

# **CHILDREN'S SERVICES PORTFOLIO**

## **DECISION SCHEDULE**



**Tuesday, 8 September 2009**

**at 10.00 am**

**in Committee Room A, Civic Centre, Hartlepool**

Councillor C Hill, Cabinet Member responsible for Children's Services will consider the following items.

**1. KEY DECISIONS**

- 1.1 Playbuilder Project – Consultation, Site Selection, And The Way Forward –  
*Director of Child and Adult Services*

**2. OTHER ITEMS REQUIRING DECISION**

No items

**3. ITEMS FOR INFORMATION**

- 3.1 Connexions Operational Plan 2009/10 - *Director of Child and Adult Services*
- 3.2 Information Advice and Guidance Action Plan 2009/10 – *Director of Child and Adult Services*
- 3.3 Safeguarding Children in Hartlepool – *Director of Child and Adult Services*

**4. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS**

No items

# **CHILDREN'S SERVICES PORTFOLIO Report to Portfolio Holder**

8<sup>th</sup> September 2009



**Report of:** Director of Child and Adult Services

**Subject:** PLAYBUILDER PROJECT – CONSULTATION,  
SITE SELECTION, AND THE WAY FORWARD

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## **SUMMARY**

### **1. PURPOSE OF REPORT**

Further to the Culture, Leisure and Tourism Portfolio report of 17<sup>th</sup> March 2009, this report seeks to:

- Update the Portfolio Holder on progress in delivering project.
- Request approval of the sites for implementation and delivery which have resulted from the public 'Site Consultation' exercise.

### **2. SUMMARY OF CONTENTS**

The report outlines:

- (i) The intended purpose of Hartlepool's Play builder funding and the national perspective in which it has been awarded.
- (ii) The Public Consultation process that has been undertaken to identify suitable Play Builder sites within the Borough.
- (iii) The ongoing consultation and visioning exercises with able and non-able bodied children from across the Borough. Exploring what concepts work well in existing Play Builder play areas in the North East region, and how children use these play spaces.
- (iv) The challenges, and compromises faced in bringing the visions for Play Builder play areas into reality.
- (v) Explains the need to embed the 'Risk – Benefit Assessment' process within Hartlepool's approach to play provision.
- (vi) Identifies the sites that are recommended to be taken forward for delivery through the Hartlepool Play builder scheme.

**3. RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio Holders have responsibility for Playgrounds and Children's Play Strategy respectively.

**4. TYPE OF DECISION**

Key Decision (Test ii)

**5. DECISION MAKING ROUTE**

Culture Leisure and Tourism Portfolio 29<sup>th</sup> September 2009 and Children's Services Portfolio Holder meeting 8th September 2009.

**6. DECISION(S) REQUIRED**

The Portfolio Holders are asked to:

- Note the community orientated public consultation process that has focused upon identifying suitable sites.
- Note the ongoing children's consultation.
- Note the challenges, and compromises faced in bringing the visions for Play Builder play areas into reality.
- Note the need to embed the 'Risk – Benefit Assessment' process within Hartlepool's approach to play provision.
- Approve the year 1 and year 2 Play Builder sites in Table 1 for implementation and delivery; retaining option to research alternative sites if a supplementary site becomes necessary. Discontinue work on sites identified to 'Drop' which are unsuitable for inclusion in the programme of work at this time.

**Report of:** Director of Child and Adult Services

**Subject:** PLAYBUILDER PROJECT –  
CONSULTATION, SITE SELECTION, AND  
THE WAY FORWARD

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**1. PURPOSE OF REPORT**

1.1 Further to the Culture, Leisure and Tourism Portfolio report of 17<sup>th</sup> March 2009, this report seeks to:

- Update the Portfolio Holder on progress in delivering project.
- Request approval of the sites for implementation and delivery which have resulted from the public 'Site Consultation' exercise.

**2. HARTLEPOOL'S PLAY BUILDER FUNDING AND THE NATIONAL PERSPECTIVE ON PLAY AREAS**

2.1 The £1.12million Play Builder Project is being delivered by the Hartlepool's Parks and Countryside Section. The Section Head is managing the project supported by the Parks Development Officer. The project also draws heavily upon the expertise and support of the Children's Services Young People and Play Coordinator.

2.2 Using the Department of Children, Schools and Families Play Builder fund Hartlepool Borough Council alongside most Local Authorities in England, will be looking to refurbish or develop 22 play areas over the next 2 years.

2.3 The intention, wherever possible, with the funding and resources available is to develop sites creatively. An important part of this approach is to understand that traditional play equipment should not be the sole feature of a play area; rather it can be part of the overall design as a good play space within a more natural environment is not dependent upon it. Landscaping, planting and possibly community art installations, for example, can offer young children as much play value as apparatus.

2.4 A combination of these elements, complementing one another within the overall design for an area can allow able and non-able bodied children to have good play experiences, make friends, learn how to manage risk, and help keep fit and healthy. This approach supported and developed in partnership with neighbours and surrounding communities can, it is hoped, help reinforce community ownership and enjoyment of areas.

### 3. SEEING PLAY AS A CENTRAL PART OF HEALTHY COMMUNITIES

- 3.1 Over 30 suggested sites were put forward through the three neighbourhood consultative forums. The Play Builder fund has clear investment criteria and a tight delivery programme. It was essential to get assistance from communities to help focus on which projects could be achieved in the timescale available and taken forward for consultation, design and development with the children of the areas. Similarly the Project Team wanted to begin to build bridges into the communities that might ultimately host these facilities by consulting them in more detail about their suitability. Three separate consultation events were proposed focusing on the North, Central and Southern areas of Hartlepool Borough.
- 3.2 Members of Parks and Countryside's Lifeguards hand delivered over a 1200 invitation letters, which included a map of proposed sites, to local residents across the Borough who might be directly affected by overlooking proposed sites. The Project Team also invited community groups and Ward members, and received wide press coverage before the events. Vital support was given by the Admin teams in Municipal and Civic who helped produce the display materials and set up events held at the Belle Vue Centre on 8<sup>th</sup> and 9<sup>th</sup> June and the Borough Hall on the 11<sup>th</sup> June 2009.
- 3.3 At the well attended events participants were divided into small groups who worked with facilitators from the Project Team, the Assistant Director Community Services, and other senior members of the Parks and Countryside Team who had volunteered their support to help at the evenings. Together these groups reviewed all the proposed sites in an area using maps, photos and case studies from other areas of the country. Participants were asked to provide their opinion on the suitability of a site by completing an anonymous score sheet. The results of these scores have been collated in the table contained in the appendix of this report.
- 3.4 The project team believe the consultation events helped bring clarity to what the Play Builder programme is about. They emphasised the desire to engage with members of all the communities involved and in so doing build some shared ownership of potential play sites and the decision making process that will bring about their development.
- 3.5 For anyone wishing to get a better understanding about the evolving national vision for outdoor play opportunities and the Play Builder programme a good starting point is '**Design for Play: A guide to creating successful play spaces**' and its companion book '**Managing Risk in Play Provision: Implementation guide**'. Both guides are available for free download on the Play England web site <http://www.playengland.org.uk> along with a wealth of resource materials; page 16 to 21 of Design for Play is a good starting point and talks about creating inspiring places for play.

#### **4. THE CHILDREN'S VISION FOR PLAY SPACES**

- 4.1 The Project Team are now moving forward engaging with able and non-able bodied children from across the Borough through a series of Play Tours and visioning exercises. An experienced team of participation workers from the children's charity Barnardos, working out of Cafe 177 on York Road, Hartlepool have been engaged by the Project Team to work with children's summer play groups across the Borough canvassing the opinions and experiences of a wide cross-section of able and non-able bodied children.
- 4.2 The children will be taken on a series of Play Tours to existing Play Pathfinder and Play Builder sites in the North East. The participation team will work with the children to begin to understand what concepts work well, and how children use these play spaces. The tours will be followed up with a series of visioning exercises based at Cafe 177 where the children will work with the participation team to build mood boards filled with their ideas for a good play space.
- 4.3 Once this important work is complete the Project Team plan to take the visions from the children and working with an experienced play designer/ landscape architect to produce artist's impressions of the potential new and revitalised inclusive play sites. These drawings will be brought back to the communities in which they will be based so people can see how both the children's and adults ideas have contributed to shaping the proposed play spaces.

#### **5. BRINGING THE VISIONS INTO REALITY**

- 5.1 The small Project Team is working with colleagues in other sections to try to secure the help of an experienced play designer/ landscape architect for this specialist piece of work. To meet the challenging project delivery deadlines for year 1 site planning permissions will be submitted in September 2009.
- 5.2 The team have held a productive meeting with HBC Procurement to ensure an effective procurement process for works and equipment that allows successful delivery of year 1 sites by the end of March 2010.
- 5.3 The Play Builder financial resource, although a welcome substantial capital investment, is not sufficient on its own to meet the aspirations for play areas that appeal to children, respond to their needs and sustain their engagement over time. This is especially true when we consider the desire for these new and revitalised areas to make a positive contribution within communities creating opportunities for improving health, wellbeing, ownership, cohesion and respect for public greenspace areas.

- 5.4 The Project Team has worked hard and successfully to access match funding opportunities which add greater value to the Play Builder investment. Many avenues for potentially adding value to the existing pot of money remain insufficiently explored. As a consequence many of the proposed play sites will be put forward as initial core areas which offer, resources permitting, opportunities for further expansion through phased developments in the future.

