Early years SEN Service; PCT; Speech and Language Therapy Service; PVS; Connexions; Youth Service; Riverside College; LSC; Education Support Service, Schools, Education Psychology Service, Children’s Centres, Intensive Support Team, SIPs; Local Authority Early Years and LAC Divisions; Pre-school providers in all sectors; CYPAN Managers		

EA3 Narrowing the Gap for Vulnerable Children		
Target	EA3.4 Improve support for speakers of English as an Additional Language (New)	
Why this is important	The changing composition of the population in Halton means that our schools face new challenges to include pupils who do not speak English as their first language.	
Performance Data	The need for services to support EAL pupils has grown within the last year in Halton. No historical performance data is available as this is a new development. Performance measures will be developed as we develop our services to meet this need.	
What the Performance Data means	EAL is a growing need with a small but increasing proportion of our population coming from Eastern Europe and Libya.	
What is working well and why	<ul style="list-style-type: none"> • Children's Centres are successfully engaging with local Polish and Libyan families and providing additional support through targeted group work. • Many schools have coped well with the inclusion of learners with English as an additional language 	
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Improvement of base line assessment and progress monitoring of EAL pupils • Development of an EAL support service 	
Lead Organisation	Children & Young People Directorate	Resources
		CYPD Budget
Partners	School Improvement Service; SEN Assessment Team; SEN Service; Early years SEN Service; PCT; Speech and Language Therapy Service; PVS; Connexions; Youth Service; Riverside College; LSC; Education Support Service, Schools, Education Psychology Service, Children's Centres, Intensive Support Team, SIPs; Local Authority Early Years and LAC Divisions; Pre-school providers in all sectors; CYPAN Managers	

OUTCOME: MAKE A POSITIVE CONTRIBUTION

MPC1 Vulnerable Young People's Participation and Community Engagement	
Why this is Important	MPC1.1a Increase the number of vulnerable children and young people receiving Halton Citizenship Awards (New) b. All young people develop their citizenship skills and there is a 5% increase in children and young people receiving awards for citizenship by 2009 (CYP Plan)
Why this is Important	The citizenship awards publicly acknowledge the active participation of pupils and the positive contribution they make to their local community and wider society
Performance Data	<ul style="list-style-type: none"> • 56 young people received citizenship awards – an increase of 27%. This included 15 pupils in special schools. • 53 LAC received an achievement award • 7 pupils in special schools received awards for outstanding talent • 3 pupils in special schools received awards for attendance
What the Performance Data means	<ul style="list-style-type: none"> • The range of children having their positive contributions recognised includes children from identified vulnerable groups.
What is working well and why	<ul style="list-style-type: none"> • The range of borough awards has been increased to provide additional validated evidence of children and young peoples achievements • The profile of the awards has risen over the 5 year that they have been in place in the borough • Attendance at the awards ceremony by individuals, their families and schools is good • Nominated individuals state that they are proud to receive the award • The awards contribute to the statutory assessment of citizenship at key stage 3 • The engagement of the High Sheriff of Cheshire in 2005 provided an additional dimension to the awards ceremony by providing a special award for outstanding examples of active citizenship resulting in donations to a number of registered charities
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Promote awareness of the awards and the recognition of the achievements of vulnerable children and young people often in very difficult circumstances • Increase the number of available nominations for citizenship in special schools • Actively promote nominations for LAC with primary and secondary schools to engage them in the process and increase the number of nominations
Lead Organisation	Halton Borough Council
Partners	Advisory teacher for PSHE, Schools, Halton Strategic Partnership, voluntary sector
Resources	NRF funding

MPC1 Vulnerable Young People's Participation and Community Engagement

Why this is Important	<p>MPC1.2a Increase the number of vulnerable children and young people embarking on the Duke of Edinburgh Award (New)</p> <p>b. The number of young people embarking on the Duke of Edinburgh Award scheme is increased by 5% by 2009 (CYP Plan)</p> <p>c. More looked after children make a positive contribution by volunteering in the community through undertaking service within the Duke of Edinburgh award scheme; an increase from 2% to 7% by 2009 (CYP Plan)</p>
Why this is Important	All children, and particularly vulnerable children, can benefit from the personal growth and challenge inherent within the D of E Award Scheme
Performance Data	<ul style="list-style-type: none"> • 648 young people embarked this year on the D of E scheme – an increase of 29% • LAC participation in the D of E scheme increased from 2 to 4.7%
What the Performance Data means	<ul style="list-style-type: none"> • The D of E scheme continues to be well supported. • The new outreach support systems within the D of E team enables LAC and other vulnerable groups to engage in these opportunities where they have not done so previously.
What is working well and why	The D of E support team are focusing on involving more vulnerable young people through all its units as part of the Youth Service LAC engagement strategy. This is in its infancy but proving very successful and expected to double the original target of 5% by 2009.
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • At present LAC are being drawn into the D of E award within the Youth Service Open Award Centres. Over the next year this support will be extended to all the Youth Centres who operate the award and to schools
Lead Organisation	Youth Service
Partners	Schools, college, training providers, Connexions, voluntary sector
Resources	Youth Service budget

MPC1 Vulnerable Young People's Participation and Community Engagement

Why this is Important	MPC1.3 All young carers who are identified receive support and the numbers known to support services increases by 50% by 2009 (CYP Plan)
Why this is Important	Young carers need to be identified so their needs can be assessed and met as well as providing them with any necessary support in their caring role
Performance Data	<ul style="list-style-type: none"> • 236 young carers are known to services – an increase of 12.4% from 2006
What the Performance Data means	Although we know about a significant number of young carers in our Borough and are able to support them we need to reach the larger number of 368 young people it is estimated are not yet receiving the support they may need
What is working well and why	<ul style="list-style-type: none"> • Specialist Young Carers service provided through voluntary agency • Appointment of a Young Carers Development worker to increase awareness and identification of young carers and to develop transition arrangements with adult services. • Established the Halton Young Carers Committee which has 10 members aged between 14 and 18 years who are promoting awareness of young carers needs in schools and within other organisations, producing publicity about young carers, undertaking consultations, establish liaison arrangements with the adult carers centre and putting on training for young carers.
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Development of a Young Carers Strategy • Improvement of transition to adult carer services
Lead Organisation	HITS
Partners	Children & Young People Directorate
Resources	<ul style="list-style-type: none"> • Children's Services Grant • CAMHS Grant

MPC2 Reduce Offending and Anti Social Behaviour of Children and Young People

Target	MPC2.1 Young people develop more law-abiding behaviour and contribute to their community by a reduction of 2% in the number of young people in Halton committing first time offences and by a reduction of 5% in the number of young people in Halton committing repeat offences (CYP Plan)				
Why this is Important	The reduction in re-offending rates will result in a safer community for the Borough.				
Performance Data	<ul style="list-style-type: none"> The number of new entrants to the youth justice system in Halton decreased from 369 in 05/06 to 349 in 06/07. The level of offending and re-offending has reduced from the baseline figure in 2002 of 30.9% to 27.2% in 2005 which equates to an overall 12% reduction. 				
What the Performance Data means	<ul style="list-style-type: none"> The level of offending and re-offending has declined because of a change in the recidivism formula from 24 months to 12 months by the YJB and because of a range of preventive measures 				
What is working well and why	<ul style="list-style-type: none"> Strong partnership working through Service Level Agreements and meetings with partner agencies such as Police, Children's Services, Probation, CAMHS. Implementation of the preventative strategy through YISP ISSP locally achieving 76% completion rate with agreed national and local target of 60%. Implementation of the Prolific Priority Offender Strategy Targeting of YOT resources such as YISP/ISSP and core YOT services at Local Area needs evidenced through interventions such as COPS/VOPS/JIGSAW/DRIVE SURVIVE and more recently projects through Positive Futures with partners such as the Fire Service and Y Service working within a locally identified hot spot. YOT core service delivery assessed by YJB through KPI's, EPQA, National Standards as Level 4 (Good) status. 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> Focussing of resources on areas of highest risk and need through restructured YOT, appointment of a Policy/Performance Manager focused performance groups such as Court User's Group and the Education, Training and Employment Group. Targeting staff development to enhance skills in order to impact on performance and outcomes. Review of working agreements to ensure best use of resources, integrated working and delivery of quality services Increase of out of school learning opportunities and activities as part of the extended school agenda Development of the Play Strategy 				
Lead Organisation	Halton & Warrington YOT	Partners	Police and Local Authorities	Resources	Youth Justice Board Budget

MPC2 Reduce Offending and Anti Social Behaviour of Children and Young People

Target	MPC2.2a We increase by 50% the number of young people at risk of crime or anti-social behaviour who are diverted into positive behaviour by interventions co-ordinated through the Youth Inclusion and Support Panel, and improving co-ordination of all diversionary activities such as ‘Splash’, Fire Service initiatives, Prince’s Trust, etc by 2009 (CYP Plan)				
Why this is Important	The reduction of anti social behaviour incidents is important for diverting young people into more positive behaviours and for the wellbeing of communities.				
Performance Data	<ul style="list-style-type: none"> • There were 6198 youth related incidents recorded by Cheshire Police in Halton in 06/07. This represents a 2.3% increase in youth related incidents. • 60 young people were diverted into positive behaviour through YISP since January 07 when YISP was established • 7 young people who have been through YISP have increased educational attendance • 25 young people who have been through YISP have not gone on to receive an ASBO • 4 parents whose children have been through YISP are accessing parental support and 3 siblings are accessing additional support services. • 640 young people were engaged in SPLASH activities during holiday periods by the Youth Service during the year • 185 young people living in youth nuisance activity “hot spot wards” have been engaged by the joint Youth Service/Fire Service “On The Streets” detached team. 				
What the Performance Data means	<ul style="list-style-type: none"> • Involvement in YISP has successfully diverted young people into positive behaviours avoiding the imposition of anti social behaviour orders. However the high level of youth incidents means that a lot more needs to be done to reduce anti social behaviour. 				
What is working well and why	<ul style="list-style-type: none"> • A number of preventative anti social behaviour initiatives are now in place. These include the YISP, Positive Futures and an invest to project which partners the Fire Service and Youth Service in a creative partnership working within a locally identified hot spot area. • CAF has been a successful referral pathway for YISP • Positive outcomes through YISP have already been achieved around educational attendance and family support • In 2005/6 there were 40 Multi-agency meetings (MAM) held in respect of young people who were perpetrators of anti-social behaviour. In 2006/07 the number of meetings increased to 44. • A joint commissioning approach across Warrington and Halton YOT has been introduced to ensure effective use of resources 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • An Anti Social Behaviour strategy for 2006-2009 has been produced. The reduction of anti social behaviour incidents in which young people are involved is a key target within this plan. • A range of specific indicators have been developed to monitor and review effective outcomes. These include measurements such as reducing deliberate small fires, hoax calls and re-engagement with Education, Employment and Training. • The bringing together of a range of projects and initiatives with the referral and monitoring procedures of the YISP will aid co-ordination and improve effectiveness. • Further development of the YISP Team through appointment of YISP team support officers, marketing and engagement with a range of partners 				
Lead Organisation	Halton and Warrington YOT	Partners	Fire Service, Princes Trust, Children & Young People’s Directorate, Youth Service	Resources	<ul style="list-style-type: none"> • Children’s Fund Halton and Children’s Fund Warrington • YJB Preventative Grant

OUTCOME: ACHIEVE ECONOMIC WELLBEING

AEW	Improved learning opportunities 14-19 and participation post-16
Target	<p>AEW1.1a. Reduce the percentage of 16 to 18 year olds who are not in education, employment or training to 6.84% by November 2010. (CYP Plan and LAA)</p> <p>b. Young people leaving care achieve economic wellbeing by at least 75% of them being engaged in employment, education or training by 2008 (CYP Plan)</p>
Why this is Important	Young people need to gain the skills and education to equip them for the world of work and to function effectively in society
Performance Data	<ul style="list-style-type: none"> • Connexions Performance data has shown an increase in the number of young people aged 16 to 18 who are NEET in 2006/07. The percentage figure in 2006/07 was 12.16% compared with 10.9% in 2005/06. This was an actual increase of 41 16 to 18 year olds • 33% of careleavers are engaged in employment, education or training
What the Performance Data means	<ul style="list-style-type: none"> • Over the year the number of young people 16 –18 who are NEET has increased. In June 2006 the increase was 159 but this reduced to 35 in January 2007 and officially now stands at 41. On a positive note the numbers of young people aged 16 to 18 who are not known to the service is at its lowest point at 4.5% this means that the NEET figures are the most accurate they have ever been. • There are significant differences between Widnes and Runcorn with the Widnes percentage in January 2007 being 10.35% or 234 compared with 16.04% or 306 in Runcorn. • In addition the age profile of the 16 to 18 year old NEET also shows issues with relatively low numbers of 16 year old who are NEET compared with 17 and 18 year olds. This shows that young people are being placed into opportunities when they leave school but are leaving these opportunities for various reasons when they are 17 and 18. • The number of careleavers in employment, education or training is low and needs to improve.
What is working well and why	<ul style="list-style-type: none"> • There is a strong 14 to 19 Partnership in Halton who have taken responsibility for the NEET target • Connexions delivery of the Activity Agreement Pilot is providing additional resources for intensive PA support of young people aged 16 or 17 who are NEET for more than 20 weeks. This is proving successful in reducing the numbers of 17 year olds who are NEET and reducing the average number of weeks young people are remaining NEET. • Economic Regeneration's engagement in helping careleavers prepare for employment and linking careleavers to work placement and employment opportunities
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • We have recently set up a multi-agency sub group to focus on NEET reduction and produce a Borough NEET strategy which will clarify how all partners can contribute to reducing NEET via prevention, intervention or sustainability actions. • The provision of activity funding will allow the delivery of personal action plans designed to provide the young people with skills, experience or knowledge to move them out of NEET. • Increase the number of employer led apprenticeships and the range of sectors for which apprenticeships are available. • NRF funding to support the reduction in NEET priority for 2007/08 is being used to pilot additional resources within Connexions to target local employers in order to increase their engagement. The outcomes from this pilot will be to increase the number of employer work experience places, training places, apprenticeships and jobs for young people. • Public Sector Co-ordinator for young people will align activities to combat worklessness and facilitate partnerships across public sector. • Careleavers to be given priority for HBC Scale 1 / 2 posts through Corporate Parenting Employment Strategy linked to Careleavers Pre-Employment Initiative

Lead Organisation	Connexions	Partners	14 to 19 Partnership, Schools, RiversideCollege, LSC, Halton Borough Council, Workbased Learning Providers, voluntary sector e.g. HITS, YMCA , Job Centre Plus.
Resources	Connexions core funding determined by resource allocation model for NEET; Activity Agreement Pilot funding; NRF £19,000 allocated from 2007/08 budget; LSC LIDF to be agreed for 2007/08; 14 to 19 Partnership to be determined for 2007/08		

AEW 1 Improved learning opportunities 14-19 and participation post-16				
Target	AEW 1.2 The proportion of 19 year olds who achieve at least a level 2 qualification is increased by 3 percentage points between 2004 and 2006, and a further 2 percentage points between 2006 and 2008. (CYP Plan and LAA)			
Why this is Important	The level 2 at 19 years attainment target is one of the key PSA targets agreed between the Treasury, DfES and LSC. It is also a measure of the impact of 14-19 Reform through the DfES progress checks. Gaining qualifications helps future employment.			
Performance Data	Halton	Regional	National	<ul style="list-style-type: none"> Attainment at Level 3 was 34% in 05/06 – a 1% reduction from 04/05 affected by the high drop-out levels at 17 years and the increase in the NEET cohort as for Level 2 qualifications.
	2005-2006 = 62%	2005-2006 = 70%	2005-2006 = 71%	
	2004-2005 = 62%	2004-2005 = 68%	2004-2005 = 70%	
What the Performance Data means	The 62% achievement rate has been maintained in Halton but a rise has not been achieved as has been achieved regionally and nationally. achievement rate is affected by the high drop-out levels at 17 years (although this has recently started to reduce) and the increase in the NEE cohort.			
What is working well and why	<ul style="list-style-type: none"> The 14-19 Strategy Partnership now has a better understanding of data with data sharing protocols agreed by all partners in the borough. Data analysis from key stages 2/3 up to young people aged 19 considers the cohorts, demand and attainment levels. The merger of the Sixth Form College and FE College has been completed removing duplicated provision which has resulted in the introduction of improved choices post 16. Partnership between Riverside College and schools to deliver a range of vocational options through the Increased Flexibility Programme. 			
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> A NEET/EET Strategy is being developed which will steer the curriculum offered in the borough. A 14-19 Team has been appointed to support the partnership in implementing the 14-19 Strategy and Action Plan. We will expand the breadth of flexible provision available to young people in the borough by new Work Based Learning providers being brought into Halton to increase capacity and the range of provision on offer post-16. The 14-19 partnership has been successful in passing through the Gateway to deliver 3 new specialised diplomas in Construction, Health and Social Care and Creative & Media from September 2008. A 14-19 online prospectus and a common application process are being developed to ensure that young people can make an informed choice and apply on-line from the full entitlement of provision available. The launch of the 16-19 element is to take place Sept 2007 with the 14-16 element to follow in 2008. A Learner Entitlement has been developed and rolled out to young people aged 14-19. The implementation of this will be evaluated mid 2007 with an evaluation of the effectiveness of the entitlement to follow later in the year. Family Literacy, Language and Numeracy provision to encourage families to work together to improve basic skills Aim to raise attainments at all qualification levels 			

Lead Organisation	Children & Young People Directorate
Partners	Secondary schools, Riverside college, WBL providers, special schools, Connexions, LSC
Resources	Pooled resource established with funds committed from LSC, Local Authority, each Secondary and special school and the college to fund a 14-19 Team including a Strategy Manager, Quality Manager, Curriculum Development Manager, Employer Engagement Officer, ICT Development Officer, Data Analysis Officer and 14-19 development activities.

AEW2 Improving access to suitable accommodation					
Target	The number of care leavers who live in temporary accommodation is reduced to 15% by 2009 (CYP Plan)				
Why this is important	Young careleavers need a safe, stable and supportive base from which they can learn independence skills which will equip them to live independently within the community. Young offenders need a similar supportive base to help promote positive behaviours				
Performance Data	<ul style="list-style-type: none"> 05/06: 33% of careleavers in temporary accommodation 06/07: 30% of careleavers in temporary accommodation 	Milestones 2007/08 <ul style="list-style-type: none"> Establish baseline position for provision of approved semi-independent accommodation 	2008/09 <ul style="list-style-type: none"> 10% increase in baseline position by March 2009 	2009/2010 <ul style="list-style-type: none"> 15% increase baseline position by March 2010 	
What the Performance Data means	Significant numbers of careleavers are living in temporary accommodation and increased provision needs to be made for their accommodation needs.				
What is working well and why	<ul style="list-style-type: none"> The accommodation support worker tracks individual's housing applications and reports on allocations A high level of individual support is provided to careleavers in preparation for taking on and maintaining tenancies Use of allocated provision in the 6 bed Supporting People Unit which encourages life skills training and independence 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> Represent careleavers interests in corporate homelessness forums Discussions initiated with Homeless section of Halton Borough Council and Halton Housing Trust about increase in provision of accommodation to meet careleavers needs Advocate for RSLs to increase options for careleavers via Housing Partnership Board Identify partnership opportunities for commissioning of semi-independent accommodation e.g. development of Supported Lodgings 				
Lead Organisation	Children & Young People Directorate	Partners	<ul style="list-style-type: none"> Service Development Advisor (Homelessness) Floating Support Schemes HITS RSLs Halton Housing Trust 	Resources	Care Leaver Budget

SERVICE MANAGEMENT

SM1 Enhance Financial Planning					
Target	SM1.1 Develop a Medium Term Financial Plan for the Children and Young People's Directorate (New)				
Why this is Important	Effective utilisation of resources is key to delivering the funding required to promote better outcomes for children.				
Data	<ul style="list-style-type: none"> Local Area Agreement single capital pot currently includes over £3 million of Children & Young People Directorate grants Dedicated schools budget in excess of £70 million is ring fenced to schools Connexions transfer of funds £1-2 million Directorate 2007/08 savings target of £1-2 million 				
What the Data means	Although current financial resources and commitments are known, there is uncertainty over future funding and commitments because of awaiting the impact of the Comprehensive Spending Review on the CYPD budget, the requirement to achieve significant savings, the creation of a single pot through the Local Area Agreement, the current levels of time limited grant funding, the transfer of Connexions budgets, the ring fenced schools budget and the increase in pooled/aligned budgets. This means the Directorate faces a challenging financial outlook in future years.				
What is working well and why	<ul style="list-style-type: none"> Despite the level of budget efficiencies required in 2006/2007, expenditure was kept within budget. The identification of Halton's Children and Young People as one of the five Halton Strategic Partnership and Community Strategy priorities provided over £1,205,500 NRF investment. £1,039,033 NRF funding will continue in 2007/2008. Following increased investment in both the Education Welfare Service and Behaviour there has been improvement in levels of school attendance and a reduction in the number of permanent exclusions Additional investment of £60,000 in Halton's Youth Service core budget has resulted in a good service which provides good value for money Early release of funding for pupils with complex special needs where schools demonstrate they had previously effectively utilised delegated funding is expected to contribute to narrowing the gap in educational attainment, improve inclusion and provide better value for money. Re-direction of SEN resources previously funding out of borough placements to mainstream schools in order to fund school based capacity building of SEN skills. Opportunities have been sought to pool or align budgets in a number of key priority areas including children with disabilities, Halton Safeguarding Children Board; 14-19 Partnership and Preventative Services Mini Trust. 				
What improvements will be made	<ul style="list-style-type: none"> Develop a medium term financial plan which: <ul style="list-style-type: none"> ✓ Identifies the key spending pressures from 2008 for the next three years ✓ Specifies the different sources of funding and the estimated levels, and the likelihood of the funding continuing ✓ Sets out the Exit Strategy for each grant ✓ Identifies the scope for increasing income levels/reducing services/achieving efficiency savings 				
Lead Organisation	Children & Young People Directorate	Partners	Alliance Board partners, Halton Strategic Partnership, Schools, Connexions, DfES	Resources	Dedicated schools budget, Standards Fund, General Sure Start Grant, Local Area Agreement, Connexions transfer, CYPD budget

SM1 Enhance Financial Planning

Target	SM1.2 Develop joint commissioning arrangements through a Children's Trust (New)				
Why this is Important	A Joint Planning and Commissioning Framework is essential in progressing Halton's Children's Trust arrangements				
What is working well and why	<ul style="list-style-type: none"> • The Children and Young People's Alliance Board was established in March 2006 and provides clear direction, coordination and leadership to the partnership between organisations involved in providing, commissioning and delivering services to children and young people. • 5 service specific mini children's trusts have been established and are at various stages of development providing invaluable learning of the key features for the development of the Halton Children's Trust by 2008. The pooling of resources has allowed for flexible, creative and responsive commissioning arrangements and outcomes for children have been improved. • A new Joint Planning and Commissioning Framework has been developed which puts outcomes for children at the core of the planning and commissioning process and applies to everyone who has a responsibility for promoting services for children and young people in Halton. • The Children & Young People's Commissioning Partnership is well established and: <ul style="list-style-type: none"> ✓ Constitutes the Executive Board for the 5 mini trusts and the Specialist Strategic Partnership for children and young people reporting to the LSP ✓ Co-ordinates implementation of the Children & Young People's Plan and associated commissioning plans and strategies ✓ Agrees the financial processes to be used in pooled budgets and implements the performance management framework across agencies • Dedicated capacity to drive forward commissioning activity is established through 3 children and young people Commissioning Posts dedicated to children with disabilities, Preventative Services and Children's Social Care 				
What improvements will be made	<ul style="list-style-type: none"> • The learning from the mini-trust developments is being utilised to inform future planning around Children's Trusts. We plan to bring together mini trusts into a single Children's Trust by April 2008 which will encompass all services, including Health, for children, young people and their families. • The Children's Trust will be the main commissioning body for children's services in Halton using the locally developed Joint Planning and Commissioning Framework 				
Lead Organisation	Children & Young People Directorate	Partners	Children and Young People's Alliance Board	Resources	<ul style="list-style-type: none"> • CYPAB multi-agency budget • Children's Fund • Pooled CWD budget

SM2 Integrate Delivery of Services

Target	Extend the range of services delivered through integrated area networks and contribute towards the raising of standards in learning through the effective delivery of extended services (New)
Why this is important	The extension of services through collaborative and integrated working, targeted to local need, is essential to improve outcomes for children. They provide opportunities for children to develop new skills and widen their interests, and enhance support for those children and young people who are vulnerable or at risk
Performance Data	50% of all primary schools and 33% of all secondary schools will deliver extended services on site or in collaboration with other schools by September 2008
What the Performance Data means	Halton will offer seamless service provision to children and young people across the 0-19 age range through the collaborative development of the Children's Centre and extended services strategies giving children, young people and families access to a wider range of services which address their needs
What is working well and why	<ul style="list-style-type: none"> • The extended schools programme has been trialled in 2 pilot areas in Halton. Learning has been taken from this and the programme is being rolled out across the borough • Headteachers in CYPAN areas have engaged well with the programme through the Learning Halton collaboratives which are local area networks of schools, children's centres and partner agencies enabling coherent delivery of services according to need • Audit of previous and current provision of services through schools is underway. This will inform the development of future services aligned local need • Structural Development of Social Care Services to provide a direct link to Area Networks
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Roll out of extended schools programme across borough. It is expected that by 2010 all primary aged children will be able to access extended services through their own schools or through schools in the local area • Continued consultation with children, young people, families and communities to inform service developments. • Robust performance management through a collaborative Management and Governance structure across Children's Centres and Extended schools • Develop and support transformational leadership across all sectors • Service Delivery Managers and Extended Schools Development Workers are being appointed across CYPAN areas to support schools. • Further development of collaboration across localities to include schools, and statutory and voluntary sectors • Targeting of universal and specialist services on a locality basis to ensure earlier and more effective interventions
Lead Organisation	Children and Young People Directorate
Partners	Schools, Children's Centres PCT, Early Years, multi agency partners, voluntary and private sector
Resources	Children's Centres DSG and SSGG

SM3 Integrate Delivery of Services

Target	SM3.1 Develop integrated service delivery through a Boroughwide Workforce Development Strategy (New)				
Why this is Important	Developing staff across agencies within a common Workforce Development Strategy will develop multi agency understandings and skills which support the effective integration of the delivery of services				
What is working well and why	<ul style="list-style-type: none"> • The development of the Strategy in conjunction with consultants from Manchester University is progressing well and will meet the target date of September 07 for completion. The Strategy is using a population-centred workforce-planning model. • Two pilots are due to be launched in May 2007 covering Youth Services and Children with Disabilities. They will establish what services are needed within different geographical areas and will then develop the services and the workforce to deliver those services • Increased opportunities for staff across agencies and sectors to access shared training • Facilitator training has been held to provide a network of facilitators covering all the agencies involved to support the implementation of the population-centric model. • The strategy is being underpinned by multi-agency training on integrated process such as Common Assessment Framework and Lead Professional, which will enable the development of integrated service delivery. 				
What improvements will be made	<ul style="list-style-type: none"> • The learning from the two pilots will be used to develop and roll out the population-centric model across all services for children in Halton • Links are to be established between the Workforce Strategy and the Joint Planning & Commissioning Framework to ensure a co-ordinate approach • Reconfiguration of the workforce to secure coherent integrated service delivery • Release of more resources to develop front line service delivery e.g. <ul style="list-style-type: none"> ✓ Transition of Sure Start Service delivery to an area network model ✓ Delivery models for Integrated Youth Support 				
Lead Organisation	Children & Young people Directorate	Partners	Alliance Board, PCT, LSC, Greater Merseyside Connexions, Schools, Youth Service, YOT, voluntary and private sector	Resources	Core and grant funding

SM3 Integrate Delivery of Services

Target	SM3.2 Enhance safe recruitment practices (New)				
Why this is Important	Children and young people need to be protected from abuse from people who are in a position of trust or authority over them in the provision of services				
What is working well and why	<ul style="list-style-type: none"> • The Children and Young People Directorate recruitment process has been audited to ensure evidenced compliance with GSCC and CRB requirements. Action to compile a central register of Children & Young People Directorate staff is underway. • An Agency Checklist is followed to ensure recruitment of Agency Workers complies with the recommendations in the CSCI 'Safe and Sound' document. • An audit of safe recruitment practice in schools has been undertaken which involved confirming that schools had compiled their Single Central Record of Staff and had submitted names for re-checking against List 99 and CRB. Any remedial actions required have been completed • NCSL Safer Recruitment training for headteachers and school governors is being delivered on a rolling programme. • Safeguarding Development Officer for Schools provides a focus for ongoing monitoring of safe recruitment in schools and ongoing support to schools to ensure compliance. • A Service Development Officer in Children & Young People Directorate has specific responsibility for safe recruitment practice across f - Directorate • Pro-active response to CSCI publication 'Safe and Sound' agreed across council services 				
What improvements will be made	<ul style="list-style-type: none"> • Establish secure ongoing arrangements with Human Resources to complete and keep up to date required checks on all designated Children and Young People Directorate staff • Ongoing monitoring of the Single Central Record of staff to ensure 100% compliance with safe recruitment requirements • Ongoing training on safe recruitment will be provided within Children & Young People Directorate and within schools 				
Lead Organisation	Halton Borough Council	Partners	Children & Young People Directorate, Human Resources, Schools	Resources	Core Budget

SM4 Develop Performance Management

Target	Develop an integrated local performance management framework based on outcomes (New)				
Why this is Important	Integrated performance management underpins continuous service improvement providing evidence of progress in improving outcomes for children and their families.				
What is working well and why	<ul style="list-style-type: none"> • An integrated approach to performance management, the Halton Ziggurat, has been developed across children’s services and applied to the Alliance Board Strategic Planning Forums and to the range of commissioned services. This has been recognised as an example of good practice by the Audit Commission and DfES. • A number of local indicators for particular groups of vulnerable children, which better measure outcomes for children in all the ECM Outcome areas, have been developed and are proactively monitored and reported upon. • The Children and Young People’s Database allows us to more closely scrutinise outcomes for particular groups of vulnerable children, using national and local indicators, with the aim of quickly identifying areas of concern and instituting early intervention strategies to assist the reduction in the gap between these groups of children and other children in Halton. • Systems are in place to ensure regular reporting of performance through the Alliance Board structure to ensure appropriate scrutiny of progress 				
What improvements will be made	<ul style="list-style-type: none"> • Improve information sharing arrangements to ensure required data is available to inform performance management framework • Develop locality based reporting linked to the Children and Young People Area Networks • Establish further qualitative measures of performance that can be linked to outcomes for children • Enhance the performance management structure for the Halton Safeguarding Children Board and subgroup structure 				
Lead Organisation	Children and Young People Directorate	Partners	All Alliance Board partners	Resources	Core budget

SM5 Transforming Learning Opportunities for all Children

Target	a. Increase choice, diversity, inclusion and high standards and reduce the surplus capacity within Halton schools (New/CYP Plan) b. Transform the learning environment: workforce, buildings, learning resources and technology (New)				
Why this is important	Effective use of capital and revenue resources and the rationalisation of school provision will allow an increase in per pupil allocations, the provision of quality learning environments and access to high standards for all learners				
Data	<ul style="list-style-type: none"> • Current capacity calculations show that there are 14 primary schools (27%) and 2 high schools (25%) with surplus capacity above 25%. Revised capacity calculations effective from September 2008 show 7 primary schools (13%) and 1 high school (12.5%) will have surplus capacity above 25% • Ten year secondary pupil forecasts predict a requirement of no more than 7500 places for 11 – 16 year olds. Current capacity is over 8500 secondary school places • As a result of falling rolls there are a large number of small schools in Halton. From September 2008 there will be 20 out of 52 (38%) primary schools with capacity below one form of entry. • Capital investment of £80 – 100 million is available through BSF and the Primary Capital Programme 				
What the Data means	<ul style="list-style-type: none"> • There are too many school places across all sectors of provision and provision needs to be rationalised • Every year the costs of retaining surplus school places are increasing e.g. costs of buildings, redundancies and school budget allocations which means resources are not being used effectively • Capital investment provides the opportunity to make the changes needed and transform the learning environment for all. 				
What is working well and why	<ul style="list-style-type: none"> • Detailed Autocad plans have now been produced for all schools that identify all types of accommodation from specialist to non-teaching. • Re-calculations of the capacity of each school have been undertaken with schools identifying other users for their surplus areas with particular reference to furthering the Every Child Matters agenda. • Suitability and condition surveys have been undertaken • Forecasts of future pupil numbers have been produced • Performance of each school has been logged • Workforce analysis for secondary schools has been completed 				
What will be done to improve performance and outcomes	<ul style="list-style-type: none"> • Reorganisation will be undertaken in all sectors • Consultation on proposals for the secondary and secondary special reorganisation commenced in June 2007 • Once the secondary and secondary special reorganisation proposals have been agreed by the Executive Board, statutory proposals will be issued for 6 weeks followed by a final decision by the Executive Board • Consultation will then commence on nursery and primary reorganisation. 				
Lead Organisation	Children & Young People Directorate	Partners	Schools, Diocesan Authorities, other local authorities, Riverside College, LSC, HBC, DfES, Partnership for Schools, 4PS	Resources	BSF capital investment; Primary Capital; Dedicated School Budget, LA Budget

NEW WORK STREAMS

During the year new initiatives and legislation mean that we must adapt or include new areas of work within our plans. These include:

1. **Education and Inspections Act 2006.** This enhances the strategic role of the local authority as the champion of pupils and parents through:
 - Promoting high standards and the fulfilment of every child's educational potential
 - Promoting choice and diversity in relation to the provision of school places
 - Identifying children of compulsory school age missing education
 - Promoting the well-being of persons aged 13-19 (and up to 25 for persons with learning difficulties) by securing access to educational and recreational leisure-time activities and facilities..

