



# Universal and Learning Services

## **SERVICE PLAN**

**April 2008 to March 2011**

**Advanced Draft FEB 2008**

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## 1.0 INTRODUCTION

To meet Halton's most pressing needs, the Borough Council has identified [6 key priorities](#), and a number of associated key Areas of Focus, which, as detailed within the Council's Corporate Plan, are: -

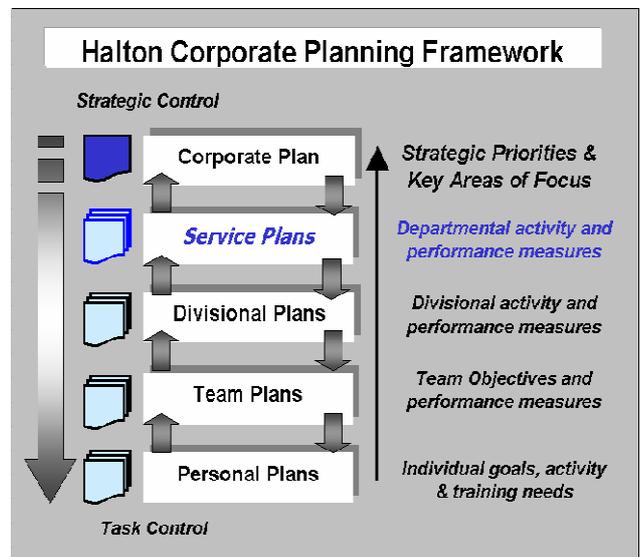
- **A Healthy Halton**
- **Halton's Urban Renewal**
- **Halton's Children & Young People**
- **Employment, Learning & Skills in Halton**
- **A Safer Halton**
- **Corporate Effectiveness & Business Efficiency**

Departmental Service Plans form an integral part of the authority's corporate planning framework, as illustrated below.

This framework ensures that the Council's operational activities are complementary to the delivery of its community aspirations and legal and statutory responsibilities.

Departmental Service Plans are primary documents that communicate:

- The existing and future influences that have informed the shaping of service delivery in the medium term.
- The existing and projected resources that are, or may, be required to deliver services.
- Departmental Service Objectives and Key Milestones that are to be delivered over the next three years.
- Those national and local performance indicators for which the department has a responsibility to report.



Such plans, and the Quarterly Service Plan Monitoring Reports that flow from them, are an essential tool in enabling the public, Elected Members, Senior Management, and staff how well Council departments are performing and what progress is being made in relation to improving the quality of life within the borough and service provision for local people, businesses and service users.

## 2.0 SERVICE PROFILE

### 2.1 Purpose

The Department promotes continuous school improvement and seeks to raise standards by appropriately supporting and challenging schools. It supports Headteachers and School Governing Bodies through a range of support services that seek to promote effective governance and management of schools and on seeking continuous improvement in teaching and learning. This means that the services directly benefit all pupils in Halton schools. It is a lead Department for the Every Child Matters outcome – enjoy and achieve, but contributes significantly to all ECM outcomes by working collaboratively with Divisions across the Directorate and with colleagues in external agencies where appropriate.

The 3 Divisions in the Department carry a range of responsibilities.

**School Improvement Division** has the core functions of monitor, support, challenge, and intervene in schools in order to raise standards of achievement and attainment. It fulfils statutory duties relating to the employment of staff in schools; promotes raising standards through a range of strategies, including analysis of quantitative and qualitative data; secures a broad and balanced curriculum in schools; supports schools causing concern; and brokers appropriate support to schools from external sources. Key roles delivered by this division are School Improvement Partners, Advisers, Teaching and Learning Consultants and Advisory teachers. It is responsible for leading and managing a range of national initiatives such as the National Primary Strategy, Secondary Strategy, School Sport Co-ordinator Programme, School Improvement Partner as well as a range of learning partnerships. It supports governors through a Clerkship Service and an extensive Governor Development and Training programme.

**14-19 Division** covers a wide range of function focused around the 14-19 agenda and post-16 learning and employment through the following services;

**14-19 Strategy:** In response to the Government's 14-19 Education & Skills White Paper, which emphasises the need to raise attainment levels and retain young people in learning, there are plans to reform education for 14 to 19 year olds. At the centre of this reform is the implementation, by 2013, of a new national curriculum entitlement introducing 14 specialised Diplomas that combine classroom education with workplace experience, and the introduction of functional skills in maths, English and ICT GCSEs. Pilots of the specialised Diplomas start in 2008 with functional skills pilots starting in 2007. Others areas of reform include an extended project to stretch A Level and Diploma learners, the publication of an electronic prospectus in 2007 for 14-19 provision, and a revised programme of study for Key Stage 3 in 2008.

**Halton Education Business Partnership (EBP)** was set up in 2001 and now has links with hundreds of employers and most of the schools in the borough. Links between education and business can help schools raise achievement, connecting classroom and industry helps pupils of all ages make sense of what they are learning and enables employers to contribute to developing their workforce of tomorrow. Our aim is to provide all young people aged 5-19 with a

wide range of relevant experiences of work throughout their school careers. These include work experience, mock interviews, hands-on “work” activities for primary pupils, student mentoring, enterprise, visits to workplaces, placements for teachers and many more.

**Aimhigher:** aims to widen participation in higher education (HE) by raising the awareness, aspirations and attainment of young people from under-represented groups. The programme particularly focuses on young people from disadvantaged social and economic backgrounds, some minority ethnic groups and people with disabilities.

The role of Aimhigher is to:

- Raise aspirations and motivation to enter HE among young people from under-represented groups, in line with the Government's target that by the year 2010, 50% of those aged between 18 and 30 should have the opportunity to benefit from HE
- Raise attainment of potential students from under-represented groups so that they gain the academic or vocational qualifications that will enable them to enter HE
- Raise awareness and understanding of the different progression routes into HE via vocational courses - so that prospective students understand that A-levels are not the only option
- Offer information, advice and guidance to potential students and their teachers and families

**Inclusive Learning Division:** The purpose of the SEN Division is to provide focus upon the delivery of the Council's Strategy for the Inclusion of Pupils with SEN. Included within it are Educational Psychology, SEN Service (newly established in Jan 2007, following the recommendations of service Review) the SEN Assessment Team and the Early Years SEN team including the Portage Service developed for the support of families of young children with complex SEN/disabilities, with a special focus to improve the pathways for children of 0-4 years with SEN/disability in identification, assessment, support and capacity building. The key challenge for this division is to implement the SEN review and secure improvements in our SEN indicators, through developing the capacity of mainstream schools to meet the needs of all pupils including those with SEN and complex difficulties.

The Department's main beneficiaries are pupils with Special Educational Needs, their families and Halton Schools; pre-school children, parents and carers and providers of early years education/care; families who need information, advice and support at key times in their children's lives, notably starting primary school, secondary and special schools; accessing financial support for school meals, school transport and student awards; children and young people who are vulnerable and who are disaffected and at risk of or permanent exclusion from school; children who seek employment or who work in the entertainment industry and all children and young people 0-19.

## **2.2 Key Messages**

Working within a coherent framework under the Strategic Director of Children's Services, the aim is that services will work better together, not only across the new Directorate, but also across the Council and all partner agencies providing services for children.

The Children and Young People Plan is the multi agency plan outlining how agencies will work together to achieve the Every Child Matters outcomes. The Children and Young People Plan 2006-2009 was refreshed in June 2007 and the following revised priorities agreed by the Alliance Board for the work of the partnership;

**BH1 Physical health & healthy lifestyles**

**BH2 Sexual health**

**BH3 Emotional, psychological and physical well-being**

SS1 Community awareness & engagement in safeguarding

SS2 Prevention and early intervention

SS3 Targeted support for vulnerable children

**SS4 Placement choice & quality of care for LAC**

**EA1 Educational outcomes for all children**

**EA2 Attendance of all children**

**EA3 Narrowing the gap for vulnerable children**

MPC1 Young People's participation and community engagement

MPC2 Youth Offending & anti-social behaviour

**AEW1 Learning opportunities for 14-19 year olds**

AEW2 Access to suitable accommodation

SM1 Enhance financial planning

SM2 Integrate delivery of service

SM3 Develop the workforce

SM4 Develop performance management

SM5 Transform learning opportunities for all children.