## 6. OUTLINE TIMETABLE FOR SITE DELIVERY

- 6.1 It is proposed to push all 22 sites identified in **Appendix 1** forward through the planning stage in year 1 2009-2010. Fourteen sites have been identified as feasible to deliver during 2009 – 2010 but only 11 will actually be delivered by the end of March 2010; the remaining 3 sites will be added to year 2 and completed by March 2011.
- 6.2 Considering the extreme time pressure the whole Play Builder programme is under, the Project Team will continue to work all 14 year 1 sites through to final tender stage just in case any delays are encountered during the planning permission phase. If necessary this approach will give the team some leeway to drop a problem site and return to it in year 2 of the programme.
- 6.3 Four 'dropped' sites have had alternative venues identified for further research by the project team. If the programme has a shortfall in its year 2 sites resulting from unsuccessful negotiations with third parties to host Play Builder facilities these sites will be examined and a second phase of planning applications may be necessary in during 2010.
- 6.4 Results of site consultation process, see **Appendix 1** for details:

<b>Year 1 Sites:</b>	<b>Year 2 Sites:</b>	<b>Research alternate site:</b>	<b>Drop:</b>
King George V	Phoenix Centre	Hart Primary	Henry Smith
King Oswy	North Cemetery	St. Mark's	Murfield
St. Bega's	Lynnfield School	Flint Walk	Dalton Street
Brougham	Stranton School	Orwell Walk	St. Cuthbert's
Town Moor	Dalton Piercy		Fens 2
Clavering	Elwick Village		Fens 1
Burbank	Summerhill		
Oxford Road	Greatham Village		
Burn Valley			
Rossmere Park			
Jutland Road			
Owton Manor 2			
Seaton Park			
Owton Manor 1			

## 7. THE ESSENTIAL ROLE OF RISK IN CHILDRENS PLAY

- 7.1 Play Builder is not simply about infrastructure and equipment it represents a fundamental shift in the approach to children's outdoor play provision and thinking. In 2008 the Government published the Play Strategy for England which holds a vision of the public realm that is safer for, and more welcoming of children playing out. A central part of this vision is that public play areas should reflect and respond to children's need for adventurous, challenging play opportunities. The new investment in children's play, of which Play Builder is just part, asks local authorities and all those involved in the design and management of public play space to respond to children's need to take risks when they play, and to manage those risks within a framework of understanding the benefits that they offer to children as well as the need to protect them from serious harm.
- 7.2 The *Managing Risk in Play Provision: Implementation guide* develops the commitment made in *Staying Safe* the governments Safeguarding Strategy. It was recognised that wrapping children in cotton wool or minimising all risks, however small, for fear of litigation, was having a negative impact on children's play opportunities and their more general freedom to explore and encounter the world appropriate to their age. The research undertaken pointed to the uncertainty and challenge found in much of the children's play studied, and how this was part of its appeal for them; it also enhanced the development of their adaptability and resilience to cope in other areas of life.
- 7.3 The following is a quote taken from *HM Principle Inspector, Health and Safety entertainment and Leisure Sector* contained in the endorsements section of *Managing Risk in Play Provision: Implementation Guide*: –
- 7.4 *'The Health and Safety Executive (HSE) recognises the importance of play in children's lives and for their opportunities to learn about risk. HSE is pleased to commend the **Managing risk in Play Provision: Implementation guide**. Its application of risk-benefit assessments is a sensible approach to the health and safety management of play provision.'*

## 8. EMBEDDING THE 'RISK – BENEFIT ASSESSMENT' PROCESS WITHIN HARTLEPOOL'S APPROACH TO PLAY PROVISION

- 8.1 For the Play Builder investment to bring real improvements for the children of Hartlepool the Authority and the communities it serves need to continue to build upon their track record for successful provision of challenging play opportunities which are grounded in an appropriate environment of managed and monitored safety. The development of



play provision at Summerhill Country Park is just one such successful example of this approach which is held in high regard regionally.

- 8.2 **Risk – Benefit Statement.** As an authority the Council has a technical inspection and maintenance programme run by the Parks and Countryside Section. *'Managing Risk in Play Provision'* advises the creation of a shared statement on the authorities approach to offering and managing opportunities for risk and challenge in play provision.
- 8.3 **Risk – Benefit Assessment.** The risk-benefit assessment process needs to be rolled out to sit alongside the procurement process for the Play Builder programme. As 'visions' and proposed designs for Play Builder sites are put forward it is suggested that a multidisciplinary team from across the authority including representation from: Legal, Health and Safety, Insurance, Health, Children's Services, Parks and Countryside, Neighbourhood Services, and appropriate outside representation e.g. ROSPA; are involved in the production of a risk-benefit assessment for sites.
- 8.4 **Monitoring and Audit Trail.** Monitoring and record keeping is an important part of a sound risk management system. Of primary importance is the monitoring of overall performance of the play sites, taking into account the risks and benefits, in order to see if they are working as planned or need to be modified.
- 8.5 **Communication of Strategy.** Providers of play facilities need to give clear information to parents, carers, and children about their approach to play provision and who to contact if there are problems; signage and positive media coverage are an important part of this communications strategy. A statement such as that in 8.6 below could be used to highlight the fact that the play space is designed with an element of risk, and that minor injuries in particular are to be expected. These statements are no value in law but they help raise awareness about the nature and role of play in children's lives and healthy development.
- 8.6 *'Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to unacceptable risks of death or serious injury.'*

## 9. RECOMMENDATIONS

- 9.1 The Portfolio Holder is asked to:
- Note the community orientated public consultation process that has focused upon identifying suitable sites.
  - Note the ongoing children's consultation.

- Note the challenges, and compromises faced in bringing the visions for Play Builder play areas into reality.
- Note the need to embed the 'Risk – Benefit Assessment' process within Hartlepool's approach to play provision.
- Approve the year 1 and year 2 Play Builder sites in Table 1 for implementation and delivery; retaining option to research alternative sites if a supplementary site becomes necessary. Discontinue work on sites identified to 'Drop' which are unsuitable for inclusion in the programme of work at this time.

CONTACT OFFICER: Chris Wenlock, Parks and Countryside Manager

## 1.1 APPENDIX 1

### Hartlepool Play Builder - Results of public consultation on suitability of sites for 'Play Builder' play area installations

Colours indicate percentage (%) of respondents in a particular category:

High Percentage

Low Percentage



Location in the Borough:

North Area Site:

Central Area Site:

South Area Site:

Site	Site suitability for play area			Type of play area			Respondent type				Site details		Site progression	
	In favour of proposed site	Respondents relationship to site		Natural	Mixture	Traditional	Parent	Other with children	No children	Other	Land Ownership	Additional points to note about proposed site arising from consultation process	Progress, Back up, Shelve, or Drop	Year
Phoenix Centre	96.2	12.0	Overlook site	37.5	62.5	0	21.7	8.7	13.0	56.5	HBC HH	<ul style="list-style-type: none"> <li>Would augment existing facilities at centre</li> <li>Accessible with car park adjacent</li> <li>CCTV camera pole adjacent would need extra camera</li> <li>Need agreement from Housing Hartlepool</li> </ul>	Progress	2
King George V	95.8	4.3	Overlook site	4.8	61.9	33.3	27.3	9.1	54.5	9.1	HBC	<ul style="list-style-type: none"> <li>Would augment existing toddler play facilities at site</li> </ul>	Progress	1
King Oswy	95.7	0.0	Overlook site	9.5	81.0	9.5	20.0	10.0	60.0	10.0	HBC	<ul style="list-style-type: none"> <li>Would augment existing toddler facilities at site</li> </ul>	Progress	1
St Bega's	91.7	5.0	Overlook site	52.6	47.4	0	30.0	5.0	55.0	10.0	HBC	<ul style="list-style-type: none"> <li>Go path network suitable for wheel chairs and slope which would work well for wide slide feature</li> <li>CCTV camera pole adjacent would need extra camera</li> <li>Check position away from proposed road development</li> </ul>	Progress	1
Hart Primary	70.8	17.4	Overlook site	64.7	35.3	0	14.3	14.3	57.1	14.3	other	<ul style="list-style-type: none"> <li>Feedback suggests proposed site in school area is unworkable</li> <li>Feedback has also suggested possible alternatives in Hart which need further investigation and consultation</li> </ul>	Drop (Research Hart as Back up site)	(2)
Brougham	65.2	0.0	Overlook site	15.4	84.6	0	29.4	5.9	58.8	5.9	other	<ul style="list-style-type: none"> <li>Need to clarify ownership issue with school which has fenced out land as surplus to needs</li> </ul>	Progress	1

# 1.1 APPENDIX 1

## Hartlepool Play Builder - Results of public consultation on suitability of sites for 'Play Builder' play area installations

Site	Site suitability for play area			Type of play area			Respondent type				Site details		Site progression	
	In favour of proposed site	Respondents relationship to site		Natural	Mixture	Traditional	Parent	Other with children	No children	Other	Land Ownership	Additional points to note about proposed site arising from consultation process	Progress, Back up, Shelve, or Drop	Year
St Marks's	57.9	5.9	Overlook site	22.2	77.8	0	25.0	6.3	56.3	12.5	HBC	<ul style="list-style-type: none"> <li>Land immediately behind church is now unavailable</li> <li>An area of land to the west could substitute subject to further investigation and consultation - St Mark's (West)</li> </ul>	Drop (Research St M. West as Back up)	(2)
North Cemetery	56.5	5.3	Overlook site	84.6	7.7	7.7	31.6	5.3	52.6	10.5	HBC	<ul style="list-style-type: none"> <li>Check burial records for specific location</li> <li>Liaise with managing department</li> <li>Would need to engage more fully with Friends group.</li> </ul>	Progress	2
Town Moor	53.6	7.4	Overlook site	21.1	42.1	36.8	23.1	11.5	57.7	7.7	HBC	<ul style="list-style-type: none"> <li>Existing area with play and games facilities and proposal would augment these facilities.</li> </ul>	Progress	1
Flint Walk	52.2	0.0	Overlook site	46.2	46.2	7.7	20.0	5.0	65.0	10.0	HBC	<ul style="list-style-type: none"> <li>Actual consultation site across road from estate next to allotments. Feedback unsuitable because of traffic.</li> <li>Where site would be Greyfields only a short distance – possible alternative?</li> </ul>	Drop (Research Greyfields as Back up)	(2)
Clavering	52.0	4.2	Overlook site	12.5	81.3	6.3	26.1	13.0	52.2	8.7	HBC	<ul style="list-style-type: none"> <li>Existing area with play and games facilities and proposal would augment these facilities.</li> <li>Accessible with car park adjacent</li> <li>Concerns about adjacent roads and traffic</li> </ul>	Progress	1
Henry Smith	40.9	0.0	Overlook site	0	88.9	11.1	23.5	5.9	70.6	0	HBC	<ul style="list-style-type: none"> <li>Land set-a-side for housing play should be part of Section 106 agreement at some point in future.</li> </ul>	Shelve	
Muirfield	28.0	9.1	Overlook site	62.5	37.5	0	27.3	9.1	54.5	9.1	HBC	<ul style="list-style-type: none"> <li>Land sales will make this site unfeasible.</li> </ul>	Drop	
Lynnfield School	100.0	0.0	Overlook site	46.2	53.8	0	25.0	58.3	16.7	0	other	<ul style="list-style-type: none"> <li>Existing open school site.</li> <li>Will need to secure partnership with school</li> </ul>	Progress	2