Promoting choice and diversity is at the heart of Halton's Strategy for Transforming the Learning Environment. As the Strategic Commissioner of Services, the authority will ensure that through the school re-organisation, fair access and choice is offered to young people and their families. It will also seek to offer a more responsive school system. Opportunities for parental choice will be increased through:-

- the expansion of the popular and successful schools within the authority;
- the exploration of Academy provision as a lever to improving schools standards;
- the co-location of special schools and services to provide an opportunity to broaden the learning experiences and sharing of expertise;
- the renewal and modernisation of Halton's schools.

2. **Parenting Support Guidance 2006.** This asks the local authority to:
 - Develop a strategic and joined up approach to the design and delivery of parenting support services
 - Provide a continuum of support services from early intervention and preventive services through to intensive and enforced involvement in family life

The Parenting Strategy is currently being developed and aims to bring together a range of parenting support provision within Halton so that a continuum of preventive service provision is provided within a locally co-ordinated multi agency framework:

The Strategy is being developed in partnership with a wide range of agencies in Halton. A Strategic Parenting Group has been set up within the Alliance structures with practitioner working groups reporting to this Strategic Group who will maintain oversight of the development and implementation of the Strategy. A Parenting Support Co-ordinator is being appointed to map existing services in order to identify gaps in provision and avoid duplication and to produce the final Strategy. The co-ordination of parenting training will be undertaken by the Senior Parenting Practitioner who works between the Community Safety Team and YOT.

3. **Child Care Act 2006.** This Act requires the local authority:
 - To improve outcomes for all pre-school children and to reduce inequalities between more vulnerable children and their peers.
 - To secure sufficient childcare to support working parents or parents in education/training
 - To provide a better information service

The Halton Childcare Sufficiency Assessment is progressing well, comprising a systematic analysis of the factors of supply and demand in the childcare market. Indications from the early stages of the assessment suggest that in the provision of 0-4 year old childcare there is currently sufficiency. However, it is essential that the factors that affect supply and demand in the childcare market are regularly reviewed.

Having secured sufficient childcare it is necessary to ensure that the provision is sustainable in the long-term. Halton currently have a good record in terms of sufficiency of childcare, with no day nurseries closing as a result of financial pressures since 2001.

Halton are working with families from the most vulnerable groups to ensure that they access the free entitlement to nursery education for 3 and 4 year olds

4. Youth Matters

Youth Matters sets out the governments vision for empowering young people, giving them somewhere to go, something to do and someone to talk to. The expectation is that young people will have more choice and influence over services and facilities available to them and will contribute to their community through volunteering and positive activities. Clause 6 of the Education and Inspection Act legislates for the provision of positive activities by placing a duty on local authorities in England to promote the well-being of persons aged 13-19 (and up to 25 for persons with learning difficulties) by securing access to educational and recreational leisure-time activities and facilities.

In Halton we are:

- Mapping the places to go and things to do for young people. This includes educational and recreational leisure time activities within the local authority sector, voluntary and commercial sectors and cultural sectors.
- Exploring how the collated information can best be made available to young people and kept update
- Consulting with young people about activities with which they are involved, which they would be interested in, and any blocks they see to their participation in these activities. Young people were questioned about this as part of the Review of the Children & Young People's Plan and this will be followed by further consultation later this year backed up with the involvement of young people as advisors and feedback from their involvement in activities via a Youth Activities internet facility
- Publicising the activities available to young people in a way that assures they can, and do, access the information. CIS is currently being investigated to possibly 'piggy back' internet access to youth activity information.

NEXT STEPS

1. We will continue to monitor progress against the targets in the Plan through our established Alliance Performance Management systems. We will however particularly focus our activities over the remaining two years of the Plan on those areas in our Revised Priorities where we have identified new or developing needs and where we plan to make further improvements.

Appendix 1

GLOSSARY OF TERMS

Term A - L	Translation	Explanation	Term L - Z	Translation	Explanation
Alliance Board	Multi agency strategic decision making forum	Transition arrangement towards full Children's Trust	LDD	Learning Difficulties and/or Disabilities	
ASBO	Anti Social Behaviour Order		LDP	Local Delivery Plan	PCT Business Plan
ASD	Autistic Spectrum Disorder		LIDF	Local Initiative Development Forum	
Autocad	Automated Computer Aided Design	Electronic planning tool	List 99	Education record of concerns about staff	
BILD	British Institute for Learning Disability		LPSA	Local Public Service Agreement	
BSF	Building Schools for the Future		LSC	Learning Skills Council	
C-Card	Condom - Card	Used for distribution of free condoms	MARAC	Multi agency risk assessment conference	
CAF	Common Assessment Framework		MMR	Measles, Mumps, Rubella	Combined vaccination
CAMHS	Child Adolescent and Mental Health Services		NEET	Not in employment, education or training	
CHARMS	Adoption 22 database of children needing placement and families waiting for a child		NRF	Neighbourhood Regeneration Fund	
CIN	Child/ren in Need		PA	Personal Adviser	
CONI	Care of Next Infant	Additional care given when family has had a previous cot death	PACT	Positive Action for Change Together	Service targeting children who are neglected
CP/R	Child Protection/Register		PASS	Pupils Attitudes to School and Self	
CWDC	Children's Workforce Development Council		PAT	Pupils Assessment Tracker	
CYPAN	Children and Young People Area Networks	Geographically defined areas for integrated service delivery	PASS	Pupils Attitudes to School and Self	
DAT	Drug and Alcohol Team		PCSO	Police Community Support Officer	
DofE	Duke Of Edinburgh	A young people's award scheme	PCT	Primary Care Trust	
DOH	Department of Health		PEP	Personal Education Plan	
DSG	Disability Schools Grant		PNS	Primary National Strategy	

Term A - L	Translation	Explanation	Term L - Z	Translation	Explanation
EAL	English as an Additional Language		PRU	Pupil Referral Unit	
ECAF	Electronic Common Assessment Framework		PSHE	Personal Social Health Education	
ECM	Every Child Matters		4PS	Local government project delivery specialist	
EET	Employment, education or training		QTS	Qualified Teacher Status	
EWO	Education Welfare Officer		Speakout	An advocacy service	
GMAC	Greater Manchester Authorities		Splash	NRF funded diversionary activities in school holidays	
GUM	Genito Urinary Medicine		SDQ	Strengths and Difficulties Questionnaire	Emotional and mental health screening tool used for all newly admitted LAC
HBC	Halton Borough Council		SEAL	Social and Emotional Aspects of Learning	
H&STHPCT	Halton & St. Helens Primary Care Trust		SEN	Special Educational Need	
HITS	Hope, Inclusion, Time, Success	A voluntary organisation in Halton	SHA	Strategic Health Authority	
HSCB	Halton Safeguarding Children Board		SIP	School Improvement Partner	
ICAN	Charity for children with disabilities		SNS	Secondary National Strategy	
ICS	Integrated Children's Systems		SSCF	Schools Standards Capital Fund	
ICT	Information and Communication Technology		SSEG	Sure Start General Grant	
ILM	Institute of Learning Management		SSP	Sustaining Successful School Programme	
ISP	Intensifying Support Programmes		STI	Sexually Transmitted Infection	
Kooth	On-line counselling service		SUDI	Sudden Unexplained Death of an Infant	
KS	Key Stage	Different stages in education linked to age and testing	YISP	Youth Inclusion and Support Panel	
LA	Local Authority		YJB	Youth Justice Board	
LAC	Looked After Child		YOT	Youth Offending Team	
LADO	Local Authority Designated Officer		YPSM	Young People's Substance Misuse	

Appendix 2

Partners invited to contribute to June 2007 Review of the Children & Young People's Plan

Halton Borough Council Members Halton Safeguarding Children Board Chief Executives Directorate Children & Young People Directorate staff Environment Directorate Health and Community Directorate	Addaction Adult Learning Arch Initiatives Barnardos CAMHS	Catholic Children's Society Cheshire Fire Service Cheshire Police Childminders Association Community Safety Team
Drug and Alcohol Action Team GPs Greater Merseyside Connexions Partnership Halton Autistic Family Service Halton & St. Helens PCT Halton & Warrington Parent Partnership	Halton Housing Trust Headteachers and School Governing Bodies of all schools in Halton HITS Housing Services Job Centre Plus	Kings Cross Project Learning Skills Council NCH North Cheshire Hospital Trust Parent & Carer Forum Pre-school Learning Alliance
Schools Admission Forum Schools Forum School Health Service Strategic Health Authority Youth Offending Team Youth Service	Halton Borough Council Members Probation Service Riverside College	Women's Aid YMCA 5 Boroughs Partnership

Appendix 3

LAA Targets - Children & Young People Block

Target	Plan Reference
Reduce Percentage of 16-18 year olds not in education, employment or training to fewer than 7%	Revised priority AEW1
By reducing the under-18 conception rate by 50% by 2010 as part of a broader strategy to improve sexual health (1998 Baseline)	Revised priority BH2
The percentage annual increase in the number of schools with an approved school travel plan (STP) required to achieve 100% STP coverage by March 2010	This measure is not included as a priority as over 50% of schools already have Travel Plans and we are on target to achieve 100% by 2010. To be monitored through the LAA.
Increase the % school attendance of children who have been looked after for at least 12 months	Revised priority EA3
Increase % of LAC under 16, looked after for more than 2.5 years, that have been in their current placement for at least 2 years (LAC 24)	Revised priority SS4
Increase the percentage of year 11 pupils gaining 5 GCSEs at grades A*-C or DfES agreed equivalents, including English and Maths	Revised priority EA4
Reduce the ratio of children looked after per 10,000 child population	Revised priority SS3
To reduce unauthorised absence towards the national average in both primary and secondary schools by 6% and 10% respectively	Revised priority EA2
Reduce number of days lost through chronic ill health through the development of joint working with the health sector.	Revised priority EA2
To reduce the proportion of pupils with statements of special education needs to 2.8%.	Revised priority EA3

Target	Plan Reference
By 2008 all schools to ensure that at least 50% of pupils achieve level five or above in each of English, Maths and Science at Key Stage 3	Revised priority EA1
To increase the number of 19 year olds with Level 2 qualifications.	Revised priority AEW1
Increase the % of young people achieving Level 3 by 19	Revised priority AEW1
Reduce the number of pupils permanently excluded from Halton Schools	Revised priority EA2
To reduce the number of schools with over 25% surplus capacity	Revised priority SM5
Young Children's emotional and mental health is improved by an increase of 10% in the number of primary schools achieving the healthy School Standard in relation to emotional health and well-being	This measure is covered by revised priority BH3, but is excluded from the priority template as 100% of primary schools have now achieved the Standard
Children and young people's emotional and mental health is improved by ensuring that 100% of referrals to CAMHS services result in individuals accessing appropriate services	Revised priority BH3
Children with disabilities will have improved security, stability and care within their home environment by all eligible families being offered a carers' assessment by 2009	Revised priority SS2
100% of young people with disabilities progress into further education, work or other positive destinations each year	This measure is not included as a priority as 100% of young people with disabilities progress into positive destinations. To be monitored through the LAA.
Young people with a substance misuse problem (including alcohol) choose to have treatment and this increases by 60% year on year from the current baseline by 2008	This measure has not been included as a priority as the target has already been exceeded. To be monitored through the LAA.

REPORT TO: Executive Board

DATE: 6th September 2007

REPORTING OFFICER: Strategic Director, Children & Young People's Services

SUBJECT: Halton Play Plan and Lottery Fund Application

WARDS: Borough Wide

1.0 PURPOSE OF THE REPORT

- 1.1 To provide members with the 'final draft Play Plan' and information concerning Halton's bid for Play Projects to be funded through Big Lottery Fund – Play Initiative.

2.0 RECOMMENDATION: That

- (1) Approval is given to the Play Plan
- (2) Endorse the application for the Big Lottery Fund, Play Initiative Bid

3.0 SUPPORTING INFORMATION

- 3.1 The need to improve the provision that is made for children to play is acknowledged in a range of national policy areas: from planning, open spaces and transport to health, education and childcare. Local authorities in England have a statutory duty, under the Children Act (2004), to co-operate in their provision for the enjoyment of play and recreation as part of the five key outcomes for all children.
- 3.2 Not only is it recognised that Play can make a positive contribution to the new 0-19 agenda, providing as it does the continuum between the 0-5 Early Years provision and the 13-19 Youth Service provision. Play is increasingly being included in the processes by which local authorities are assessed e.g. CPA, JAR.
- 3.3 Ed Balls, Secretary of State for DCSF recently announced projects to support the well being of children with a focus on Play, which enables children to lead healthy, safe and happy lives, and that the department would be taking on dual responsibility for play with the department for Culture, Media and Sport to develop fun, safe and effective children's play.
- 3.4 The total cost of the proposed projects is £535,830 which includes £50,000 grant for wheeled sports facility at Runcorn Town Hall and a further £100,000 levered funding through WREN (Waste Recycling Environmental's , landfill tax community fund).

Project Costs	Big Lottery Fund	WREN	HBC Capital Programme	Total
Project 1	66,600	50,000		
Project 2	73,400	25,000	50,000	
Project 3	107,500	25,000		
Project 4	100,000			
HBC Management Cost	38,330			
Total	385,830	100,000	50,000	535,830

Project 1	Improve play facilities for disabled children within existing larger play areas
Project 2	Runcorn Town Hall improved play facilities
Project 3	New play area at Spike Island
Project 4	Open Access Play project for 5 – 12 year olds to be delivered through children's centres in Grange, Mersey, Halton View, Kingsway, Ditton wards

- 3.5 A key element of the Big Lottery Fund application process is that applicants have a clear and robust sustainability strategy. This is in place; for the Capital projects revenue budgets are available through existing playground maintenance budgets (Landscape Services have been a key partner in the development of the projects); the revenue projects, will during the 3 year life of the project be included in a review of priorities and service delivery of both the play service and children's centres/extended schools services to which it is directly linked.
- 3.6 On a National basis the Government, as a result of the 'Planning for Play' exercise in 2005 and the renewed focus on play, has through the Big Lottery Funded/Play England 'Children's Play Initiative' provided both guidance and financial support to further this objective. As part of this initiative Halton has the opportunity to bid for £385.830 for play projects (appendix 2 Portfolio of Projects).
- 3.7 The timetable for the Big Lottery Fund Application is
- Application to be submitted by 10th September 2007
 - Outcome of bid to be known by December 07/January 08
 - Projects to be delivered within 3 years of approval date
- 3.8 A requirement of the bidding criteria is for authorities to develop and adopt a 'local' Play Plan (appendix 1, The Halton Play Plan).
- 3.9 The Play Plan has been developed by the Play Partnership (see p4 Final Draft Plan for membership) under the leadership of Cllr Wright who agreed to take on the role of Play Champion.

3.10 Guidance from the Department for Education and Skills identifies that the play plan should link to the Children and Young People Plan, helping to meet the requirements of Joint Area Review of Ofsted Children's Services Inspection framework, which includes the following key judgements;

- Parents and carers receive support in helping their children to enjoy and achieve.
- All children and young people can access a range of recreational activities, including play and voluntary learning provision.

4.0 POLICY IMPLICATIONS

4.1 The development of the 'Play Strategy' has both highlighted and confirmed the role that play can have in contributing to other Authority Policies (e.g. Open Space, CYP Plan etc).

4.2 Section 5 of the Play Plan fully considers how Play can/already does contribute to other strategic plans and initiatives.

5.0 OTHER IMPLICATIONS

None at this stage.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

Meeting the five outcomes

Play is a fundamental part of a healthy and happy childhood and its enjoyment is recognised by government as equally important to other outcomes for children. Because it is so fundamental it also contributes to each of the five outcomes for children specified in Every Child Matters.

Enjoying and achieving

The essence of play is enjoyment. When playing, children define their own goals and interests, decide what is success or failure and pursue those goals in their own way. Children's enjoyment through play is linked to the control and choice they are able to exercise. Giving children the chance for free, uninhibited play allows them a psychologically safe space in which to try out new roles and experiences and enhances their enjoyment of life.

6.2 Employment, Learning and Skills in Halton

The continuous quality improvement of play workers and opportunities for development of skills across play and youth qualifications will be explored fully through Halton's Workforce Development Plan.

6.3 A Healthy Halton

Play is crucial to health and development throughout childhood, contributing to social, physical, intellectual, cultural, emotional and psychological development. The physical activity involved in energetic play provides children and young people with a significant amount of their regular exercise.

6.4 A Safer Halton

One of the main reasons children give for not playing outdoors more is that they and their parents are afraid for their safety. Fear of strangers, traffic and bullying by other children combine to keep children in their own homes. Good play provision protects children through reducing unacceptable levels of danger, while allowing them the opportunity to challenge themselves and use their initiative. At the same time, play enables children to take risks, to think through decisions and gain increased self-confidence and greater resilience.

6.5 Halton's Urban Renewal

Halton Play Plan and proposed projects are consistent with Halton's Policies for Urban Renewal and are designed to enhance current play provision.

7.0 RISK ANALYSIS

The Play Strategy and Project proposals must be submitted to Big Lottery by 10th September 2007 or the funding opportunity is lost.

8.0 EQUALITY AND DIVERSITY ISSUES

A major focus of the Play Strategy will be aimed at including vulnerable children. The project proposals include a specific capital project to enhance existing facilities to promote, the Play Plan also includes the adoption of the Inclusion Charter.

9.0 REASON (S) FOR DECISION

The endorsement of the Play Plan is a criteria of Big Lottery Fund for authorities submitting funding applications to the Big Lottery Fund Play Initiative.

10.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

Not to submit an application to Big Lottery Fund Play England Initiative.

Rejected on basis of lost opportunity to access external funding.

11.0 IMPLEMENTATION DATE

10th September 2007.

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

Document	Place of Inspection	Contact Officer
Children Act 2006 CYP Plan Planning for Play	Play Resource Centre 10 Mersey Road Runcorn, WA7 1DF	S. M. Duncan Play Services Manager

Halton Play Plan 2007 – 2012

"Play is what I do when everyone else has stopped telling me what to do."

Girl, aged 9

Halton Play Plan Vision and Aim

The **vision** for the Halton Play Plan is:

To achieve and maintain quality inclusive play and free time activity for all children and young people in Halton.

The **aim** is:

For the authority, agencies, organisations, residents, children and young people in the Halton area to work effectively together to ensure that all play and free time activities in Halton contribute to the Children's Act 2004 'Every Child Matters' outcomes of being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well being; and contribute to quality of life improvements for the community, particularly children and young people.

The **objectives** are:

- Partnership and co-ordination
- Promote and raise the profile of play
- Access, equality and inclusion
- Maintain, sustain and develop play
- Play training and education
- Managing risk in play

Foreword

Local authorities can and do have more influence on children & young people's play and free time activities than any other organisation. The daily decisions and actions of the local authority departments, in particular planning, transport, highways, education, leisure, parks, housing, community safety, regeneration and environmental protection, have a major impact on where and how local children and young people are able to play.

Providing positive, well-managed and stimulating places for children to play has always been an important element of Halton's commitment to its children. The Local Authority has always played a leading role in the development of Play. Current provision includes exciting parks and playground provision with a wide range of stimulating and well maintained equipment; the direct delivery of play opportunities through Play Centres; the delivery of the Splash activity scheme in school holidays; supporting the voluntary sector to deliver Holiday Playschemes and operate the Play Resource and Training Centre; and through Early Years and Children's Centres supporting play groups and parent and children sessions,

All children benefit from opportunities to play, but for disadvantaged children it is particularly important. In Halton, ranked 21 out of 354 in the most recent index of deprivation, PLAY can play a vital role in addressing many of the issues that children experience. Access to good play provision benefits children, families and communities and can provide a vital and powerful platform for reducing inequalities and helping young people to reach their potential.

That's why it is so important that opportunities for children to play are a key aspect of the local authorities strategic planning.



The Play Plan will form an important and valuable element of the Children and Young People Plan, contributing significantly to the Every Child Matters agenda.

Cllr. M. Wright, Executive Board Member (Community), Halton Borough Council

Acknowledgements

A large number of people were involved in the development of the *Halton Play Plan* and the Halton Play Partnership would like to thank all who contributed.

Most importantly, the Halton Play Partnership would like to express its thanks to the children, young people and parents, as well as teachers and community workers, at the following schools, youth groups and organisations:

- Halton Youth Parliament
- Halton Youth Bank
- Halton Strategic Partnership
- Children and Young People Alliance Board
- Halton Youth Service
- Stakeholders
- Halton Voluntary Action
- Halton Together
- East Runcorn Open Access Play Centre
- Castlefields Open Access Play Centre
- Norton South Wards Open Access Play Centre
- West Runcorn Open Access Play Centre
- Beechwood Open Access Play Centre
- Chesnut Lodge Special School
- Halton Lodge Children's Centre

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Summary

- The **vision** for the Halton Play Plan is:

To achieve and maintain quality inclusive play and free time activity for all children and young people in Halton.

- Welcome to Halton's new Play Plan, the area's first comprehensive review of play. This important document has been created by the Halton Play Partnership, a new body committed to improving play and free time activities for children and young people.
- The Play Plan is based on an independent assessment of what play and free time activities currently exist in Halton and what facilities and services are likely to be required in the future (see 'Path to Play' diagram on page 7). Most importantly, its development involved over 2000 local children, young people, parents, community members and organisations. The main play and free time issues identified as the top priorities are detailed below:
 - To further develop quality, accessible, value for money play facilities and opportunities in Halton.
 - For the authority to recognise and adopt article 31 of the United Nations Convention on the rights of a child
 - To adopt and support 'The Play Charter' see appendix 5
 - To work to ensure that all current and future provision includes the "Inclusion as a Right" principle and adheres to the statements within 'The Inclusion Charter' see appendix 6

- The overall **aim** of the Play Plan is...

To achieve and maintain quality, inclusive play and free time activity for all children and young people in Halton.

- This strategy significantly contributes to the all five outcomes in the government's *Every Child Matters* agenda, particularly 'Enjoying and Achieving' by supporting exciting, challenging and safe (though not completely risk-free) play and free time opportunities for children and young people so that within reason, they can do what they want, when they want and where they want.
- So why is play so important? Play has been shown by experts to be as important to the mental, physical and social development of children and young people as formal education. Improving play and free time opportunities can also help other organisations in Halton fulfil their aims: health professionals have a target to reduce obesity, the police have a target to reduce anti-social behaviour. A robust play plan can contribute to meeting these targets.
- In one sense it is sad that Halton needs a 'Play Plan'. Surely children and young people when left to their own devices are happy playing and (when older) hanging out, just like their parents, grandparents or carers did when they were young... aren't they? Research shows that what children and young people want is much the same as it was ten, twenty or thirty years ago. But like the country as a whole, increases in traffic, building, negative attitudes towards young people hanging out in public spaces (mostly unfounded) and parents' /carers'

fears for children’s safety (also greatly exaggerated), have drastically limited play and free time opportunities.

○ However, despite these many challenges, this strategy offers an excellent opportunity to provide a more joined up approach to developing play, which will be further enhanced by an additional £385,828 awarded by the Big Lottery. Below are the **objectives** that the Play Partnership will be working towards over the next few years. These are outlined in more detail in the Action Plan.

- Partnership and co-ordination
- Promote and raise the profile of play
- Access, equality and inclusion
- Maintain, sustain and develop play
- Play training and education
- Managing risk in play

○ In order to fulfil these objectives the Play Partnership will be supporting the following play projects:

- An open access play project to be delivered in the 5 children’s centres across Halton
- An inclusive project to update existing playground in Victoria Park – Widnes
- A new play area in Town Hall park – Runcorn
- A new play area on Spike Island

○ From councillors to parents, chief executives to pensioners, we must remember that quality play and free time is a right, not a luxury. By producing this document, Halton’s Play Partnership has created a clear path to develop play and its legacy will be to improve the quality of life for the whole community.

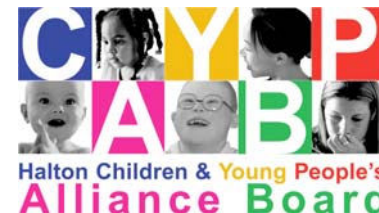


Figure 1: The Path to Play planning process



1 What is a 'Play Plan'?

This document sets out what organisations in the Borough will do between 2007 and 2012 to improve the quality of play opportunities¹ for the Borough's children and young people.²

Through the approach shown in the 'Path to Play' diagram, particularly the engagement of partners, parents and, most importantly, children and young people, the Halton Play Partnership has developed this Play Plan to work towards improved play across the Borough.

1.1 Why does Halton need a Play Plan?

There are a number of important reasons why a Play Plan will benefit the children and young people of Halton, as well as their parents or carers, communities and the many organisations that are trying to improve play opportunities in Halton.



- The strategy provides a co-ordinated and joined up approach to developing play through prioritised actions based on evidence of need;
- Because *all* the issues around play for children and young people are properly considered, it means that a more inclusive approach can be adopted rather than just meeting the needs of those who 'shout loudest';
- By demonstrating that issues of play have been properly considered, it means that agencies such as the council and the voluntary sector can make clear

¹ The strategy uses the term 'play opportunities' to denote all ways that children and young people play. From this point in the document, play is referred to alongside 'free-time' activities (i.e. those for older children and young people, aged 12 to 19).

² In line with the *UN Convention on the Rights of the Child*, the term child is mainly used in this strategy to refer to anyone under the age of eighteen. However, the meaning of the phrase young people will be evident by its context.

allocations of finances or staff to make the actions happen;

- Fourthly, this hard evidence approach provides the basis for bids to organisations such as the Big Lottery, trusts and charities for further funding;
- Fifthly, a Play Plan is essential in helping deliver many of the government's *Every Child Matters* targets while raising the value and importance of play locally, and
- Finally, under planning legislation, the evidence of 'play need' gathered for the Play Plan can be used to negotiate with property developers to provide improved play spaces when they are granted planning permission for developments such as housing estates, town centre regeneration etc..
- A play strategy will either strengthen or inform the links to other Borough plans e.g. economic development, health, education, transport.

2 Who is responsible for the Play Plan?

2.1 Background

The *Halton Play Plan* has been developed in consultation with children, young people, partners and carers within the wider community, by a range of organisations that together form the Halton Play Partnership. The Play Partnership will remain after the plan is launched although there will be a core membership, new colleagues will be co-opted as necessary. The Play Partnership will take forward the Play Plan.

The sections below highlight the role of the Play Partnership and its responsibilities.

2.2 The Play Partnership

The Play Partnership is made up of statutory, voluntary and other organisations that have active involvement in children and young people's play and free time. The Partnership's membership will be reviewed during the delivery of the *Halton Play Plan*. Appendix 1 details the founding membership of the Partnership and exactly how the Partnership will operate (including Terms of Reference).

The Play Partnership members must have a working knowledge and understanding of children and young people's play / free time activities and be committed to ensuring that best play needs are met.

2.3 The Play Partnership Commitment:

To deliver the Play Plan, the Halton Play Partnership will:

- Recognise play as playing a key role in the outcomes of the **Every Child Matters** agenda;
- Ensure that play significantly contributes to the healthy of development of all our children; **Socially, Physically, Intellectually, Culturally and Emotionally**;
- Recognise play as an equal partner in the family of local authority services; and
- Further develop quality, accessible, value for money play facilities and opportunities in Halton.

In addition to the Vision, Aims and Objectives of this strategy, the Play Partnership have agreed to adopt the Play Charter (see Appendix 5) and the Inclusion Charter (see Appendix 6)

2.4 Quality: Monitoring and evaluation

The Play Partnership are committed to develop, monitor, review and evaluate the Play Plan and associated action plan, ensuring delivery of targets.

The success of the Play Partnership and its plan will be measured by consulting with children and young people, parents, community sector groups and partners. The surveys carried out as part of the consultation for this strategy will be carried out at regular intervals over the life of the strategy to demonstrate progress.

Performance will be monitored through existing Council and Partners' Performance Monitoring Systems.