In addition, as part of the strategic engagement cycle led by Government Office North West a process of further prioritising these priorities was completed in November 2007. The eight priorities shown in **bold** in the list above were agreed as the key priorities for further scrutiny and to receive support from the GONW fieldforce. They will also form the basis of negotiation for inclusion in the new Local Area Agreement

Universal and Learning Service will lead on all the Enjoy and Achieve Priorities as well as AEW1 Learning Opportunities for 14-19 year olds which will be underpinned by the implementation of the 14-19 Strategy. Following the implementation of the National Indicator set and a shift in central government focus service developments over the life of this plan will focus on narrowing the

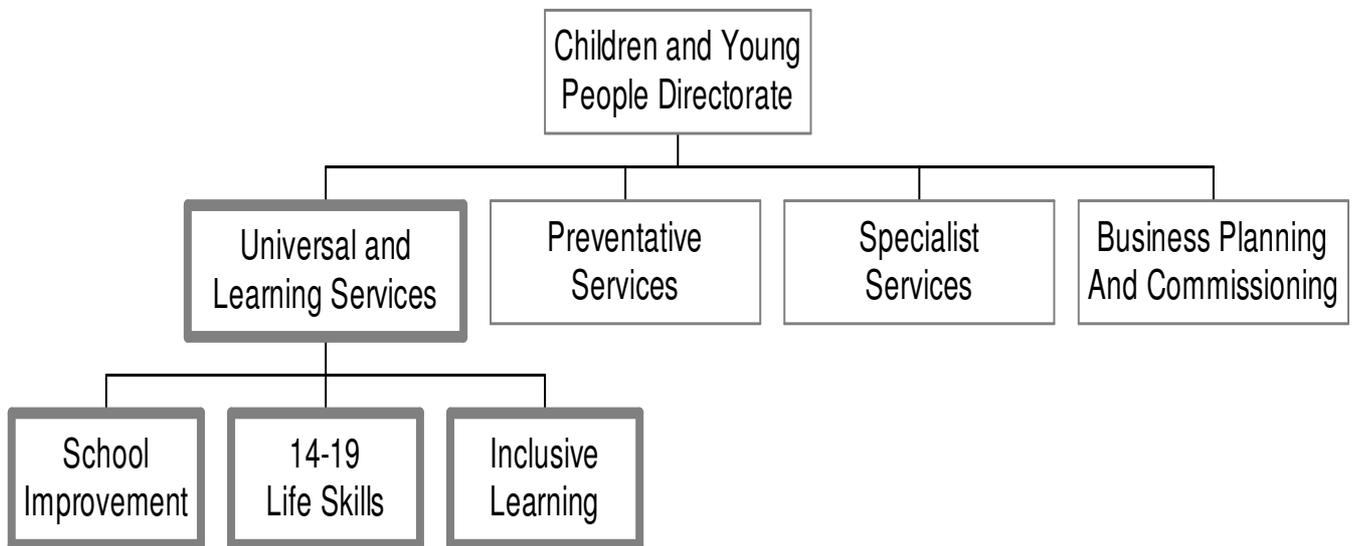
gap for vulnerable groups such as SEN, Children in Care and those from low income backgrounds.

**Annual Performance Assessment:**

The Annual Performance Assessment judgements for Children’s Services are on a scale of 1 to 4 ranging from 1 ‘a service that does not deliver minimum requirements for users (Inadequate) to 4 ‘a service that delivers well above minimum requirements for users (Excellent/Outstanding). Halton’s 2007 APA Judgements were as follows;

Area for Judgement	Grade Awarded
Overall Effectiveness of Children’s Services	3
Being Healthy	3
Staying Safe	4
Enjoying and Achieving	3
Making a Positive Contribution	4
Achieving Economic Well-Being	2
Capacity to Improve (Including Service Management)	3

**2.3 Organisation Structure**



## **3.0 FACTORS AFFECTING THE SERVICE**

### **3.1 External Factors**

#### **Political**

##### **Every Child Matters:**

The Every Child Matters: Change for Children Agenda introduced a new approach to the well-being of children and young people from birth to age 19. The aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Agenda promotes early intervention and co-ordinated service provision delivered through stronger partnership working and children's trusts.

##### **Children's Plan:**

The Children's Plan, published in December 2007, sets out the government's plans for the next ten years under each of the Department for Children, Schools and Families' strategic objectives under the following chapters:

- Happy and healthy – secure the wellbeing and health of children and young people
- Safe and sound – safeguard the young and vulnerable
- Excellence and Equity – individual progress to achieve world class standards and close the gap in educational achievement for disadvantaged children
- Leadership and collaboration – system reform to achieve world-class standards and close the gap in educational achievement for disadvantaged children.
- Staying on – ensure that young people are participating and achieving their potential to 18 and beyond
- On the right track – keeping children and young people on the path to success
- Making it happen – vision for 21<sup>st</sup> century children's services.

##### **Halton Community Strategy:**

The Community Strategy 2006-2011 identifies 5 priorities, which for the first time includes children and young people as a specific theme. The Children and Young People's Commissioning Partnership was established following this decision, and functions as the Specialist Strategic Partnership for Children and Young People. The Partnership also holds responsibility for implementing the practical arrangements needed to implement a Children's Trust, functions as a forum for the Alliance Board Task Group Chairs and for driving the joint commissioning agenda.

##### **Children and Young People's Alliance Board:**

The Alliance Board functions as the Children's Trust, and is responsible for strategic planning of services to children and young people, including developing and implementing the Children and Young People's Plan and Children's Trust arrangements. The work of the Alliance Board is underpinned by the Halton Multi-Agency Compact, which sets out the responsibilities of Halton Borough Council and its Partner agencies on the Board.

### **Halton Safeguarding Children Board**

The Board was established in April 2006 in line with the requirements of the Children Act 2004, and links into the Halton Children & Young People's Strategic Planning arrangements and the Halton Children & Young Peoples Plan. The Board is the key statutory mechanism for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do.

### **Joint Area Reviews:**

New arrangements for inspection of children's services at local authority area level were been in the Children Act 2004. Joint Area Reviews will look at how services are working together locally to improve outcomes. They evaluate the collective contributions made to each outcome by relevant services and examine the involvement of children, young people and their parents in service planning structures. Halton's Joint Area Review will be held across two weeks in February and March/April 2008.

## **Economic**

### **Deprivation:**

The Index of Multiple Deprivation (IMD) for 2007 suggests that deprivation has improved in the Borough. In 2007 the IMD ranked Halton as 30<sup>th</sup> most deprived Authority in England compared to 21<sup>st</sup> in the 2004 Index and 16<sup>th</sup> in 2000. However, it still ranks as one of the most deprived districts in England. Although located in Cheshire, Halton shares many of the social and economic problems more associated with its urban neighbours on Merseyside. Halton is ranked in the IMD as the 3<sup>rd</sup> highest authority in terms of deprivation on Merseyside, behind Knowsley and Liverpool, and 10<sup>th</sup> highest in the North West. Neighbouring authorities St Helens (47<sup>th</sup> overall), Wirral (60<sup>th</sup>) and Sefton (83<sup>rd</sup>) are well down the table compared to Halton.

Halton has some of the most deprived wards in the country in terms of child poverty. Several parts of Halton are amongst the poorest in the country. In Widnes, the most deprived areas are Kingsway, Riverside and Appleton. In Runcorn, the most deprived areas are Castlefields, Halton Lea and Windmill Hill. However, there are many affluent areas of the borough as well. These are located mainly on the outskirts of both towns and comprise of several new housing estates.

### **Employment:**

Claimant unemployment in the Borough fell from 5.0% in January 2000 to 3.1% in November 2005. However, Halton still had the 5<sup>th</sup> highest claimant rate in the North West in November 2005.

The claimant count unemployment rate looks at the number of people who are out of work and claiming Job Seekers Allowance. The claimant count rate in February 2007 for the whole of Halton is 3.6% compared with the national rate of 2.6% and the regional (North West) rate of 2.9%. This was a rise in Halton from 3.3% since October 2006.

For the period January – December 2005 the worklessness rate was 27.1% of the working aged population in Halton, but this has now rose to 30.1% for the latest figure available (July 05 – June 06). This is 2.2 percentage points below the Greater Merseyside figure. Worklessness is an indicator of employment that differs slightly from traditional unemployment rates in that it also considers those that are economically inactive.