# 1.1 APPENDIX 1

## Hartlepool Play Builder - Results of public consultation on suitability of sites for 'Play Builder' play area installations

Site	Site suitability for play area			Type of play area			Respondent type				Site details		Site progression	
	In favour of proposed site	Respondents relationship to site		Natural	Mixture	Traditional	Parent	Other with children	No children	Other	Land Ownership	Additional points to note about proposed site arising from consultation process	Progress, Back up, Shelve, or Drop	Year
Stranton School	100.0	0.0	Overlook site	18.2	72.7	9.1	25.0	58.3	16.7	0	other	<ul style="list-style-type: none"> <li>School site with Play Ranger.</li> <li>Will need to secure partnership with school which acknowledges requirement for open site.</li> </ul>	Progress	2
Burbank	100.0	9.1	Overlook site	15.4	84.6	0	25.0	58.3	16.7	0	HBC	<ul style="list-style-type: none"> <li>Only identified opportunity in this area of town for a play space. Some short falls in relation to size of space and surrounding road conditions.</li> <li>Continue to engage with local resident group.</li> </ul>	Progress	1
Dalton Piercy	100.0	0.0	Overlook site	57.1	35.7	7.1	36.4	45.5	18.2	0	other	<ul style="list-style-type: none"> <li>Early ideas centred on beck and surrounds on south side of road ; allows access without need to cross road.</li> <li>Other Parish land may be available. Will need to secure agreement . Currently no play space in village.</li> </ul>	Progress	2
Orwell Walk	100.0	0.0	Overlook site	23.1	76.9	0	27.3	54.5	18.2	0	HBC	<ul style="list-style-type: none"> <li>Not available being used for redevelopment.</li> <li>Alternate overgrown site near Rift House Primary and adjacent to our Masefield Road community centre (Where soil dumped from building Masefield centre).</li> </ul>	Drop (Research Masefield as Back up)	(2)
Oxford Road	94.1	0.0	Overlook site	25.0	62.5	12.5	23.1	46.2	30.8	0	HBC	<ul style="list-style-type: none"> <li>This will be a major replacement of current provision and will allow for good variation.</li> </ul>	Progress	1
Burn Valley	92.9	0.0	Overlook site	72.7	27.3	0	30.0	50.0	20.0	0	HBC	<ul style="list-style-type: none"> <li>Successful development of this area is part of the phased environmental enhancement programme for Burn Valley . It should significantly enhance facilities.</li> </ul>	Progress	1
Elwick Village	84.6	0.0	Overlook site	18.2	81.8	0	30.0	60.0	10.0	0	other	<ul style="list-style-type: none"> <li>Existing site with good levels of use. Opportunities to enhance play provision.</li> <li>Only identified site available in village.</li> </ul>	Progress	2
Summerhill	78.6	0.0	Overlook site	30.0	70.0	0	33.3	44.4	22.2	0	HBC	<ul style="list-style-type: none"> <li>Existing hub for play activity with wide scope for enhancement and diversification to provide challenging natural play opportunities to all Play Builder target groups.</li> </ul>	Progress	2

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## Hartlepool Play Builder - Results of public consultation on suitability of sites for 'Play Builder' play area installations

Site	Site suitability for play area			Type of play area			Respondent type				Site details		Site progression	
	In favour of proposed site	Respondents relationship to site		Natural	Mixture	Traditional	Parent	Other with children	No children	Other	Land Ownership	Additional points to note about proposed site arising from consultation process	Progress, Back up, Shelve, or Drop	Year
Dalton Street	64.3	0.0	Overlook site	55.6	44.4	0	30.0	50.0	20.0	0	other	• Planning application in for redevelopment as housing site	Drop	
		0.0	Live in n'hood											
		100.0	No relationship											
St. Cuthbert's	61.1	5.0	Overlook site	27.3	54.5	18.2	18.8	43.8	37.5	0	other	• Existing use as school fields precludes play development at this time.	Drop	
		17.6	Live in n'hood											
		52.9	No relationship											
Rossmere Park	96.3	0.0	Overlook site	20.0	72.0	8.0	12.0	28.0	60.0	0	HBC	• The local residents are showing great interest in the development of the park and this will help significantly in the development of this site	Progress	1
		22.2	Live in n'hood											
		77.8	No relationship											
Jutland Road	95.7	8.7	Overlook site	4.8	90.5	4.8	18.2	31.8	45.5	4.5	HBC	• The Ground Work Trust has been working closely with local residents on the proposals for this site.	Progress	1
		13.0	Live in n'hood											
		78.3	No relationship											
Owton Manor 2	87.5	0.0	Overlook site	47.6	52.4	0	10.5	26.3	63.2	0	HBC	• Open space containing Owton Manor 2 & 1 sit already used intensively by children for imaginative play, ball and game play; and local residents for relaxation. • This site has great potential for natural play.	Progress	1
		15.0	Live in n'hood											
		85.0	No relationship											
Seaton Park	88.5	8.3	Overlook site	27.3	63.6	9.1	13.0	21.7	65.2	0	HBC	• This development will augment the existing play site and add more variety to a well used site.	Progress	1
		0.0	Live in n'hood											
		91.7	No relationship											
Owton Manor 1	82.6	0.0	Overlook site	38.9	61.1	0	21.7	8.7	13.0	0	HBC	• On the fringe of an area used extensively for informal ball and game play, potential for imaginative active play space that addresses the aspirations of young girls.	Progress	1
		10.0	Live in n'hood											
		90.0	No relationship											
Greatham Village	76.9	0.0	Overlook site	36.4	59.1	4.5	9.1	36.4	54.5	0	other	• The site has great potential but agreement needed from Hospital of God and Parish.	Progress	2
		4.5	Live in n'hood											
		95.5	No relationship											

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	In favour of proposed site	Respondents relationship to site	Natural	Mixture	Traditional	Parent	Other with children	No children	Other	Land Ownership	Additional points to note about proposed site arising from consultation process	Progress, Back up, Shelve, or Drop	Year
Fens 2	11.1	25.8	80.0	20.0	0	6.7	23.3	66.7	3.3	HBC	<ul style="list-style-type: none"> <li>Fens is a challenging area of town in which to find acceptable sites with wide community backing. Children in area are clearly using some spaces for informal play but not without antagonism of local residents. Poor estate design and green space allocation is clearly a factor in this situation.</li> </ul>	Drop	
		54.8											
		19.4											
Fens 1	5.4	41.9	100.0	0	0	6.5	22.6	67.7	3.2	HBC	<ul style="list-style-type: none"> <li>During consultation exercise mitigation approaches to begin to manage relationships between children and residents were discussed which included low key community designed natural facilities. Unfortunately the challenging community relationship issues and tight Play Builder project delivery timetable preclude further work in this area at this point in time.</li> </ul>	Drop	
		35.5											
		22.6											

**Notes:**

It is proposed to push all 22 sites forward through the planning stage in year 1 2009-2010. Fourteen sites have been identified as feasible to deliver during 2009 – 2010 but only 11 will actually be delivered by the end of March 2010, the remaining 3 sites will be added to year 2 and completed by March 2011.

Considering the extreme time pressure the whole Play Builder programme is under the project team will continue to work all 14 year 1 sites through to final tender stage just in case any delays are encountered during the planning permission phase. If necessary this approach will give the team some leeway to drop a problem site and return to it in year 2 of the programme.

Four 'dropped' sites have had alternative venues identified for further research by the project team. If the programme has a shortfall in its year 2 sites resulting from unsuccessful negotiations with third parties to host Play Builder facilities these sites will be examined and a second phase of planning applications may be necessary in during 2010.

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
8 September 2009



**Report of:** Director of Child and Adult Services

**Subject:** CONNEXIONS OPERATIONAL PLAN 2009/10

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

- 1.1 The purpose of the report is to inform the Children's Services Portfolio Holder of the main activities which will be undertaken during the year 2009/10 by the Connexions Service as we strive to build upon our successful track record of raising aspirations and reducing the percentage of young people Not in Education, Employment or Training, established following transfer to the Local Authority in 2007.

#### **2. SUMMARY OF CONTENTS**

- 2.1 National policy drivers have resulted in some significant changes to the strategic environment for Connexions delivery. From April 2009, Connexions Business Planning takes place in the context of national drivers relating to the development of local Integrated Youth Support and Targeted Youth Support Services alongside significant changes to the 14-19 curriculum.
- 2.2 The plan identifies the key policy drivers and places these alongside the findings of the services annual self assessment. It outlines the key responsibilities of the service and the necessary actions for securing improvements in performance and directing the services development as we move towards an integrated model of delivery with the local Youth Service.

#### **3. RELEVANCE TO PORTFOLIO MEMBER**

- 3.1 The Connexions Service is part of the Portfolio Holder's area of responsibility.



**4. TYPE OF DECISION**

4.1 Non- key.

**5. DECISION MAKING ROUTE**

5.1 Via the Children's Services Portfolio Holder.

**6. DECISION(S) REQUIRED**

6.1 The Portfolio Holder is asked to note and comment on the report.

**Report of:** Director of Child and Adult Services

**Subject:** CONNEXIONS OPERATIONAL PLAN 2009/10

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## **1. PURPOSE OF REPORT**

- 1.1 The purpose of the report is to inform the Children's Services Portfolio Holder of the main activities which will be undertaken during the year 2009/10 by the Connexions Service as we strive to build upon our successful track record of raising aspirations and reducing the percentage of young people Not in Education, Employment or Training, established following transfer to the Local Authority in 2007.