All projects carried out as part of the strategy will include evaluation and demonstration of impact.

2.5 Managing risk in play provision

The need for risk in play is essential to ensure that young people experience play value and grow their physical and social skills. There has been much debate on providing risk in play due to fears of litigation. The Health and Safety Executive has provided the following position statement to be followed by play providers, including the council:

"We consider Managing Risks in Play Provision to be an important document that will contribute to the debate on the provision of children's play. It articulates the balance between the benefit and the need for children to play against the duty of play providers to provide safe play. We must not lose sight of the important developmental role of play for

children in the pursuit of the unachievable goal of absolute safety. It makes clear that safety must be considered at all stages of play provision but that, inevitably, there will be risk of injury when children play, as there is risk of injury in life generally. The important message is though that there must be freedom from unacceptable risk of life-threatening or permanently disabling injury in play."

Health and Safety Executive

2.6 Safeguarding: The role and responsibilities of the Play Partnership

Halton Safeguarding Children Board is a statutory body consisting of agencies and professionals responsible for promoting and safeguarding the welfare of children and young people across the Borough.

The agencies include Health, Social care, Education, the Police, Probation, Connexions, the NSPCC, Youth Offending Service, CAF/CASS, Community Services and voluntary or independent organisations that work with children and young people. A parent representative also sits on the board.

Safeguarding children and young people is not the sole responsibility of the Safeguarding Children Board, or the professionals who care for children. Safeguarding children is **everyone's** business.

The Halton Play Plan and Play Partnership will work with the Safeguarding Board to promote and safeguard the welfare of children and young people across the Borough.

3 What is play and what are the benefits of play?

3.1 What is play?

[Every child has the right] to rest and leisure, [to] engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.³

The right to play is considered so important to the development of children and young people that the United Nations included the previous statement in its *Convention on the Rights of the Child*.

The leading UK body on play, the Children's Play Council, defines play as...

What children and young people do when they follow their own ideas and interests in their own way and for their own reasons.⁴

The Joint National Committee on Training for Playwork describes play as follows:

Play is an innate drive and is essential for human development. It is manifested as behavior that is freely chosen, personally directed and intrinsically motivated. The value of play derives from the play process itself, not from any extrinsic goal, reward or end product. Play is often spontaneous and

unpredictable. Through play children experience their world and their relationship with it.⁵

It is this self directed 'free-play' that the action plan seeks to facilitate in Halton.

Definitions of play do not normally include organised sport. However, play activities (e.g. kicking a ball about on local open space) may lead into positive outcomes offered by formalised sport activities.

Play is also important because it allows those children and young people who are not sporting or innately competitive to gain exercise and develop physically and socially.

Often, play is thought of as something for younger children, perhaps for 'toddlers' aged between 0 and 5 year to 'juniors' aged 6 to 10. However, play is for all, and the *Halton Play Plan* focuses on 0-19 year olds:

Children and young people of all ages play. As they get older the words they use to describe their activities change and they tend to use terms, which describe specific activities rather than the generic term 'play'. The term 'play' is used to include the free-time activities of children and young people.⁶

For older children or 'seniors' between 11 and 14 or 'young people' aged 15 to 19,⁷ 'play' is not something they necessarily think of or want to be associated with. Play is 'uncool', something that 'younger kids

⁵ Joint National Committee on Training for Playwork 2003 *Charter for Playwork Education and Qualification*

⁶ Cole-Hamilton I & Gill T 2002 *Making the Case for Play*

⁷ There is considerable debate over what age children might naturally fall into specific types of play activities. These age bands are used solely for guidance, and are not definitive.

³ United Nations 1971 *UN Convention on the Rights of the Child*

⁴ Quoted in Department of Culture, Media and Sport 2004 *Getting Serious About Play?*

do', often with their parents. However, seniors and young people have their own types of play, including hanging out, skating and watching bands (i.e. 'free-time').

Play is also often thought of in terms of 'fixed play equipment' such as swings and roundabouts. But important though these are, play is, and can be so much more than this. It can be skateboarding (which is considered a sport by Sport England but is often seen as play by skaters), climbing trees, attending a play scheme or messing about in the park.

It is important that this strategy broadens community and support agencies' views of what is *valid* play. The research for this Play Plan (See Section 6) showed that the range of play and free-time activities and their value was not understood by many parents and agencies and the action plan at the rear of this strategy seeks to address this (see section 8).

3.2 Play Types

Having outlined the wide-ranging approach to play that the Halton Play Partnership wishes to take, the following section provides the definitions of the different play types that were integral to the development of the Play Plan and will guide its implementation.

There are acknowledged to be 16 play types that provide people working in the field of play a common language for describing play. The full list can be found in Appendix 3. The types of play described here are the key definitions used by the Play Partnership.

3.2.1 Play 'opportunities' and 'provision'

Play **opportunities** refer to situations and environments where children and young people *choose* to play. This can include places or locations intended (see play 'provision' below) or *not* intended for play and which may be safe or unsafe. An example of play *opportunities* outside of official play *provision* includes skateboarding near a shopping centre (probably moderate risk, but often not accepted by shoppers or the centre owners).

Play **provision** refers to play opportunities that take place in settings, which have been specifically designated or planned by adults (and hopefully increasingly in conjunction with children and young people) for this purpose. In recent years this provision has often been in response to an erosion of 'natural' play opportunities due to fear, a risk adverse society and the dominance of traffic.⁸ Play *provision* can be indoor or outdoor, staffed or un-staffed, with or without equipment, static or mobile and free or charging.

3.2.2 Play 'spaces' and play 'schemes'

For the purposes of understanding what play exists in Halton and what is needed, play *opportunities* are divided into two types - play **schemes** and play **spaces**. *Schemes* are play *provision* that are time bound and organised in some way, such as after school clubs or holiday splash schemes. Play *spaces* are any locations which are used by children or young

⁸ Worpole K 2002 *No Particular Place to Go*

people to play regardless of whether it is designed to be a 'play' space, e.g. this could be a neighbourhood play area for toddlers, or it could be a bus shelter that teenagers hang out in after school.

3.2.3 'Structured' and 'unstructured' play

Play *provision* may be *structured* or *unstructured*.

Structured play are those practices that are guided by rules or conventions, or where children and young people are led through a 'play' or 'free-time' activity by an adult. *Structured* play is usually supervised.

Some play experts argue that there is too much *structured* play (often due to parents' concerns about safety or achievement) and not enough **unstructured** free play, which develop different social and physical skills. This Play Plan supports free play actions when possible, but also addresses the popularity of structured play with children and young people, their parents, the wider community and agencies of Halton.

Unstructured play is, by definition, where there are no rules or conventions e.g. tree climbing. This is usually unsupervised, but not always, e.g. an after school club with a play worker may still be unstructured because there are a large number of 'free play' activities (e.g. playing with building bricks) and a child can choose from a number of activities without leadership from the play worker running the activity.

3.2.4 'Supervised' and 'unsupervised' play

Play can be *supervised* or *unsupervised*.

Unsupervised is self-explanatory. **Supervised** play may take a number of forms. This could include an after-school club where the supervision is mainly about the safety provided by an adult's presence. It

may also refer to 'grey' areas of play provision such as a workshop where an arts development worker guides children to create a finished product, e.g. a sculpture. Some play specialists would argue that this type of activity, like structured play noted above, is not true 'free play' e.g. freely chosen by the child or young person (see below).

3.2.5 'Free to play' and 'pay to play'

This strategy concentrates on play / free-time opportunities that are '**freely chosen**', '**free to access**' and '**free to come and go**' (what is often known as the 'three frees'). This is in line with the thinking from play professionals, funding bodies such as the Big Lottery and government policy. That is, if play provision is to be inclusive, then a sufficient amount of it, which should be of ever increasing quality, must be provided free of charge. However, the strategy does not exclude 'pay to play' provision because at present, virtually all play *schemes* in the Borough have a (subsidised) entry fee. Likewise, there may be opportunities to work with those owners of 'pay to play' play schemes and spaces to provide free or substantially reduced cost provision, perhaps providing this through extended schools.

3.3 The benefits of play

This Play Plan will demonstrate that it should be enough to justify investing in play, simply because children and young people enjoy it, even though it does not produce easily 'measurable' outputs.

There is a very strong case to be made for the social, cultural and economic value of play / free time. It can help other aspects of children and young people's development, such as their mental and physical health, formal learning and their ability to relate to other children, young people and adults.

By communicating these benefits to partner organisations, these partners can better understand how play / free time helps them achieve their own organisational goals (e.g. tackling crime, reducing obesity etc.). Equally for the authority the contribution that play makes to meeting the Every Child Matters five outcomes is of significant value. See appendix 4. Therefore development of the Play Partnership will be key to the long-term sustainability of improving play in the Borough (see Action Point 1).

Below are some of the major benefits that children and young people, as well as society as a whole, can receive from investing in play and free-time activities. These assertions are taken from academic studies and can be used in the *Halton Play Promotion Plan* referred to in the action.

- Play and free time develops informed risk-taking behaviour and creativity which serves children well in later life;
- *Play and free time improves mental and physical health*, and can play a notable part in addressing issues of obesity;
- *Play and free time fosters social inclusion* by allowing children and young people of different backgrounds to interact as equals;

- *Play and free time gives children and young people the chance to 'let off steam'*, reducing pressure on schools and family situations;
- *Play and free time can reduce crime and vandalism* by channeling children and young people's energies into positive activities, and
- *Play and free time benefits families and community*, through the creation of social networks and a sense of community.⁹

3.4 Summary

Parents often want supervised indoor play for their children, but while this is important, more must be done to communicate the importance of free play in streets, parks and public spaces.

Generally, the evidence suggests that less structured and supervised play / free time opportunities offer equally (if not more) important physical, social and mental benefits to children and young people to structured activities. This 'free play' approach is reinforced throughout this Play Plan and action plan. Actions are particularly sought that allow children and young people to 'play' in their own ways, rather than in ways that adults think they might want. There is a strong emphasis on improving the free play value of existing spaces where children and young people play or would like to play e.g. parks, school playgrounds

⁹ For further details of the original research, see the reference list in the separate Appendices document.

etc. rather than providing more supervised or highly structured play.

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4 How does the Play Plan fit with other plans?

Having established how important play is, and how the benefits of play can improve the lives of children, young people and the wider community, it is clear that the play agenda is relevant to many different policy areas within local and national strategies and plans. In our objectives we have highlighted partnership and co-ordination as a priority for this strategy and action plan, and therefore it is important to look for the links between the Play Plan and other plans that can bring partnership working and mutual benefit. The following section outlines how key policies and strategies link to the Play Plan, highlighting opportunities for partnership in order to avoid duplication of effort and to maximise the best use of resources for play.

4.1 Every Child Matters in Halton

Halton's vision is;

'A community committed to realising high aspirations, where all children, young people and families are valued and respected and where inclusion and diversity are promoted'.

'The ECM: Change for Children is a national programme underpinned by **The Children Act 2004**. Improving outcomes for children and young people – their health, welfare, education, employment and leisure opportunities for example, and taking into account their wishes and aspirations, can only be achieved by all agencies and organisations working

together valuing diversity and promoting citizenship'. Halton Children & Young People's Plan 2006-2009.

In Halton there are a wide range of agencies providing services for children, young people and their families, and up to now all agencies have produced their own separate plans, which can make it difficult to ensure seamless services with no gaps or duplications. **The Halton Children & Young People's Plan** (2006-2008) is an overarching plan which aims to bring together all agencies and services within Halton changing the way planning and delivery has been done in the past.

The Halton Children & Young People's Plan (2006-2008) under the broad headings of the ECM outcomes sets out a framework for the improvements it intends to make so that children in Halton have a better life.

Existing and improved play spaces and play and free time opportunities can contribute to all five of the ECM outcomes. Plays' contribution to these outcomes is considered more fully in Appendix 6.

Consultation carried out in 2005 for the Children and Young People's Plan highlighted two priorities that the residents of Halton want, and the Play Plan can deliver. These are:

- Improved services for young people and better co-ordination of services
- Better access to services and facilities for disabled children and young people

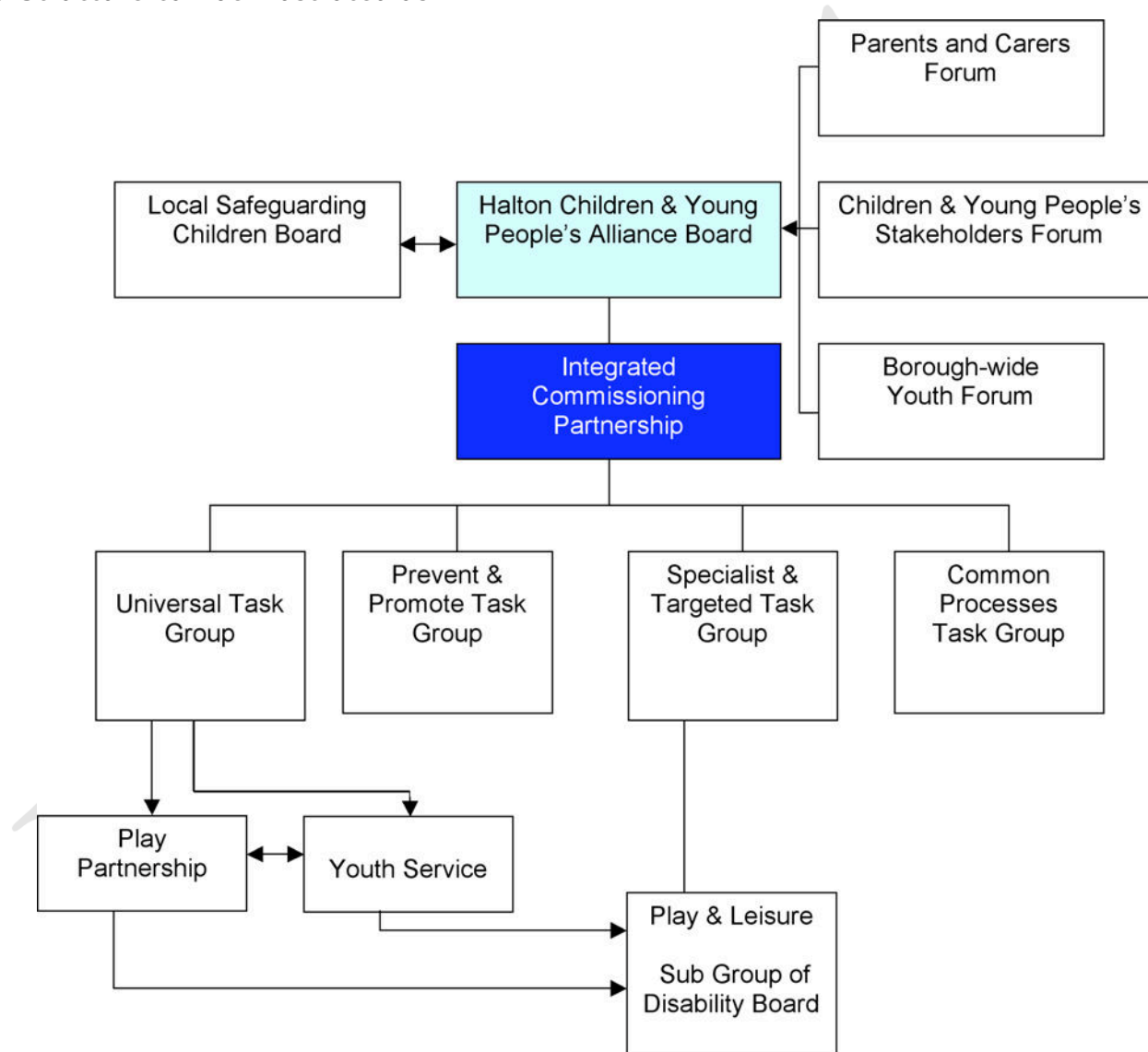
These findings are consistent with the consultation carried out in developing the Play Plan.

The responsibility for overseeing the various action plans lies with the Task Groups of the Children &

Young People's Alliance Board; the Play Plan is a key element of the Universal Task Group (see CYPSPS) plan.

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The Alliance Board Structure can be illustrated as:



4.2 Children's Centres and Extended Schools

Children's centres and extended schools are major government initiatives, which share complimentary objectives with the Play Plan. The aims and activities of the Play Plan contribute to the children's centres and extended schools agenda and vice versa.

Halton has committed to delivering services for children and young people aged 0 – 19 through the Borough's network of children's centres.

Children's centres and extended schools in Halton are co-ordinated through 5 area networks covering the Borough. Each of these networks already employ a 'Play Development Officer' primarily working with the 0 – 5 age group, and are developing links with Connexions to deliver 'youth service activities'.

The Play Plan will work with the area networks to identify need and opportunities for play. In particular the strategy will seek to promote delivery of activities/opportunities with the 5–13 year age group ensuring a continuation of services. See Objective 1 in the Action Plan.

4.3 Community Strategy

The Community Strategy is the overarching strategy for Halton. It sets out the steps we need to take together to bring about real improvements that will change lives for the better. In particular, it identifies the need to achieve real progress on five strategic themes:

- A Healthy Halton - To create a healthier community and work to promote well-being - a positive experience of life with good health.
- Halton's Urban Renewal - To transform the urban fabric and infrastructure, to develop exciting places and spaces and to create a vibrant and accessible Borough.
- Halton's Children and Young People - To ensure that in Halton children and young people are safeguarded, healthy and happy.
- Employment, Learning and Skills in Halton - To create an economically prosperous Borough that encourages investment, entrepreneurship, enterprise and business growth.
- A Safer Halton - To ensure pleasant, safe and secure neighbourhood environments where people can enjoy life.

These priorities have been derived from what local people feel is important, and from facts and figures about conditions in Halton. They underpin the overall vision for Halton, which is:

Halton will be a thriving and vibrant Borough where people can learn and develop their skills, enjoy a good quality of life with good health; a high quality, modern urban environment; the opportunity for all to fulfil their potential; greater wealth and equality; sustained by a thriving business community; and within safer, stronger and more attractive neighbourhoods.

The Community Strategy is key, and provides a framework through which the corporate, strategic and operational plans of all the partners can contribute.

4.3.1 Local Area Agreement

The Local Area Agreement (LAA) is a three-year agreement, based on our Community Strategy that sets out the priorities for Halton agreed between Central Government and the Halton Strategic Partnership. It provides the framework for improving service delivery in Halton. LAAs relax central government constraints and allow better decision-making at local level. Greater freedoms provide the opportunity to think innovatively and develop new solutions to local priorities.

It provides a tool for the Halton Strategic Partnership to develop its strategic leadership role and to tackle some of the big crosscutting challenges that Halton faces.

The LAA provides a mechanism by which key elements of the strategy can be delivered over the next three years. It can do this by helping to refocus current activity and drive concerted actions on key challenges, neighbourhoods and target beneficiaries. In particular it specifically highlights a focus on four intractable issues – anti-social behaviour, alcohol harm, skills and liveability – and on the three neighbourhood management areas.

4.3.2 Local Development Framework / Local Plan

The Halton Unitary Development Plan recognises the value of amenity and play space. It includes a number of commitments on enhancing facilities to help children develop. The emerging Local Development Framework recognises the need for quality spaces required for children and young people. The core strategy is currently being drafted and follows the

spirit of the new Planning and Policy Guidance that places are for people and that people make places. This is already set out in the supplementary planning document on open spaces in Halton.

4.3.3 Section 106

The planning obligation Section 106 is the means by which a developer can contribute towards the provision of infrastructure and services associated with a proposed housing development. The Halton Play Partnership will work to ensure that Section 106 monies are fully utilised to develop appropriate play provision within new housing developments in the future. See Objective 4 Action Point 6

4.3.4 Partnerships & Engagement

In Halton the most significant partnership is the Halton Strategic Partnership. This brings together the key public sector bodies alongside the community, voluntary and business sectors. The Partnership exists to tackle issues that matter most to local people such as crime, jobs, education, health and housing. Five thematic operational partnerships and a performance management group support the overall strategic board. A small number of more specialised partnerships underpin this. The whole governance structure has been rationalised, reviewed and refreshed in a major change process decided by partners. At all levels of the partnership the voluntary and community sector play an important role. Through the Council for Voluntary services (Halton Voluntary Action) and the Community Empowerment Network (Halton Together) there is significant input into the

development and implementation of policies, programmes and processes.

Our priority is to ensure that we constantly maintain the relationships both internally and externally which help us target the needs of local people and that we deploy and use them to the best effect.

Children & Young People - The multi-agency Children and Young People's Alliance Board functions as the Children's Trust Board. It holds responsibility for developing joint measures and local performance indicators for improving outcomes for children and young people, delivering against the Children and Young People's Plan, driving the development of children's mini-trusts and the joint commissioning of services from pooled and aligned budgets. The Alliance Board is supported by four task groups, plus the Safeguarding Children Board and the Children and Young People's Commissioning Partnership.

4.3.5 How Play helps to deliver the Halton Strategic Themes and vice versa

As part of the formal Children and Young People's Alliance Boards reporting structure, the Play Partnership and play can make a contribution to Halton's five strategic themes.

Play activity and opportunities make a positive contribution to the health of our children and young people (see appendix 3) not just physical health, but their emotional and mental health.

Play facilities and the opportunities they offer contribute to the Authority providing a pleasant and safe environment where children and young people can enjoy their childhood.

The development of play facilities and opportunities can support urban renewal and good play facilities are a key element of new or regenerated residential developments. E.g. the positive impact that the Phoenix Park has had on the regeneration of Castlefields.

Play facilities and opportunities have a role to play if achieving the authority's Five Strategic Themes and can help to bring about real improvements for the lives of our children and young people

4.4 Summary

For the Play Plan to make an impact in Halton it is crucial that there is a strategic fit between the objectives and actions within the Plan and the priorities for Halton as set out in the other strategies such as the Community Plan and the Children and Young People's Plan. Clearly the Play Plan has a lot to give to the whole community and can contribute to many of the local and national agendas. Now that we have discussed the strategic background to the Play Plan, it is important to look at the local context, the people of Halton and what the children and young people of Halton want for play and free time in the future.

5 The local context: Children in Halton.

5.1 Background

Understanding where children and young people are in the Borough and what their social background is, is essential to inform how to make the best use of resources.

Halton Borough Council was formed in 1974 following a major re-organisation of Local Government throughout the UK, and combined Widnes from Lancashire, Runcorn from Cheshire and four surrounding villages together for the first time. It is located astride the banks of the River Mersey some ten miles upriver from Liverpool, with a population of 118,400.

From modest settlements either side of the Mersey Runcorn and Widnes developed rapidly during the industrial revolution with growth of the chemical industry on both North and South banks of the Mersey.

Runcorn was designated in New Town in 1964 and development over the next twenty years contributed significantly to population growth, large numbers of people relocating to Runcorn from Liverpool.

Following the decline and need for less labour in the chemical industry and other large employers such as Fords at Halewood on the Borough boundary resulted in unemployment in Halton being above the national average. Over the past 10 years Halton has seen significant regeneration with redevelopment of retail centres and the creation of many new employment areas. Halton's location in the middle of the North

West motorway network makes it an attractive location particularly for companies in the service and distribution sectors.

The quality of life of Halton's residents has improved. In the 2004 Index of Multiple Deprivation, Halton had dropped from 16th to 21st most deprived Local Authority District. Through a range of targeted initiatives, levels of health have improved, fear of crime has decreased, the poor environment has been tackled and new opportunities created for children, young people and adults. Although deprivation is widespread across Halton, there is significant variation across wards. Half of Halton's population lives in the top quartile (20%) of Super Output Areas nationally – that is 39 out of the 79 SOA's in Halton. The highest ranking SOA in Halton for overall deprivation is the southern part of Kingsway ward (ranked 193rd nationally). The remaining top 5 SOA's are in Runcorn, 2 within Windmill Hill making it the highest-ranking ward for deprivation. Altogether there are 6 SOA's in Halton that are ranked in the top 1000 SOA's in England and 10 in the top 4% nationally.

Factors influencing the level of deprivation include child poverty, high child and lone parent populations, high health deprivation and teenage conception rates, high levels of recorded crime, domestic violence, alcohol abuse and drug incidences. The 2004 domain with the highest deprivation is health. Compared to many other Boroughs, Halton has high levels of health deprivation, prevalence of mental health needs and levels of dependent children under 18 in lone parent families. Demand for family support services to support these vulnerable groups and communities is

high particularly in areas where a combination of factors have contributed to high levels of deprivation.

32,215 people living in Halton were under 19 years (2001). However, the children's population of Halton (aged 0-19) is projected to decrease by 15% over the next 10 years. Although unemployment has fallen by 60% since 1997, youth unemployment (16-24) accounts for one third the unemployed within Halton.

More children under 16 years live in Runcorn than in Widnes although there are 5 cross boundary areas where concentration is high:

- North of Norton Ward
- Brookvale, Palacefields and the south of Murdishaw ward
- South of Heath ward
- South of Halton Brook ward and east of Grange ward
- North of riverside, south of Kingsway and west of Broadheath wards

In 2001 there was a total of 1251 children with disabilities living in Halton. In addition, 439 children up to the age of 16 years were referred to Halton Tier 3 CAMH service in 2001.

The proportion of people in Halton coming from an ethnic minority group is relatively low compared with most other local authorities (1.21% of the total population see appendix X for full breakdown)*

Over the past years this population has been gradually increasing particularly in the past two years with a growing Polish population.

Throughout the development of the Play Plan, children, young people and parents of all backgrounds as well as non-disabled and disabled have been involved. During its implementation this will continue to be the case. See Objective 1 Action Point 1.



6 Current play provision and future need

6.1 Introduction

It is important to acknowledge that while the *Halton Play Plan* must seek to improve play depth and quality for all children and young people in the Borough, it is unrealistic that this can all be done at the same time. Therefore, to ensure financial and organisational resources are directed at the geographical areas and social groups most in need of play improvement, a 'needs analysis' was undertaken.

This included identifying what existing research and consultation was available to avoid duplication and then filling any gaps with new research. Because little research into play needs existed previously in Halton, a comprehensive consultation programme was undertaken.

Children, parents, young people as well as Play Partnership members were all asked what play / free-time opportunities currently existed, what was needed and what were the barriers to making change happen. It draws on an audit and mapping of existing play provision including parks, play spaces, play schemes, play centres, play groups and other key settings. Informal play space forms an important element in most children's play provision and the mapping of this will be key priority in the Children's Play Plan. Together these will give a full picture of the play situation in Halton and will inform both the Play Plan and any future developments.

The results of the audit of play facilities and the consultation were analysed and presented back to the Play Partnership for members, firstly to prioritise what they thought the greatest needs were and secondly to generate 'play project ideas' that could be used in the action.

These project ideas were then 'reality checked' with all stakeholders consulted to make sure they matched the identified needs and aspirations, the feasibility and sustainability of the proposals were also checked with relevant parties.

As well as helping the Play Partnership to develop project ideas, the results of the audit and consultation were used to produce the vision, aim and objectives for the Play Plan, which means that the needs of the public are met strategically as well as practically through the projects. The action plan was formed as a direct response to the needs identified in the audit and consultation.

The following sections outline the main findings of the audit of current provision, and the consultation.

6.2 Current Provision

Halton Play Partnership gave careful consideration as to the remit of the Audit of Play it was to carry out. It concluded that the Audits brief should be to include resources/opportunities, which would meet;

- The Big Lottery definition of Play
- Local parents and children's definition of play facilities

- Accessible play for children 0-16

Halton has a proud tradition of providing for the children and young people in the Borough as a direct provider, in partnership with the voluntary sector or through providing funding and resources to the voluntary sector.

Because of the history of Halton, and the nationally recognised excellent standard of the local authority, provision for children and young people in the Borough is of an exceptionally high standard. Halton Borough Council and its partners in the voluntary sector are very proud of its achievements. The results of the audit showed that play provision is comprehensive, high quality, well used and valued by the community. However, there are always some gaps and areas of need that should become priorities to ensure that resources are targeted in a way that ensures that every child and young person in Halton can benefit from this excellent provision.

6.2.1 Play success stories:

- A wealth of parks and open spaces pro-actively maintained to a high quality, most recently recognised by being awarded the coveted 'Green Flag' standard. All wards have access to modern well-equipped and maintained local playgrounds. The Playgrounds and play equipment within the parks has benefited over the past 5 years from an annual capital programme of £65,000 pa and this programme is due to continue until 2010. Additional capital funding has been secured to compliment this investment from, SRB, NRF, ERDF, Sure Start, WREN and Heritage Lottery Fund grants to restore/upgrade Victoria and Hale

parks. This is epitomised by the recently developed 'Phoenix Park' in Castlefields (one of the Boroughs most deprived wards). 'Phoenix Park' provides an extensive high quality 'playground', multi-use games area, skateboard park, climbing boulder and youth pod. The site is overseen managed through both the Landscape Division and the Park Ranger Service who's base is an integral element of the park

- A dynamic Culture and Leisure department who make a significant contribution through; Park Ranger Service (who whilst having a broad job description, regularly act as 'Play Rangers' by nature of the opportunities they offer); Arts and Sports Development Teams offering a broad range of activities directed at Children and Young People e.g. Drama, Music, Sports Activities/Coaching etc; Libraries who regularly organise a range of activities for children and young people (particularly in the school holidays).

Of particular note and relevance to the Audit is the 'Splash' scheme which provides both; a wide range of free activity opportunities Borough wide throughout school holidays and free use of all the authority's parks (tennis, putting, bowling etc) and free swimming



- sessions at all the local leisure centres.
- For 0-5 year olds there is excellent provision; in the form of a large number of playgroups located throughout the Borough; developing provision through the Boroughs 9 new and 3 developing children's centres; most of which have newly constructed outdoor play areas for children 0-5, offering come & play activities, parent & child groups, toy libraries etc.
 - For 5-12 year olds the Play Section operates 3 purpose built Playcentres offering open access play (however this service is not offered Borough wide) opportunities year round. The Play Section also works in partnership with Halton Play Council (Voluntary Sector). The Play Council operates a play resource centre, a multi-functional centre offering a retail side selling bulk bought and scrounged play resources, equipment hire, and a toy library. The Play Council is a 'CACHE' registered training centre delivering 'Take 5 for Play' and Level 2/Level 3 CACHE Play awards it also organises or directly delivers a range of other training opportunities to the play and childcare sector. The Play Council in partnership with the Borough organise Holiday Playschemes throughout the Borough during school holidays. A number of these schemes include as partners Barnados and a local Special School enabling the availability of access for all children regardless of their needs. The Play Council also deliver a range of commissioned services or projects including currently a 'Out of School' Project for children and young people with additional needs.