In March 2007 the Office for National Statistics released the 2005 data from the Annual Business Inquiry (ABI). This data measured the total number of employees in each industry across the Borough at district level. Previously the total number of employees in Halton was 53,086, this figure was based on the ABI 2004 data. The 2005 ABI figure was 54,710, a rise of 3.1%. This is much higher than the 0.3% rise across Greater Merseyside in the same period.

Research shows that the skill base of the local area is relatively poor compared to the United Kingdom as a whole and surrounding local economies. Halton has a low percentage of adults with further education qualifications and low rates of numeracy and literacy. All told, there is a mismatch between skills in the local workforce and jobs available in the borough, and it is anticipated that in the future over 95% of new jobs will need qualifications of at least NVQ 2 level and over 70% at NVQ 3 and above. The latest data available for Halton shows that there are 14,400 working age people who have no qualifications, this equates to 20% of the working age population.

## **Social**

### **Demographic changes:**

The mid-2005 population of Halton stood at 119,200 (rounded to the nearest 100 people). This is up from the mid-2004 population of 118,900. Halton has a larger number of people in the 5-24 age categories than across England as a whole. This is partly down to the influence of Runcorn New Town where a lot of younger people live.

The birth rate in Halton is declining, and this is already being seen in the falling numbers on roll in the district's primary schools. In January 2003 pupil numbers in Halton's Primary schools were over 1000 fewer than their net capacity. This will, naturally work its way through the system and result in reducing pupil numbers in secondary education and FE. This could lead to the problem of surplus Secondary school places across the borough in the near future.

The next ten years will see a reduction in teenagers by 20%. This presents new risks for social exclusion and shifting demands for services. Single person households will rise, and single parenthood will become even more common.

One result is likely to be a marked increase in social isolation, which will have profound effects on people's health and involvement in their communities.

The ethnic composition of residents in Halton as of mid-2005 was as follows:

<b>Ethnicity</b>	<b>Total Proportion of Halton Residents</b>
White British	96.8%
White Irish	0.67%
Other White	0.75%
Mixed White & Black Caribbean	0.25%
Mixed White & Black African	0.17%
Mixed White & Asian	0.17%
Other Mixed	0.17%
Asian: Indian	0.25%
Asian: Pakistani	0.08%
Asian: Bangladeshi	0.08%
Other Asian	0.08%
Black Caribbean	0.08%
Black African	0.17%
Chinese	0.25%
Other	0.08%

### **Health:**

Statistics show that health standards in Halton are amongst the worst in the country and single it out as the aspect of life in the borough in most urgent need of improvement. The population is ageing which could put even greater demands on the health and social care services. At the same time lifestyle choices in the borough, especially among the young, in terms of diet, smoking, alcohol, exercise and other factors continue to give cause for concern for the future.

### **Technological**

#### **Integrated Children's System:**

A recent DCSF review found that 121 Local Authorities (80%) will have a Phase 1 compliance system rolled out on or before 31st March 2008. ICS provides an electronic recording system for social care through the development of web based E-Forms that integrate directly with the client database, Carefirst. Halton have now fully implemented Phase 1a of ICS across all 9 Children's Social Care teams, the DCSF have assessed the Halton ICS E-forms system against their set Business Requirements, the outstanding requirements from this assessment are now ready for testing by ICS Stakeholders. Phase 1b development is now underway with a planned completion date of 31st March'08.

#### **ContactPoint:**

ContactPoint will be the quick way for a practitioner to find out who else is working with the same child or young person, making it easier to deliver more coordinated support. This basic online directory will be available to authorised staff who need it to do their jobs. It is a key part of the Every Child Matters programme to improve outcomes for children. Halton has been designated as an

early adopter authority, with a "go live" date for Halton and other early adopters in September/October 2008, with full implementation across England in early 2009.

#### **Electronic Common Assessment Framework:**

The electronic CAF system (eCAF) for Halton has been piloted with practitioners from a range of voluntary and statutory agencies between February 2007 and February 2008. A new eCAF system has been purchased, which will be rolled out in April 2008 to all the necessary agencies across Halton. The system has been built on the Children and Young People's Database. The DCSF has recently announced the decision for the implementation of a national eCAF solution, in which implementation will start in the coming years.

#### **Carefirst 6i Implementation:**

Feasibility study for CareFirst 6 Project has now been completed with estimates given for timescales for completion and resources required, a Project Brief is currently being completed. A full Business Process re-engineering exercise will need to be carried out by the CYP Directorate and ICT Services in order for the Project to be fully successful.

### **Legislative**

**Children Act 2004** provides the legislative spine for the Every Child Matters agenda. It aims to minimize the risks and improve outcomes for children and young people by transforming the way children's services are organised and improving joint working between agencies. The Children Act is supported by a wide range of guidance regarding strategic planning, safeguarding, service delivery and local engagement.

The Every Child Matters agenda arising out of the Children Act provides the framework for the development of integrated service delivery for children and moves towards Children's Trusts. The act also established the key strategic roles of Director of Children's Services and Lead Member for Children's Services. It also introduced a single Children & Young People's plan covering all services to children to focus strategic planning.

**Adoption and Children Act 2002** became operational from December 2005, introducing comprehensive changes to adoption services. The Act makes the child's welfare the paramount consideration in all the decisions by courts and introduces the use of the 'welfare checklist' into adoption work. It also highlights the need to prevent delay in planning for permanence and adoption and places a duty on local authorities to ensure that the support and financial assistance needed is available to people affected by adoption. The Adoption and Fostering Service has been restructured in order to ensure services are delivered in accordance with the new legislation.

**Childcare Act 2006** aims to transform childcare and early years services in England, taking forward some of the key commitments from the Ten Year Childcare Strategy, published in December 2004. The Act requires authorities to improve the five Every Child Matters outcomes for all pre-school children and reduce inequalities in these outcomes, secure sufficient childcare for working parents and provide a better parental information service. The Act also reforms

and simplifies early years regulation and inspection arrangements. It is anticipated that the main provisions of the Act will come into effect in 2008.

**Local Government and Public Involvement in Health Act 2007** gained Royal Assent in October 2007 and enacts many of the provisions in the White Paper “Strong and Prosperous Communities”. The Act introduces measures designed to:

- Empower communities, such as devolving power to create parishes (and other forms of community governance) to principal authorities, and introducing a community call for action;
- Make local government more effective and accountable through, for example, revised leadership and electoral arrangements, provision for restructuring in two-tier areas and a move to a more locally-based standards regime;
- Strengthen the community leadership role of councils;
- Simplify the performance framework and reduce the burden of inspection on councils.
- Provide a statutory framework for Local Area Agreements (LAA) including a list of partners who have a duty to cooperate with LAAs.
- The Act also provides for a Valuation Tribunal for England and it contains a number of measures designed to enhance patient and public involvement in health and social care.

**Children and Young Persons Bill** began its parliamentary progress in the House of Lords in November 2007, and enacts proposals detailed in the White Paper “Care Matters: Time for Change” which was published in June 2007. The Bill will have a far-reaching impact on the way services to children and young people are delivered. The provisions of the Bill are grouped around the following areas:

- **Social Work Practices** – piloting a new model of delivery of care services to test whether partnership with external agencies can improve the child’s experience of care
- **care planning and reviews** – strengthening the role of Independent Reviewing Officers, extending the requirements for social workers to visit looked after children, and giving more children in care access to an Independent Visitor
  - **education** – limiting changes of school for looked after children, especially in years 10 and 11, making the ‘designated teacher’ a statutory requirement, and introducing a statutory £2000 bursary for care leavers progressing to higher education
  - **placements** – restricting local authority use of out-of-authority placements, improving the inspection regime for children’s homes, and giving foster carers access to independent reviewing mechanisms
  - **transitions to adulthood** – giving young people a greater say in moves to independence, especially at age 16/17, and extending the duties to appoint a personal adviser and keep the pathway plan under review to care leavers up to the age of 25
  - **supporting children in their families** – focusing on early intervention to reduce the need for children to be taken into care.

**Education and Inspections Act 2006** aims to ensure that all children get the education they need to enable them to fulfil their potential. The Act gives local authorities a new strategic role as champion of parents and children, and sets up the national inspectorate covering education, skills and children's services. The Act introduces the new specialized diplomas for 14-19 education and revises the law on school discipline and parenting contracts. The Act also places a duty on governing bodies to promote well-being and community cohesion, provide and publicise Positive activities for 13 to 19 year olds and to take the Children and Young People's Plan into consideration.