## **2. BACKGROUND**

- 2.1 The Connexions Service in Hartlepool is funded via the National Connexions Grant and provides universal access to Information, Advice and Guidance alongside access to needs-led personal support for young people aged 13 to 19 (and up to the age of 25 for young people who have learning difficulties and/or disabilities). The key function of the service is to work in partnership to support the engagement of young people in post 16 education, employment and training to bring about reductions in the number of young people who are not in education, employment or training (NEET).

Non-participation by young people in education, employment or training after compulsory education – being NEET – is a major predictor of later unemployment, low income, teenage parenthood, depression and poor physical health. Furthermore, educational attainment and engagement in learning remain central to breaking long term cycles of deprivation and child poverty. The changing economic situation means that it is more important than ever for local young people to stay in learning and achieve in order to be able to succeed in the labour market and play an active role in society.

In response to this changing economic situation the 14 to 19 Education and Skills White Paper and Youth Matters Green Paper published in 2005, began the process of transforming services for young people to ensure that more young people remain on the path to success. Following the publication of the 14 to 19 Education and Skills White Paper Young people are increasingly becoming entitled to more choice around qualifications and career paths alongside greater personalisation to help them fulfil their individual potential and

raise their aspirations. These reforms should help us engage those young people who feel education has little to offer them.

The Youth Matters Green Paper in 2005 stresses that these educational reforms must be accompanied by improvements in the way we respond to young people and in particular those vulnerable young people who are at risk of poor outcomes. Reforms to youth support services are therefore, intended to improve the range and coherence of services that support vulnerable young people in their pivotal teenage years.

Connexions Business Planning takes place in the context of these reforms and places these national drivers alongside the findings of the services annual self assessment. It outlines the key responsibilities of the service and the necessary actions for securing improvements in performance and service development as we move towards an integrated model of delivery with the local Youth Service.

#### **4. RISK IMPLICATIONS**

- 4.1 Excellent Information, Advice and Guidance is a vital component of the educational experiences for all young people:
- it improves motivation and attainment
  - it impacts positively on retention rates
  - it will reduce the number of young people not accessing Education, Employment or Training (EET).

In addition, it is a requirement for passing through the Diploma Gateway and an area of particular interest to OFSTED. Failure to implement the actions identified within the operational plan could stall the great progress made thus far in raising the attainment and participation of young people locally.

#### **5. LEGAL AND FINANCIAL CONSIDERATIONS**

- 5.1 From April 2007 responsibility for commissioning young people's information, advice and guidance services for young people in Hartlepool, and the funding that goes with that responsibility was devolved from the existing Connexions Teesvalley partnership to the Local Authority. There is a requirement for Local Authorities to ensure that developing Integrated Youth Support Services retain a strong emphasis upon the provision of high quality Information, Advice as part of the local Youth Offer.

**6. RECOMMENDATIONS**

- 6.1 For the Portfolio Holder to note the key actions detailed in the Operational Plan to secure improvements in performance as the service moves towards an integrated model of delivery with the local Youth Service.

**7. REASONS FOR RECOMMENDATIONS**

- 7.1 To ensure the Local Authority's duty to improve outcomes through the provision of Information, Advice and Guidance is met.

**8. BACKGROUND PAPERS**

- 8.1 Connexions Operational Plan 2009/10 (**Appendix 1**)

**9. CONTACT OFFICER**

- 9.1 Mark Smith  
Connexions Service Manager  
01429 275501

## Appendix 1 Connexions Operational Plan 2009 / 2010

### 1 Introduction

The Connexions Service in Hartlepool is funded via the National Connexions Grant and provides universal access to Information, Advice and Guidance alongside access to needs-led personal support for young people aged 13 to 19 (and up to the age of 25 for young people who have learning difficulties and/or disabilities). The key function of the service is to work in partnership to increase the number of children and young people on the path to success and in particular to support the engagement of young people in post 16 education, employment and training to bring about reductions in the number of young people who are not in education, employment or training (NEET). Following transfer to the Local Authorities Children's Services Department in 2007 the service has established a successful track record of raising aspirations and supporting local young people to overcome barriers to learning and progression.

This document builds upon our success to date and sets out how we plan to work with our partners to further develop and create support systems that will encourage all young people to spend more time in education and training, access positive activities and achieve their potential. The plan has been informed by a number of key local and national Drivers alongside information derived from the Connexions annual self assessment process. It sets out the services key responsibilities for the forthcoming year and goes on to list the planned activities necessary for ensuring that information, advice and guidance remains central to the developing local **Integrated Youth Support Service**.

### 2 Key Drivers

Non-participation by young people in education, employment or training after compulsory education – being NEET – is a major predictor of later unemployment, low income, teenage parenthood, depression and poor physical health. Furthermore, educational attainment and engagement in learning remain central to breaking long term cycles of deprivation and child poverty.

Lord Leitch's Review of Skills made clear that there has been a general increase in skills requirements, with more jobs requiring high levels of skills and fewer low skilled jobs; and the regional pattern for NEET shows that the highest levels are in areas, mirroring Hartlepool, which have lost traditional industries like coal mining or ship building. This changing economic situation means that it is more important than ever for local young people to stay in learning and achieve in order to be able to succeed in the labour market and play an active role in society.

The **14 to 19 Education and Skills** White Paper and **Youth Matters** Green Paper published in 2005, began the process of transforming services for young people to ensure that more young people remain on the path to success. The 14-19 Implementation Plan and Youth Matters Next Steps document, published shortly after, set out how we would deliver a new 14-19 phase of education and training and better youth support services in practice.

The 14–19 education reform programme aims to increase young people's participation in education and training beyond age 16 and raise their educational attainment. Central to the programme are new Diploma qualifications in 14 different occupational areas that offer a blend of academic and vocational learning.

Youth Matters sets out a vision of integrated youth support and targeted youth support services helping all young people achieve the five Every Child Matters outcomes through – the coherent, young person-centred delivery of information, advice and guidance, support, development opportunities and positive activities.

The planning for the deliver of the Connexions service for 2009/2010 then, takes places within this context. Young people and their parents require increased access information, advice and guidance to support their understanding of a changing curriculum and post 16 progression routes. Alongside this, there remains a need to develop and provide integrated support mechanisms for all local young people, and in particular those who are at risk of poor outcomes and who require access to multiple services.

### 3 Self Assessment

In addition to these key drivers, Connexions activity in 2009/2010 is also informed by the outcome of our annual self-assessment process. This involves gathering feedback from our key stakeholders: staff, young people and our partners. Feedback collected is backed up by objective evidence to ensure that the process has validity. Self-assessment allows us to identify areas where our performance is strong and those areas requiring improvement.

In this year of transition, it is essential to safeguard the delivery and quality of services. Connexions Hartlepool is fully committed to the development of a local Integrated Youth Support Service, the process of continuous improvement, learning through self-assessment and professional development for staff.

A summary of the findings from self-assessment 2009/10:

AREAS OF STRENGTH
NEET reduction Strategy Annual reduction in number of young people NEET
Forensic use of Management Information
Information Sharing

AREAS FOR IMPROVEMENT
Work with parents/carers
Links with employers
Transition to adult services
Monitoring of Vacancies

#### ***4 Key Service Responsibilities***

- Provide young people aged 13 to 19 (and up to 25 where this additional need) with impartial Careers Education, Information, Advice and Guidance.
- Reduce the percentage of young people (16-18 years) locally who are not in Education, Employment and Training.
- Effectively monitor the 16-19 cohort (and up to 25 where this additional need) to reduce the proportion of 16-19 year olds whose involvement in employment, education or training is 'not known'.
- Support local Learning and Training establishments to develop and deliver Careers Education, Information, advice and Guidance.
- Conduct an assessment for all young people with learning difficulties and/or disabilities (as defined by the Learning and Skills Act 2000) to assist their transition to post 16 education and training.
- Manage the delivery of the (WNF) Hartlepool On Track (HOT) Project to achieve agreed Outcomes and Outputs.
- Implement the September Guarantee in partnership with the LSC, Schools, Colleges and Training Providers.
- Manage and maintain the Connexions Client Management Information System (CCIS).
- Manage the Connexions 'One Stop Shop' facility.

#### ***Joint Responsibilities***

- Work in partnership with the Teenage Pregnancy Support Service to ensure 60% of teenage mothers are in suitable Education, Employment or Training provision by 2010.
- Work in partnership with the Youth Offending Service to ensure 90% of those young people supervised by the Youth Offending Service are in suitable Education, Employment or Training provision by 2010.

**5 Action Plan 2009 / 2010**

Objectives	Actions	Milestone	Responsible Officers	Progress
To support the engagement of young people in post 16 education, employment and training and prevent and reduce the number of young people who are not in education, employment or training (NEET)	<ul style="list-style-type: none"> <li>Review progress of the local NEET strategy in partnership with Economic Development, 14-19 Strategic Board, Job Centre Plus and LSC and up date/refine where appropriate</li> <li>Implement the September Guarantee in partnership with the LSC, Schools, Colleges and Training Providers.</li> <li>Continue to support schools to develop and deliver CEIAG and greater personalisation of the curriculum to engage all young people.</li> <li>Lead on the development and implementation of a town wide Information, Advice and Guidance Action Plan to secure improvements across Learning Establishments and providers.</li> <li>Continue to provide Impartial Information, Advice, Guidance and support to young people and their parents/carers in</li> </ul>	<p>Reviewed Quarterly</p> <p>Sept 09</p> <p>Ongoing</p> <p>Reviewed Quarterly</p> <p>Reviewed Quarterly</p>	<p>MS</p> <p>BL</p> <p>AM</p> <p>MS</p> <p>All</p>	