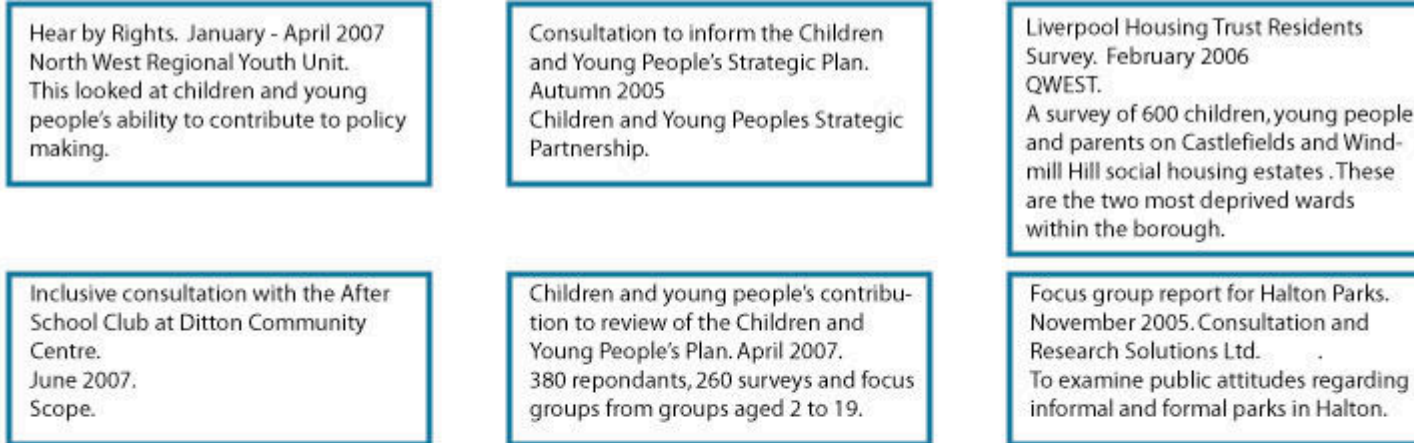
- For 13-19 year olds there is the Youth Service offering universal provision throughout the Borough with a youth facility within a maximum of 1 mile of every young persons home as well as targeted groups for young people who are disabled, homeless, Lesbian Y Gay, young carers, vulnerable young women amongst others. This is often delivered in creative ways e.g. one of the Boroughs more Rural communities is served by funding a Youth Service from a Canal Barge belonging to the local 'Canal Boat Adventure Project'.
- The Youth Service has an excellent record of engaging and consulting with young people, affording Halton's young people the opportunity to contribute to the development of Children and Young People's services within the authority and on issues that concern them throughout the Borough. The development of the Youth VOICE! Where 6300 11 to 18 year olds voted for their Youth Cabinet and Member of Youth Parliament is one of their notable achievements.
- Halton is fortunate in having a vibrant voluntary sector providing services to children and young people including, uniformed youth organisations, sports groups (youth football, rugby, hockey, gymnastics, basketball, trampoline, swimming clubs etc) arts groups (music, drama, dance etc). whilst not considered as part of the audit they none the less make a significant and invaluable contribution to the 'free time' leisure opportunities of the Boroughs children and young people.

Having such a wealth of resources is of no value if people cannot access them. A new initiative to

address this is the introduction of the Halton Explorer a fully accessible coach operated by Halton Community Transport with subsidised fares e.g. £3.00 per day will take a family to all the major parks and attractions in Halton or 50p a day for children and young people. It operates Sundays and Bank Holiday through the summer months.

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6.3 How did we find the need:



The existing consultation above was analysed, gaps identified and further consultation carried out.



Figure 2: Halton Borough Council Consultation Diagram

6.4 Consultation undertaken for the Halton Play Plan 2007 – 2012: Priorities and areas of need

Full details of the consultation above can be found in Appendix 6.

6.4.1 Somewhere to go, something to do for the 5 to 12 age group.

The audit of existing services (see maps 7 and 8) demonstrates that there is universal provision for children 0 – 5 and for young people aged 13 and above.

The Halton Early Years Audit demonstrated that there was a pre-school or early education place for every 3 – 4 year old in Halton. Whilst the Youth Service is achieving its target of a Youth Activity Centre within 1 mile of all Young People in the Borough.

(Open Access) supervised play activities for 5-13 year (map 9) demonstrates that whilst there is reasonable universal provision in school holidays (although only for 3-4 year olds in the summer) there is no universal provision year round. What provision there is, is for historical reasons, (New Town Development) located in East Runcorn.

Demand for such provision is demonstrated by the take up of such opportunities when and where they are available.

The consultation process highlighted this lack of provision 'a safe, supervised place to go' for children in this age group was a key output from the interviews with parents groups and stakeholders.

6.4.2 Ensure that inclusion is a key element for existing and future play provision.

Activities organised by Halton Borough Council aim to include the widest range of children and young people, whether they are disabled or non-disabled.

Inclusive play is about making sure disabled children and young people have, wherever possible, the same chances to enjoy play.

This is why talking to children and young people with disabilities as well as their parents and carers is vital. Many parents explained that each type of disability had very specific needs from one to one contact at all times or little supervision during any 'play activity'.

Parents and carers of disabled children mentioned that educating providers of play / free time about the issues and barriers to play that disabled children and young people face on a day to day basis should be addressed.

The Halton Play Partnership will adopt 'The Inclusion Charter' as part of its core principles. See Appendix 6 See Objective 3 Action Point 1

6.4.3 To overcome the perceived and real barriers to play and free time activity.

To overcome the perceived and real barriers to play and free time activity.

The consultation process highlighted a number of real and perceived barriers to children playing.

Children were discouraged from using existing facilities because of their own concerns for their safety from traffic, bullying, strangers (consultation with 5-

10 yr olds). They were also prevented from going to play areas/parks by similar fears from their parents.

Parents interviewed and in the survey of Halton Parks expressed perceived fears for their children's well being whilst they were out playing again bullying and strangers being highlighted, parents also expressed concerns about children coming into contact with drug usage.

Parents and Children expressed more confidence in sites where there was an element of supervision of the Playground e.g. Victoria Park and through parent and children interviews and the Halton Parks Survey this concept of supervision/overseeing was a constant theme.

6.4.4 Supervised play must play an essential part in play and free time activity.

There is overwhelming demand for supervised play defined as supporting play rather than directing or controlling it.

This was highlighted¹⁰ where 61% of residents felt there was a lack of safe child play areas near their homes and more supervision in the parks and open spaces was asked for, highlighting that this would encourage more frequent use of the parks.

¹⁰ Liverpool Housing Trust Residents Survey and Focus group report, February 2006 and Halton Parks, November 2005

6.4.5 To ensure that play and free time is valued by all.

Play and free time activity needs the profile raised and addressed in the Children and Young People's Plan in the future.¹¹

6.4.6 Communicating the play provision available

Despite the findings that Halton already has good play provision, there is a significant ignorance of existing play facilities.¹² Currently activities, events and provision are promoted through leaflets, web sites and advertisements, however there is no joined up approach to this. To remedy this situation the Play Partnership will develop a cohesive plan for the communication of play provision. See Objective 1 Action Point 3

6.4.7 Facilities that our children, young people and youth really want

Through the definition of play it is important that we listen to our young people and give them what they want. One of their clearly expressed wishes is to have more sports activities, after school clubs and fun youth activities¹³.

In July 2006 the Children and Young People's Alliance agreed a Participation Strategy and piloted the 'Hear by Right' Standards with 8 organisations working with 0 – 19 year olds. The launch of Child VOICE! On 2nd

¹¹ Children and young people's contribution to the review of the Children and Young Peoples Plan

¹² Liverpool Housing Trust Residents Survey

May 2007 for the under 11's, followed by the secondment of an under 11's worker to the 0-19 Participation Team in August 2007, will enable PLAY organisations and partners roll out the involvement of the children and young people in decision making within their services and organisations and ensure we are giving children what they need and want in order to play creatively and safely.

Similarly for adults one survey showed that, 9 out of 10 residents wanted more activities for young people, the most popular being somewhere for young people to hang out and 68% of residents felt that there was a lack of leisure facilities near to home. ¹⁴

- Events for children and young people in the parks for pre-school and school age.

See Objective 4 in the Action Plan

6.4.8 Care for existing facilities

With regard to existing parks facilities, consultation¹³ identified that people want the local authority to:

- Maintain and develop a range of facilities from play grounds to bowling greens to cater for all ages;
- To keep them clean and tidy;
- Improve access through parking and better public transport;
- Enhance facilities to public toilets;
- Improve inclusive access to footpaths, services and public toilets;
- Involve the park rangers in the use of the parks;
- Promote ownership of parks through schools; and

¹³ Focus group report – Halton Parks, November 2005

6.5 Summary

Table 1 below summarises how the development of the Play Plan (The demographics, the 'play audit' and consultation) has influenced and informed both section 8 The Action Plan and the portfolio of projects.

NEEDS	HOW IDENTIFIED	OBJECTIVE	ACTION POINT	Projects
Somewhere to go something to do for the 5-12 age group	Hear by Right Consultation LHT Resident Survey Stakeholder Interviews Parents Interviews Consultation with young people Audit of existing provision	4. Maintain, sustain and develop play	4.2 Review Play Service 4.3 Develop Training 4.3 Develop Projects	Project 4 Open access play project for 5 –12 year olds Projects 2 + 3
Ensure that inclusion is a key element for existing and future play provision	Stakeholder Interviews Play Audit Consultation; Chesnut Lodge, Cavendish, Ditton After School Club	3. Access, equality and inclusion	3.1 Adopt Play Charter 3.2 Play Partnership to link to Play & Leisure Sub-Group 3.3 Capital Project	1 to improve Play Facilities for children with additional needs
To overcome the perceived and real barriers to play and free time activity, and	Consulting with 5 – 10 year olds	1. Partnership and co-ordination	1.2 1.3	All

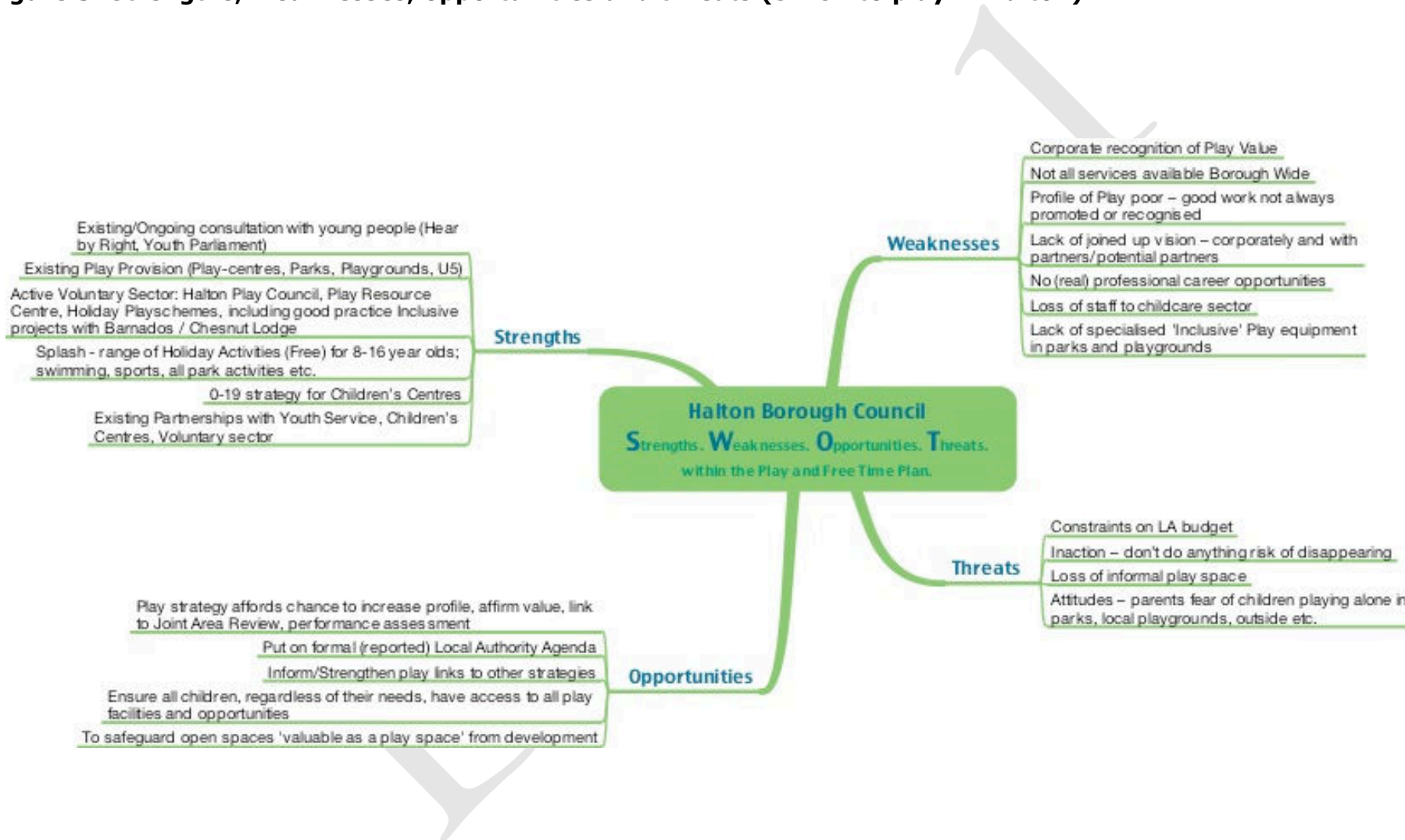
to effectively communicate and promote provision	Halton Parks Survey Parent Survey		6.1	
Supervised play must play an essential part in play and free time activity	Stakeholder Interviews Parent & Children interviews LHT residents survey	4. Maintain, sustain and develop play	4.2 4.3	Project 4 revenue Project 2 + 3
To ensure that play and free time is valued by all	Stakeholder interviews Consultation with Children Consultation to inform Children and Young People Plan	2. Promote and raise the profile of play 1. Partnership and co-ordination	AP2.1 links to Children & Young People alliance Board AP2.2 UN Article 31 AP2.3 Performance Framework AP1.2 Improve co-ordination AP1.3 Promotion	All

7 What are the play and free-time priorities?

In order to link the findings of all the previous sections to the action plan, a SWOT analysis was undertaken. The SWOT (see Figure 3) shows in a snapshot, what the strengths of current play and free-time activities in Halton are (and so these can be maintained or expanded); what weaknesses

characterise current provision (so, where possible they can be addressed in the action plan); the opportunities, which can be seized by the Play Partnership partners and the wider community (e.g. to put in funding bids, to change the way we do things now) and the threats, which the action plan must (and does) address if the Play Plan is to be sustainable. Some findings appear in more than one category and these are shown in unique colours.

Figure 3: Strengths, weaknesses, opportunities and threats (SWOT to play in Halton)



8 Halton Action Plan for Play

The Halton Action Plan for Play has been developed to deliver the Halton Play Plan Vision i.e.

'To achieve and maintain quality inclusive play and free time activity for all children and young people in Halton'.

The action plan has further been developed to encompass realistic, achievable, manageable aims taking into account funding and time constraints. The plan has been informed and driven by the following **objectives** identified through the audit and consultation process;

8.1 Partnership & co-ordination

The aims of the Play Plan are too broad to be achieved by any one individual agency alone. Furthermore authority good practice requires the fullest participation by partner agencies and service users in developing services, in particular participation by children and young people. The strategy for Play is also linked to a range of other local plans and strategies (see section 4).

For those reasons to successfully realise the aims of the Strategy for Play, strong, effective partnership and co-ordination are essential. The Play Partnership will have direct reporting lines to the Halton Children & Young People's Alliance Board (see diagram P17).

The Play Partnership will under the leadership of the PLAY CHAMPION bring together the key monitor and evaluate action plans and to ensure that the voices of children and young people are listened to.

The Play Plan will develop and co-ordinate the strategy to promotion of the Play Plan, play facilities and play opportunities.

8.2 Promote and raise the profile of play

The consultation undertaken to inform the plan highlighted the need (stakeholder interviews) to ensure that the role, value and contribution that play makes is recognised and promoted.

The Play Plan aims to; strengthen and formalise the existing links to the Children and Young Peoples Plan and other key Council Priorities; promote play and children's rights to play through the Authority signing up to United Nations, Article 31, The Right of the Child to Play; by further developing the Halton Performance Management Framework to evidence plays contribution to the Every Child Matters five outcomes.

8.3 Access, equality and inclusion

A cornerstone of the Play Plan will be the aim to ensure ALL children have access to a range and variety of play facilities and opportunities; key to this will be the adoption of the Inclusion Charter (appendix) as part of the Play Plan. The portfolio of projects submitted to the Big Lottery Fund includes a specific project to enhance accessibility/inclusion at existing facilities.

8.4 Maintain, sustain and develop play

Maintaining sustaining is a key objective of the plan whose aims are; to develop new initiatives including those within the Big Lottery Fund project portfolio; to work in partnership with others to attract other

funding; to identify and preserve (where possible) current informal play space; and to review the authorities existing play service to meet the needs of the Play Plan and emerging linked plans.

8.5 Play training and education

The objectives of sustaining and developing play opportunities and raising the profile of play will be underpinned by the aim to 'develop a local workforce with the appropriate and necessary skills to work with children and young people of all ages and abilities in high quality inclusive play provision.

The Plan will seek to deliver such training not just to those who primarily work in the 'Play Sector' but to a much broader audience e.g. voluntary sector, schools ancillary staff etc with a view to increasing the opportunities for children and young people to enjoy a positive play opportunity.

8.6 Managing risk in play

The Play Plan recognises that within any stimulating and challenging play environment that there is an element of risk involved. Developing an effective policy for managing risk in play, that enables children and young people to take appropriate levels of risk without being in danger, underpins and ensures the ability to provide such an environment.

Obj. 1	PARTICIPATION, CO-ORDINATION, PROMOTION						
	Objective	Action	Who	By When	Outcomes	Links	Resources
AP1	To ensure the fullest participation by all groups working towards the objectives of the Play Plan	Ensure Play Plan is fully representative and includes all sectors and stakeholders including children & young people in its make up	Children & Young People Alliance Board Play Champion Play Services Manager	December 2007	Play development, monitoring and evaluating process will involve all stakeholders	Children & Young People Alliance plans Play Plan Youth Service Plan	Play Resource Centre for Partnership meetings. Expenses support to ensure young people can attend
AP2	See above	Ensure that all agencies delivering play activities/opportunities co-ordinate their actions with a view to achieving Best Value and maximising benefit to children and young people	Play Partnership Halton Play Council Halton Borough Council Connexions Housing Associations	April 2008	Improved co-ordination Partnership working Maximise resources Joint funding opportunities	Children & Young Peoples Plan Play Plan Youth Services Plan Children's Centre & Extended Schools Plan	Existing – Joint bidding for funding opportunities

AP3	See above	To identify means to promote; the authority's commitment to play; the wealth of play opportunities currently available; any new resources and opportunities provided as a result of the Play Plan	Play Partnership Halton Play Council Halton Borough Council Connexions Direct Link Families Information Service	September 07 Announce Play Plan Ongoing from October 07	Raised awareness of play and play opportunities Increased usage of facilities/take up of activities Better (co-ordinated) information for parents & carers	Play Plan Children & Young Peoples Plan Corporate Communities Strategy	Existing opportunity for pooled funding Big Lottery Fund
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Obj. 2 RAISE THE PROFILE OF PLAY							
	Objective	Action	Who	By When	Outcomes	Links	Resources
AP1	To ensure that the role, value and contribution that play makes is recognised and promoted	The Play Partnership links to the Children & Young People Alliance Board be formalised	Halton Borough Council	October 2008	The Play Plan will inform and become a key component of the Children & Young Peoples Plan	Children & Young Peoples Plan Play Plan	Existing

AP2	See above	For Halton Borough Council to consider formally signing up to United Nations Article 31 The right of the Child to Play	Halton Borough Council	December 2008	Confirmation of Halton's commitment to Play & Recreational provision for its Children & Young People	Children & Young Peoples Plan	Existing
AP3	See above	To develop the Halton Performance Management Framework 'Halton Ziggurat' to evidence play's contribution to Every Child Matters 5 outcomes (see appendix)	Play Partnership Play Services Manager	April 2008	A robust process for monitoring, evaluating and recording the contribution to the 5 outcomes will be established. Develop a data-base of outputs to inform future plans and targets	Play Plan Children & Young Peoples Plan Play Plan	Existing

Obj. 3 ACCESS, EQUALITY & INCLUSION							
	Objective	Action	Who	By When	Outcomes	Links	Resources
AP1	To ensure ALL children have access to a range and variety of play facilities and opportunities	For the Inclusion Charter to be approved by the Council as a key component of it's Play Plan	Halton Borough Council	September 2007	Access, Quality & Inclusion become a cornerstone of the Play Plan Play Partnership will monitor with (see below)	Children & Young Peoples Plan Play Plan	Existing

AP2	See above	For the Play Partnership to be represented on the Play & Leisure Sub-Group of the Disability Board and vice versa	Halton Borough Council Play Partnership Play & Leisure Sub-Group	October 2007	Improved co-ordination of activities Joint monitoring (of play activity) arrangements Shared expertise/resources	Children & Young Peoples Plan Play Plan	Existing
AP3	See Above	The portfolio of projects to be submitted to Big Lottery Fund will include a capital project in response to identified need, designed to ensure inclusion of all children in existing facilities	Play Partnership	October 2009 if funding bid successful	Increased opportunity for all children to enjoy inclusive play	Children & Young Peoples Plan Play Plan	Big Lottery Fund + Levered external funding

Obj. 4	MAINTAIN/SUSTAIN/DEVELOP						
	Objective	Action	Who	By When	Outcomes	Links	Resources

AP1	To continuously review play provision and opportunities for children and young people with a view to; maintaining existing provision to a high standard; sustaining play opportunities; developing new provision (as resources permit) to meet identified need	To continue with the current 'high quality' maintenance plan for existing infrastructure	Halton Borough Council Housing Associations	Ongoing	Existing provision is safeguarded	Children & Young Peoples Plan Play Plan	Existing
AP2	See above	To undertake a review of the Council's existing play service in line with the Play Plan and existing and emerging agendas	Project Team to include members of Play Partnership	December 07	The Council's play section structure and delivery mechanisms reflect the need of the Play Plan and other agendas	Play Plan Children & Young People Plan Children's Centres & Extended Schools Plan Government Initiative	Existing + explored funding opportunities

AP3	See above	The portfolio of projects to be submitted to the Big Lottery Fund Play England Programme to include capital and revenue projects which have been identified as a result of the Play Audit/Consultation element of the Plan	Halton Borough Council Play Partnership Halton Play Council	September 09	Increased play opportunities for children and young people	Big Lottery Fund Play Initiatives And other extended funding	
AP4	See above	The Play Partnership to work with the voluntary sector to identify possible projects which would form the basis of a funding application to Big Lottery Fund, Playful Ideas	Play Partnership Halton Play Council Voluntary Sector	December 07	Possible funding bid to Playful Ideas	Play Plan Big Lottery Fund Playful Ideas External Funding Team Friends of Crow Wood Park Friends of Town Hall Park	External funding Playful Ideas

AP5	See above	To ensure that the Play Partnership explores all other potential funding opportunities to develop new or existing play opportunities e.g. Aiming High for young people a ten year strategy for positive activities announced in July 2007	Play Partnership	Ongoing	Increased opportunities for children's play	Play Plan External Funding Team	External funding
AP6	See above	To identify and map (on the open space plan) all 'informal play space' with a view to considering management and safeguarding of	Play Partnership Halton Borough Council	August 2008	Improved knowledge about use of open space. Ability to proactively manage or project such space for the benefit of young people	Play Plan Open Spaces Strategy Development Plan	Existing See 106

Obj. 5 PLAY TRAINING & EDUCATION							
	Objective	Action	Who	By When	Outcomes	Links	Resources
AP1	To develop a local workforce with the appropriate and necessary skills to work with children and young people of all ages and abilities in high quality	To develop a programme for all existing and future staff to be able to take advantage of play training and education opportunities	Halton Borough Council Halton Play Council Riverside	August 2008	Improved access to training for local people interested in working in play. A skilled workforce who are regularly offered opportunities	Play Plan Learning & Skills Council Riverside	Existing pooled resources Access external funding opportunities

	inclusive play provision		College		of professional development	College	
AP2	See above	To identify opportunities to offer 'play' training opportunities to other sectors who may contribute to improving play outcomes for children and young people	Halton Borough Council Schools C & YPAN Voluntary Sector Youth Service	April 2009	The increased number of local people with skills in delivering play activities. Increased opportunity for children and young people to enjoy positive play opportunities	Play Plan Community Safety Workforce development	Existing pooled external funding Commissioned

Obj. 6 MANAGING RISK IN PLAY							
	Objective	Action	Who	By When	Outcomes	Links	Resources
AP1	To recognise that within any stimulating and challenging play environment that there is an element of risk involved, and to develop an	Develop an effective policy for risk in play that enables children and young people to take appropriate levels of risk with out being in danger	Halton Borough Council	December 2008	Stimulating, challenging environments for children's play can be offered within acceptable boundaries of risk	Play Safety Forum Play Plan	Existing

	effective policy to manage such risk						
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Draft 1

9 Who is the Play Plan contact?

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Draft 1

Halton Borough Council Play Strategy 2007 – 2012

Appendices

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Appendix 1. The Play Partnership

The members

Tim Booth	Halton Borough Council	Parks and Countryside Manager
Tracy Dean	Halton Lodge Children's Centre	Area Network Manager
Geraldine Derby	Halton Borough Council	Divisional Manager
Barbara Egan	Halton Borough Council	Children's Services Manager
Phil Esseen	Halton Borough Council	Principle Landscape and Conservation Officer
Nicola Goodwin	Halton Borough Council	Community Development Manager
John Hatton	Halton Borough Council	Leisure and Community Services Manager
Justine Merton	Barnardo's Widnes Horizons	Children's Services Manager
Judith Temlett	Halton Borough Council	Extended Schools Manager
Tim Ward-Dutton	Halton Borough Council	Public Spaces Manager Specialist Team
Marie Wright	Halton Borough Council	Executive Board Member (Community)
Sally Hendry	Halton Play Council	Chair of the Playscheme Sub Committee
Tim Gibb	Halton Borough Council	Planning Officer
Dave Williams	Connexions	Head of Youth Service
Wesley Rourke	Halton Borough Council	Head of European and Regional Affairs
Jane Smith	Liverpool Housing Trust	Castlefields Project Co-ordinator

Appendix 2. The Play Partnership Terms of Reference

1 Role and Responsibility

1.1 The role and responsibility of the Halton Play Partnership is to:

- Develop, deliver and evaluate the impact of the Halton Play Strategy.

2 Membership of the Play Partnership

2.1 The membership of Halton Play Partnership will consist of those agency representatives invited to the first meeting, and then as agreed by the partnership itself

2.2 Membership should always include representation of the public, voluntary, community and faith sectors

2.3 Members will have sufficient authority to allow them to speak on behalf of their agency and to make provisional decisions

2.4 The Play Development Worker (and other staff as appropriate) will attend the Partnership meeting in a non-voting advisory capacity

2.5 Members shall be entitled to appoint an alternative representative on their behalf as necessary, who can vote at any Partnership meeting

2.6 The process for new members joining the Partnership will be via nominations that will then need to be ratified by the Partnership. Nominations can be initiated by writing / e-mail / telephone contact to the Partnership Chair

2.7 Visitors are welcome, by invitation to attend the Partnership, but have no voting rights.

3 Chairing of the Play Partnership

3.1 Members of the Partnership will elect a Chair annually, or sooner should the Chair be unable or unwilling to continue in that role

3.2 The role of the Play Partnership Chair is to ensure that Partnership meetings and any other business is conducted in accordance with the agreed Terms of Reference

3.3 The Chair may also make interim decisions on behalf of the Partnership between meetings, with decisions made in this manner referred for ratification to the next full Partnership meeting

3.4 The Chair may also convene any extra-ordinary Partnership meeting felt to be necessary, giving Partners a minimum of two weeks notice of the date.

4 Administration of the Play Partnership

4.1 Play Partnership meetings administration will be co-ordinated by the Play Development Worker (in consultation with the Chair), including emailing of invites and papers, booking venues and refreshments, and minute-taking

4.2 The Partnership will meet on a quarterly basis, or at another frequency as agreed by the Partnership

4.3 Play Partnership meeting details, agenda, and minutes of the previous meeting will be circulated before each Partnership meeting

4.4 Minutes will be taken, in particular of decisions made and actions to be taken.

5 Roles and duties of Play Partnership Members

5.1 The mission of the Play Partnership is advanced and that specific work identified in the Play Strategy is also being addressed

5.2 Attend regularly and actively engage in the Play Partnership meetings and business

5.3 Ensure that all Partnership business and decision-making is conducted with integrity, and within the agreed Terms of Reference

5.4 Take part in any Sub-Groups or other Partnership business between meetings as appropriate

5.5 Build understanding and co-operation between the Play Partnership, their own agencies, and other strategies, structures, and play initiatives.

6 Decision Making

6.1 There is no executive group; all members of the Children's Play Partnership have equal responsibility and authority within the decision making process of any particular partnership meeting

6.2 The minimum for a quorate meeting is a third of the voting members on the Partnership

6.3 Decisions are taken by consensus whenever possible, but can be actioned when judged necessary by the Chair by a simple majority

6.4 Partnership members can abstain from voting, as and when they consider this to be appropriate or necessary

6.5 Partnership members have a responsibility to declare any possible conflicts of interest as they arise. The Partnership expects that such members withdraw during discussions that might be compromised by their presence, such as decisions about funding projects they are involved in

6.6 Sub groups, as and when constituted, will operate within whatever authority has been delegated to them by the Partnership.

7 Sub Groups

7.1 The need for Standing Sub-Groups or Task Sub-Groups will be identified through the business of the Partnership

7.2 The Partnership will identify the remit for any Sub-Groups, its membership, and a Chair to co-ordinate (with the assistance of the Play Development Worker) and to lead the sub-group tasks. The Sub-Group Chair will also undertake to report back any findings or recommendations back to the full Partnership

7.3 The Partnership or the Sub-Group Chair may wish to invite non-Partnership members to contribute to a Sub-Group as appropriate to the Sub-Groups remit.

8 Accountability

8.1 The Partnership will report to the Universal Task Group within the Children & Young People Alliance Board.

9 Inclusion

9.1 The Partnership has responsibility of ensuring that the development, delivery and evaluation of the Play Strategy is inclusive

9.2 Meetings will run in an inclusive manner. It is the role of the Chair to ensure all members are heard.

Appendix 3. Taxonomy of Play Types

There are acknowledged to be a number of different play types (around 16) which provide playworkers, managers and trainers with a common language for describing play. These are now used widely, including the underpinning knowledge requirements in the Playwork Level 3 National Occupational Standards 2004.

Symbolic Play – play which allows control, gradual exploration and increased understanding without the risk of being out of one's depth.

Rough and Tumble Play – close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength. Discovering physical flexibility and the exhilaration of display.

Socio-dramatic Play – the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature.