**Extended Schools Prospectus 2005** sets the agenda for all schools and children and families to be able to access a core of extended services which are developed through multi-agency partnership. Extended services can include childcare, adult education, parenting support programmes, community-based health and social care services, multi-agency behaviour support teams and after-school activities. In Halton this agenda has been merged with the Children's Centre strategy to ensure seamless provision across the 0-19 age range. Targets have been set by the Training and Development Agency (TDA) for 38% schools to be delivering the full core offer by September 2007 (target met) 54% by September 2008 and all schools delivering by 2010. Halton is currently on target to meet these targets.

**14-19 strategy** aims to develop a coherent 14-19 phase of education where young people are committed to continuing learning whether in school, college or the workplace. The Strategy aims to encourage more young people to stay in school beyond 16 by increasing curriculum flexibility and choice, extending the program of studies for learners in the 16-19 age group and improve the vocational offer. Halton's 14-19 Partnership has been successful in its bid to deliver 3 new Diplomas across schools and other learning settings from 2008 onwards covering Construction and the Built Environment, Society Health and Development, and Creative and Media. The Partnership is on track to broaden the curriculum offer to young people from 2008 onwards. Introduction of the Diplomas locally is part of a wider strategy to engage young people in learning through wider vocational opportunities

## **Environmental**

### **Protecting our environment:**

Awareness of Climate Change is growing and the Council is committed to taking a lead and setting an example in tackling the associated problems. A corporate Climate Change Action Plan is being prepared, but each department can make its own contribution.

Consideration will be given throughout the life of the Service Plan to ways in which support can be given to the action plan and to identify and implement opportunities to reduce any contribution to Climate Change and to promote best practice in the reduction of carbon emissions.

The Council has signed up to the Local Authority Carbon Management Programme in the early part of 2007/08. The programme will guide the Council through a systematic analysis of its carbon footprint, outline opportunities to help manage carbon emissions, develop Action Plans for realising carbon and

financial savings; and embed carbon management into the authority's day-to-day business.

As part of the programme the Council has developed a Carbon Management Strategy and Implementation Plan to reduce energy bills and carbon emissions over the next five years. Through the Strategy and Implementation Plan, Council services will need to encourage closer examination of their policies around procurement, transport and the use of renewable energy.

## **3.2 Service Developments**

**Children and Young People's Plan:** In line with the Children Act 2004, the Halton Children and Young People's Plan brings together all agencies and services within Halton, not just those delivered by the Council, and sets out joint priorities and joint activities to improve outcomes for children and young people. All Council Directorates, local Health Trusts, Cheshire Constabulary, Cheshire Probation Service, The Youth Offending Team, Connexions, Learning and Skills Council, Education Business Partnership and a range of voluntary sector services contributed to the Plan. Most importantly, it takes into account consultations held with children, young people and their parents and carers across Halton and reflects their aspirations and views. A review of the Plan was published in June 2007, which reports on progress against the targets in the original Plan, reviews developments between 2006 and 2007 and consultation with children and young people and sets the key priorities and activities for 2007-09.

**Consultation Activity:** A participation strategy was produced in 2004, revised in 2006 and adopted by the Alliance Board. This ensures that children, young people and their families are given the opportunity to be fully engaged in strategic planning and shaping services. In line with the strategy, a process of consultation has been undertaken in respect of the changes to the design and delivery of children's services and the Children and Young People's Plan.

383 young people 11 – 16 years responded to an on-line survey of young people which was undertaken as part of the review of the Children and Young People's Plan. The consultation aimed to find out their views on whether the aims and targets of the Plan were making any difference in their lives, and what they thought the priorities should be for the coming year.

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. The consultation captured their views on whether the aims and targets of the Plan were making any difference in their lives, and what they thought the priorities should be for the coming year.

The Participation strategy includes the adoption by the Alliance of the Hear by Right standards for the involvement and participation of young people within organisations and services for them. From October 2006 to April 2007 there was a thorough piloting of Hear by Right using eight very different organisations working with various ages both within and outside the council. From this pilot a three year development and action plan has been produced, a "Haltonised" version of the standards has been produced which better suit our needs and the full age range; 0-19, and a Participation Team set up to support these changes. In November 2007 four Hear by Right Champions were agreed from within the borough, an elected member from the cabinet, Chief Executive of the Council, Director of Children's Service and Member of Youth Parliament. They publicise the value of involving children and young people and challenge reluctance of organisations and individuals to do so. Over 50 Halton organisations and council departments/services are expected to sign up to the three year plan by March 2008 with at least 30 of them completing the first year targets for involvement.

Halton Parent and Carer Forum continues its development. Parents across Halton are encouraged and supported to participate effectively. Currently there is a core of about 15 parents who regularly attend or contribute to meetings. Plans are in place to develop this important Forum by adding additional capacity from within Children's Centre teams to recruit more parents in attending the Forum particularly from harder to reach and marginalised families.

### **3.3 Efficiency Improvements**

Service reviews and efficiencies have already been achieved in School Improvement, Special Education Needs and Business Support Services. Reviews will continue in 2008 and be undertaken on all service areas over the next three years. These will commence with Play Service Provision.

A review of the Play Service has been commissioned to identify the links between children centres and extended schools to ensure the service can be delivered more efficiently. Within this, the role of the Play Resource Centre and the staffing of the service will be closely looked at to achieve the level of service efficiencies.

It is likely that some of the services offered by the play resource centre and the service may be met by children centres and extended school.

From 2008 additional efficiencies will be provided through revisions to the Transport Policy for Schools.

A comprehensive review of all special needs funding has been undertaken and will be introduced from April 2008. This review will provide schools with increased delegated funding through the better alignment of resources, increased funding for early intervention, a new funding formula for Special Schools and a clear and transparent formula for Special Needs,

From April 2008 efficiency savings will be required in schools. Advice and guidance will be provided to support schools meet their efficiency targets.

### **3.4 National Regional and Sub-regional Focus**

The Department is involved in a number of national, regional and sub-regional groups covering its main service areas of National Standards, 14-19, and SEN. Further opportunities to share good practice at these levels will be explored and the joint commissioning of services with neighbouring authorities or at regional or sub-regional level will be considered during the year.

### **3.5 Equality and Diversity**

Halton Council is committed to ensuring equality of opportunity within all aspects of its service delivery, policy development and as an employer. This commitment is reflected in a range of policies, strategies and framework documents that underpin the work of the Council in its day-to-day operation and in the services that it delivers.

This commitment is encapsulated in the equal opportunities policy that the Council has adopted. The policy sets out the Council's approach to promoting equal opportunities; valuing diversity and encouraging fairness and justice; and providing equal chances for everyone in Halton to work, learn and live free from discrimination and victimisation. The Council will combat discrimination throughout the organisation and will use its position of influence in the Borough, wherever possible, to help to identify and overcome discriminatory barriers that may exist.

Each year Departments undertake Equality Impact Assessments to examine the equality implications of all of their policies, procedures and practices. As a result an Equality Action Plan is developed to identify those issues that demand attention. This forms a contribution to the overall Corporate Equalities Plan.

As a result of such assessments any high priority actions that have been identified, that fall within the life of this plan, are detailed in section 5 -.

### **3.6 Unforeseen Developments**

Whilst every effort has been made to identify those significant developments that may influence or impact upon the service during the life of this plan the possibility exists that unforeseen developments may occur that need to be considered as and when they arise. Such developments will be detailed and commented upon as appropriate in the sections dealing with key developments or emerging issues within the relevant Service Plan Quarterly Monitoring Reports.

In addition to the normal reporting cycle the service may also report 'by exception' to the appropriate Policy and Performance Board when unforeseen developments occur. Where a more immediate decision is required due to the pressing nature of any unforeseen development, this

will be referred to Management Team and the Executive Board for attention. The respective Policy and Performance Boards will be kept informed of any developments of this nature.