Objectives	Actions	Milestone	Responsible Officers	Progress
	<p>settings that are accessible and convenient with emphasis upon key stages of transition – YR9,YR10,YR11 and at 16,17 and 18</p> <ul style="list-style-type: none"> <li>• Work in partnership with schools, colleges and Training Providers to develop a Common Application Process, local Prospectus and Individual Learning Plans via the 14-19 Partnership Board.</li> <li>• Develop information sharing protocols with Job Centre Plus and local adult Guidance service to support the transition to adult services for young people aged 18</li> <li>• Develop the role of Employer liaison within the Connexions service to improve partnerships with local employers and identify employment vacancies.</li> <li>• Develop the delivery of IAG to parents via the One Stop Shop facility and outreach settings.</li> </ul>	<p>Reviewed Quarterly</p> <p>September 2009</p> <p>September 2009</p> <p>Reviewed Quarterly</p>	<p>All</p> <p>MS</p> <p>MS</p> <p>All</p>	

Objectives	Actions	Milestone	Responsible Officers	Progress
To improve education, employment and training outcomes for vulnerable young people	<ul style="list-style-type: none"> <li>• Ensure that all young people aged 13-25 with SEN are supported in accordance with the SEN Code of Practice and Section 140 of the Learning and Skills Act.</li> <li>• Support the development of a local Transition Protocol and Pathway for young people with SEN and complex health needs.</li> <li>• Manage the delivery of the (WNF) Hartlepool On Track (HOT) Project to achieve agreed Outcomes and Outputs.</li> <li>• Embed Common Assessment Framework (CAF) within local Connexions practice.</li> </ul>	<p>Jan 2010</p> <p>September 2010</p> <p>March 2010</p> <p>Reviewed Monthly</p>	<p>AM</p> <p>MS</p> <p>JS</p> <p>MS</p>	
To monitor the engagement and progress of the 13-19 cohort (and up to 25 where this additional need)	<ul style="list-style-type: none"> <li>• Compliance with Client Caseload Information System Specification (CCIS) requirements.</li> <li>• Monitor and track the 16-19 cohort (and up to 25 where this additional need) to reduce the proportion of 16-19 year olds whose involvement in employment, education or training is 'not known'</li> </ul>	<p>Reviewed Monthly</p> <p>Reviewed Monthly</p>	<p>BL</p> <p>MS</p>	

Objectives	Actions	Milestone	Responsible Officers	Progress
	<ul style="list-style-type: none"> <li>In conjunction with Youth Service, set up systems to map and collate Young peoples participation in Positive Activities.</li> </ul>			
To contribute to the achievement of the Every Child Matters outcomes for local children and young people.	<p><u>Be Healthy</u></p> <ul style="list-style-type: none"> <li>Further development of strategic and operational planning with local drug services, Primary Care Trust, Teenage Pregnancy Support Service and Child and Adolescent Mental Health Services (CAMHS).</li> <li>Continued delivery of condom distribution, Chlamydia testing services Wise Up' sexual health and contraception clinic in the One Stop Shop.</li> </ul> <p><u>Stay Safe</u></p> <ul style="list-style-type: none"> <li>Participation in local Youth Crime Action Plan initiatives and planning groups, including the multi-agency and Safer Hartlepool Young People's Group.</li> </ul> <p><u>Enjoy and Achieve</u></p> <ul style="list-style-type: none"> <li>Partnership Agreements with Schools reviewed and re-negotiated to reflect developing practice in 08/09 relating to improving</li> </ul>	<p>June 2010</p> <p>Ongoing</p> <p>Ongoing</p> <p>Sept 2009</p>	<p>MS</p> <p>JS</p> <p>MS</p> <p>AM</p>	

Objectives	Actions	Milestone	Responsible Officers	Progress
	<p>attainment and behaviour amongst young people and reducing truancy and exclusions.</p> <p><u>Make a Positive Contribution</u></p> <ul style="list-style-type: none"> <li>Further develop opportunities for young people to be influential in the design, delivery, evaluation and continuous improvement of the Connexions service and broader youth support arrangements.</li> </ul> <p><u>Achieve Economic Wellbeing</u></p> <p>See objectives 1 &amp; 2</p>	Reviewed Monthly	All	
To work in partnership with Hartlepool Youth Service to implement the recommendations covered in 'Youth Matters' regarding the development of Integrated and Targeted Youth Support services.	<ul style="list-style-type: none"> <li>Develop an appropriate "structure", with a focus on joint Youth Service/ Connexions initiatives and further involvement of partners in line with PSA 14 target areas (Teenage Pregnancy; Drugs and Alcohol; and Youth Offending).</li> </ul>	March 2010	MS	

MS - Mark Smith

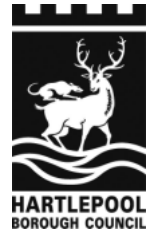
AM – Ali McAdams

BL – Barbara Lyle

JS – James Sinclair

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
8<sup>th</sup> September 2009



**Report of:** Director of Child and Adult Services

**Subject:** INFORMATION ADVICE AND GUIDANCE  
ACTION PLAN 2009/10

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### **SUMMARY**

#### **1. PURPOSE OF REPORT**

- 1.1 To note the key areas for improvement locally in relation to the provision of young people's Information, Advice and Guidance and the development of an annual Action Plan to drive up standards across young people's services and local learning establishments.

#### **2. SUMMARY OF CONTENTS**

- 2.1 From April 2008 responsibility for commissioning information, advice and guidance services for young people, and the funding that goes with that responsibility, was devolved from the 47 Connexions partnerships to the 150 Local Authorities in England. To support this transition, National Standards for the provision of young people's Information Advice and Guidance were cascaded to support the ongoing development of consistently high quality and impartial information, advice and guidance services across the country.
- 2.2 The report summarises the key areas for improvement locally in relation to the provision of young people's Information, Advice and Guidance as derived through evaluation against the National Standards. It provides an overview of the key actions necessary to drive up standards across young people's services and local learning establishments to secure compliance with the standards.

**3. RELEVANCE TO PORTFOLIO MEMBER**

- 3.1 The provision of young people's Information, Advice and Guidance is a key area of interest and responsibility of the Portfolio Holder.

**4. TYPE OF DECISION**

- 4.1 Non- key.

**5. DECISION MAKING ROUTE**

- 5.1 Via the Children's Services Portfolio Holder.

**6. DECISION(S) REQUIRED**

- 6.1 The Portfolio Holder is asked to note and comment on the report.

**Report of:** Director of Child and Adult Services

**Subject:** INFORMATION ADVICE AND GUIDANCE  
ACTION PLAN 2009/10

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## **1. PURPOSE OF REPORT**

- 1.1 To note the key areas for improvement locally in relation to the provision of young people's Information, Advice and Guidance and the development of an annual Action Plan to drive up standards across young people's services and local learning establishments.

## **2. BACKGROUND**

- 2.2 From April 2008 responsibility for commissioning information, advice and guidance services for young people, and the funding that goes with that responsibility, was devolved from the 47 Connexions partnerships to the 150 Local Authorities in England. To support this transition, National Standards for the provision of young people's Information Advice and Guidance were cascaded to support the ongoing development of consistently high quality and impartial information, advice and guidance services across the country.

- 2.3 The National Standards provide a framework for planning, managing and reviewing information, advice and guidance services in a locality, in a co-ordinated way. Taken together they define the Government's expectations of the services that local authorities, through Children's Trusts, will commission and manage. They are also for use by:

- learning providers (including schools, colleges and work based training providers),
- external information, advice and guidance providers (i.e. Connexions services, voluntary and community service organisations and all other private organisations working under contract to the local authority), and
- users of information advice and guidance services,

to check that the expected standards are being achieved. They are used to support external assessments of the quality and impartiality of information, advice and guidance services.

- 2.4 In early 2009 Connexions alongside the majority of local Learning Providers participated in both joint and individual assessments of their compliance with the National Standards. From this an Action Plan (**Appendix 1**) was developed to address areas for improvement and support the ongoing development of consistently high quality and impartial information, advice and guidance.

#### 4. RISK IMPLICATIONS

- 4.1 Excellent Information, Advice and Guidance is a vital component of the educational experiences for all young people:
- it improves motivation and attainment
  - it impacts positively on retention rates
  - it will reduce the number of young people not accessing Education, Employment or Training (EET).

In addition, it is a requirement for passing through the Diploma Gateway and an area of particular interest to OFSTED. Failure to implement the actions identified within the plan could stall the great progress made thus far in raising the attainment and participation of young people locally.

#### 5. LEGAL AND FINANCIAL CONSIDERATIONS

- 5.1 From April 2007 responsibility for commissioning young people's information, advice and guidance services for young people in Hartlepool, and the funding that goes with that responsibility was devolved from the existing Connexions Teesvalley partnership to the Local Authority. The Local Authority also leads upon the broader development of IAG locally across the 14-19 Strategic Partnership.

#### 6. RECOMMENDATIONS

- 6.1 For the Portfolio Holder to note the key actions detailed in the Action Plan (**Appendix 1**) to support the local development of young peoples Information, Advice and Guidance. A further report will be brought to inform the Portfolio holder of progress and proposals in relation to the further development of Information, Advice and Guidance for Young People.

#### 7. REASONS FOR RECOMMENDATIONS

- 7.1.1 To ensure the Local Authority's duty to improve outcomes through the provision of Information, Advice and Guidance is met.

#### 8. CONTACT OFFICER

Mark Smith  
Connexions Service Manager  
01429 275501



## Appendix 1

### Hartlepool Information Advice and Guidance Action Plan 2009/10

#### Introduction and Purpose

From April 2008 responsibility for commissioning information, advice and guidance services for young people, and the funding that goes with that responsibility, was devolved from the 47 Connexions partnerships to the 150 Local Authorities in England. National Standards for young peoples Information, Advice and Guidance have been developed to support this process and secure the development of consistently high quality and impartial information, advice and guidance services across the country.

The National Standards provide a framework for planning, managing and reviewing information, advice and guidance services in a locality, in a co-ordinated way. Taken together they define expectations of the services that local authorities, through Children's Trusts, will commission and manage. They are also for use by:

- learning providers (including schools, colleges and work based training providers),
- external<sup>1</sup> information, advice and guidance providers (i.e. Connexions services, voluntary and community service organisations and all other private organisations working under contract to the local authority), and
- users of information advice and guidance services,

to check that the expected standards are being achieved. The standards can also be used to support external assessments of the quality and impartiality of information, advice and guidance services.