Social Play – play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended.

Creative Play – play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise.

Communication Play – play using words, nuances or gestures for example, mime, jokes, play acting, mickey taking, singing, debate, poetry.

Dramatic Play – play which dramatises events in which the child is not a direct participator.

Deep Play – play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear.

Exploratory Play – play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects.

Fantasy Play – play which rearranges the world in the child's way, a way which is unlikely to occur.

Imaginative Play – play where the conventional rules, which govern the physical world, do not apply.

Locomotor Play – movement in any or every direction for its own sake.

Mastery Play – control of the physical and affective ingredients of the environments.

Object Play – play which uses infinite and interesting sequences of hand-eye manipulations and movements.

Role Play – play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature.

Recapitulative Play – play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness. Enables children to access play of earlier human evolutionary stages.

Devised by Bob Hughes, published in full in '*A playworker's Taxonomy of Play Types*' (PLAYLINK second edition 2002).

Appendix 4. The Contribution of Play to Every Child Matters

The five Every Child Matters (ECM) outcomes, with their emphasis on the 'whole child', provide a useful framework to review the wide range of research evidence, which shows the variety of benefits that play can bring.

Being Healthy

Play often involves energetic physical activity, which is known to release oxygen to the brain, helping to create good physical and mental health and a general sense of well-being. There is plenty of evidence of the biological and physiological benefits of active play, the most obvious being the development of motor skills.¹

Play encourages the development of flexibility through the opportunity to try out behaviours or information about the world, which would otherwise not be tried. Research has suggested that this may also perform the function of enabling the brain to retain 'plasticity', which is important in offsetting dementia in old age.²

Staying Safe

Children need and want to take risks when they play. Risk taking is essential to children's and young people's development and enables them to learn how to judge the world.

Play provides the freedom to act independently and to experiment without fear of the stressful consequences of failure. It also encourages self-initiation of activities. It is an important strategy in allowing children opportunities to exercise control over their world.³

Enjoying and Achieving

The significance of play in cognitive development, in terms of the acquisition of information and knowledge, was first identified by Plato and Aristotle: 'Enforced learning will not stay in the mind, so avoid compulsion and let your children play' (Plato). There are numerous examples of educationalists recognising the importance of play in the learning process, from Froebel to Steiner to A.S. Neill.

Play nurtures the development of creativity and problem solving. When playing make-believe games and using objects to represent other things, meaning gradually becomes separated from reality and the capacity for abstract thought begins to develop. Play may become increasingly complex with age, as it offers opportunities to explore alternative solutions and combinations of behaviour, leading to the development of creative problem solving. It has been suggested that play is the only situation where humans are free to be creative.⁴

Fantasy play involving characters and events encourages representational **thing** and symbolic actions. Socio-dramatic play, supported by literacy-rich environments, can foster confidence in literacy, whilst constructive play may involve opportunities for mathematical, scientific and technological learning.

Play provides the means for understanding new connections and relationships between ideas, experiences, skills and knowledge. It also supports the consolidation of learning as it involves practice, rehearsal, repetition, mastery and extension. Play promotes meta-skills and competencies in cognition, memory, language, communication and representation. These are seen as higher order thinking skills that enable children to make connections between areas of learning and experience.⁵

Fun and enjoyment through play is experienced by adults and children alike. As well as being important in its own right, this has been linked to physical and mental health benefits. Fun also often encourages us to concentrate and persevere on a task long enough for learning to occur.⁶

Making a Positive Contribution

Play is supportive of emotional growth. When children act out painful experiences in their fantasy play, they come to terms with their own feelings and those of others. As a result, they learn to manage their feelings more effectively. If play is inhibited, research suggests that the individual is likely to become neurotic.⁷

Play has an ego-building function, which leads to the development of physical and social skills that enhance self-esteem. This in turn encourages children to discover and explore their social world, including their cultural and social roles.⁸

Play promotes social interaction and socialisation. As well as knowledge, understanding and processing skills, children acquire an understanding of customs, rules and relationships. This significance of play was highlighted in a study on abandoned and abused children, which also suggested that play enables us to learn crucial social skills such as sympathy and empathy.¹³ It has been argued that this aspect of play is not only vital for individual development but for the evolution of the human species, because play is the mechanism that helps us cope with an ever-changing world.¹⁰

Achieving Economic Well-being

Play encourages children to take responsibility for their own learning. Allowing and positively promoting children to take control and ownership of their own activity is a very important aspect of teaching and learning. It is difficult to become more skilled at problem solving, investigating or discussing without balance between providing structure or direction and themselves in play and learning activities are more likely to become confident and creative learners than those who are continually 'spoon fed'. ¹¹

There is increasing agreement amongst politicians, economists and the business and academic communities that current approaches to learning are not equipping children and young people with the skills and dispositions necessary for Great Britain to compete in a global society. As indicated above, the kinds of cognitive and physical abilities identified as vital for people in the 21st century can, however, be fostered through a play-based approach to learning, for example:

- Making choices and decisions
- Negotiation
- Independence in thought and action
- Intrinsic motivation and persistence
- Using imagination and creativity
- Experimentation, exploration and investigation of ideas and objects
- Engagement in hypothetical situations
- Use of skills and interests already acquired for different purposes
- Use of a range of social and interpersonal skills
- Understanding rules and structures
- Functioning symbolically ¹²

This is not to say that core skills such as literacy and numeracy are unimportant, but rather that the efficacy of the teaching and learning of these skills would benefit from a more playful approach.

1 Gallahue, D., Understanding Motor Development, Benchmark Press, 1989

- 2 Sutton-Smith, B., *The Ambiguity of Play*, Harvard University Press, 1997
- 3 Bruce, T., *Time to Play in Early Childhood Education*, Hodder and Stoughton, 1989
- 4 Winnicott, D., *Play and Reality*, Routledge, 1971
- 5 Wood, E and Attfield, J., *Play, Learning and the Early Childhood Curriculum*, Paul Chapman, 2005
- 6 Ed. Moyles, J., *The Excellence of Play*, Open University Press, 2000
- 7 Else, P. and Sturrock, G., 'The Playground as Therapeutic Space: Playwork as Healing' in proceedings of the IPA/USA Triennial National Conference, June 1998
- 8 Erikson, E., *Childhood and Society*, Norton, 1963
- 9 Brown, F, and Webb, S., 'Children Without Play' in *Journal of Education*, March 2005
- 10 Hughes, B., *Evolutionary Playwork and Reflective Analytic Practice*, Routledge, 2001
- 11 Griffiths, R., *Mathematics and Play*, Open University Press, 2000
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Appendix 5. The Play Charter

The Play Charter

1. Children need to play

Children have a natural inclination to play. It is essential to the healthy mental, physical, emotional and social development of every child. While the needs of older children and teenagers are different from those of young children they are no less important.

2. Children need freedom to play

Play takes place when children and young people get to decide what to do and who to do it with, when they negotiate their own rules and boundaries, and their imaginations are allowed free rein. It is not performed for any external goal or reward. In supervised provision, trained play workers have an important role in supporting children to create and explore their own play experiences.

3. Children need space to play

While children can and do play indoors, it is essential that children have easy access to outdoor space for spontaneous physical activity. Every child should have place to play close to home. General community spaces, such as streets or the spaces between buildings, are as important as dedicated play provision.

4. Children need time to play

Children should have the chance to play every day, when they are not being told what to do, who to do it with or where to go.

5. Children must feel safe and welcome where they play

Communities must make safe, welcoming, accessible provision for all children to play, no matter what their age, physical or mental abilities, personal circumstances or cultural background. Children and young people who are different from the majority have a right to play in the same places as other children, should they want to.

6. Children are the best authorities on play

Children know what they enjoy and what makes them happy. Playgrounds or other spaces and facilities that will be used for play including school grounds, will be more successful if children and young people are meaningfully involved in their design and in decisions affecting them.

7. Play is everyone's responsibility

The ability for children to play freely outside is a sign of a healthy, vibrant community. While children do not need adults to tell them how to play, parents, communities and government do have a duty to ensure that children have the chance to play every day.

Appendix 6. The Inclusion Charter

Inclusion is a right

All children have the right to be included in every aspect of society. Disabled children should not have to ask or fight to be included in the things that other children do. Inclusion is a right in UK law (the Disability Discrimination Acts) and international law (UN Conventions on the Rights of the Child and the Rights of Persons with Disabilities).

Inclusion is about all of life

"We want to be part of society"

Inclusion is a process of change where all children are valued in every aspect of their life and in the life of their community.

Inclusion means no one is left out

Inclusion means all children, whatever their impairment, wherever they live and however they communicate.

Inclusion starts early

From the very earliest age, disabled children should have the right to play and learn with other children, enjoying all the aspects of life and friendships that other children do.

Inclusion means everyone is heard

"We want to be respected"

All children have the right to communicate. Some express their views without using speech and services must respond.

Inclusion is everyone's responsibility

"We want to go where other children go"

Disabled children are not just the responsibility of specialist disability services. All services need to ensure that disabled children can take part in everything they do.

Inclusion is built in

Everyone who works with children must have training in disability equality to equip them with the skills to ensure disabled children are able to participate.

Inclusion benefits everyone

Inclusion benefits all children and young people, as well as adults. It promotes citizenship and helps create a society that celebrates difference and is at ease with itself.

Inclusion works

All over the country, right now, there are thousands of examples where inclusion is working. Disabled children can and should be included in every area of life.

Appendix 7. Reporting of Consultation

This appendix contains the reporting on all the new consultation carried out by Halton Borough Council for the development of the Halton Play Strategy.

Halton Borough Council Play Strategy: Consultation with 5-10 year old children at East Runcorn, Castlefields and Norton South Wards Open Access Play Centres.

Methodology

Questionnaire to be completed by child with support of Play Worker.

Questionnaire involved pictures and simple tasks.

The three Play Centres chosen to carry out the consultation are operated as open access Play Centres and also deliver out of school childcare.

The centres are located in East Runcorn (Runcorn New Town) in Windmill Hill, Castlefields and Norton South Wards, all are in the top 20% most deprived areas and 2 (Windmill Hill and Castlefields) are in the top 4% most deprived wards nationally.

Sample size 34

Result

Q1 Where do you play?

At home (13)
On the street (20)
Informal play space (23)
Playground (14)
After School Club 1* (32)
Play centre 1*
Friends house (24)
Parks (30)
Childminders (5)
Playschemes (13)
Sports fields (6)
Other (1) tree house

*1 As the Play Centres offer both open access play and childcare we have assumed that the children mean the centre they are at.

Q1a Given a free choice where would you like to play?

Ice Rink (5)
Beach (2)
Park (12)
Skate Park (1)
Bowling Alley (3)
Home (4)
Football pitch (3)
Swimming baths (4)
Amusement park (6)
Informal space (3)
Cycle paths (2)
With friends (1)

Q2 What do you like doing?

Wheeled activities (8)

Football (9)

Bowling (4)

Fishing (2)

Swimming (3)

Sport (3)

Play station (5)

Board games (1)

Cinema (1)

Museums (1)

Amusement parks

Ice skating (1)

Play ground games (2)

Art activities (4)

Gender specific activities (2)

Going to the park (4)

Going out (2)

The interviewer felt that children seemed happy to offer one answer to this question rather than a range of answers, the opposite of how they responded to Q1 about where, when a range of options were offered.

Q3 Why grown ups may stop children from playing freely?

Choice of 4 boxes to tick

Scared will get hurt (20)

Bullying (17)

Traffic (23)

Don't like us hanging about (17)

Again children found it easier to respond to tick boxes.

Children where then asked to give any other reasons why they thought parents stopped them playing. Responses were;

Parents fear of strangers (18)

Drugs (2)

Condition of play areas (3)

Dogs (2)

Bus ways *1 (1)

Fear of water *2 (2)

General – parents don't like me playing out on own – no specific reason (11)

*1 a bus way runs through two of the wards

*2 a canal runs through Castlefields & Windmill Hill

Q4 Given a free choice what activity would you really like to do?

Go to ice rink (4)

Board games (2)

Football (6)

Bowling (3)

Play on bike, roller skates etc (6)

Playground (3)

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Drama (1)
Go to seaside (3)
Go swimming (5)
Golf (1)
Just play with friends (3)
Sports (3)
Fishing (2)
Cinema (1)
Farm (1)

Again, without prompting children automatically constrained themselves to one answer.

Q5 Children were given a series of statements (read to those who couldn't read) about what adults think we should put in the Play Strategy and asked did they think we had got the important things right?

Statements were;

- Make sure grown ups know that play is important for children
- Make sure there are parks and playgrounds near to where you live
- Make sure that your play can be exciting and challenging, but safe
- Make sure there are places for you to play how and when you want, with grown ups to look after you
- Make sure there are places for children to play when their parents are at work
- Make sure all children are included in play
- Make sure that the places where you play are safe and looked after

Replies:

Don't Know	7
Yes	27
No	0

Q6 Children were then asked if there was anything else they wished to tell us. Responses included;

- "Glad that 'someone' was doing something about play"
- "Would like a playground near me"
- "I want a safe place to play"
- A swimming pool on our estate
- Better outdoor play equipment at Play centre
- Open air swimming pool
- Would like an ice rink
- Cleaner play areas (no dog muck, needles, condoms, glass)
- Improve town park
- More/better toys in Play Centres

- o Basketball courts

In response to the questions relating to barriers to play, it is evident that there are some real or perceived barriers to young children accessing play opportunities.

Parents are reluctant to let children play 'out' unsupervised.

The children were unsurprisingly generally in favour of adults looking at play opportunities and trying to improve them and endorsed the statements made in the questionnaire.

Halton Borough Council Play Strategy: Consultation with 5-10 year old children at West Runcorn and Beechwood Open Access Play Centres

Consultation with 5-10 year old children at three Open Access Play Centres.

Methodology

Questionnaire to be completed by child with support of a Play Worker.

Questionnaire involved pictures and simple tasks.

The two centres chosen are located in West Runcorn in Mersey Ward (top 25% most deprived) and Beechwood.

Sample size 20

Results

Q1 Where do you play?

- At home (9)
- On the street (14)
- Informal play space (19)
- Playground (14)
- After School Club (15)
- Play centre (5)
- Friends house (18)
- Parks (20)
- Playschemes (8)
- Other (1) Swimming Baths

Q1 a Given a free choice where would you like to play?

Where	No	0	6	12
-------	----	---	---	----

- Street (1)
- Beach (2)
- Park (8)
- Bowling Alley (1)
- Home (3)
- Football pitch (1)
- Swimming baths (10)
- Amusement park (1)
- Informal space (3)
- With friends (1)
- Woods (1)

Q2 What do you like doing?

Activity	No	0	5	10
----------	----	---	---	----

- Wheeled activities (2)
- Football (3)
- Sport (4)
- Play station (3)
- Trampolining (2)
- Reading (4)
- Skipping (2)
- Playing with pets (2)
- Playing with friends (2)
- Garden (1)
- Going to beach (1)
- Going to the park (4)

The interviewer felt that children seemed happy to offer one answer to this question rather than a range of answers, the opposite of how they responded to Q1 about where, when a range of options were offered.

Q3 Why grown ups may stop children from playing freely?

Choice of 4 boxes to tick

- Scared will get hurt (18)
- Bullying (8)
- Traffic (19)
- Don't like us hanging about (11)

Again children found it easier to respond to tick boxes.

Children were then asked to give any other reasons why they thought parents stopped them playing. Responses were;

Reasons	No	0	9	18
Parents fear of strangers (8)				
Condition of play areas (9)				
Dogs (2)				
Make too much noise (3)				
General – parents don't like me playing out on own – no specific reason (4)				

Q4 Given a free choice what activity would you really like to do?

Activity	No	0	6
Skipping (1)			
Board games (2)			
Football (2)			
Play on bike, roller skates etc (4)			
Playground (1)			
Go to seaside (1)			
Go swimming (2)			
Just play with friends (3)			
Sports (2)			
Trampoline (3)			

Again, without prompting children automatically constrained themselves to one answer.

Q5 Children were given a series of statements (read to those who couldn't read) about what adults think we should put in the Play Strategy and asked did they think we had got the important things right?

Statements were;

- Make sure grown ups know that play is important for children
- Make sure there are parks and playgrounds near to where you live
- Make sure that your play can be exciting and challenging, but safe
- Make sure there are places for you to play how and when you want, with grown ups to look after you
- Make sure there are places for children to play when their parents are at work
- Make sure all children are included in play
- Make sure that the places were you play are safe and looked after

Replies

Don't Know	7
Yes	27
No	0

**Q6 Children were then asked if there was anything else they wished to tell us.
Responses included;**

- More places to play
- 'We support and love football'
- "To play with more friends"
- "I'm in the netball team"
- More dog bins
- "See a skateboard park by me"
- More litter bins
- More football pitches

In response to the questions relating to barriers to play, it is evident that there are some real or perceived barriers to young children accessing play opportunities which were consistent between the two sample groups.

Parents are reluctant to let children play 'out' unsupervised.

The children were unsurprisingly generally in favour of adults looking at play opportunities and trying to improve them and endorsed the statements made in the questionnaire.

Halton Borough Council Play Strategy: Consultation with 5-15 year old children at Chesnut Lodge Special School

Methodology

Questionnaire to be completed by the child with the support of the schools Extended Services Manager.

The questionnaire involved pictures and simple tasks. Given the setting some questions were omitted from the general questionnaire e.g. why grown ups may stop children playing freely?

The school caters for children aged 2 – 16 with medium to severe disabilities. The school caters for the whole of Widnes.

Sample size 20

Result

Q1 Where do you play?

- At home (2)
 - On the street (7)
 - Open Spaces (6)
 - Playground (9)
 - After School Club *1 (10)
 - Friends house (7)
 - Parks (18)
 - Swimming Baths (1)
 - Playschemes (7)
 - Garden (2)
 - Beach (1)
- *1 School offers some after school activity clubs

Q1 a Given a free choice where would you like to play?

- | Where | No | 0 | 5 |
|---------------|-----|---|---|
| Open Spaces | (3) | | |
| Garden | (2) | | |
| Beach | (1) | | |
| Computer Club | (1) | | |
| Park | (4) | | |
| Caravan | (1) | | |
| With Friends | (5) | | |
| Home | (1) | | |
| In street | (1) | | |
| Play centre | (1) | | |

Q2 What do you like doing?

- | Activity | No | 0 | 5 |
|----------------|-----|---|---|
| TV Games | (2) | | |
| Park | (4) | | |
| Friends | (1) | | |
| Football | (1) | | |
| Bikes | (1) | | |
| Running around | (1) | | |
| Caravanning | (1) | | |
| Helping Mum | (1) | | |

Q3 Why grown ups may stop children from playing freely?

Question was not appropriate for the group.

Q4 Given a free choice what activity would you really like to do?

- | Activity | No | 0 | 5 |
|----------|-----|---|---|
| Football | (3) | | |

Playground (3)
Running About (1)
Go to friends house (2)
Sandpit (1)
Parks (2)
Fly on aeroplanes (1)
Ball pools (1)

This particular exercise was difficult in its execution without being too leading and as a result it is difficult to abstract any specific trends.

It was useful to observe that this group of children enjoyed access to a similarly wide range of places where they played as able bodied children do (a slightly smaller response on street and in open spaces and a slightly greater percentage utilising parks to which it is assumed they were taken by parents/carers and emphasises the value of these facilities to this group of children).

Halton Borough Council Play Strategy: Parents Consultation

Halton Lodge Children's Centre

Parents Group

9 Parents and Children's Centre Community Worker

Parents had a mixed but relatively traditional experience of play.

When discussing where they played the main locations identified were:

- Outside (generic response)
- Qualified as street, informal play space, shed, garage, park, woods, play area, school field.

They played with siblings and friends dependant on age. Their responses were again largely traditional – with 2 or 3 emphasising imaginative play e.g. making dens, pretending bikes were horse etc.

There was a general belief that children had fewer opportunities/locations than they did. It was not easy or no longer possible to play on the street (traffic/strangers), school field (locked high fence), park (either local ones removed or remaining ones too far away).

Their own children played at home in the garden. Outdoor and indoor play seemed equally popular. There was less mention of imaginative play and strong references to 'play station', 'computer' or specific toys.

On bikes, skateboard etc were still mentioned regularly.

All those with younger children took them to playgroups (unclear whether they did this because of the play/social development/early evaluation opportunity for their children or free time/shopping opportunity for themselves).

Several (4) indicated that they regularly took their children/grandchildren (2 were grandmothers) to local parks some of which they thought were inadequate. All expressed the view that getting to the parks was an issue unless you had a car (most didn't).

By and large the group were immensely 'risk averse' and felt that play areas should be better maintained/safer and certainly supervised ('too many perverts around' and 'smack heads kicking off'). This would appear to have been perceptual rather than based on experience. Only one parent expressed the view that play should involve risk/challenge and appeared to have an understanding of the concept of play as a learning /development experience.

One or two parents had a good knowledge of facilities and services and mentioned a number of parks and playgrounds, playschemes, splash and free swimming. Most had no knowledge of these or any clear idea of how to find out about them. They felt it was the 'authorities' responsibility to put leaflets in the paper etc. to inform them.

The main barriers to play have largely already been identified, namely;

- Access, too far away, no car, no public transport
- Fear of what can go on at play areas (strangers, bullying etc)
- State of play areas (dog muck, needles etc)
- Other (younger children) to look after
- Haven't got time

The general view was that there wasn't enough for children (mainly over 5's) to do; they felt someone should provide something but no clear perception of what.

The perception as interviewer was that the parents in the group

- Didn't understand or value play. Generally viewed it as something that kept them occupied; an objective that was often best achieved by watching television or playing with PlayStations
- Were unable or unwilling to devote a lot of their time to their children's play needs. As a generalisation the older the child is, the less they needed their time.

Stakeholder Interviews

A number of anonymous interviews were carried out with a range of agencies and individuals who are directly involved with children and young people in the Halton area. The individuals had expertise in;

- Disability and special needs
- Youth, anti social behaviour and offending experts
- 0-5 year olds, 6 to 10 year olds, 11 to 16 and 17 to 18 year olds
- The community and voluntary sector
- Children in care
- Hard to reach groups.

The following questions were asked:

2.1 Please give a brief description of your organisation's purpose and your responsibilities for play provision for children and young people in Halton

2.2 What is your understanding of play/free-time?

3.1 What do you think are the big issues around play in Halton?

3.2 What are the barriers to providing better quality play in Halton?

3.3 Is there a strategic approach to play provision within the borough?

3.4 Are there any specific play sites or playschemes that you feel are particularly in need of investment?

3.5 Do you have any play projects ideas that would benefit the children and young people of Halton?

3.6 Is there more that your organisation/department can do (resources, co-ordination etc) to improve play provision across the borough?

4.1 Are there any other issues about play provision in Halton that we haven't covered and that you think are important?

The main issues:

There is a general lack of knowledge of the value of play from the people in 'power' to parents. Hence play has an undeservedly low profile.

In the main our children and young people are being brought up by a generation who do not know how to play themselves or how to play with their children.

There is an uneven geographical spread of play provision in the borough. This needs to be addressed so that all areas have reasonable access to play provision

All future and current provision needs to be accessible and inclusive to all with physical accessibility, special needs and hard to reach groups taken into account.

Migrant families and children are currently confined to home. Play could and should encourage community cohesion.

Maintenance and the upkeep of play areas is important.

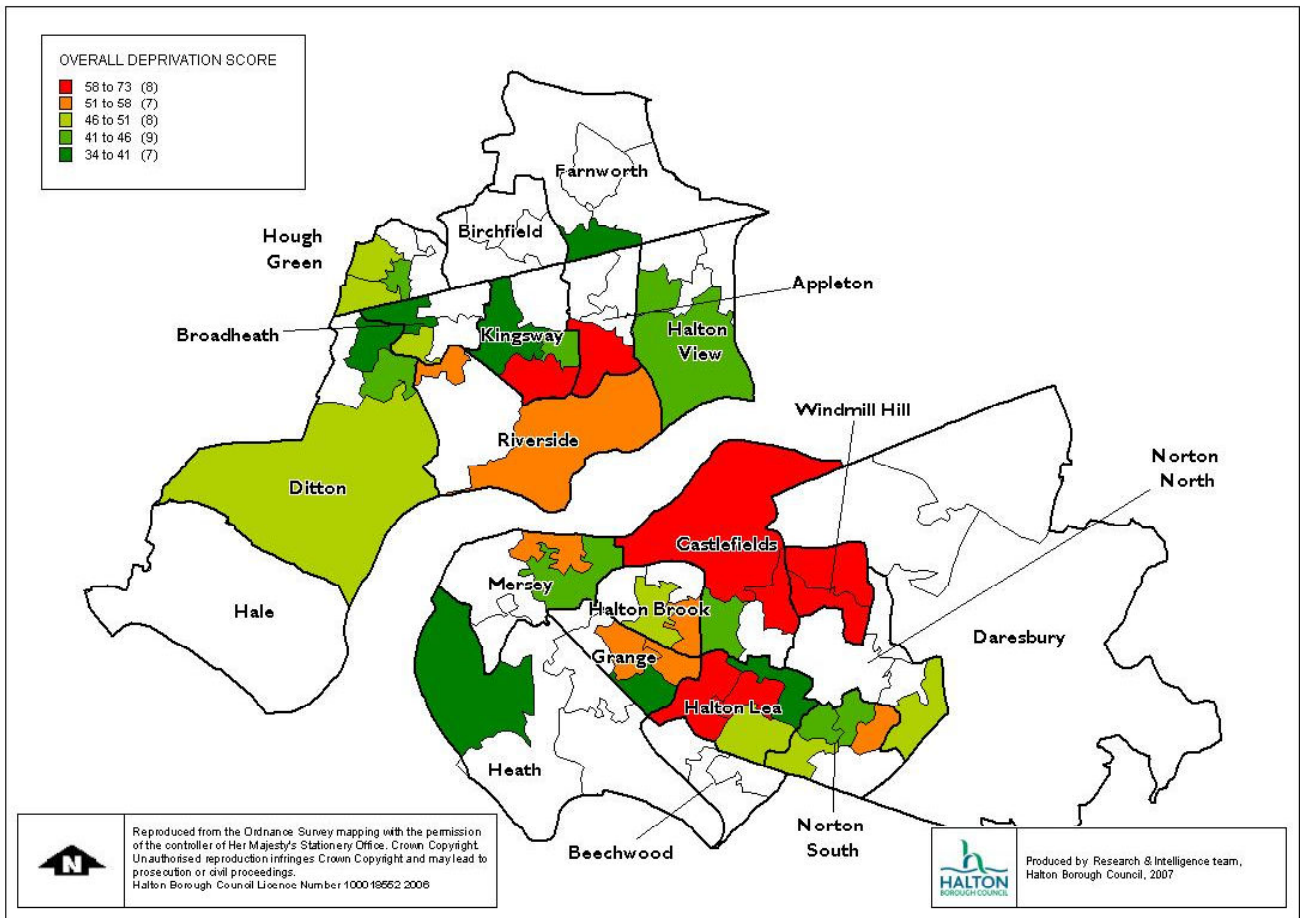
The overwhelming **barriers** to play in Halton were seen as:

- The lack of resources
- The lack of understanding of what play really is and its importance
- Too much focus on enjoy and achieve and not enough on play.
- The lack of visible supervision in play areas.
- The role the media has played in the past

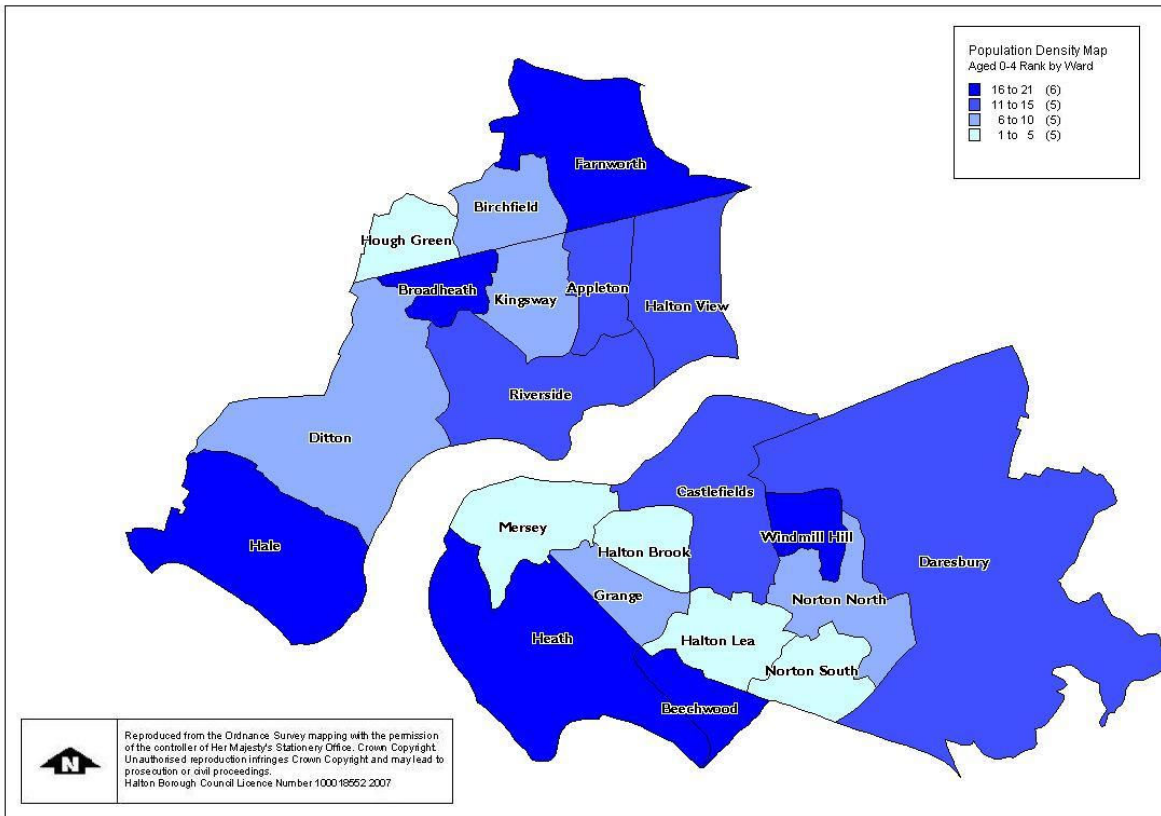
The majority said that although there currently is no **strategic approach** to play in the borough, there were excellent resources and very good schemes. There could be better coordination and the current approach is opportunistic.