All reports to the Policy and Performance Boards, with the exception of Part II items, are publicly available documents and can be accessed through the Council's website at <http://www2.halton.gov.uk/>

## 4.0 Resources

### 4.1 Budget Summary and Service Costs

To follow

### 4.2 Human Resource Requirements

	School Improvement	Inclusive Learning	14-19	
2007-08	48.1	45	14	Number of FTE's
2008-09	48.1	45	14	

Projections will be amended and additional information added from Workforce Strategy when finalised

### 4.3 ICT Requirements

The ICT Development Plan looks forward to developments over 3 years 2006-2009. The most significant developments centre around the continuing developments to the Halton Children and Young People's Database and the Social Care system - Care First and the Integrated Children System (ICS) and the increasing amount of tracking data and the need to provide comprehensive analysis and reports. This will be further impacted upon with the demands for development / introduction of these major projects -

#### **CYP Database**

Upgrade to the existing import manager to Systalk (IDEAR V6) to improve the import process. All existing processes and imports to be reviewed and updated to operate successfully in the new system. Requiring a complete change to working practices within the information team, each individual who is responsible for an import will need to re create it in Systalk. New rules, functions and data cleaning / matching options to be created and extensive testing will need to take place on each import to ensure all data is being imported to the CYP Database promptly and accurately. Systalk will also hold the extract option for the Local Data Quality Toolkit for the CYP Database file to be uploaded to Contact Point, which also requires testing.

#### **ECAF**

An eCAF pilot was rolled out in Halton in February 2007 over six pilot sites with 25 practitioners from various partner organisations. The eCAF pilot has allowed for practitioners to complete the Common Assessment Framework form electronically online, which is then attached to the Halton CYP database. The DCSF has recently announced that a national eCAF solution will be implemented in the next few years. A new eCAF Module has recently been purchased called Synergy: Gateway Ecaf, and is currently being tested before it will be rolled out across Halton commencing in April 2008

### **Online Prospectus**

Over the next 12 months the Online Prospectus will need significant further development to coincide with the 3 new 14-19 Diplomas being delivered in Halton in 2009. Upcoming issues involve the ongoing costs for hosting and support of Halton Prospectus as well as the need for Helpdesk Support for schools / public. Schools, colleges and training providers have been keen to provide initial data to populate the Prospectus, however further work regarding protocols is needed to ensure data is kept up-to-date, accurate and truly reflects the curriculum offer within the borough. There is also the need for a Marketing Strategy to ensure members of the public are aware of the Prospectus and that Schools and Colleges continue to use the Prospectus year-on-year.

### **Common Application Process**

Upcoming issues involve the ongoing costs for hosting and support for GM CAP as well as the need for local helpdesk Support for Schools and Connexions PAs. Significant work is required in analysing the role of Connexions PAs based in Schools and in Connexions Centres and how this new procedure will impact upon workloads. Additional analysis of admission policies for Colleges and Sixth Forms is required to determine how much impact a CAP system will have upon current admission processes.

### **IS - ContactPoint**

NW authorities were invited to become early adopters of ContactPoint and Halton agreed to become an early adopter authority. As part of the required development of Contact Point it is vital that access to the CYP database and Carefirst can be undertaken on the web by all relevant practitioners in Halton. The systems needs to be web based to allow all practitioners to report on their involvement with the child/young person. The CYP Database will then via XML reports link to update ContactPoint. In order to do this we have now purchased Synergy gateway from Tribal Software Solutions - this is a fully integrated web portal to the CYP database designed to underpin multi agency collaboration. For Carefirst we will need to purchase CareConnect which will be run as part of the Carefirst6i project. Halton has been nominated by Tribal authorities to lead the national DCSF/Tribal project regarding ContactPoint enablement of their core system.

### **OLM Carefirst 6 Software**

This will include the incorporation of the developments required Integrated Children System (ICS) together with the Electronic Social Care Record. To enable the project to be implemented the following is essential - OLM Consultancy and Project Management Issues. Additional IT infrastructure / servers are also required together a project team in the CYP Directorate. There is a statutory requirement on the authority to store electronically all letters/reports etc. relating to Children Social Care records. This will involve all current, archived and future records. The process will require new IT infrastructure, scanning and new working arrangements to be introduced - in particular a new content management process will be need to be adopted. Resources will be required to work on all current and historical records.

### **Halton Virtual Learning Platform**

From March 2008 each school in Halton will be given the opportunity to adopt the recommended Halton platform. A roll out plan/training schedule will be developed and implemented to enable all schools to have access to and receive support for the platform. This will ensure that all schools will meet their DCSF target of having access to a VLP by 1<sup>st</sup> April 2008 and that all pupils will be able to access a personalised online workspace, capable of supporting an e-portfolio i.e. learning platform by August 2008. One to one training and helpdesk support will be required from the Learning Platform Support Unit to aid the ongoing development and success of the project. All relevant information that is currently held on the Halton Grid for Learning website will be transferred across to the Halton Learning Platform Hub and will be maintained and updated by the proposed Learning Platform Support Unit. A learning platform is similar to a website, but has additional features which make it interactive. The aim of a learning platform is to help and support teaching and learning, both in and out of the classroom. They have been designed to be used by teachers, students and parents. The essential feature of a learning platform is that they provide a secure and safe environment for students to work in. Each user will have a unique username and password to log in and access the system.

### **Building Schools for the Future:**

Key to the success of BSF is the integration of learning and teaching, physical environment/buildings, infrastructure and technologies. None can be considered in isolation. Information and communications technology (ICT) is a core part of the programme with specified funding provision. Our vision is for an ICT enabled learning community, building on our current ICT strategy. Through BSF, ICT will transform the way that education is delivered in Halton. The BSF ICT strategy opens the way to a new pedagogy, making it easier for teachers to plan and access high quality materials, help pupils and their parents to explore their subjects they are studying. The use of new technology will energise learners and practitioners. ICT will enable practitioners to personalise learning. We aim to develop and exploit ICT as part of our overall programme to raise standards.

### **Other Issues**

Effective Business Continuity arrangements are essential due to the increased reliance on Technology within the Directorate and between stakeholders in order to deliver services.

Increased maintenance and increased costs for the Halton Children and Young People's Database and Carefirst 6i and their associated modules will significantly impact on resources and growth items will be required. The relatively small amount of capacity within the Management Information and Communication Division for these tasks suggests that growth will be required unless central support services are able to widen their support or that additional resources can be made available within the directorate. The directorate has a significant number of PCs / laptops / printers that are out of warranty or will shortly be out of warranty. A capital bid has been submitted to enable the replacement of these units.

The directorate is also increasing its number of mobile IT working devices - laptops and tablet PCs. The revenue cost of running the 3g devices is increasing and additional resources will need to be allocated.

An investment of capital resources is necessary to tackle effectively our duty to promote effective learning environments in our schools, which include keeping pace with technological advances. In addition, there are issues related to condition, suitability, accessibility and security which demand an ongoing prioritised programme if learners' interests are to be adequately safeguarded and promoted.

#### **4.4 Accommodation and Property Requirements**

To ensure budget efficiencies and provide more effective, integrated service delivery, accommodation at Grosvenor House will be rationalised in summer 2008. Opportunities will be explored to increase flexible learning for staff and where appropriate deploy teams of staff to deliver services locally.

Through the BSF Programme, Children's Centre Phase 3 and Primary Capital Strategy the directorate aims to transform the learning environment for all Children and Young People within the Borough. The aim is to provide 21<sup>st</sup> Century learning at the heart of the local community with a range of services within the reach of every family.

## 5.0 Service Performance

As detailed in the introduction to this plan, the primary purpose of the Service Plan is to provide a clear statement on what individual services are planning to achieve and to show how this contributes towards achieving the corporate priorities of the Council and / or its statutory responsibilities. The service utilises a variety of measures and targets to enable performance against the service plan to be tracked, monitored, and reported. Details of these measures and targets are given below.

**Objectives and Key Milestones.** These show the major events in the work of the Department that are planned to take place during 2008–11, such as the launch of new initiatives progress on major projects or the delivery of business critical activity. Objectives and Milestones are clearly linked to the appropriate Key Areas of Focus in the Corporate Plan 2006-11.

**National Performance Indicators.** This is a national set of 198 indicators that have been prescribed by Central Government that are intended to measure the extent to which authorities are operating effectively and efficiently and are delivering upon both national and local priorities.

**Local Performance Indicators.** These are indicators that have been developed by the Council and any relevant non-statutory indicators that have been adopted from national or other sources.

**Local Area Agreement.** The Local Area Agreement (LAA) is a three-year agreement based on Halton's Community Strategy. The second round LAA commenced on 1<sup>st</sup> April 2008, and included within it are improvement targets for the Borough of Halton to which both the Council, and its partners will contribute.

The LAA contains 86 key targets addressing all of the priority issues identified in both the Community Strategy, and the Council's Corporate Plan. Of the 86 key targets, 34 are mandatory and also included are the 12 LPSA targets to which the Council signed up.