#### Definition of information, advice and guidance

"Information, advice and guidance" is a key element of Local Authority integrated youth support services. It is an umbrella term. It covers a range of activities and interventions that help young people to become more self-reliant and better able to manage their personal and career development, including learning.

It includes:

- the provision of accurate, up-to-date and objective information on opportunities, progression routes, choices, where to find help and advice, and how to access it
- the provision of advice through activities that help young people to gather, understand and interpret information and apply it to their own situation

- the provision of impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress
- support for curriculum development<sup>2</sup>.

### **Every Child Matters**

Information, advice and guidance contributes directly to the achievement of the 5 Every Child Matters (ECM) outcomes. It helps young people to:

**Be healthy** – by helping young people to review and assess their decision making and goal setting in relation to health issues

**Stay safe** – by giving young people opportunities to reflect on risk and behaviour

**Enjoy and achieve** – by helping young people to set priorities for learning, work and leisure and to develop a work life balance

**Make a positive contribution** – by helping young people to be active citizens, who are actively involved in their communities

**Achieve economic well-being** – by challenging aspirations and helping young people to progress into further learning, training or employment and to realise their potential.

## The National Standards

There are 12 quality standards, each with evidence indicators against which performance against the standards can be assessed. In short they set out our expectations that:

1. Young people are informed about how information, advice and guidance services can help them and how to access the services they need
2. Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need
3. Young people have the information they need to make well-informed and realistic decisions about learning and career options
4. Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and careers
5. Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes
6. Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision
7. Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed
8. Information, advice and guidance providers understand their roles and responsibilities
9. Programmes of career and personal development for young people are planned and provided collaboratively
10. Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development
11. Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings
12. Processes for commissioning impartial information, advice and guidance services are effective and result in services that meet the needs of parents/carers and young people.

In early 2009 Connexions alongside local Learning Establishments participated in a self evaluation exercise to measure the quality of young people's information, advice and guidance in relation to the National Standards. The following Action Plan supports a number of improvement activities that will help to drive up standards across the town. Progress in relation to the plan will be monitored via the local 14-19 Strategic Partnership.

## Information Advice and Guidance Action Plan 2009/10

IAG Process	Actions	Time/Effort	Responsible	Completion
(1.1) Young people understand: <ul style="list-style-type: none"> <li>the service that they can expect from local information, advice and guidance providers</li> <li>their own responsibilities in relation to the usage of these services</li> <li>where they can go to for help if they are not getting the service that they can reasonably expect.</li> </ul>	<ul style="list-style-type: none"> <li>Explore young people's awareness of the Connexions/Connexions Direct Service via the use of the 'View point' Survey and other local youth participation mechanisms.</li> <li>IAG learner entitlement information to be reviewed to ensure young people understand where they can go to for help if they are not getting the service that they can reasonably expect.</li> </ul>	Long Term/Low Effort	<ul style="list-style-type: none"> <li>Connexions to explore appropriate youth participation mechanisms for checking awareness</li> <li>IAG Task Group</li> </ul>	March 2010
(1.5) Young people are aware of, and know how to access, appropriate local and national prospectuses, websites and help lines, including Connexions Direct	<ul style="list-style-type: none"> <li>Review Marketing Material and distribute in partnership with schools and Post 16 Providers</li> <li>Explore young people's awareness of:               <ul style="list-style-type: none"> <li>Connexions</li> <li>Connexions Direct Service</li> <li>Local Prospectus</li> <li>Relevant Websites via the use of the 'View point' Survey and other local youth participation mechanisms.</li> </ul> </li> </ul>	Short Term/Low Effort	<ul style="list-style-type: none"> <li>Connexions to produce marketing material</li> <li>Schools and post 16 providers to support the distribution of marketing materials</li> <li>3<sup>rd</sup> sector to encourage staff to attend awareness</li> </ul>	March 2010

			sessions delivered by Connexions <ul style="list-style-type: none"> <li>• Connexions to explore appropriate youth participation mechanisms for checking awareness</li> </ul>	
(2.7) Where assessment leads to the involvement of more than one agency providing specialist support a lead professional is identified to co-ordinate support and advise	<ul style="list-style-type: none"> <li>• Embed the Team Around the Secondary School (TASS) model across Hartlepool to facilitate the identification of appropriate support packages for vulnerable students and the allocation of a Lead Practitioner</li> <li>• Local Authority to provide appropriate training to staff from all learning providers around CAF, Lead Practitioner and Sharing of Information</li> </ul>	Short Term/ High Effort  Long Term/Low Effort	Children's Services (incorporating 14-19 coordinator and Connexions) and Behaviour and Attendance Partnership	December 2009  March 2010
(2.12) Young people reaching the upper age limit for young people's information, advice and guidance services are supported in their transition to specialist services for adults	Develop links and referral route with the newly developed Adult Guidance Service 'Next Steps.' Develop stronger links with Job Centre Plus and Adult Education.	Long Term/High Effort	Connexions	March 2010
(3.2) All young people are aware of the guarantee of an offer of further learning on completion of Year 11,	<ul style="list-style-type: none"> <li>• Produce Information Material and distribute in partnership with schools and Post 16 Providers</li> <li>• Connexions to promote the September Guarantee through various media outlets</li> </ul>	Short Term/Low Effort	<ul style="list-style-type: none"> <li>• Connexions to produce Information material</li> </ul>	October 2009

Year 12 (where they are on a 1 year course)	<ul style="list-style-type: none"> <li>• Write out to all Year 11's + Year 12's who are on a 1 year course, in employment or who are NEET.</li> <li>• Explore the use of Text Tools to raise awareness.</li> <li>• Awareness raising sessions to be delivered to staff from the 3<sup>rd</sup> sector</li> </ul>		<ul style="list-style-type: none"> <li>• Schools and post 16 providers to support the distribution of information materials</li> <li>• 3<sup>rd</sup> sector to encourage staff to attend awareness sessions delivered by Connexions</li> <li>• Connexions to explore appropriate youth participation mechanisms for checking awareness</li> </ul>	
(3.3) All young people are aware of the scheme to guarantee a minimum level of financial help if they are EMA recipients and progress into HE	<ul style="list-style-type: none"> <li>• Produce Marketing Material and distribute in partnership with schools and Post 16 Providers</li> <li>• Advertise in Local Press</li> <li>• Write out to all Year 11's + Year 12's who are on a 1 year course, in employment or who are NEET.</li> <li>• Explore the use of Text Tools to raise</li> </ul>	Short Term/Low Effort	<ul style="list-style-type: none"> <li>• Connexions to produce marketing material</li> <li>• Schools and post 16 providers to</li> </ul>	July 2009

	<p>awareness.</p> <ul style="list-style-type: none"> <li>• Include information on EMA within Getting Connected paperwork, distributed to all Year 10s</li> </ul>		<p>support the distribution of marketing materials</p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> sector to encourage staff to attend awareness sessions delivered by Connexions</li> <li>• Connexions to explore appropriate youth participation mechanisms for checking awareness</li> </ul>	
<p>(3.5) All young people are aware of the local 14-19 on-line area prospectus and are able to access it as appropriate</p>	<ul style="list-style-type: none"> <li>• Explore young people's awareness of the 14-19 on-line area prospectus and relevant websites via the use of the 'View point' Survey and other local youth participation mechanisms.</li> <li>• Promote the Prospectus within the Connexions One Stop Shop and across other outreach settings.</li> <li>• Include on promotional literature, including Getting Connected</li> </ul>	<p>Long Term/High Effort</p>	<ul style="list-style-type: none"> <li>• Connexions to produce marketing material</li> <li>• Schools and post 16 providers to support the distribution of marketing materials</li> <li>• 3<sup>rd</sup> sector to</li> </ul>	<p>March 2010</p>

	<ul style="list-style-type: none"> <li>• Learning providers to support staff in the upskilling and awareness raising of the 14-19 on-line area prospectus</li> <li>• Learning providers to include 14-19 on-line area prospectus in their PSHE (economic wellbeing) programme</li> </ul>		<p>encourage staff to attend awareness sessions delivered by Connexions</p> <ul style="list-style-type: none"> <li>• Connexions to explore appropriate youth participation mechanisms for checking awareness</li> </ul>	
(3.6) All young people are aware of the Connexions Direct website and helpline and of local, external information, advice and guidance services and are accessing them as appropriate	<ul style="list-style-type: none"> <li>• Produce Marketing Material and distribute in partnership with schools and providers</li> <li>• Explore young people's awareness of: Connexions Direct Service free promotional material available to all agencies Local Prospectus Relevant Websites via the use of the 'View point' Survey.</li> <li>• PSHE (economic wellbeing) programmes to include opportunities for students to be introduced to and explore the Connexions Direct website.</li> <li>• Awareness raising sessions to be delivered to staff from the 3<sup>rd</sup> sector</li> </ul>	Long Term/High Effort	<ul style="list-style-type: none"> <li>• Schools to adopt the Connexions Direct lesson plan and deliver as part of PSHE</li> <li>• 3<sup>rd</sup> sector to encourage staff to attend awareness sessions delivered by Connexions</li> </ul>	September 2009