Appendix 8. Mapping of Play in Halton

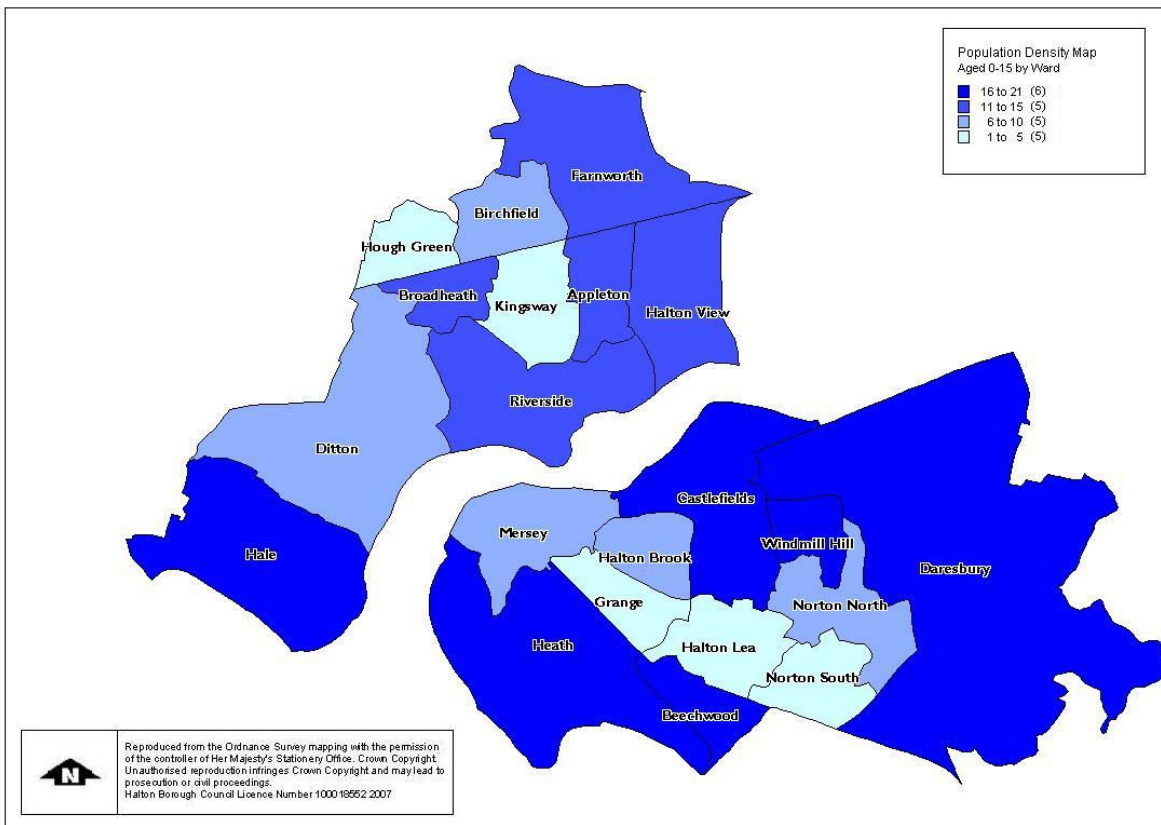
Map 1: Deprivation in the borough of Halton



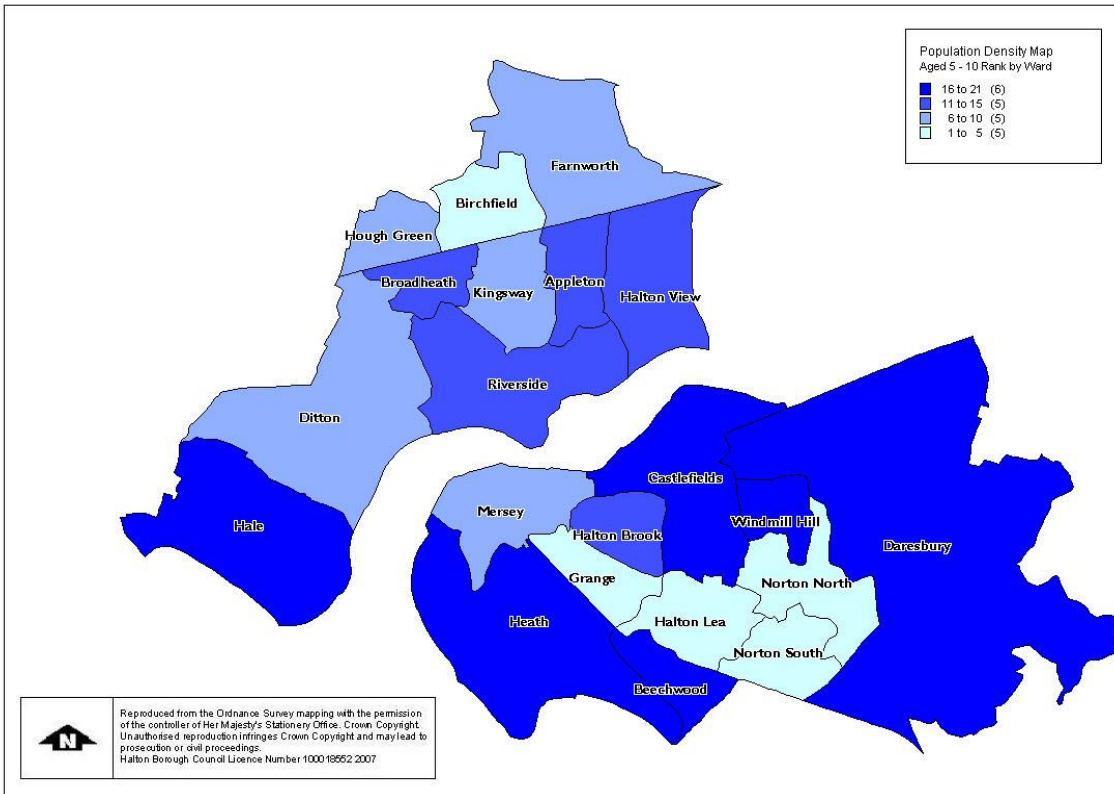
Map 2: Population density (Aged 0 - 4)



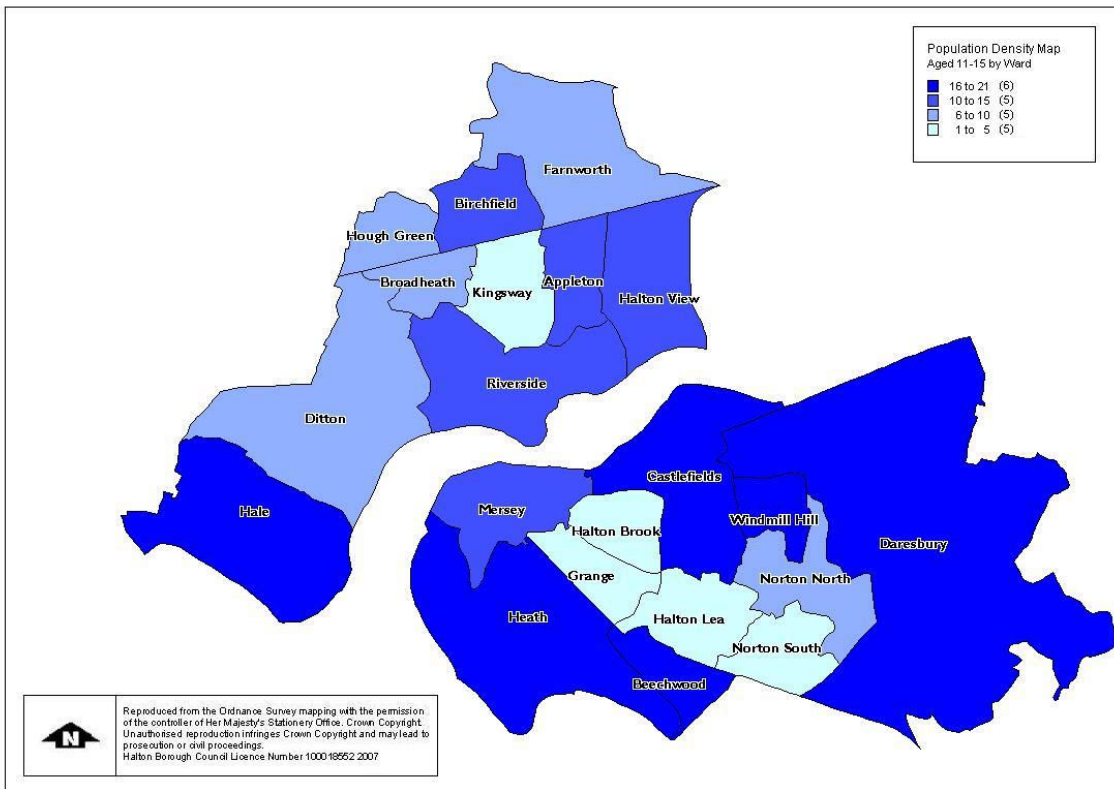
Map 3: Population density (Aged 0 - 15)

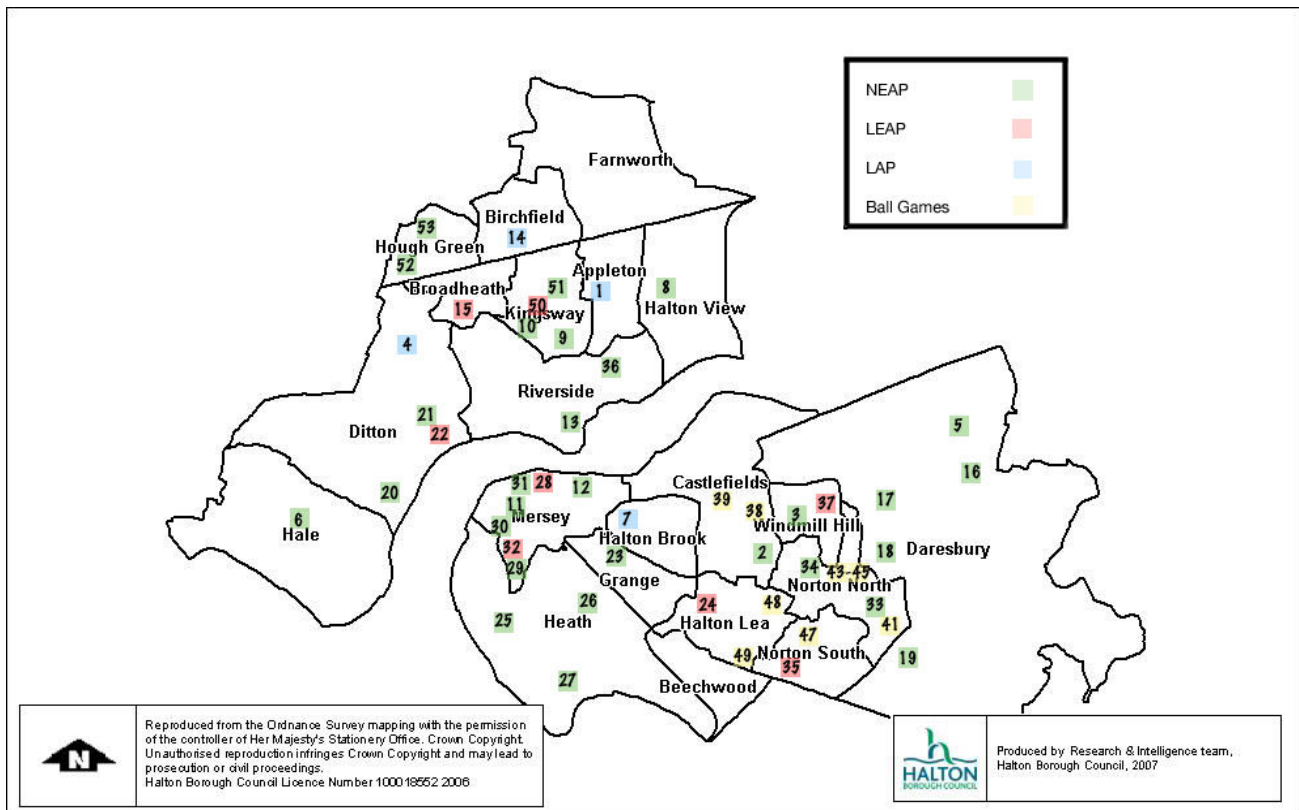


Map 4: Population density (Aged 5 - 10)



Map 5: Population density (Aged 11 - 15)



Map 6: Locations of NEAP, LEAP, LAP's in the borough of Halton

Summary of NEAP / LEAP / LAP

NEAPS - Neighborhood Equipped Areas for Play

Each site should be a minimum distance of 1000m / within 15 minutes traveling time of housing units.

Each site should be of a minimum area of 1000m and surrounded by an appropriate buffer zone (total area requirement 8500m including Buffer Zones).

All equipment and facilities must have been assessed as safe for continued use by a competent playground inspector.

All equipment should comply with BSEN 1176 and surfacing with BSEN 1177.

All equipment with a fall height greater than 600mm must have appropriate impact - absorbing surfacing.

Each site should have a minimum of eight different activities. Multi-play equipment may be counted as having up to three separate activities (e.g. sliding, climbing, rocking, swinging or social play).

Each site should have a hard surfaced kick about / skating / cycle play area within the boundary of the playground.

Each site should be entirely fenced with self closing gates. *

Each site should have signs excluding dogs. *

Each site should be overlooked by housing, pedestrian routes, or other well-used public facilities.

LEAPS - Local Equipped Areas For Play

Each site should be a minimum distance of 400m / within 5 minutes traveling time of housing units.

Each site should be of a minimum area of 400m and surrounded by an appropriate buffer zone (total area requirement 3,600m including Buffer Zones)

All equipment and facilities should have been assessed as safe for continued use by a competent playground inspector.

All equipment should comply with BSEN1176 and surfacing with BSEN1177.

All equipment with a fall height greater than 600mm must have appropriate impact - absorbing surfacing.

Each site should have a minimum of five different activities. Multi-play equipment may be counted as having up to three separate activities (e.g. sliding, climbing, rocking, swinging, or social play).

Each site should have a small games area (may be grassed) within the boundary of the playground.

Each site should be entirely fenced with self-closing gates. *

Each site should have signs excluding dogs. *

Each site should be overlooked by housing, pedestrian routes, or other well-used public facilities.

LAPS - Local Areas for Play

Each site must be formally designated by the Council as a play area catering mostly for children aged 3 - 6, close to where they live (1 minutes walk /100m).

Each site should be enclosed by a fence or barrier (e.g. hedges or planting).

Each site should be of a minimum area of 100m and surrounded by an appropriate buffer zone (total area requirement 400m including Buffer Zones)

There does not have to be play equipment included, however, most authorities advocate the inclusion of small indicative items of equipment within LAPS – such provision would be considered on merit.

Each site should be overlooked by housing, pedestrian routes, or other well-used public facilities.

Each site should have a sign excluding dogs.*

In essence, the six acre standard requires the above criteria to be met. Items marked with an asterik are additional requirements of the audit commission and not the NPFA.

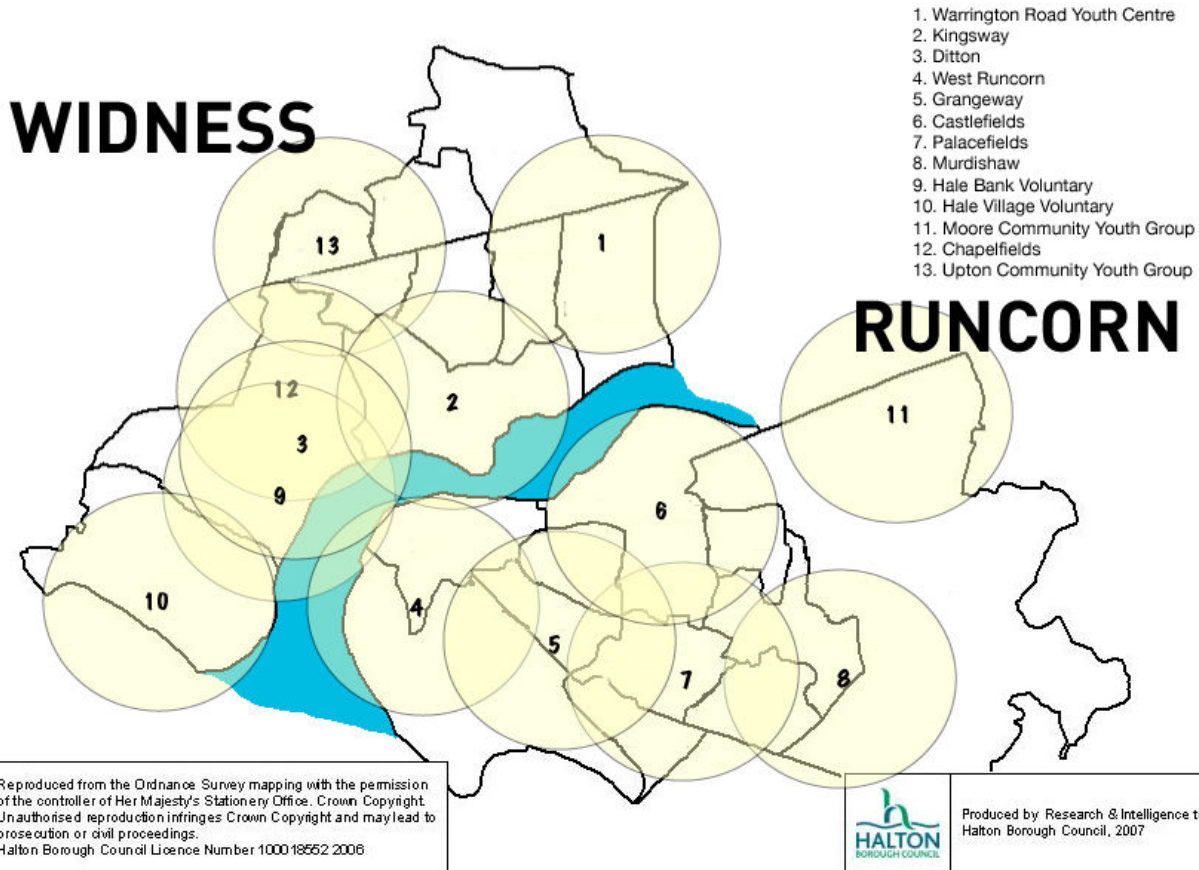
Play Spae Audit by Ward/Population and Deprivation

Ref:	Type	Ward	0-16 population	Deprivation rating in Halton
1	NEAP	APPLETON	1235	7
14	NEAP	BIRCHFIELD	1417	21
15	Ball Games	BROADHEATH	1229	13
2	LEAP	CASTLEFIELDS	1147	3
5	LEAP	DARESBUY	1060	20
16	LEAP			
17	LEAP			
18	LEAP			
19	LEAP			
4	NEAP	DITTON	1357	11
20	LEAP			
21	LEAP			
22	Ball Games			
23	LEAP	GRANGE	1586	9
6	LEAP	HALE	313	17
6	LEAP			
7	NEAP	HALTON BROOK	1420	8
7	NEAP			
24	Ball Games	HALTON LEA	1670	2

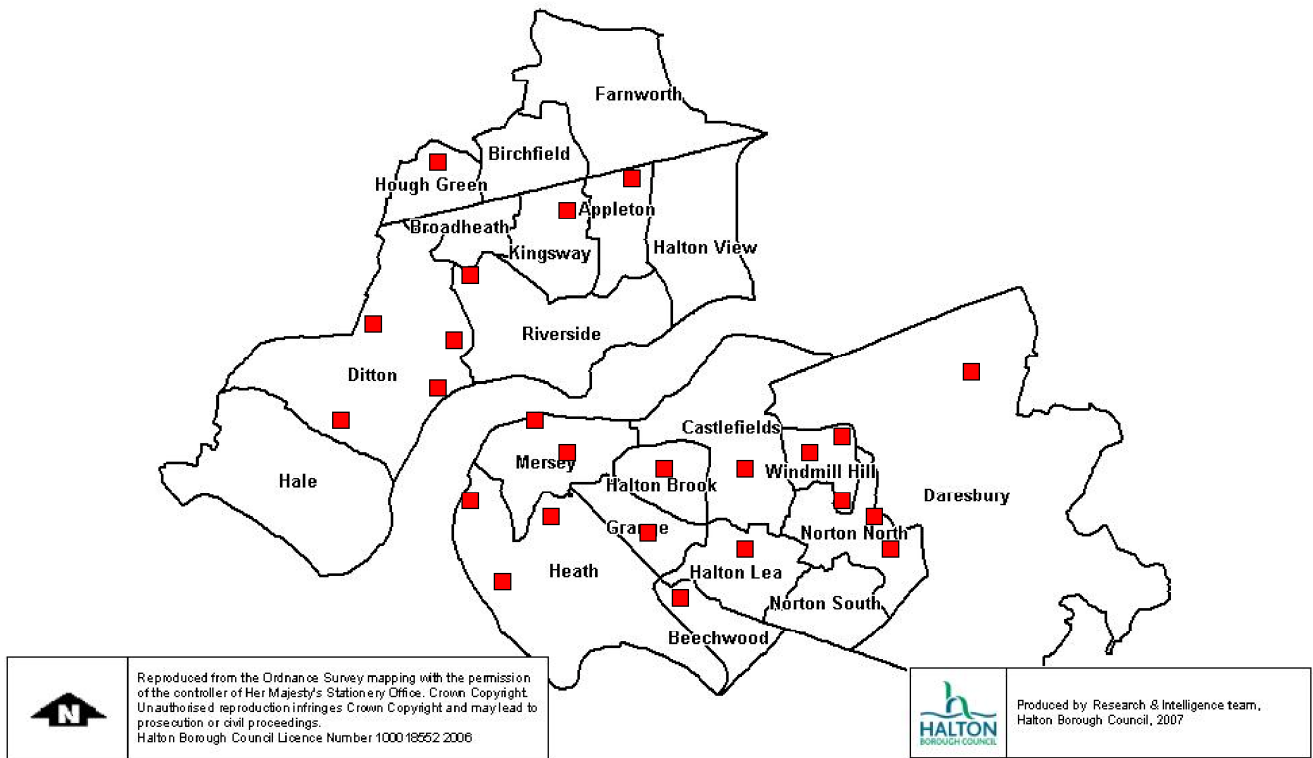
8	LEAP	HALTON VIEW	1224	14
8	LEAP			
25	LEAP	HEATH	1065	16
26	LEAP			
27	LEAP			
52	LEAP	HOUGH GREEN	1466	12
53	LEAP			
9	LEAP	KINGSWAY	1484	5
10	LEAP			
10	LEAP			
50	Ball Games			
51	LEAP			
11	LEAP	MERSEY	1371	10
12	LEAP			
28	Ball Games			
29	Ball Games			
30	LEAP			
31	LEAP			
32	Ball Games			
33	LEAP	NORTON NORTH	1451	15
34	LEAP			
35	Ball Games			6
13	LEAP	RIVERSIDE	1149	4
36	LEAP			
3	LEAP	WINDMILL HILL	651	1
3	LEAP			
37	Ball Games			

Play Spae Audit by Ward/Population and Deprivation

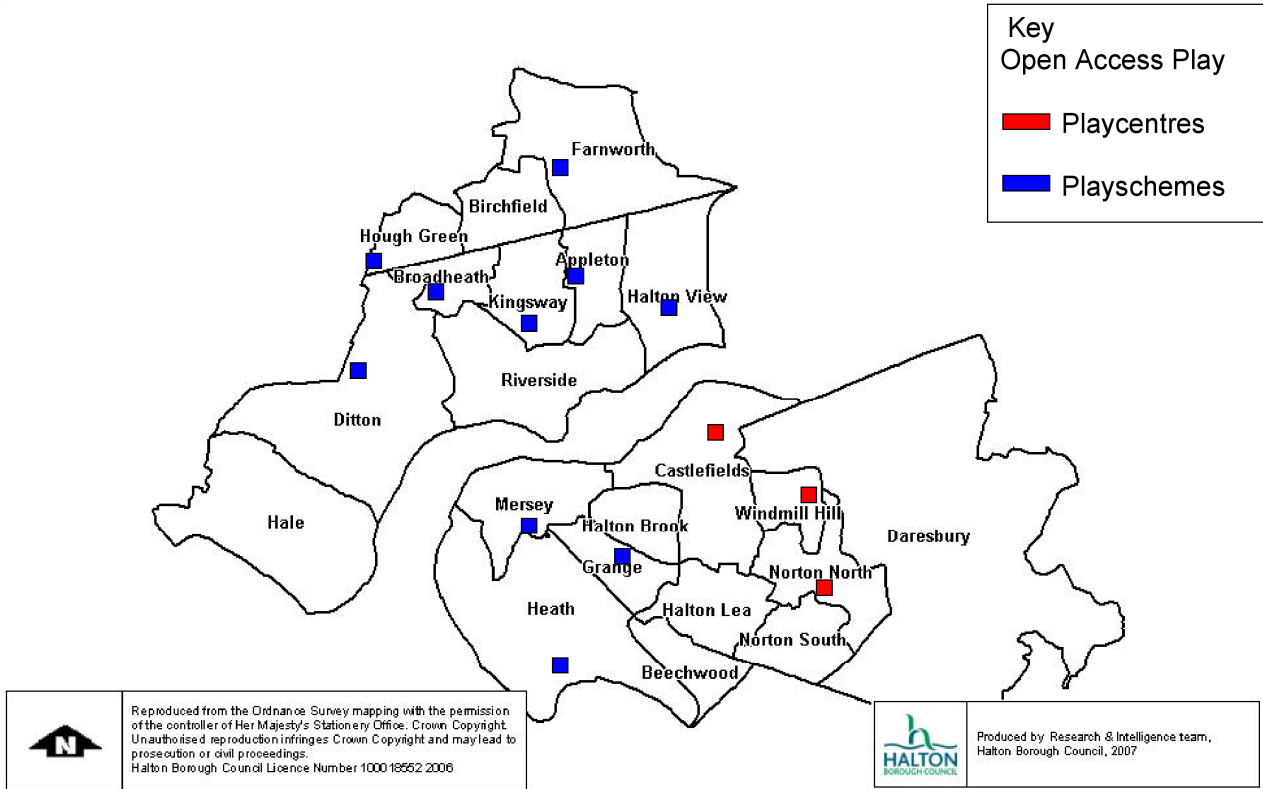
Map 7: Location / mile spread of youth centres throughout the borough of Halton



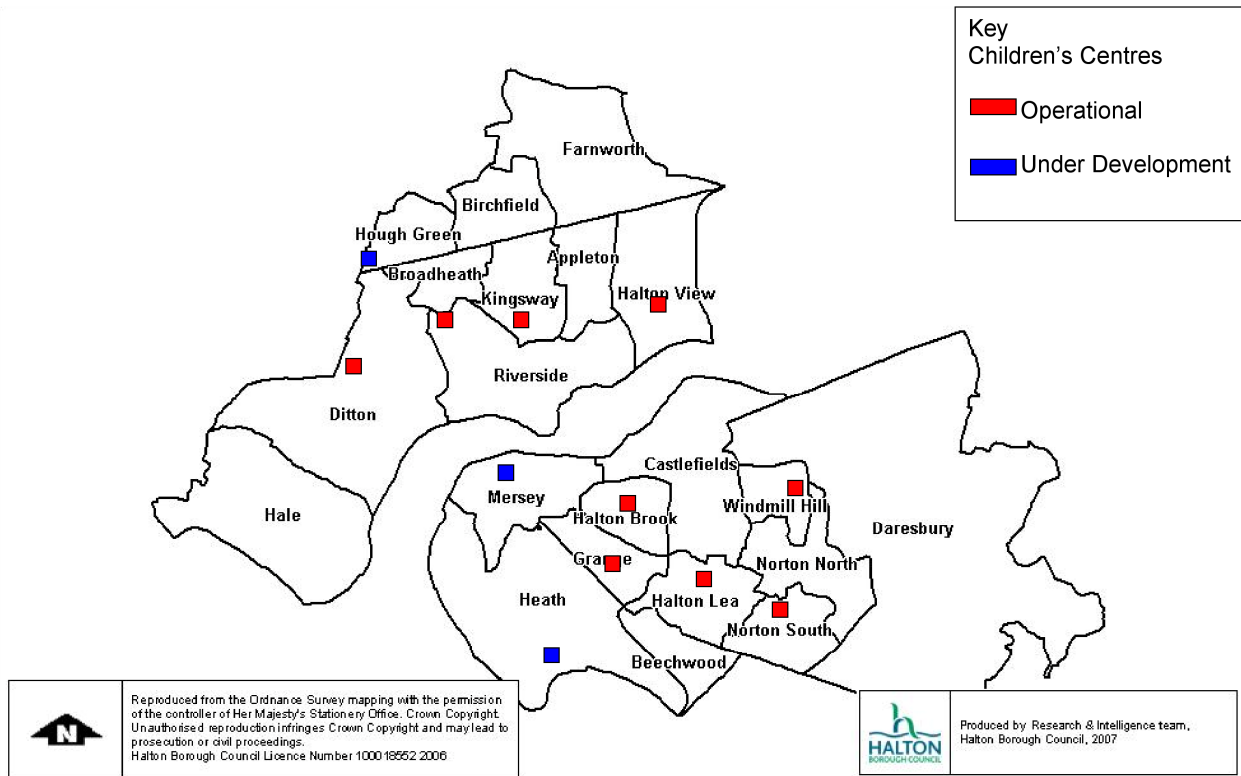
Map 8: Under 5's playgroups



Map 9: Open Access Play



Map 10: Children's Centres (New and Developing)



Big Lottery Fund

Proposed Projects

Background

Halton, has the opportunity to submit a funding bid to the Big Lottery Fund as part of the national 'Play Initiative'. Halton can submit project proposals up to a total of £365,000.

The criteria for these potential projects are;

- Can be revenue of capital
- Minimum project cost of £50,000 to £60,000
- Projects must be capable of being delivered within 3 years of project approval
- All projects should be sustainable
- Projects cannot replace existing Council funding
- In particular projects must 'enhance/increase free time play activities for children and young people' which must be

FREE - no cost to participant

FREE – Child/Young People free to come and go

FREE – to do what the Child/Young People

- The 3 FREE's are a cornerstone of the 'Play Initiative'

Proposed Projects

The four projects recommended (attached) from a range of possible projects considered have been informed by;

- The Play Plan; the Play Plan's Play Audit and Consultation process have identified a number of priorities which have been taken into consideration
- Local Considerations – the proposals have been informed by a range of internal stakeholders; External Funding; Landscape Services; Culture & Leisure
- Sustainability – all projects have a realistic or assured ability to be sustained beyond the life of the Big Lottery Fund Play Initiative.

1. IMPROVED PLAY FACILITIES FOR DISABLED CHILDREN**Address:**

2 different locations to be confirmed.

Description:

Most of Halton's play areas have been designed to be as accessible as possible to children with a wide range of abilities. However, some disabled children will still not be able to use generic 'accessible' equipment, and need more specialised items. This project aims to create 2 new facilities within or adjacent to the Borough's larger and most popular play areas, which will provide specialist versions of equipment such as roundabouts, slides, swings, play units and springies. The equipment chosen will be robust and accessible to children of all abilities. The new facilities will be designed in consultation with disabled user groups.