Many of the objectives contained within the current service plans are designed to support the achievement of LAA targets. A full version of Halton's LAA can be viewed on the Halton Strategic Partnership Website at [http://www.haltonpartnership.net/site/images/stories//laa\\_final\(march 2007\).pdf](http://www.haltonpartnership.net/site/images/stories//laa_final(march%202007).pdf)

Progress against the achievement of LAA targets is reported to all stakeholders at regular intervals. Following the establishment of the LAA, plans are being formulated to ensure that in future years the LAA and the Council's service plans are completely aligned.

## 5.1 Service Objectives

### Objective ULS1

<b>Corporate Priority:</b>	<b>Halton's Children and Young People</b>
<b>Key Area Of Focus:</b>	<b>13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support</b>
<b>ECM Outcome &amp; CYP Plan Priority</b>	<b>Enjoy and Achieve; CYPP EA3</b>
<b>Service Objective:</b>	<b>ULS 1: To Narrow the Gap in Educational Outcomes for Vulnerable Groups</b>
<b>Key Milestone(s) (08/09)</b>	<ul style="list-style-type: none"> <li>• Enhance inclusive learning opportunities by reducing SEN statements and number of children placed in Special Schools by March 2009</li> <li>• Implement strategies to reduce the % of children achieving below the national standard at each Key Stage by March 2009</li> <li>• Provided targeted interventions to improve the attendance and attainment of children who are in need of safeguarding by March 2009</li> <li>•</li> </ul>
<b>Key Milestone(s) (09/10)</b>	<ul style="list-style-type: none"> <li>• Enhance inclusive learning opportunities by reducing SEN statements and number of children placed in Special Schools by March 2010</li> <li>• Implement strategies to reduce the % of children achieving below the national standard at each Key Stage by March 2010</li> <li>• Provided targeted interventions to improve the attendance and attainment of children who are in need of safeguarding by March 2010</li> <li>•</li> </ul>
<b>Key Milestone(s) (010/11)</b>	<ul style="list-style-type: none"> <li>• Enhance inclusive learning opportunities by reducing SEN statements and number of children placed in Special Schools by March 2011</li> <li>• Review strategies in place reduce the % of children achieving below the national standard at each Key Stage by March 2011</li> <li>• Review interventions used to improve the attendance and attainment of children who are in need of safeguarding by March 2011</li> </ul>

<b>Risk Assessment</b>	<b>Initial</b>		<b>Responsible Officer</b>	DM Inclusive Learning	<b>Linked Indicators</b>	LI1, NI92, NI93, NI94, NI95, NI96, NI97, NI98
	<b>Residual</b>					

**Objective ULS2**

<b>Corporate Priority:</b>	<b>Halton's Children and Young People</b>					
<b>Key Area Of Focus:</b>	<b>13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support</b>					
<b>ECM Outcome &amp; CYP Plan Priority</b>	<b>Enjoy and Achieve; CYPP EA1</b>					
<b>Service Objective:</b>	<b>ULS 2: To Improve Educational Outcomes for all Children at Foundation Level</b>					
<b>Key Milestone(s) (08/09)</b>	<ul style="list-style-type: none"> <li>All schools to have a focus on linking letters and sounds and writing to improve % achieving 6+ on CLL scores by March 2009</li> <li>All settings to have implemented EYFS by March 2009</li> <li>Alignment between early years and school improvement has been implemented by March 2009</li> <li>Quality assurance systems are in place for FSP prior March 2009</li> </ul>					
<b>Key Milestone(s) (09/10)</b>	<ul style="list-style-type: none"> <li>80% schools to have been involved in the CLLD project by March 2010</li> <li>90% schools to be grade good or above by March 2010</li> <li>20 settings to have achieved I can accreditation by March 2010</li> </ul>					
<b>Key Milestone(s) (010/11)</b>	<ul style="list-style-type: none"> <li>PVI and school working effectively together to improve performance by March 2011</li> <li>Continued upward trajectory of % pupils attaining 78 + and narrowing of the gap with lowest 20% by March 2011</li> </ul>					
<b>Risk Assessment</b>	<b>Initial</b>		<b>Responsible Officer</b>	DM School Improvement	<b>Linked Indicators</b>	NI72, NI92
	<b>Residual</b>					

### Objective ULS3

<b>Corporate Priority:</b>	<b>Halton's Children and Young People</b>
<b>Key Area Of Focus:</b>	<b>13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support</b>
<b>ECM Outcome &amp; CYP Plan Priority</b>	<b>Enjoy and Achieve; CYPP EA1</b>

<b>Service Objective:</b>	<b>ULS 3: To Improve Educational Outcomes for all Children at Primary Level</b>					
<b>Key Milestone(s) (08/09)</b>	<ul style="list-style-type: none"> <li>The number of underperforming schools in receipt of targeted intervention is reduced by 20% by March</li> <li>Consultants are deployed as a result of SIPs in-depth analysis of need by March 2009</li> <li>To reduce the number of schools at risk of formal categorisation by 20% through the implementation of the alerts and trigger system by March 2009</li> <li>Reduce the number of schools that are not setting targets at FFT D by 50% by March 2009</li> </ul>					
<b>Key Milestone(s) (09/10)</b>	<ul style="list-style-type: none"> <li>Review and evaluate alerts and triggers system by March 2010</li> <li>100% of schools set targets at FFT D by March 2010</li> <li>To further reduce the number of schools at risk of formal categorisation by 20% March 2010</li> </ul>					
<b>Key Milestone(s) (010/11)</b>	<ul style="list-style-type: none"> <li>100% of schools set targets above floor target by March 2011</li> <li>100% of schools are categorised according to the Halton Schools Concern Policy as satisfactory or above by March 2011</li> <li>100% of schools set targets at FFT D by March 2011</li> </ul>					
<b>Risk Assessment</b>	<b>Initial</b>		<b>Responsible Officer</b>	DM School Improvement	<b>Linked Indicators</b>	Relevant NIS indicators linked to Priority EA1
	<b>Residual</b>					

## Objective ULS4

<b>Corporate Priority:</b>	<b>Halton's Children and Young People</b>
<b>Key Area Of Focus:</b>	<b>13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support</b>
<b>ECM Outcome &amp; CYP Plan Priority</b>	<b>Enjoy and Achieve; CYPP EA1</b>

<b>Service Objective:</b>	<b>ULS 4: To Improve Educational Outcomes for all Children at Secondary Level</b>
<b>Key Milestone(s) (08/09)</b>	<ul style="list-style-type: none"> <li>• 50% of schools will be following Social, Emotional Aspects of Learning Programmes by March 2009</li> <li>• The number of schools identified as in need of targeted intervention are reduced by 33% by March 2009</li> <li>• Consultants are deployed as a result of SIPs in-depth analysis of need by March 2009</li> <li>• Implementation of the alerts and trigger system to reduce the number of schools at risk of formal Categorisation by 25% by March 2009</li> <li>• Reduce the number of schools that are not setting targets at FFT D by 50% by March 2009</li> </ul>
<b>Key Milestone(s) (09/10)</b>	<ul style="list-style-type: none"> <li>• 75% of schools will be following Social, Emotional Aspects of Learning Programmes by March 2010</li> <li>• Reduce by 50% the number of schools identified as in need of targeted intervention March 2010</li> <li>• Review and evaluate alerts and triggers system by March 2010</li> <li>• 100% of schools set targets at FFT D by March 2010</li> <li>• To further reduce the number of schools by 20% at risk of formal categorisation by March 2010</li> </ul>
<b>Key Milestone(s) (010/11)</b>	<ul style="list-style-type: none"> <li>• 100% of schools will be following Social, Emotional Aspects of Learning Programmes by March 2011</li> <li>• Reduce the number of schools identified as in need of targeted intervention so no schools are identified by March 2011</li> <li>• 100% of schools set targets above floor target by March 2011</li> <li>• 100% of schools are categorised according to the Halton Schools Concern Policy as satisfactory or above by March 2011</li> <li>• 100% of schools set targets at FFT D by March 2011</li> </ul>

<b>Risk Assessment</b>	<b>Initial</b>		<b>Responsible Officer</b>	DM School Improvement	<b>Linked Indicators</b>	Relevant NIS indicators linked to Priority EA1
	<b>Residual</b>					