(3.7) Young people are matched and successfully placed into training and employment opportunities	<ul style="list-style-type: none"> <li>• PSHE (economic wellbeing) programmes to include access and use of the National Apprenticeship Vacancy Matching Service (NAVMS) data base for all young people in year 10 and 11</li> <li>• Connexions to provide details of training and employment opportunities and advertise in learning establishments and 3<sup>rd</sup> sector venues</li> <li>• Connexions job shops to be integrated into PSHE (economic wellbeing) programme</li> <li>• Connexions to promote NAVMS via Getting Connected delivery in all schools</li> </ul>	<p>Long Term/High Effort</p> <p>Short Term/Low Effort</p>	<ul style="list-style-type: none"> <li>• Schools to develop schemes of work and implement</li> <li>• Learning establishments and 3<sup>rd</sup> sector venues to promote vacancies provided by Connexions via notice boards</li> <li>• Connexions PA and coordinator to identify year 11 young people seeking training and employment in partnership</li> </ul>	<ul style="list-style-type: none"> <li>• September 2009</li> <li>• September 2009</li> <li>• December 2009</li> </ul>
(4.1) Careers advice and guidance is available to all young people in a variety of settings and at times that suit their needs	<ul style="list-style-type: none"> <li>• Explore the potential provision of IAG within communities via extended schools</li> <li>• Reorganise Connexions delivery to establish a greater presence in local Colleges.</li> </ul>	Short Term/High Energy	<ul style="list-style-type: none"> <li>• Connexions to reallocate staff</li> <li>• Connexions to explore with schools</li> </ul>	<ul style="list-style-type: none"> <li>• December 2009</li> <li>• September 2009</li> </ul>
(4.3) Careers advice and guidance is always impartial (e.g. independent of the vested interests of	<ul style="list-style-type: none"> <li>• Establish local mechanisms for capturing up to date labour market information and intelligence about opportunities available locally, nationally and internationally and distribute this across</li> </ul>	High Energy/Long Term	Connexions	March 2010

the person/organisation providing the advice). It is based on a young person's needs and on up to date labour market information and intelligence about opportunities available locally, nationally and internationally	<p>IAG partnership</p> <ul style="list-style-type: none"> <li>• All learning providers to support and promote the Choices Event 2009 for learners in school years 9, 10, 11 &amp; 12</li> </ul>	Short Term/High Energy	Learning Providers	October 2009
(4.4) Advice and guidance is challenging and raises aspirations appropriately	<ul style="list-style-type: none"> <li>• PSHE (economic wellbeing) programmes to include an emphasis on challenge and raising aspirations.</li> <li>• Staff delivering IAG services are assessed against the Connexions Key Steps framework for both 1:1 and group activities to ensure practitioners challenge and raise aspirations appropriately</li> <li>• Managers from learning providers/3<sup>rd</sup> sector are trained in the use of Key Steps Observations</li> </ul>	High Energy/Long Term	<ul style="list-style-type: none"> <li>• 14-19 Consultant</li> <li>• Connexions to continue to implement Key Steps Observations</li> </ul>	March 2010
(4.10) Young people reaching the upper age limit for young people's information, advice and guidance services know about careers services for adults and how to access them and support is provided to facilitate a	Develop links and referral route with the newly developed Adult Guidance Service 'Next Steps'.	Short Term/Low Effort	Connexions	June 2009

smooth transition				
(5.1) Services reach all young people in the local community, including disadvantaged and marginalised groups	<ul style="list-style-type: none"> <li>• Explore the potential provision of IAG within communities via extended schools</li> <li>• Explore young people's awareness of the Connexions/Connexions Direct Service via the use of the 'View point' Survey and other local youth participation mechanisms.</li> </ul>	Long Term/Low Energy	<ul style="list-style-type: none"> <li>• Connexions to explore appropriate youth participation mechanisms</li> </ul>	March 2010
(5.4) Services are sensitive to the faith, cultural, and family background that people come from	<ul style="list-style-type: none"> <li>• 14-19 Task group to develop policies covering all areas of promoting equality (including age, gender, racial and disability equality)</li> <li>• Connexions to explore the possibility of partners accessing HBC on-line equality &amp; diversity training modules</li> </ul>	Long Term/High Energy	<ul style="list-style-type: none"> <li>• All partners to contribute to the writing of policies</li> <li>• Connexions</li> </ul>	March 2010
(6.1) Young people from all backgrounds are engaged in : <ul style="list-style-type: none"> <li>• The design, planning, quality assurance and evaluation of IAG services</li> <li>• Processes for commissioning IAG services</li> <li>• The delivery of IAG services, for</li> </ul>	<ul style="list-style-type: none"> <li>• Local youth participation groups to be invited to support the design, planning, quality assurance evaluation and commissioning of IAG services alongside existing user groups.</li> <li>• IAG to be delivered where appropriate through peer mentoring and workshops</li> <li>• Young Peoples views to be sought within the Connexions Annual service reviews within Schools, Colleges &amp; Training Providers</li> </ul>	Long Term/High Energy	<ul style="list-style-type: none"> <li>• Connexions to explore appropriate youth participation mechanisms</li> <li>• Connexions to explore opportunities for Peer mentoring</li> <li>• Schools to include students views within the</li> </ul>	March 2010

example, through peer mentoring and workshops			Connexions Annual service reviews	
(7.1) The benefits of impartial information, advice and guidance services for young people are promoted to parents and carers	<ul style="list-style-type: none"> <li>• Connexions service to be advertised in GP Surgeries via the LIFE Channel &amp; Hartbeat magazine</li> <li>• All Parenting courses delivered by Barnados incorporate a session on IAG and an emphasis on raising aspirations and accessing information and support</li> </ul>	Short Term/High Energy	Connexions Connexions and Barnados working in partnership	September 2010
(7.2) Communications with parents and carers have regard to the needs of vulnerable/disadvantaged parents and carers	Make available Marketing Material for parents and carers in a variety of formats upon request (i.e. Languages/ Easy Read).	Short Term/Low Energy	<ul style="list-style-type: none"> <li>• Connexions to produce marketing material</li> <li>• Schools and post 16 providers to support the distribution of marketing materials</li> </ul>	September 2010
(7.3) Parents and carers are encouraged and supported to help their children (through others as appropriate) to become more self-reliant and better able to manage their personal and career development	<ul style="list-style-type: none"> <li>• All Parenting courses delivered by Barnados incorporate a session on IAG and an emphasis on raising aspirations and accessing information advice and guidance</li> <li>• Promote the Choices Event to Parents/Carers via various media outlets</li> </ul>	Short Term/High Energy	<ul style="list-style-type: none"> <li>• Barnados and Connexions to work in partnership to develop and build capacity</li> <li>• Connexions</li> </ul>	September 2009  October 2009
(7.4) Parents and carers	All Parenting courses delivered by Barnados	Short Term/High	Barnados and	September 2009

are encouraged to support career aspirations and participation in education and training	incorporate a session on IAG and an emphasis on raising aspirations and accessing information, advice and guidance	Energy	Connexions to work in partnership to develop and build capacity	
(7.5) Up to date information (produced in collaboration with Family Information Service Hartlepool as appropriate) about where young people can access information, advice and guidance is made available in a variety of formats to parents and carers	<ul style="list-style-type: none"> <li>• Further develop Connexions website</li> <li>• Ensure IAG/Careers is a search filed within FISH website and links to Connexions website</li> <li>• Produce Marketing Material and distribute in partnership with schools and providers</li> </ul>	Short Term/High Energy	<ul style="list-style-type: none"> <li>• Connexions to further develop website content and links</li> <li>• Connexions to produce marketing material</li> <li>• Schools and post 16 providers to support the distribution of marketing materials</li> </ul>	September 2009
(7.6) Up to date information about the labour market is made available in a variety of formats to parents and carers	Establish local mechanisms for capturing up to date labour market information and intelligence about opportunities available locally, nationally and internationally and distribute this across IAG partnership	High Energy/Long Term	Connexions	March 2010
(7.7) Communications with parents and carers are adapted to reflect the different needs of recipients (e.g. in relation to basic skills needs, disabilities, English as	<ul style="list-style-type: none"> <li>• Produce Marketing Material for parents and carers in a variety of formats upon request (i.e. Languages/ Easy Read).</li> <li>• Promote the use of needs led Marketing Material/Communication amongst practitioners.</li> </ul>	Short Term/ Low Effort	<ul style="list-style-type: none"> <li>• Connexions to produce marketing material</li> <li>• Schools and post 16 providers to</li> </ul>	October 2009

second language)			support the distribution of marketing materials	
(7.8) Parents and carers are aware of the different roles and responsibilities of learning providers and external information, advice and guidance providers in relation to the provision of services	<ul style="list-style-type: none"> <li>Promote the local prospectus to parents and carers.</li> <li>Schools and post 16 providers to incorporate CEIAG statements within their marketing/induction material including reference to Connexions services</li> <li>Rewrite local CEIAG Entitlement and post to all Year 8 &amp; 11 households to highlight the different roles and responsibilities of learning providers and external information, advice and guidance providers</li> <li>Schools to give parents/carers of students the opportunity to sign up for Connexions appointments at parent/carer evenings</li> </ul>	Short Term/ Low Effort	<ul style="list-style-type: none"> <li>Schools and post 16 providers to incorporate reference to Connexions and the Local Prospectus within their marketing/induction material</li> <li>Schools to include Connexions appointments in letters sent to parents/carers when planning parents/carers evenings</li> </ul>	From September 2009
(7.9) Parents and carers are aware of the Connexions Direct website and helpline and local prospectuses	<ul style="list-style-type: none"> <li>All marketing material to contain reference to Connexions Direct and local Prospectus</li> </ul>	Short Term/ Low Effort	<ul style="list-style-type: none"> <li>Schools and post 16 providers to support the distribution of marketing materials</li> </ul>	October 2009

			<ul style="list-style-type: none"> <li>• Connexions, Schools and post 16 providers to incorporate reference to Connexions Direct website and helpline and the Local Prospectus within their marketing/induction material</li> </ul>	
(7.10) IAG services for young people are signposted clearly in a variety of settings used by parents and carers	<ul style="list-style-type: none"> <li>• Connexions service to be advertised in GP Surgeries via the LIFE Channel</li> </ul>	Long Term/High Effort	Connexions	September 2009
(7.11) Parents and carers are supported and enabled to provide their children with impartial information, advice and guidance	<ul style="list-style-type: none"> <li>• All Parenting courses delivered by Barnados incorporate a session on IAG and an emphasis on raising aspirations and accessing information and support</li> <li>• Schools to give parents/carers of students the opportunity to sign up for Connexions appointments at parent/carer evenings</li> </ul>	Long Term/High Effort	Barnados and Connexions to work in partnership to develop and build capacity	September 2009
(7.12) Parents and carers are aware of sources of financial support for their children's learning	<ul style="list-style-type: none"> <li>• Produce Marketing Material and distribute in partnership with schools and providers</li> <li>• Advertise in Local Press</li> <li>• Write out to parents of all Year 11's + Year 12's to raise awareness</li> </ul>	Short Term/ Low Effort	Connexions to produce Marketing Material and to distribute in partnership with	June 2009 (prior to key transition points)