Planning Permission is not required.

Summary of costs:

B: 90,000
 D: 10,000
 F: 6,600
 G: 10,000

Total Capital costs: 116,600

How the capital costs have been calculated: (cost estimates)

Prelims / Site Preparation:	5,000
Play Equipment:	50,000
Fencing:	10,000
Safer surfacing:	15,000
Other landscape works:	10,000
Contingencies:	10,000
Fees:	10,000

Inflation: 2 years @ 3% 6,600

Start and Finish Dates:

Consultation / design / out to tender	Sept 08
Start on site	Nov 08
Finish on site:	Mar 09

2. RUNCORN TOWN HALL PARK: IMPROVED PLAY FACILITIES

Description:

Runcorn Town Hall Park is a popular park in the centre of Runcorn, close to several residential estates. There is already a small, well-used play area on site. It is well maintained by a permanent site-based gardener, and the presence of Council offices in the grounds ensures it has a high level of natural surveillance. This project aims to expand the existing play area, to create a separate, more adventurous and challenging facility for older children nearby, and to improve the existing one to meet the specific needs of toddlers. At a different location within the park, a facility for wheeled sports (e.g. skateboard, BMX, rollerblade) will be developed. The designs will be carried out in consultation with local residents and community groups.

Planning Permission is required but has not been applied for yet.

Summary of costs:

B:	112,000
D:	14,000
F:	8,400
G:	14,000

Total Capital costs: 148,400

How the capital costs have been calculated:

Prelims / Site Preparation:	5,000
Play Equipment:	35,000
Fencing:	10,000
Safer surfacing:	15,000
Other landscape works:	12,000
Wheeled Sports facility	35,000
Contingencies:	14,000
Fees:	14,000

Inflation: 2 years @ 3%	8,400
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Start and Finish Dates:

Consultation / design / out to tender	Dec 08
Start on site	Apr 09
Finish on site:	Oct 09

3. NEW PLAY AREA AT SPIKE ISLAND, WIDNES

Description:

The project aims to provide a new play facility on Spike Island, for visitors to the site and for local residents. The play area will be innovative, and themed, perhaps with a nautical theme (being close to the River Mersey). It will be designed to cater for a wide range of ages and abilities, and will be in a prominent location so that it receives extensive natural surveillance and is close to the Ranger base. The design for the play area (including selection of equipment and theming) will be progressed through workshops with the local community.

Planning Permission is required but has not been applied for yet.

Summary of costs:

B: 100,000
 D: 13,000
 F: 7,500
 G: 12,000

Total Capital costs: 132,500

How the capital costs have been calculated:

Prelims / Site Preparation:	5,000
Play Equipment:	40,000
Fencing:	15,000
Safer surfacing:	20,000
Other landscape works:	10,000
Artwork / Theming	10,000
Contingencies:	12,000
Fees:	13,000

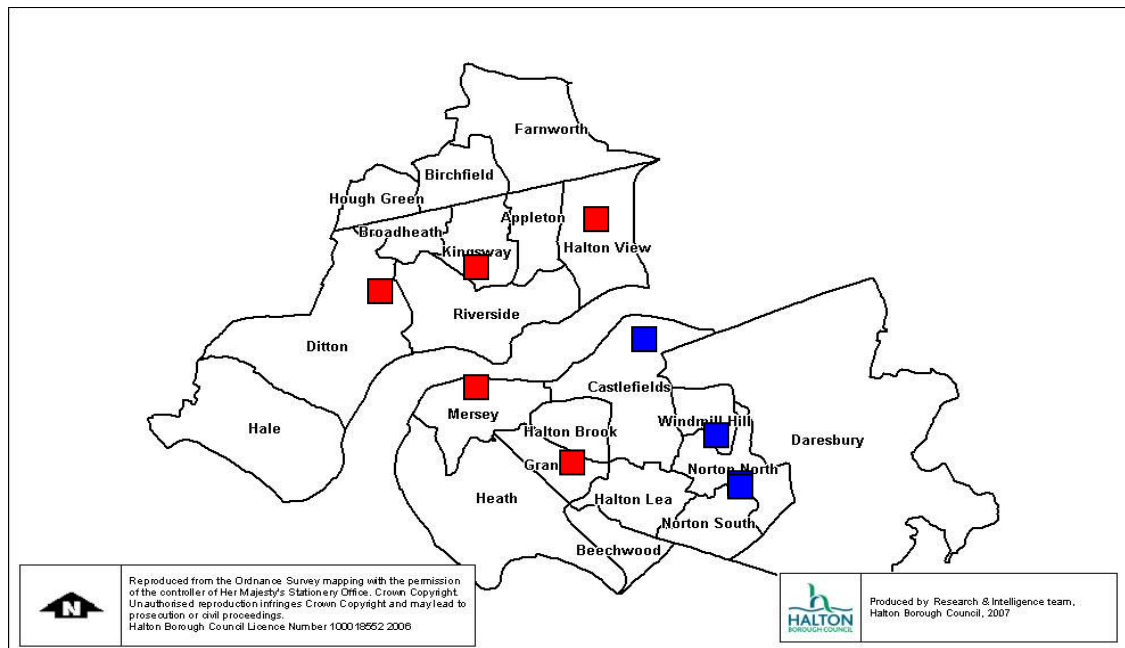
Inflation: 2 years @ 3% 7,500

Start and Finish Dates:

Consultation / design / out to tender	Mar 09
Start on site	Jun 09
Finish on site:	Dec 09

4. INCREASE 'OPEN ACCESS' PLAY PROVISION FOR 5 – 12 YR OLDS

Location – see attached Map



- Proposed
- Current

Description

Halton currently has limited term time open access play provision (through Runcorn Playcentres) and more wide spread provision (through Halton Play Council's Playschemes) during school holidays.

The projects aims to; deliver 'open access play' opportunities to children and young people aged 5 – 11 in term time (after school) and in the school summer holidays.

Summary of costs:

2 x Part Time Staff	£27,000 per annum
Equipment	£ 2,000 per annum
Man costs including Insurance, promotion	£ 3,000 per annum
Contingencies	£ 1,300 per annum
Total	£33,000 per annum
Total for 3 years April 2008 – March 2011	£100,000

REPORT TO: Executive Board

DATE: 6 September 2007

REPORTING OFFICER: Strategic Director Corporate & Policy

SUBJECT: Review of Area Forums

WARDS: Borough-wide

1.0 PURPOSE OF THE REPORT

This report and its appendix detail the recommendations of the Corporate Services Policy and Performance Board for improving the operation of Area Forums.

2.0 RECOMMENDED That:

- a. the Board considers the recommendations of the Corporate Services Policy and Performance Board in relation to Area Forums as set out in Appendix 1 to this report;
- b. the Board approves the recommendations set out in Section 5 of the attached report (subject to any amendments arising from (a) above), with the exception of those items requiring amendments to the Constitution;
- c. the Board supports those recommendations in Section 5 of the attached report requiring amendments to the Constitution, (subject to any amendments arising from (a) above) and recommends to Council that the changes be incorporated at the appropriate time; and
- d. the Strategic Director Corporate and Policy prepares an action plan for the implementation of this Board's decisions in the 2008/09 municipal year and regular progress reports be made to this Policy and Performance Board.

3.0 BACKGROUND

Corporate Services Policy and Performance Board has conducted a review of Area Forums, involving surveys, focus groups, interviews and visits to other local authorities. The review looked at how Forums have evolved in Halton, and has identified recommendations for further improvement.

The report of the Review is attached (Appendix 1) and the recommendations are set out in Section 5.

4.0 POLICY IMPLICATIONS

Empowering "local people to have a greater voice and influence over local decision-making and the delivery of services" is a key objective in the Council's

Corporate Plan. Effective Area Forums are a key tool for the delivery of this objective.

There are resource implications in the recommendation that the NRF contribution to the Area Forum budgets be replaced from the Council's mainstream budget; and in the recommendations for improved communications, transport and the provision of refreshments. The last three items would have to be met from the existing area forum budgets, subject to approval.

5.0 OTHER IMPLICATIONS

There are no other implications.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

The recommendations include provision for the involvement of young people in Area Forums, and joint meetings of the Area Forums and the Area Youth Forums.

6.2 Employment, Learning and Skills in Halton

There are no specific implications for this priority, but the Area Forums are a means of engaging with local communities in order to deliver our targets.

6.3 A Healthy Halton

The Primary Care Trust has expressed interest in attending forums and using them to engage at a local level.

6.4 A Safer Halton

Both the Police and Fire Services have indicated willingness to engage with local people through area forums (in the case of the police service this is a continuation of current activity).

6.5 Halton's Urban Renewal

Area forums are attended by the relevant Streetscene team manager and provide residents with the opportunity to influence service delivery.

7.0 RISK ANALYSIS

The main risks associated with this action are failure to implement the recommendations, and failure to increase participation in area forums. Recommendation (c) is intended to ensure that the recommendations are implemented. The likelihood of failure to achieve the desired outcome is mitigated by the depth of research and consultation that was involved in the conduct of the review.

8.0 EQUALITY AND DIVERSITY ISSUES

The report attempts to address a number of barriers to access, including transport, and the formality of meetings.

9.0 BACKGROUND DOCUMENTS

Document	Place of Inspection	Contact Officer
Notes and reports of surveys, focus groups and interviews	2 nd Floor Municipal Building Kingsway Widnes	Rob Mackenzie
Local Government White Paper	2 nd Floor Municipal Building Kingsway Widnes	Rob Mackenzie

CORPORATE SERVICES POLICY & PERFORMANCE BOARD

REVIEW OF AREA FORUMS

June 2007

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CORPORATE SERVICES POLICY & PERFORMANCE BOARD REVIEW OF AREA FORUMS

1. PURPOSE OF REPORT

This report sets out the findings and recommendations of a Review of Area Forums.

Area Forums were introduced across the whole Borough in 2002 to improve local decision making by bringing consideration of local issues as close to the community as possible, by working in partnership with others to tackle difficult issues, and to consult people at local level as part of the process of engaging people in local democracy.

The review examined how the practice of Area Forums has evolved, and identified options for further development. It looked at the role and purpose of Forums, their governance arrangements, how the seven Forums currently operate and what lessons can be drawn from what works.

The recommendations are intended to improve the ability of Forums to engage at local level with residents, and should increase resident satisfaction with opportunities to influence and participate in local decisions.

2. STRUCTURE OF REPORT

The report which follows sets out the national and local policy context for Area Forums, and summarises the evidence collected by the Topic Group from surveys and meetings with residents, officers, elected members and partners, and by visiting other local authorities. The last section draws conclusions and makes recommendations for improving the operation of Forums.

3. POLICY CONTEXT

3.1. National Policy

The Local Government White Paper and the Local Government and Public Involvement in Health Bill, are built on the assumption that public services needed to be made more personal and so community engagement at the neighbourhood level is paramount. There are to be new powers:

- the Community Call for Action enabling Councillors to refer local issues to the Executive Board or Policy & Performance Boards
- greater focus on citizen engagement through a revised Best Value duty and refocused performance framework
- simpler processes for the formation of town or Parish Councils (and a presumption in favour of their establishment where communities request them)

And there is encouragement:

- to adopt neighbourhood charters
- to develop neighbourhood management
- to transfer redundant assets eg (buildings) to the community

One key feature of the White Paper and Bill is that there is no “one size fits all” prescription for neighbourhood working.

The White Paper and Bill place great emphasis on the role of the Local Strategic Partnership and on Local Area Agreements and on the importance of looking at all public services in an area rather than working silos.

This changing national picture is also influencing other public agencies in Halton. For example, there is a commitment to introduce neighbourhood policing across the whole country by April 2008. The health sector is also being encouraged to engage more locally, particularly in those neighbourhoods with the worst health inequalities.

3.2. **Local Policy**

The Council and the Halton Strategic Partnership Board have recognised through the Corporate Plan and the Community Strategy the need to look at the experience of our residents at neighbourhood level, and to close the gap between the most disadvantaged neighbourhoods and the rest. This is reflected in the targets we have agreed with Government in the Local Area Agreement. In order to deliver on this commitment, pilot neighbourhood management arrangements have been established with Government funding in these areas. It is hoped to learn from the pilots with a view to extending successful approaches across the Borough.

Service delivery is already devolved at a local level in some areas. For example, Streetscene, Community Development, and the Youth Service are delivered on an Area Forum basis. Neighbourhood Policing is also based around Area Forum boundaries. Services to Children & Young People, delivered through Halton’s 0-19 Children’s Centres, are being organised around Children & Young People Area Networks (CYPANs) which loosely reflect Area Forum boundaries over much of Halton.

3.3. **Issues Arising**

- a. Does the geography of our Area Forums reflect recognisable neighbourhoods? Are they a suitable basis for neighbourhood working? For example, are Beechwood and Hallwood Park part of what residents would recognise as the same neighbourhood? Likewise Halton View and Upton Rocks.
- b. How do Area Forums fit in with the three neighbourhood management pilots?
- c. How does the Council wish to respond to Government expectations of greater engagement with services at neighbourhood level?

4. **SUMMARY OF EVIDENCE**

The Topic Group had collected evidence from a variety of sources.

- i. Elected Members (group discussion)
- ii. Support Officers (group discussion)
- iii. Partners and Council Service Leads (interviews)
- iv. Halton 2000 survey
- v. Focus groups drawn from attenders and non attenders at Area Forums
- vi. Discussions and a questionnaire at the January cycle of Area Forum meetings
- vii. Study visits to Knowsley and Tameside

Detailed records from all these sources are available on request. A brief summary of the main findings in each case is set out below:

4.1. **Elected Members**

Each Area Forum was invited to nominate at least one member to attend a meeting with the Topic Group. In all, 13 members were present.

It was apparent from the discussion that current practice varies quite widely between different forums. This was a surprise to some members who only had experience of their own forum. Views as to the success of current arrangements and the scope for improvement varied considerably. Some members clearly feel that what is already in place is working well and should not be tampered with. Others saw room for further improvement.

There was general agreement on a number of points:

- a. Area Forums provide an opportunity to listen to residents, to inform residents, and to use the Area Forum budget to fix local problems.
- b. There was support for increasing the involvement of partners, and for using forums to hold them to account on local matters. However, the experience of working with the Police had taken time to settle down.
- c. In the conduct of meetings and the decisions on funding allocation, the role of democratically accountable elected members was crucial.
- d. Attendance at meetings was variable from forum to forum and according to current local issues. They should be publicised more effectively, and meetings should be made interesting with a limit on the number and length of presentations.
- e. The timing and location of meetings could never meet the preferences of all residents.
- f. Youth involvement was important but there was no single view on the best way of facilitating it.
- g. The length of time between meetings creates a lack of continuity which is accentuated in those forums where venues rotate around the wards.

4.2. **Support Officers**

Each Forum is supported by a Senior Manager (usually an Operational Director). There is also an Area Forum Co-ordinator who helps all seven forums by progress chasing individual projects and keeping overall track of expenditure commitments. Legal and Member Services organise and service Forum meetings and pre-agenda meetings.

The Topic Group Chair led a discussion with four of the Lead Officers and the Area Forum Co-ordinator. The key conclusions of this group were:

- a. **Attendance** - generally felt to be poor. Mainly the same faces at every meeting. The exception is when there are controversial single issues typically based around planning or licensing applications. Given the generally low levels of attendance do Area Forums represent value for money?

- b. **Purpose** - Area Forums are:
- an opportunity for residents to become engaged
 - a way for members to hear community opinion
 - a way for the community to access funding
 - a way of providing information to the community
- c. **Allocation of funding** - some Panels tend to work on a first come first served basis rather than using objective criteria to prioritise bids. A significant proportion of funding proposals come from officers or members either directly or indirectly via members of the public. It is perceived that not many come fresh from the floor. More encouragement could be given to requests from the wider community. The decision making around funding may not always appear transparent to residents as decisions are often made by members outside the public forum meeting.
- d. **Timing and location** - Area Forum meetings are held at 7.00pm. Whilst this benefits those who work, (including elected members) it disadvantages those reliant on public transport and those who are reluctant to go out after dark. Some venues are difficult to find and some are remote. Town centre locations might be more accessible.
- e. **Frequency** - the frequency of Area Forum meetings could be seen as a measure of how important or not they are viewed by the Council.
- f. **Format** - the formality of the meetings discourage participation. However, a more informal drop-in approach could lead to them becoming extended members' surgeries.
- g. **Geography** - Area Forums cover wide and diverse areas. However, working at a more local level, for example, ward panels, was viewed as unworkable in terms of the staff resources that would be required to administer and support them.
- h. **Partner involvement** - increasing the attendance of partners especially the Police but also the Primary Care Trust and registered Social Landlords, would strengthen Panels.
- i. **Residents involvement** - including residents on the Panels would demonstrate the commitment and facilitate a more joined up community focused approach.
- j. **Presentations** - more thought is required to localise the content of presentations to make them area specific and to pitch them appropriately to the audience. If questions and local nuts and bolts issues were dealt with first on the agenda, and presentations dealt with later, it might emphasise the priorities of the Area Forum and increase a sense of local empowerment. There was concern that at some venues, it is difficult to see or hear presentations. Better use of IT and possibly a portable PA system might help to address this.
- k. **Publicity** - Forums need to be better publicised. Suggestions include sending out details of spend and achievement with Council Tax bills, publicising spend and achievements on the Council website, and badging Area Forum funded projects for example with signs or plaques to promote the work of the Area Forum.

4.3. **Partners and Service Leads**

Three members of the Topic Group met a number of partners and Council Officers individually or in small groups as part of an "enquiry day". This included representatives from the Police, Fire Service, PCT, Halton Voluntary Action Together, Cosmopolitan

Housing, Four Estates Ltd (a community group), the Council's Transport and Waste Management Services, and a group of young people.

In summary, the key points raised were:

a. Role of Forums

- Engagement, joint problem solving, for residents to influence service delivery (eg a Streetscene, CSOs) to initiate local projects, and to harvest ideas from residents.
- Consultation at local level about local and Borough wide plans
- To inform residents about services and about decisions
- To allocate Area Forum funds

b. Partners and Links

- Young people were keen to develop the links between Area Forums and Area Youth Forums
- Service providers acknowledged the opportunity to use Area Forums for specific consultations rather than organising separate events (for example quality corridors)
- One consultee was concerned about combining Police meetings with Area Forums but combined Police and RSL surgeries were suggested as an alternative.

Generally, partners were very positive about reducing the number of different forums by combining meetings (eg Police and registered social landlords). Partners with no area arrangements of their own see the potential to use Area Forums (Primary Care Trust, Fire & Rescue Service).

c. Attendance and Operational Arrangements

This generated the most comment.

- Attendance levels were considered to be poor (frequently mentioned, but not all Forums and not every meeting). The overwhelming view was that to secure better attendance, residents need to feel that they have influence over decisions. It was noted that Area Forums are just one method of engagement, and we can gather local opinion by other means (surveys, using frontline staff etc). Not all residents want to engage, and of those that do, not all want to go to meetings. Therefore, low attendance is not necessarily a problem provided there are alternative methods of engagement in place.
- Setting agendas - it is important to get the right balance between giving information and listening to residents. It should be easy for residents to put items forward for the agenda. We should involve partners in agenda setting and put on joint presentations (for example anti-social behaviour). Questions should be allowed without prior notice, provided that it is understood that there may not be an instant answer on the night.
- Young people - consideration needs to be given to different ways of involving young people of meetings and outside meetings in other settings. We could give the Youth Forums an agenda slot on every Area Forum meeting. It would help to give

maximum advance notice of agenda items to allow issues to be taken to the Youth Forum first so that their representatives at the Area Forum can come with a considered view (the same comment was made about community groups).

- Feedback - it is important to inform the community about what the Forum is doing. Options include:
 - regular progress reports on projects for example by the website
 - an annual newsletter from each Forum focussing on its achievements
 - local leafleting or publicity in the vicinity of particular projects as they are carried out.
 - Promotion of meetings - more needs to be done for example including a schedule of meetings in the refuse collection calendar (but there is a timing problem with this); use schools to publicise meetings to young people and their parents.

Time and place - the benefits of local -v- central venues and day time -v- evening meetings were discussed without any clear consensus emerging. It was suggested that an annual day long event be held every year for each Forum to identify the priorities for that area for the coming year.

- Frequency - more meetings were suggested enabling more than one meeting to be held in each ward every year (for those forums that rotate venues).
- Layout - the top table format was commented on. Suggestions included a circular format or members sitting with residents. Refreshments such as tea and coffee would make for a more friendly and flexible approach.
- Facilities - need to ensure that Powerpoint is available when needed and adult sized chairs in schools would be appreciated.

d. Governance and Funding

There are variations in practice between Forums as to how decisions are made on funding allocations. It was suggested that in all cases proposals should be put to a Forum for comment before being approved by Members, and that all decisions should be publicly reported and progress tracked. The potential for devolving budgets was discussed with Officers, but there was some concern that it might result in areas of greatest need (in a technical sense such as areas with the most clapped out street lighting) would not get the funding they required. Administration of these budgets by seven different Area Forums would require increased technical support.

4.4. Halton 2000 Survey

Halton 2000 is a Citizens Panel which is surveyed on a range of topics four times a year. In January 2007, questions were put to the Panel about Area Forums. The key results were as follows:

- i. Awareness - could be better
 - of 1,367 responses, 52% were not aware of Area Forums

- 84% had never seen any publicity for Area Forums.
 - The preferred method to receive information about Area Forum meetings was by leaflets delivered to the household (58%). The next most popular methods of receiving information were notices or adverts in local papers (44%) and information in the Council magazine (26%).
- ii. Willingness to attend - 61% of respondents said that they would attend an Area Forum to discuss issues or raise a question.
- iii. Reasons for attending - for those who had attended an Area Forum, the main reason was to find out about what is going on in their area (62%). A further 20% had wanted to raise a particular issue.
- iv. Reasons for not attending - of those aware of Forums but who have not attended, the main reasons given were:
- not knowing when/where the meetings are held (27%)
 - not knowing enough about them (27%)
 - times are inconvenient (27%)
- v. Preferred topics. The following topics are those which residents would like to raise or that might encourage them to attend an Area Forum meeting.

Topic	% Interested
▪ To find out about long term plans for the area	63%
▪ To find out more about the reasons behind decisions affecting the area	54%
▪ To raise specific problems such as fly tipping or anti-social behaviour	44%
▪ To be involved in making decisions	40%
▪ To meet other agencies such as the Police or Health Service	39%
▪ To raise issues about the way that money is spent in the area	36%
▪ To raise issues about the level and quality of Council services	35%
▪ To work with people in the area to make it a better place to live	34%
▪ To meet my local Councillor and let him/her know about my views	29%

note: % adds up to more than 100% - respondents were allowed to select more than one answer

- vi. Timing - most people (68%) would prefer evening meetings.
- vii. Location - most people (61%) would prefer the meeting to be held within the Area Forum area rather than centrally
- viii. Mode of travel - most people prefer to meetings by car (57%). Of the rest, 30% would prefer to walk and 11% to use public transport.

As a baseline for measuring the future success of Area Forums, when asked, 51% agreed that they could influence decisions in their area and 65% agreed that by working together, people in their neighbourhood could influence decisions affecting the neighbourhood.

The conclusions that can be drawn from this survey are that we should:

- Improve publicity about where and when meetings take place and what they are about.

- Ensure that the agendas include topics important to residents
- Continue to hold meetings in the evening in the Area Forum areas

4.5. **Focus Group of Non-Attendees**

A focus group was held in January 2007 for residents who had not attended an Area Panel. Participants were drawn from the Halton 2000 Panel and the focus group was conducted by Merseyside Information Service to ensure independence from the Council. The key findings were:

- i. **Awareness** - only one of the participants knew anything about Area Forums. On hearing about them, others were keen to go and see what forums were like.
- ii. **Improving attendance**
 - No one time suited all participants and 7.00pm was as good a time as any
 - length of the meeting was not a strong factor in determining attendance
 - improved publicity via newspaper adverts would be seen as adequate by many, but for those who do not read the local paper a leaflet would be preferred
 - knowing what is on the agenda beforehand would help participants to decide whether to attend or not
 - preferred location for meetings would be in the Area Forum area
 - there were mixed views on frequency of meetings: some felt quarterly was enough others said monthly would give more choice of attending
 - a large meeting was seen as intimidating by some and therefore they would like the opportunity to express opinions in writing or in smaller discussion groups
 - seeing positive action taken as a result of discussion at the forum would encourage future attendance
 - topics that participants would find interesting ranged from the lack of local shops through to transport. They recognised that Area Forums can only deal with local issues but could also act as the first step in bringing wider issues to the attention of the relevant department or organisation.
 - Decision making - the role of Area Forums in making decisions was seen as limited because Forums only represent the views of a minority
 - Information - respondents would like feedback on progress with issues raised at the forums, and for dates to be set for outcomes, and for the publication of minutes.

4.6. Focus Group of Area Forum attendees

A focus group of people who had attended meetings was drawn from the Council's Area Forum contact list, and conducted by Merseyside Information Service to ensure independence.

- i. **General** - Area Forums were regarded as "very good" and provided a means of two way communication and an opportunity to air complaints, to receive information and explanation of decisions.
- ii. **Presentations** - there was a mixed view on presentations made to Area Forums ranging from "spot on" to suggestions that they should be shorter, made relevant to the local area, and the presenters should avoid the use of jargon.
- iii. **The agenda** - there was a desire that participants should be able to contribute to the setting of the agenda for example by asking at the end of the evening what issues those attending would like to see on the next forum agenda. To improve accountability, contact details of Council Officers attending the meeting should be included on the agenda. Agendas should be simplified into questions from the floor, items with information that is presentations and feedback or progress reports. Participants in the focus group would like feedback on progress between meetings. It was suggested as a minimum that the minutes could be mailed out in between meetings rather than waiting for the agenda of the next meeting to go out.
- iv. **Asking questions** - there were mixed views about the process of submitting questions: some were pleased with the results others were not. Participants would like to be able to ask cold questions on the night.
- v. **Area Forum budgets** - the Area Forum budgets are viewed positively by those who are aware of them.
- vi. **Decision making** - the focus group participants recognised that Area Forums can only deal with matters over which Council members have powers, but do expect that issues that the Council cannot deal with should be passed on to the relevant body rather than simply saying it is nothing to do with us.

It was suggested that a system for monitoring progress on items not fully dealt with at a previous meeting should be introduced. Some participants in the focus group did not view forums as being primarily for decision making but mainly for information and to make recommendations. Litter, traffic, parking, youth, vandalism, and nuisance were seen as areas upon which Area Forums might make decisions.
- vii. **Use of Halton Direct Link** - it was felt that if Halton Direct Link receives several complaints or questions about a particular issue in an area, this could be fed through to the Forum for consideration as part of the agenda.
- viii. **Influencing Service Delivery** - as a means of influencing service delivery, forums can highlight failures, and can publicise good work as a positive way of promoting forums and influencing service delivery.
- ix. **The conduct of meetings** - there were mixed views about chairing meetings. One suggested that a lay person should chair the meeting, others like having the same Chairman at every meeting and some preferred the Chairmanship to rotate. Some participants in the focus group referred to issues that are raised at Forums but not taken up by the Forum and they felt that the decision whether or not to pursue a matter should

be for the whole forum not just for the members. Participants would like an open Any Other Business item at the end of the agenda. Comments were made that seating arrangements with a top table was not felt to be conducive to participation in the meeting.

x. **Encouraging participation** - suggestions for encouraging attendance and participation included:

- improved marketing
- more frequent Area Forums (every two months)
- no change to time or venue
- arrange for a bus to pick up residents on the night of the forums
- encourage all age groups to attend

4.7. **Survey at Area Forum Meetings**

The review of Area Forums was included on the agenda of all seven forums in January 2007, and questionnaires were distributed to all attendees. In total, 49 questionnaires were returned, of which 38 came from just three forums, so the results must be treated with care. The key findings were:

- the majority (82%) attended to find out what was going on in the area
- the preferred method of finding out about forums was by direct mailshot (55%) followed by information in the Council magazine (43%), leaflets to the household (41%) or email shots (37%)
- the vast majority preferred an evening meeting on a weekday (95%) within the Area Forum area
- respondents were very willing to travel one or two miles (92%) and 57% would travel up to five miles to attend a meeting
- the majority (70%) would travel by car and 23% on foot
- of nine suggested topics or issues, seven were of interest to at least 2/3 of respondents suggesting that there is no one topic of greater importance
- the majority (84%) felt forums should have a budget
- asked for one suggestion as to how forums could be improved, a range of answers were given. These included:
 - better publicity marketing (13)
 - fewer/shorter presentations (4)
 - more information about how the budget is spent, and more say in budget decisions (3)
 - involve more young people (1)
 - less formal layout, facilitate discussion between people who attend (2)
 - consult on what should be discussed/last agenda item to be suggestions for the agenda for the next meeting (2)
 - better sound/microphones and AV equipment (2)
 - time limit for questions (1)

- other comments were:
 - could meetings be rotated to Appleton and Riverside
 - have public questions first instead of last
 - Police, Housing and Youth Service to be invited to attend

There were also many positive comments supporting the concept and the current arrangements

4.8. **Study Visit to Tameside MBC**

Tameside is a Beacon Authority for “getting closer to communities”. It has nine district assemblies based on old townships such as Ashton and Hyde, with delegated budgets for local roads, footpaths, street lights, parks, gardens, open spaces, street cleansing, play provision, youth services and certain community safety initiatives. District assemblies consist of all Ward Councillors, a standing Chair and Vice Chair. They are supported by an advisory group of residents, businesses, and young people elected by local secondary schools. The Advisory Group sits with Councillors at the public assembly meetings and they also meet with them outside these formal meetings, but have no voting rights. The Police, town patrollers (Wardens) and Fire Service all attend the meetings. The PCT does not regularly attend but the health sector has made presentations on specific issues.

The Assemblies concentrate on “cleaner, greener, safer issues” but do have wider responsibilities based on the key core priorities. Each Assembly has a town plan. The Droylesden Plan for example has action plans for the environment, community safety, local liaison, and young people with two lead members for each priority theme.

The nine Assemblies are supported by three full time, Township Managers each of whom has secretarial, administrative and project management support. Each assembly has a nominated Democratic Services officer, and named contacts in key services (eg engineering, youth services).

Each Assembly has its own style, the common features on all of the agendas are:

- i. a town scene report describing what has happened in the locality since the last meeting
- ii. a “What’s On” report highlighting future events
- iii. agenda slots for the Police, Wardens and Fire Service and
- iv. an open question session

Meetings are widely publicised by poster campaigns, street banners in the week before the event, press notices, website, and Council Newspaper.