**Objective ULS5**

<b>Corporate Priority:</b>	<b>Halton's Children and Young People</b>
<b>Key Area Of Focus:</b>	<b>17 - Provide an effective transition for young people from school to employment, through opportunities for work related learning, and post 16 education, voluntary and community work.</b>
<b>ECM Outcome &amp; CYP Plan Priority</b>	<b>Achieve Economic Well Being; CYPP AEW1</b>

<b>Service Objective:</b>	<b>ULS 5: To Prepare Young People for Employment through Implementation of 14-19 Agenda</b>					
<b>Key Milestone(s) (08/09)</b>	<ul style="list-style-type: none"> <li>• Milestones to be agreed covering Diplomas, NEET, Level 3 quals at 19 by March 2009</li> <li>• Map all current provision offered to inform needs analysis and the development of a local 14-19 Education Plan by March 2009</li> <li>• Collaboratively deliver the Construction and Built environment diploma to 45 learners at levels 1,2&amp;3 by March 2009</li> </ul>					
<b>Key Milestone(s) (09/10)</b>	<ul style="list-style-type: none"> <li>• From emerging LSC/LA transitional arrangements Pilot a demand led commissioning process for local provision based on need by March 2010</li> <li>• Collaboratively deliver a further 5 diplomas at level 1,2&amp;3 by March 2010.</li> </ul>					
<b>Key Milestone(s) (010/11)</b>	<ul style="list-style-type: none"> <li>• Fully implement a demand led commissioning process for local provision based on need, quality of provision and funding agreement by March 2011</li> <li>• Collaboratively deliver a further 5 diplomas at level 1,2&amp;3 by March 2011</li> </ul>					
<b>Risk Assessment</b>	<b>Initial</b>		<b>Responsible Officer</b>	14-19 Manager	<b>Linked Indicators</b>	NI83, NI117
	<b>Residual</b>					

**Objective ULS6**

<b>Corporate Priority:</b>	<b>Halton's Children and Young People</b>
<b>Key Area Of Focus:</b>	<b>2 - Improving the future health prospects of Halton resident's through encouraging and providing the opportunities to access and participate in physically active lifestyles.</b>
<b>ECM Outcome &amp; CYP Plan Priority</b>	<b>Be Healthy; CYPP BH1</b>

<b>Service Objective:</b>	<b>ULS 6: To Reduce Health Inequalities by promoting Healthy Lifestyles in Schools</b>					
<b>Key Milestone(s) (08/09)</b>	<ul style="list-style-type: none"> <li>• 94% schools to have achieved National Healthy School Status by March 2009</li> <li>• 95% of young people between the ages of 4 – 18 participate in at least 2 hours of High Quality PE &amp; School sport within and beyond the school day by March 2009</li> </ul>					
<b>Key Milestone(s) (09/10)</b>	<ul style="list-style-type: none"> <li>• 100% schools to have achieved National Healthy School Status by March 2010</li> <li>• 100% of young people between the ages of 4 – 18 participate in at least 2 hours of High Quality PE &amp; School sport within and beyond the school day by March 2010</li> </ul>					
<b>Key Milestone(s) (010/11)</b>	<ul style="list-style-type: none"> <li>• 100% maintain their accreditation of National Healthy School Status by March 2011</li> <li>• A significant number of young people between the ages of 4 – 18 have taken up the 5 hour offer of PE and school sport</li> </ul>					
<b>Risk Assessment</b>	<b>Initial</b>		<b>Responsible Officer</b>	DM School Improvement	<b>Linked Indicators</b>	NI57
	<b>Residual</b>					

## Objective ULS7

<b>Corporate Priority:</b>	<b>Halton's Children and Young People</b>
<b>Key Area Of Focus:</b>	<b>13 - Improving the educational attainment of pupils in Halton, by providing effective teaching and school support</b>
<b>ECM Outcome &amp; CYP Plan Priority</b>	<b>Enjoy and Achieve; CYPP EA1, CYPP EA3</b>

<b>Service Objective:</b>	<b>ULS 7: To Enhance Opportunities for Vulnerable Children through Inclusive Learning</b>					
<b>Key Milestone(s) (08/09)</b>	<ul style="list-style-type: none"> <li>To monitor the use and deployment of delegated and non-delegated SEN resources to ensure that the needs of pupils with SEN are met throughout the year</li> <li>Review of the Structure &amp; Role of the SEN Assessment Team in line with the reduction of Statements of SEN and the implementation of Enhanced Action Plus Resource &amp; funding Support by March 2009</li> </ul>					
<b>Key Milestone(s) (09/10)</b>	<ul style="list-style-type: none"> <li>To increase the enhanced funding for pupils with complex educational and or medical needs through enhanced provisions panel by March 2010</li> <li>To facilitate the development of Levels of Need Guidelines to support appropriate school and LA intervention by March 2010</li> </ul>					
<b>Key Milestone(s) (010/11)</b>	<ul style="list-style-type: none"> <li>To establish, in accordance with the Primary Capital Strategy, revised arrangements for securing enhanced resourced provision by March 2011</li> </ul>					
<b>Risk Assessment</b>	<b>Initial</b>		<b>Responsible Officer</b>	DM Inclusive Learning	<b>Linked Indicators</b>	LI1
	<b>Residual</b>					

## 5.2 Performance Indicators and Targets (Statutory & Local Indicators):

**Targets to be set when 2007-08 actual is available**

Ref <sup>1</sup>	Description	Corp. Plan Priority	Halton 2006/7 Actual	2006/07 Quartiles (All England)			Halton 2007/8 Target	Halton 2007/8 Actual	Halton Targets		
				Top	Middle	Bottom			08/09	09/10	10/11
<b>Corporate Health</b>											
There are presently no indicators of this type identified for the service											
<b>Cost &amp; Efficiency</b>											
<b>Fair Access</b>											
<b><u>ULS LI1</u></b>	Number of requests for support moderated by the Early Intervention Panel to meet children's needs earlier	CP3; CYPP EA3									
ULS LI2	Take up of 14-19 Diplomas	CP3; CYPP AEW1									
<b><u>NI117</u></b>	% of 16-18 year olds NEET	CP3; CYPP AEW1									
<b>Quality</b>											
<b>Service Delivery</b>											
NI72	Early Years Foundation Stage attainment	CP3; CYPP EA1									
<b><u>NI76</u></b>	Proportion achieving L4+ at KS2 in both English & Maths	CP3; CYPP EA1									
NI77	Proportion achieving L5+ at	CP3;									

<sup>1</sup> Key Indicators are identified by an **underlined reference in bold type**.

Ref <sup>1</sup>	Description	Corp. Plan Priority	Halton 2006/7 Actual	2006/07 Quartiles (All England)			Halton 2007/8 Target	Halton 2007/8 Actual	Halton Targets		
				Top	Middle	Bottom			08/09	09/10	10/11
	KS3 in both English & Maths	CYPP EA1									
<b><u>NI78</u></b>	Proportion achieving 5 A*-C GCSE including English & Maths	CP3; CYPP EA1									
NI80	% of young people achieving Level 3 qualification by 19	CP3; CYPP AEW1									
<b><u>NI83</u></b>	Proportion achieving L5+ at KS3 in Science	CP3; CYPP EA1									
NI92	Achievement Gap at Early Years Foundation Stage	CP3; CYPP EA3									
<b><u>NI93</u></b>	Proportion progressing by two levels at KS2 in English	CP3; CYPP EA3									
<b><u>NI94</u></b>	Proportion progressing by two levels at KS2 in Maths	CP3; CYPP EA3									
NI95	Proportion progressing by two levels at KS3 in English	CP3; CYPP EA3									
NI96	Proportion progressing by two levels at KS3 in Maths	CP3; CYPP EA3									
<b><u>NI97</u></b>	Proportion progressing by two levels at KS4 in English	CP3; CYPP EA3									

Ref <sup>1</sup>	Description	Corp. Plan Priority	Halton 2006/7 Actual	2006/07 Quartiles (All England)			Halton 2007/8 Target	Halton 2007/8 Actual	Halton Targets		
				Top	Middle	Bottom			08/09	09/10	10/11
<b><u>NI98</u></b>	Proportion progressing by two levels at KS4 in Maths	CP3; CYPP EA3									
NI57	Children & Young People's participation in high quality PE and sport	CP1; CYPP BH1									

### 5.3 Risk Management

Risk Management, which forms a key element of the strategic management and performance management processes of the Council, is a business discipline that is used to effectively manage potential opportunities and threats to the organisation in achieving its objectives.

Risk assessments are the process by which departments identify those issues that are, or may be, likely to impede the delivery of service objectives. Such risks are categorised and rated in terms of both their probability, i.e. the extent to which they are likely to happen, and their severity i.e. the potential extent of their impact should they occur.

Against each key objective the overall initial and residual risk assessment (before and after the risk control measures have been identified) is shown. The risk mapping exercise scores the potential impact on the key objective (severity) and the likelihood (probability) of the risks happening to arrive at a number. Such numbers are then translated into a Low, Medium or High category.

<b>Risk Score</b>	<b>Overall Level of Risk</b>
1 – 4	LOW
5 – 10	MEDIUM
11 – 16	HIGH

Following such assessments a series of risk treatment measures are identified that will mitigate against such risks having an adverse impact upon the delivery of the departmental objectives.

Mitigation measures for those risks that were initially assessed as high have been included as an Appendix within this plan. As such their implementation will be monitored through the Quarterly Departmental Service Plan Monitoring Report process.

### 5.4 Equality Action Plan

High priority equality actions are detailed in Appendix 2

### 5.5 Local Area Agreement Targets

To follow

### 6.0 Performance Reporting

As detailed in the introduction to this plan, the primary purpose of the Service Plan is to provide a clear statement on what individual services are planning to achieve and to show how this contributes towards achieving the corporate priorities of the Council and or delivering it's statutory responsibilities.

It is imperative that the Council and interested members of the public can keep track of how the Council and its Departments are progressing against objectives and targets, and that mechanisms are in place to enable councillors and managers to see whether the service is performing as planned.

As a result Departmental progress will be monitored through:

- **The day to day monitoring by Strategic Directors through their regular interaction with Operational Directors;**
- **Provision of Quarterly progress reports to Corporate and Directorate Management Teams;**
- **The inclusion of Quarterly Service Plan Monitoring reports as a standard item on the agenda of all the Council's Policy and Performance Boards.**
- **Publication of Quarterly Service Plan monitoring reports on the Councils intranet site.**

In demonstrating it's commitment to exploiting the potential of Information and Communications Technology to improve the accessibility of its services and related information an extensive range of documentation, including this plan and it's associated quarterly monitoring reports, are available via the Council's website at <http://www2.halton.gov.uk/content/councilanddemocracy/council/plansandstrategies>

Additionally information and assistance can be accessed through any of the Council's Halton Direct Link facilities (HDL) or the Council's libraries.

## 7.0 Statutory and Non-statutory Plans

[Community Strategy](#)

[Halton Best Value Performance Plan 2006/07](#)

Halton Children and Young People's Plan Refresh 2007-2010

Halton Corporate Plan 2006-2011

Halton Community Strategy 2006-2011

Youth Justice Plan

Halton Safeguarding Children Board Business Plan

Preventative Services Partnership Board Business Plan

Common Processes Task Group Business Plan

Specialist/Targeted Task Group business Plan

Universal Task Group Business Plan

Building Bridges Strategy for Children and Young People with Disabilities

Looked After Children Strategy

14-19 Strategy Plan

Emotional Health and Well-being Strategy

Children in Need Strategy

Teenage Pregnancy Strategy

Young Person's Substance Misuse Plan

## **Appendix 1 – High Risks and Associated Mitigation Measures**

To be completed when risk assessment is finalised

## Appendix 2 – Equality Impact Assessments – High Priority Actions

Strategy/Policy/Service	Impact Assessment (High/Low/None)	Proposed Action(s)	Timetable			Officer Responsible
			2008/9	2009/10	2010/11	
Universal & Learning Services	High	Ensure staff participate in a programme of Equality and Diversity training	X	X	X	OD Universal & Learning Services and all DM's
Universal & Learning Services	High	Participate in programme of Equality Impact assessments on all Strategy, Policy, and Service Areas	X	X	X	OD Universal & Learning Services and all DM's
Universal & Learning Services	High	Embed a system of stakeholder engagement, participation and consultation in all aspects of Service Delivery	X	X	X	OD Universal & Learning Services and all DM's

**Halton Corporate Plan (2006 – 2011) – Council Priorities and Key Areas of Focus.**

**A Healthy Halton**

<b>1</b>	Improving the future health prospects of Halton residents, particularly children, through the encouragement of an improved dietary intake and the availability of nutritionally balanced meals within schools and other Council establishments.
<b>2</b>	Improving the future health prospects of Halton residents through encouraging and providing the opportunities to access and participate in physically active lifestyles.
<b>3</b>	Delivering programmes of education to improve the health of Halton residents.
<b>4</b>	Helping people to manage the effects of ill health, disability and disadvantage.
<b>5</b>	Actively managing the environmental factors that are detrimental to good health.
<b>6</b>	Providing services and facilities to maintain the independence and well-being of vulnerable people within our community.
<b>7</b>	Providing services and facilities to maintain existing good health and well-being.

**Halton's Urban Renewal**

<b>8</b>	Exploiting the benefits of inward investment opportunities by creating a physical environment that is both attractive and responsive to the needs of existing and potential business.
<b>9</b>	Maintaining and developing local transport networks that meet the needs of resident's, businesses and visitors to Halton.
<b>10</b>	Revitalising the economy by sustaining and developing an environment that compliments the core brand values of existing and potential investors.
<b>11</b>	Maintaining levels of affordable housing provision within Halton that provides for quality and choice and meets the needs and aspirations of existing and potential residents.
<b>12</b>	Providing opportunities for recreation and fostering conservation by developing attractive and accessible parks and open spaces.

## Children & Young People in Halton

13	Improving the educational attainment of pupils in Halton, by providing effective teaching and school support
14	To improve outcomes for looked after children by increasing educational attainment, health, stability and support during transition to adulthood.
15	To deliver effective services to children and families by making best use of available resources
16	To provide transport facilities that meets the needs of children & young people in Halton accessing education and training.
17	Provide an effective transition for young people from school to employment, through opportunities for work related learning, and post 16 education, voluntary and community work.
18	To reduce the conception rate amongst women under 18 by providing awareness, education and relevant support
19	To ensure a safe environment for children where they are supported and protected from abuse and neglect

## Employment, Learning & Skills in Halton

20	To increase self-confidence and social inclusion by providing opportunities to adults to engage in basic skills learning.
21	To improve access to employment by providing opportunities to enhance employability skills and knowledge
22	Working with employers to identify and secure opportunities for the unemployed.
23	To provide transport facilities that meets the needs of those people in Halton accessing employment and training.
24	To sustain current employment levels by providing practical and financial advice and assistance to those from disadvantaged groups
25	To increase employment opportunities and business start ups in Halton, by developing an enterprise culture

## A Safer Halton

26	Actively encouraging socially responsible behaviour by engaging with Halton's young people and by providing opportunities for them to access and take part in affordable leisure time activities.
27	Reducing the physical effects of anti-social and criminal behaviour
28	Providing and maintaining a highways and footpath network that is safe, accessible, and meets the needs and expectations of those living, working or visiting in Halton.
29	Improving the quality of community life by enhancing the visual amenity of Halton's neighbourhoods.
30	Improving the social and physical well-being of those groups most at risk within the community

## Corporate Effectiveness & Efficient Service Delivery

31	Working with partners and the community, to ensure that our priorities, objectives, and targets are evidence based, regularly monitored and reviewed, and that there are plausible delivery plans to improve the quality of life in Halton, and to narrow the gap between the most disadvantaged neighbourhoods and the rest of Halton.
32	Building on our customer focus by improving communication, involving more service users in the design and delivery of services, and ensuring equality of access.
33	Ensuring that we are properly structured organised and fit for purpose and that decision makers are supported through the provision of timely and accurate advice and information.
34	Attracting and managing financial resources effectively and maintaining transparency, financial probity and prudence and accountability to our stakeholders
35	Implementing and further developing procurement arrangements that will reduce the cost to the Council of acquiring its goods and services.
36	Ensuring that the Council's land and property portfolio is managed efficiently
37	Ensuring that Council buildings are safe and accessible, meet the needs of service users and the organisation, and comply with legislative requirements
38	Exploiting the potential of ICT to meet the present and future business requirements of the Council, and ensure that customer access is improved by means of electronic service delivery.
39	Ensuring that human resources are managed and deployed to their best effect and improving the relevance, availability and use of HR information
40	Ensuring that the Council has the right people with the right skills and who are informed and motivated and provided with opportunities for personal development and engagement.