4.9. **Study Visit to Knowsley MBC**

Knowsley used to have Area Public Forums very similar to Halton’s. However, over the last 12 months, these forums have been replaced by “Concept Knowsley” which is based on a Neighbourhood Management approach. Areas are managed by Area Partnership Boards and services are restructuring around devolved delivery. Area Partnership Boards are constituted like a mini LSP with representatives from key partner agencies, resident representatives, a business representative, and one Councillor for each ward, giving overall

board membership of between 12 and 15. The Area Public Forums only meet now if commissioned by the Area Partnership Board to consult on a particular topical theme.

The six Area Partnership Boards are supported by six Area Relationship Directors and small area based teams. The area based teams comprise of an Environmental Manager, a half time Communications Officer, two Partnership Engagement Officers, a Neighbourhood Warden Manager and 12 Wardens, a Highways Inspector for one day a week, a hot desk to the Police and Social Care. Each Partnership communicates monthly through a newsletter.

The initial area of focus for the Partnerships has been Streetscene and environmental issues. Area Partnership Boards have no budgets of their own.

5. CONCLUSIONS and RECOMMENDATIONS

There is government encouragement to develop neighbourhood engagement, and neighbourhood management. Area Forums may not provide the best geography for that, but have the advantage of being established, and service delivery has been designed around them. Three strategic options are available:

Option 1 - map out neighbourhoods which residents would identify with and reconfigure Area Forums onto these boundaries. This could lead to a large number of smaller forums. It would only be worth doing if we could resource it and had a clear vision of how to operate on a neighbourhood basis.

Option 2 - move towards a neighbourhood management model in each Area Forum area, with a Partnership Board replacing the Area Forum. Forums could be convened as a consultation mechanism for the Partnership Board. This approach would imply significant investment and the reconfiguration of services (the Concept Knowsley model).

Option 3 - retain current Forum arrangements, but develop their role to increase participation by residents and partners.

Given our current arrangements, it would make most sense to follow Option 3 for the time being. Once the three Neighbourhood Management pilots have become established and some lessons begin to emerge, we could then evaluate whether there were any improvements which could be rolled out across the whole Borough.

The remainder of this section is based on Option 3 - that is improving current Forum arrangements.

5.1. The Role of Area Forums

In the course of its research, no single view of the purpose of Area Forums emerged. It is important that residents know what to expect, and that Officers and Members are clear about the purpose of Forums.

It is **recommended** that

- i. *the following Statement of Purpose be agreed for Area Forums, and that this statement be incorporated into the Constitution, displayed at meetings, and publicised through other appropriate means:*

“the role and purpose of the Area Forum is:

- *to listen to the concerns and problems of residents and to engage in joint problem solving*
- *to inform residents about what is going on in their area, and about decisions of the Council and its partners*
- *to enable residents to influence the planning and delivery of services*
- *to commission improvements using the Area Forum budget.*

5.2. Involvement of Partners

In discussion with partners, some expressed willingness to become more involved in Area Forums. Some partners hold their own local meetings (for example residents forums organised by landlords, PADS and CAMS organised by the Police). There has been mixed experience of linking Area Forums to PADS and the Cheshire Constabulary are in the process of reviewing their approach to neighbourhood Working.

It is **recommended** that the Borough Council:

- i. formally invites the Police, Fire Service, registered social landlords, and Youth Service to attend Area Forum meetings regularly*
- ii. provides space on the agenda for updates from each of the key partners subject to advance notice being given of issues that they wish to cover*
- iii. regularly invites partners to put forward suggestions for future agenda items*

and that:

- iv. members and the lead officer from each Forum identify meetings organised by other partners in their area and explore the scope for combined meetings, but the joint meetings with the Police be not pursued at this stage pending their review of their own neighbourhood arrangements.*

5.3. Involving Young People

With the support of the Youth Service, Youth Area Forums have been established mirroring the Council's Area Forums. Two representatives from the Youth Forum attend Area Forum meetings. The extent and manner in which they are encouraged to contribute varies from Forum to Forum. It is important that the voice of young people is heard at Forum meetings.

It is **recommended** that:

- i. the attendance and participation of young people, including the member of the Youth Parliament, representatives from Youth Forums and from all school councils at all Area Forum meetings be welcomed and encouraged*
- ii. that once a year, a joint meeting of the Area Forum and the Youth Forum be held*
- iii. the Youth Forum to be invited to put forward items for inclusion in future forum agendas*

5.4. Governance

Area Forums are established in the Council's constitution (Article 11 2006/07). Their activities are reported to Corporate Services Policy & Performance Board to provide accountability. However, there is a lack of clarity about how decisions are made (particularly with respect to Area Forum expenditure). To clarify this, it is **recommended that**

- i. the Constitution be amended to clarify that whilst Area Forums are not decision making bodies, the Lead Officer has delegated authority to authorise expenditure of Area Forum funds in consultation with Members.*

Practice varies between Forums as to where and when funding commitments are made, and how such decisions are publicised. Whilst it is appropriate for Forums to adopt their own way of working, in order to ensure transparency, it is **recommended** for the avoidance of doubt that:

- ii. any decisions made outside of a public meeting of the Forum about the allocation of forum funds should be reported to the next public meeting*

It is important that if members are unable to resolve issues raised at an Area Forum, they can, when it is a matter of sufficient significance, refer it to Executive Board or the appropriate Policy & Performance Board. This clarifies current custom and practice. It is **recommended that**

- iii. the Constitution be amended to make it clear that Area Forums may refer matters of significance which they are unable to resolve to the Executive Board or to the appropriate Policy & Performance Board.*

5.5. Neighbourhood Charters

The Topic Group considered the merit of producing area plans as seen in Tameside. Area Renewal Plans were produced in Halton in 2003, but it proved difficult to encourage "bottom up" engagement from residents. Given the resources required to do this properly, the Group concluded it was not appropriate at this stage to revive this process. However, some value was seen in producing a Neighbourhood Charter setting out what levels of service residents could expect in each Area Forum area. It is **recommended that**:

- i. the production of Neighbourhood Charters be investigated and a further report made to Corporate Services Policy & Performance Board about the feasibility of this proposal.*

5.6. Frequency of Meetings

Area Forums currently meet three times a year. For Forums which rotate meetings around wards, this typically means one meeting in each venue per year. The gaps between meetings generate discontinuity. It was felt desirable to increase the frequency of meetings. However, the Topic Group is aware of the already heavy workload of members, and so it is **recommended that**:

- i. the frequency of Area Forum meetings be increased to four a year from the 2008/09 municipal year, including joint meeting with the Area Youth Forum.*

5.7. Area Forum Budgets

The Area Forums have a total budget of £600,000 per year, divided between the Forums on a per capita basis. Of this total, £300,000 is funded by the Council, and £300k is contributed

by the Halton Strategic Partnership from the Neighbourhood Renewal Fund (NRF). The Government's commitment to NRF ends in March 2008 resulting in a potential 50% reduction in funding to Area Forums. The Topic Group felt that the Area Forum funding is a valuable tool for forums to address local problems, and **recommends**:

- i. that consideration be given in the 2008/09 medium Term financial strategy and budget to replacing any loss of NRF from the Council's own resources.*

5.8. Time and Place of Meetings

The review clearly revealed that there is no time of day which suits everyone. Overall, there is a clear preference for continuing with the current practice of evening meetings. However, this does present difficulties for some groups of residents (for example, the elderly and those reliant on public transport). To help residents to access meetings, a dial-a-ride service could be provided, although costs would have to be met from Area Forum budgets. It is also possible to engage with groups of residents who find it hard to attend forum meetings by other means. It is **recommended** that:

- i. the normal time for forum meetings continues to be 7.00pm*
- ii. the cost and effectiveness of a dial-a-ride service to transport residents to meetings be investigated*
- iii. the existing practice of some forums in holding additional meeting with particular sections of the community at suitable venues and times be commended to all Forums*

The location of meetings was also covered in the review. Some Forums hold all meetings in one place, other rotate around venues in different wards. During the review, the option to use a central venue more easily reached by public transport was investigated. There is a clear preference that Forum meetings should take place in the area, and it is **recommended** that:

- iv. no change be made to the current choice of venues*

5.9. Format and conduct of meetings

Whilst each Area Forum has its own style, the majority adopt a "top table" layout with some or all of the elected members sitting at a table facing the audience. Meetings tend to be conducted in a formal manner. Some Forums only take questions submitted in advance. The general feedback from residents during the review was that this could be a little intimidating and a more informal approach would be preferred. In some venues, it can be difficult to hear what is said. As each venue is different, it is not appropriate to be prescriptive, but the following approach is **recommended**:

- i. a less formal room layout be adopted with as few barriers as possible between residents and Councillors*
- ii. partners and youth representatives be invited to sit with Councillors*
- iii. investigate the provision of microphones and amplification where necessary;*
- iv. questions can be accepted on the night up to the start of the meeting, provided that they are in writing with the questioner's name and address provided*

- v. *where feasible, tea and coffee should be provided to help to create a more relaxed atmosphere*

5.10. **Agenda Setting**

The agenda for meetings clearly influences attendance, and the effectiveness of the Forum. Residents would like the opportunity to influence agendas, and would like updates on progress from earlier meetings. They would also be interested to hear from partner organisations. It is **recommended** that every agenda should include:

- i. *feedback on progress with items raised at the last meeting and on progress with projects funded by the Forum*
- ii. *updates from key partners (eg Police and Fire Service) on their activities in the area*
- iii. *an opportunity for the Youth Forum to bring items to the Area Forum*
- iv. *an opportunity for the residents to put forward suggested items for the next meeting*

To assist with public understanding of proceedings, and to emphasise the importance of resident's contributions it is **recommended** that:

- v. *agendas be split into:*
 - *questions from residents*
 - *items and presentations for information*
 - *feedback and progress reports*
- vi. *that wherever possible the residents questions be considered as the first item on the agenda, with a time limit*

There was a mixed response to the practice of formal presentations to Forums, but the consensus was to keep them brief and to the (local) point. It is **recommended** that:

- vii. *presentations be kept brief (normally not more than 10 minutes) and made relevant to the particular Area being addressed.*

Area Forums vary considerably in length. In the interest of maximising attendance and participation, the aim should be to avoid running on too late. It is **recommended**:

- viii. *that meetings should finish by 9.00pm*

It has been suggested that if there is a pattern of service requests or complaints in an area, this might be included on the Forum's agenda. It is **recommended** that

- ix. *the possibility of identifying particular local issues being dealt with by Halton Direct Link be investigated*

5.11. **Publicity and Promotion**

One of the most frequently raised issues during the review was the lack of public awareness of Forums. It is vital that this is addressed so that residents can at least choose whether to attend or not. Some promotional activities will have resource implications, and funding will need to be provided from the Area Forum budgets. It is **recommended** that

- i. *a Communications Strategy for Area Forums be developed with costs and brought back to the Corporate services Policy and Performance Board for consideration to include:*
 - *promotion of Forums in Inside Halton and the Council website*
 - *publicity for the achievements of Area Forums*
 - *a leaflet distributed to all households in each Forum area once a year with an annual report and calendar of future meetings*
 - *the use of press releases and paid for advertisements*
 - *suitable acknowledgement by projects funded by the Area Forum (“badging”)*
 - *promoting the involvement of young people in conjunction with the Youth Forum, possibly through schools*
 - *the use of other Council publications such as the Council Tax leaflet and the refuse collection calendar*
 - *the use of prepaid envelopes to encourage questions and funding suggestions to be returned*
- ii. *the random mail out of agendas to 45 residents adopted by Appleton, Kingsway and Riverside Area Forum be trialled with other Forums and the results monitored*
- iii. *feedback on progress be available to residents between meetings via the website and the early production and circulation of minutes*
- iv. *scope for joint promotion with partners (and joint funding) be investigated*

5.12. **Information About Council Services**

One of the main reasons given for attending Area Forums is to “find out what is going on in my area”. It is therefore **recommended** that:

- i. *a selection of leaflets about forthcoming activities and key Council services be displayed at Forum meetings*

5.13. **How will we know if it works?**

We need to be able to judge the success (or otherwise) of these changes. The most obvious measure is attendance and the numbers of questions asked. However, there are two weaknesses in this.

- i. There are many reasons why residents may not attend, not everyone wants to go to a public meeting, and there are other ways of engaging with the Council.
- ii. Attendance on its own is not sufficient to say we are successful - residents must feel it was a worthwhile experience.

Other indicators we could use are the extent to which residents believe they can influence decisions, and satisfaction with opportunities for local participation in decisions.

We could also survey the satisfaction of the residents attending the meetings.

As part of the development of these proposals, a clear set of measures and baselines needs to be established and members might like to consider setting targets.

It is **recommended** that

- i. a performance framework be brought back to Corporate Service Policy & Performance Board for approval.*

TOPIC GROUP FORUM MEMBERS

Cllr Bob Gilligan (Chair)

Cllr Alan Lowe

Cllr Chris Inch

Cllr Paul Nolan

Cllr Mark Dennett

Cllr Sue Blackmore

Advisors

Rob Mackenzie

Ian Grady

TOPIC BRIEF

Topic Title:	Area Forums
PPB Responsible:	Corporate Services
Officer Lead:	Rob Mackenzie
Start/end:	September 06 – February 07

Description and scope

Area Forums were introduced across the whole Borough four years ago. They work towards improving local decision-making by bringing the consideration of local issues as close to the community as possible, working in partnership with others to tackle difficult issues; and, to consult people at a local level, as part of the process of engaging people in local democracy. This topic would examine how the practice of Forums has evolved and identify options and recommendations for further development. It will also consider the impact of relevant proposals in the local government white paper to be published in the autumn.

The review will address the following issues:

1. Role and Purpose:

- What are Area Forums for?
- What are the implications of the Local Government White Paper for Area Forums
- What is the relationship of forums to the emerging neighbourhood management arrangements?
- How do area forums link in to other engagement arrangements e.g Youth Forums, PADs, Older Persons Engagement Network

2. Governance:

- How do Area Forums feed into and influence the policy and decision making processes of the Council (PPBs, Executive Board) and partners?
- What is the process for allocating and reporting the allocation of Area Forum funds

3. How do the 7 area forums currently operate, and what lessons can we draw about what works?

- Time and place of meeting
- Publicity and communication
- Agenda setting
- Format and conduct of meeting
- How are decisions made?
- Support arrangements
- Resident involvement, including specific groups like young people and older people
- Partner involvement

Why chosen

After 4 years it is timely to review progress, particularly in the light of the forthcoming Local Government White Paper and the emerging policy context for local governance.

Outputs/outcomes

A set of recommendations on strengthening the role of Forums may be expected, with a view to strengthening the community leadership role of members and enhancing community engagement with the Council..

Strategic Priorities

Community leadership and good governance is one of the underpinning principles of the Council's Corporate Plan. As such it contributes to all strategic priorities and the achievement of the Councils vision for Halton

PPB Input/Mode of operation

Member Task Group to examine current practice and issues from across the borough. Receive evidence from members, officers, partners and residents on current practice; emerging neighbourhood management arrangements and policy development from Government expected in the White Paper in the autumn; and, look at examples of best practice from outside the borough. Scrutiny by full Board at February meeting. .

Agreed and signed by: -

PPB Chair Officer

Date Date

REPORT TO: Executive Board

DATE: 6 September 2007

REPORTING OFFICER: Strategic Director, Health & Community
Strategic Director, Children & Young People
Fiona Johnstone, Director of Public Health,
Halton & St. Helens PCT

SUBJECT: Joint Strategic Needs Assessment (JSNA)

WARDS: All Wards

1.0 PURPOSE OF REPORT

1.1 To provide an overview of the requirement to produce a JSNA in line with Department of Health guidance.

2.0 RECOMMENDATION:

That the Executive Board:

- i) **Support the process as outlined in the proposed co-ordination section and receive a draft JSNA in 2008.**

3.0 SUPPORTING INFORMATION

3.1 The JSNA is a process that results in the production of document of significant strategic importance. The process and subsequent documentation managed jointly by the Local Authority and PCT describes the future health, care and well-being needs of local populations and the strategic direction of service delivery to meet those needs, over 3-5 years.

3.2 The Joint Strategic Needs Assessment will be:

- The basis of a new duty to co-operate between PCTs & Local Authorities from 'Local Government and Public Involvement in Health Bill', to develop a whole health & social care response;
- Shaped by, and to meet, needs of local population;
- In tune with commissioning cycles of LAA & SCS.

3.3 A strong and effective Joint Strategic Needs Assessment will:

- Show health status of the local community;
- Define what inequalities exist;
- Contain social and healthcare data that is well analysed and presented effectively;
- Define improvements and equality for the community;

- Send signals to current or potential providers, who could have other relevant information or proposals for meeting needs;
- Supporting better health and well being outcomes;
- Aid decision making, and stages of the commissioning cycle, esp. to use resources to maximise outcomes at minimum cost.

4.0 **THE PROCESS**

4.1 The process for producing and subsequently utilising the JSNA is a systematic one and is summarised in Appendix 1.

4.2 **Phase 1 – Information Gathering**

The collection of a complex set of data and information reports focused on the following sub-sets:

- Demography;
- Social and Environmental Context;
- Current known health status of the population;
- Current met needs of the population;
- Patient/Service user voice;
- Public Demands.

4.3 A detailed breakdown of information required is summarised in Appendix 2.

4.4 **Phase 2 – Secondary Analysis & JNSA Production**

Building from the information gathering exercise of Phase 1, is the objective analysis of the local economy information to result in four sub-sets. These are detailed in Appendix 3.

4.5 The result of this analysis will be the completion of the local economy Joint Strategic Needs Assessment Document.

4.6 **Phase 3-Outputs and Commissioning Improvement**

The third phase of the JSNA process is the utilisation of the document to provide a platform for the economy to work together on developing a series of impact based proposals and improvement programmes. These will include:

- Programme of health and social care service reviews;
- Prioritisation framework for contracting and procurement;
- Medium Term Market Development;
- Primary Care Investment Decisions;
- Capital Investment Plans.

The development of the JSNA will enable both Local Authority and PCT to establish improved commissioning relationships and provide

the economy with progressive unity on commissioning and contracting priorities.

5.0 PROPOSED CO-ORDINATION

5.1 The guidance from the Department of Health clearly stipulates that the Director of Adult Social Services, Director of Children & Young People Services, Director of Public Health and Director of Commissioning from the PCT have a responsibility for co-ordinating the production of the document. Discussions have already commenced with a range of key stakeholders and Appendix 4 has been produced which sets the timetable and process for its completion.

5.2 The Department of Health stressed the importance of the direct links with Elected Members, Local Strategic Partnership's and key people including Local Authority Chief Executive's, Environmental Health staff and staff involved in Research and Intelligence.

5.3 The Local Strategic Partnership have already received a similar report to own and understand the requirement to produced a JSNA. The Health Specialist Strategic Partnership will thereafter be the responsible and accountable group to ensure that the JSNA is produced. As the Health SSP already has key people on its membership, it is suggested that a small working group is tasked with producing a draft JSNA in the timescales identified.

5.4 Regular update reports to the Executive Board, Local Strategic Partnership, PCT Board and Health Policy & Performance Board will be produced which appraise individuals and groups of progress. The Health Policy & Performance Board will scrutinise the process and ensure that effective community consultation is undertaken. However, a similar report to every Policy & Performance Board will be presented to ensure they are aware of this matter and provide them with an opportunity to be engaged.

6.0 FINANCIAL IMPLICATIONS

6.1 At this stage it is not clear what the financial implications will be, however, it is envisaged that the production of the draft will be bourne within existing resources.

6.2 There will be some financial costs to cover public consultation and these will need to be determined at a later date.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

7.1 Children and Young People in Halton

This will be a key strategic document to underpin progress against

the revised priorities in the Children & Young People's Plan. The needs analysis will form an integral part of the implementation of the Joint Planning and Commissioning Framework and enable us to target services based on need to improve outcomes for children and young people in Halton.

The development of integrated locality based services for children and young people through the Area Network model must be based on an analysis of need for each area, which can be distilled from this piece of work.

7.2 Employment, Learning & Skills in Halton

None at this stage, but to be determined within Policy and Performance Boards and within the needs assessment process.

7.3 A Healthy Halton

This will be a key strategic document which will address health and health inequalities in Halton.

7.4 A Safer Halton

None at this stage, but to be determined within Policy and Performance Boards and within the needs assessment process.

7.5 Halton's Urban Renewal

None at this stage, but to be determined within Policy and Performance Boards and within the needs assessment process.

8.0 RISK ANALYSIS

8.1 A full risk analysis will be undertaken as part of the process.

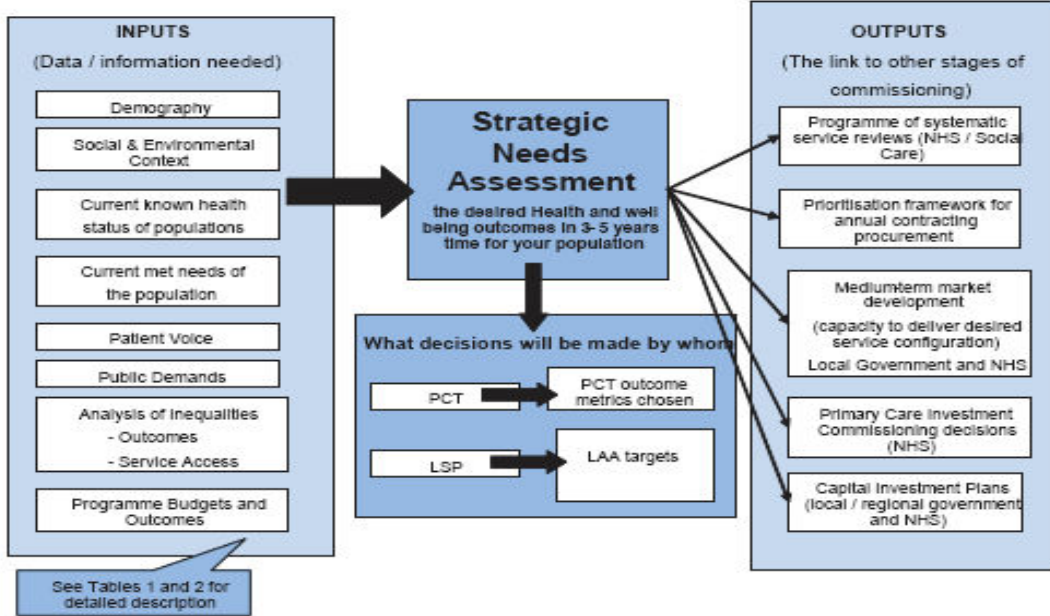
9.0 EQUALITY AND DIVERSITY ISSUES

9.1 The Strategy will ensure that the full range of equality and diversity issues are addressed and this will be scrutinised as part of the process.

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

None

STRATEGIC NEEDS ASSESSMENT



APPENDIX 2

Table 1: primary data needed for a Joint Strategic Needs Assessment

1	Demography	Population numbers	Current population estimates x5-year age bands and gender Population projections 3-5 years' time % Change
		Births	Current births and projected rates
		Older people	Current total aged 65+, male and female and five-year projection
		Ethnicity	Current numbers, percentages and projections
2	Social and environmental context	Benefits data	Children under 16 in households dependent upon Income Support
		Deprivation	IMD 2004
	Characteristics	Housing tenure	
		Living arrangements/over-crowding	
		No access to car or van	
		Employment data	
		Average incomes	
Rural or urban location			
3	Current known health status of population	Illness and lifestyle	British health survey 2004 Quality and Outcomes Framework GP QMAS data Risk factor data (smoking prevalence)
		Teenage conceptions	Age <16 rate plus 95% CI Age <18 rate plus 95% CI
		Census 2001	Standardised limiting long-standing illness ratio (persons in household)
4	Current met needs of the population	Social care	RAP 3: Source of referrals
			P1: Clients receiving community-based services
			RAP P2f: Clients receiving community-based services
		Primary care	RAP C1: Carers
			SWIFT
			Predicted prevalence versus known prevalence of x diseases
			Dental: % DMFT 5-year-olds – trend
Hospital care (HES data)	Immunisation: Resident-based uptake rates		
	Top 10 causes of admission		
5	Patient/service user voice	Social care	Top 10 diagnoses consuming most bed days
			Average, median and range of length of stay
		Primary and community-based care	User surveys
			GPAQ
Hospital care	PALS/LINKs data (qualitative and quantitative)		
	Complaints data		
6	Public demands	Local authority	Self-reported health outcomes
			Patient satisfaction surveys
		NHS	Annual residents survey
			Health scrutiny reports
			Petitions received

APPENDIX 3

Table 2: secondary analysis of data for Joint Strategic Needs Assessment

1	Analyses of current inequalities	Outcomes	by geography (e.g. life expectancy by ward)
			by ethnicity
			by gender
		Service access	by geography
			by ethnicity
			by gender
2	Projection of service use in 3-5 years' time based on historical trends and current activity		
3	Projection of outcomes in 3-5 years' time based on historical trends and current activity	Outcomes	
4	Value for money and return on investment	Programme budgets and outcomes	

JNSA															
Project Plan															
Tasks / Actions	Responsibility	Dependencies	Jul-07					Aug-07				Sep-07			
			2nd - 6th	9th - 13th	16th - 20th	23rd - 27th	30th - 3rd	6th - 10th	13th - 17th	20th - 24th	27th - 31st	3rd - 7th	10th - 14th	17th - 21st	
			5	6	7	8	9	10	11	12	13	14	15	16	
Phase One-Information Gathering															
Demography															
Social & Environmental Context															
Current known status of health population															
Current met needs of of the population															
Patient/Service User Voice															
Public Demands															
Collation and presentation															
Phase Two-Analysis & JNSA Production															
Analysis of Current Inequalities															
Projection of Service Use in 3-5 years time															
Projection of Outcomes in 3-5 years time															
Value for Money and return on investment															
Collation and presentation															
JNSA 1st Draft Publication															
Consultation															
Final Publication															
Phase Three-Outputs and Commissioning Improvement															
Programme of health and social care service reviews															
Prioritisation framework for contracting and procurement															
Medium Term Market Development															
Primary Care Investment Decisions															
Capital Investment Plans															

REPORT TO: Executive Board
DATE: 6 September 2007
REPORTING OFFICER: Strategic Director – Health & Community
SUBJECT: Groundwork Mersey Valley
WARD(S) Borough-wide

1.0 PURPOSE OF THE REPORT

1.1 To agree a response to proposals from Groundwork Mersey Valley regarding the way their Service is organised.

2.0 RECOMMENDATION: That:

- i) **The proposals to merge Groundwork Mersey Valley and Groundwork Wirral be supported in principle, but that the concerns raised in Paragraph 4.1 be forwarded to Groundwork and a response requested.**
- ii) **The support in principle does not represent any financial commitment or support.**

3.0 SUPPORTING INFORMATION

3.1 Groundwork Mersey Valley was set up in 2001 as a new Trust with the transfer of staff from the former Mersey Valley Partnership, an organisation working with local people and other organisations on a range of environmental improvement projects. It was one of fifty such Trusts operating in England. Over the years its emphasis has changed, and now its major objectives are: -

- To promote the conservation, protection and improvement of the physical and natural environment.
- To provide facilities in the interests of social welfare for recreation and leisure time activity with the objective of improving the conditions of life for socially deprived areas.
- To advance public education in environmental matters.

3.2 The Council has had a contractual agreement with Groundwork Mersey Valley since October 2001 and this terminates on 30 September 2007.

3.3 In 2006/07 the cost associated with this agreement was £78,620.

For 2007/08, in recognition that the agreement ceased at the half year stage the payment was halved.

3.4 Groundwork provide a number of services to the Council to support community groups and environment projects. In addition, they have worked well with the Council on the Neighbourhood agenda and won a number of awards. They have also attracted and levered in additional funding to Halton as they are able to apply for funds not accessible to other partner organisations.

3.5 Currently there are two Groundwork Trusts operating in Merseyside; Groundwork Mersey Valley covering the area of Halton and Warrington, and Groundwork Wirral covering the area of Wirral and Ellesmere Port and Neston. There was a Groundwork Trust for St Helens, Knowsley, Sefton and Liverpool but this went into liquidation in 2006. Nationally Groundwork have reviewed its operation and concluded that it needed to move to larger business units, with the merger of a number of Trusts.

3.6 The proposal, as it affects Halton is to merge Groundwork Mersey Valley and Groundwork Wirral into one organisation, and then to extend its remit to cover the whole of Merseyside. The new Trust (Groundwork Merseyside) would be operational from April 2008. Halton's views have been sought on this proposal, with the hope that it may be able to support the approach. Groundwork's view is that the smaller Trusts are not sustainable in business terms, nor geared up to taking a strategic approach to their objectives. An Extraordinary General Meeting of the existing Trust will be called seeking support for the proposals.

4.0 **COUNCIL POSITION**

4.1 In principle and in business terms the proposals appear to be sound. They recognise the financial climate and in particular the reliance on local authority financial support cannot be guaranteed. They offer the obvious economies of scale with the non-duplication of overheads, managerial spans, etc.

4.2 There are, however, some concerns.

a) The new amalgamated organisation would give itself a remit to cover the whole of greater Merseyside plus Warrington and Ellesmere Port. Currently only Wirral and Halton/Warrington are funding through grants. By their own recognition Groundwork Wirral has recently struggled financially on top of the demise of Groundwork St Helens. There would need to be some proper assurances that a focus of attention was still on Halton.

b) As Local Authority funding for Groundwork reduces or dries up, they have, by necessity, become increasingly commercial in their

approach. Given the sub regional reach of the new organisation the Council would need to ensure that Grounwork's focus does not deviate and greater priority given to other areas.

- c) The Governance arrangements are unclear as far as Local Authority representation and influence is concerned. The organisation has Local Authority representatives as "members" but a Board of Trustees controls Strategy and Direction. Although this does seem a good commercial business structure, there needs to be some clarification on the role of Members.
- d) The proposals do not begin to suggest how the service will be monitored and how value for money will be assessed. Indeed, at present, we have not seen any firm business plan.

5.0 **POLICY IMPLICATIONS**

- 5.1 At this stage Halton Borough Council is being asked for its views on the proposals. It is suggested that 'in principle' support is given, but that the concerns raised in Paragraph 4.2 should be considered and a response provided by Groundwork. It is also proposed that in giving such support does not represent a financial commitment to Groundwork Merseyside. Current obligations have been met for 2007/08. The Council will have to consider its future ability to contribute to Groundwork as part of its budgetary process for 2008/09.

6.0 **OTHER IMPLICATIONS**

None.

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

7.1 **Children & Young People in Halton**

None

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

Groundwork offer volunteer opportunities, particularly for those with learning difficulties.

7.3 **A Healthy Halton**

None

7.4 **A Safer Halton**

None

7.5 **Halton's Urban Renewal**

Groundwork focus on environmental improvements, particularly at neighbourhood level.

7.0 **RISK ANALYSIS**

7.1 Concerns are listed in Paragraph 4.2

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 None at this stage.

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

Document	Place of Inspection	Contact Officer
A Vision for the Future	Grosvenor House	Howard Cockcroft, Operational Director, Culture & Leisure Services

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A of the Local Government Act 1972.

Document is Restricted