			Schools and post 16 providers	
(8.2) Local partnership agreements between Connexions and learning providers set out clearly the respective roles and responsibilities of each partner	<ul style="list-style-type: none"> <li>Review Partnership Agreements with individual partners</li> <li>All Partnership Agreements to include young people in their review</li> </ul>	Short Term/ Low Effort	<ul style="list-style-type: none"> <li>Connexions and individual partners</li> <li>Individual establishments to make young people available to review partnership agreements</li> </ul>	September 2009
<p>(8.8) Every learning provider and external information, advice and guidance provider has policies on:</p> <ul style="list-style-type: none"> <li>promoting equality (including age, gender, racial and disability equality)</li> <li>impartiality</li> <li>diagnosing and assessing the needs of individuals for information, for advice and for guidance</li> <li>engaging parents and carers</li> </ul>	<ul style="list-style-type: none"> <li>14-19 Task group to develop policies covering all areas of standard 8.8</li> </ul>	Long Term/High Effort	<ul style="list-style-type: none"> <li>All partners to contribute to the writing of policies</li> </ul>	



<ul style="list-style-type: none"> <li>• data sharing</li> <li>• the monitoring and evaluation of information, advice and guidance provision</li> </ul> <p>and the impact and implementation of these policies are reviewed annually with action taken to rectify weaknesses</p>				
(9.1) Learning providers and external information, advice and guidance providers collaborate in the planning and provision of information, advice and guidance provision and in the delivery of the curriculum	14-19 Consultant will support the development of IAG and CEG working with pre and post 16 providers and Connexions to ensure the 11-19 Economic Well Being, Career and Work Related Learning agendas are fully implemented. Particular emphasis will be given to supporting staff to give impartial information, advice and guidance in relation to Diploma developments. This could be in the form of a one day conference or a series of professional development sessions.	Long Term/High Effort	14-19Coordinator Schools, Post 16 providers and Connexions	March 2010
(9.2) Learning providers receive training and support from external information, advice and guidance providers and others (e.g. Local Authority advisers) to help them to deliver effective programmes of career and personal development and	14-19 Consultant will support the development of IAG and CEG working with pre and post 16 providers and Connexions to ensure the 11-19 Economic Well Being, Career and Work Related Learning agendas are fully implemented. Particular emphasis will be given to supporting staff to give impartial information, advice and guidance in relation to Diploma developments. This could be in the form of a one day conference or a series of professional development sessions.	Long Term/High Effort	14-19Coordinator Schools, Post 16 providers and Connexions	March 2010

of financial capability				
(9.4) Learning providers are offered support from external information, advice and guidance providers with reviewing and evaluating programmes of career and personal development and of financial capability	14-19 Consultant will lead a series of session to develop CEG materials in schools and colleges which will be used to support the development of Individual Learning Plans. 14-19 Consultant will lead sessions on use of Prospectus, Common Application Process and Individual Learning Plans for all personnel involved in the deliver of CEIAG.	Long Term/High Effort	14-19Coordinator Schools, Post 16 providers and Connexions	March 2010
(9.5) Learning providers are helped by external information, advice and guidance providers to gather information on opportunities in learning and work and on other issues that impact on young people's participation, achievement and progression in learning and work	Establish local mechanisms for capturing up to date labour market information and intelligence about opportunities available locally, nationally and internationally and distribute this across IAG partnership	Long Term/High Effort	Connexions	March 2010
(9.6) Learning providers and external information, advice and guidance providers have strong links with local employers and understand their needs	<ul style="list-style-type: none"> <li>14-19 Coordinator to ensure the 11-19 Economic Well Being, Career and Work Related Learning agendas are fully implemented</li> </ul>	Long Term High Effort	14-19 Coordinator	March 2010
(10.1) All staff delivering	<ul style="list-style-type: none"> <li>Staff delivering IAG services are assessed</li> </ul>	Long Term High	Schools and third	

<p>information advice and guidance:</p> <ul style="list-style-type: none"> <li>• have the skills, knowledge and qualifications to deliver a high quality service</li> <li>• can deliver information, advice and guidance to diverse client groups and can challenge stereotyping and raise aspirations</li> <li>• know where to access impartial specialist advice</li> <li>• adhere to their relevant professional codes of conduct</li> <li>• have access to a range of continuing professional development opportunities</li> <li>• have structured opportunities for the evaluation of professional practice</li> </ul>	<p>against the Connexions Key Steps framework for both 1:1 and group activities</p> <ul style="list-style-type: none"> <li>• Managers from learning providers/3<sup>rd</sup> sector are trained in the use of Key Steps</li> <li>• Staff to work towards recognised IAG qualifications</li> </ul>	<p>Effort</p>	<p>sector encourage staff delivering IAG to work towards recognised IAG qualifications and participate in Key Step Observations</p>	
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(10.2) Multi-agency working and collaboration is underpinned by joint training when appropriate	<ul style="list-style-type: none"> <li>All learning providers to audit staff training needs in relation to IAG service commissioning, planning, developing and delivery. This information is to be shared with the local 14-19 Task Group to identify a plan of training leading to joint training activities if applicable</li> </ul>	Long Term/High Effort	IAG Task Group	March 2010
(10.3) Annual audits of staff training needs are undertaken	<ul style="list-style-type: none"> <li>All learning providers to audit staff training needs in relation to IAG service commissioning, planning, developing and delivery</li> </ul>	Long Term/High Effort	IAG Task Group	March 2010
(10.4) The performance of practitioners is reviewed regularly	<ul style="list-style-type: none"> <li>Staff delivering IAG services are assessed against the Connexions Key Steps framework for both 1:1 and group activities</li> <li>Managers from learning providers/3<sup>rd</sup> sector are trained in the use of Key Steps</li> <li>Staff delivering on PSHE (economic wellbeing) programmes are regularly assessed on performance</li> </ul>	Long Term/High Effort	Schools and third sector encourage staff delivering IAG to work towards recognised IAG qualifications and participate in Key Step Observations	March 2010
(10.5) Arrangements are made to share good practice	14-19 Consultant will lead a series of sessions to develop CEG materials in schools and colleges which will be used to support the development of best practice Connexions to continue to fund Annual CEIAG Conference	Long Term/High Effort	14-19 Coordinator Schools, Post 16 providers and Connexions	
(10.6) Every learning provider and external information, advice and guidance provider has a policy on the training and development of staff providing information,	14-19 IAG Task group to develop policies covering the training and development of staff providing information, advice and guidance and the impact and implementation of this policy is reviewed annually with action taken to rectify weaknesses	Long term/High Effort	14-19 Task Group	March 2010

advice and guidance and the impact and implementation of this policy is reviewed annually with action taken to rectify weaknesses				
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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
8 September 2009



**Report of:** Director of Child and Adult Services

**Subject:** **SAFEGUARDING CHILDREN IN  
HARTLEPOOL**

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### SUMMARY

#### **1. PURPOSE OF REPORT**

- 1.1 To update the Portfolio Holder in relation to the arrangements for safeguarding children in Hartlepool.
- 1.2 To provide an analysis of statistical information in relation to safeguarding activity between April and June 2009.

#### **2. SUMMARY OF CONTENTS**

- 2.1 The report provides the Portfolio Holder with information on the arrangements for safeguarding children in Hartlepool. The report provides statistics of children receiving services from Safeguarding and Specialist Services including children in need (567), children subject to protection plans (101) and children looked after (162).
- 2.2 The report details the current staffing structure of the service and information in relation to staff vacancies, cover arrangements and staff absence.
- 2.3 Team managers and Heads of Business Units closely monitor social work caseloads to ensure these are maintained at manageable levels and that only children receiving a service are active on social work caseloads. The report also includes details of complaints and compliments received about the service during the period under review.
- 2.4 Hartlepool Local Safeguarding Children Board (LSCB) is the co-ordinating body that manages safeguarding arrangements in the town.

The work of the LSCB is monitored through an annual work plan. The draft priorities and work plan of the Board have been developed and an Annual Report prepared.

**3. RELEVANCE TO PORTFOLIO MEMBER**

- 3.1 The Portfolio Holder has responsibility for Children's Services issues.

**4. TYPE OF DECISION**

Non key.

**5. DECISION MAKING ROUTE**

- 5.1 Children's Services Portfolio Meeting on 8 September 2009.

**6. DECISION(S) REQUIRED**

- 6.1 That the Portfolio Holder notes the contents of this report.

**Report of: Director of Child and Adult Services**

**Subject: SAFEGUARDING CHILDREN IN  
HARTLEPOOL**

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## **1. PURPOSE OF REPORT**

- 1.1 To update the Portfolio Holder in relation to the arrangements for safeguarding children in Hartlepool.
- 1.2 To provide an analysis of statistical information in relation to safeguarding activity from 1 April to 30 June 2009.

## **2. BACKGROUND**

- 2.1 This report is being produced to provide the Lead Member for Children's Services with details regarding activity in relation to safeguarding children. In 2008, the Department for Children, Schools and Families (DCSF) published updated 'Statutory Guidance: The Roles and Responsibilities of the Lead Member for Children's Services and the Director of Children's Services.' This document highlights the key roles for the Lead Member (LM) which includes, amongst other things, *'ensuring a clear focus on safeguarding and promoting the safety and welfare of children across all agencies, especially children looked after.'* The statutory guidance details that *'In order to ensure that co-ordinated action is in place to safeguard vulnerable children, the LM should receive regular reports from the DCS about how services are being delivered.'*
- 2.2 This is the third report to the portfolio holder regarding safeguarding activity in Children's Services and covers the first quarter of the 2009/10 year from 1 April to 30 June 2009.

### **Activity in Safeguarding and Specialist Services**

- 2.3 As at 30 June 2009, 830 children in the town were receiving a service from children's social care. Of these, 101 children were subject to protection plans, 162 children were looked after and the remaining 567 children were children in need who have complex or acute needs. The number of children receiving a service has reduced slightly from the previous quarter, (861 reported as at 31 March 2009), which reflects recent work undertaken within the service to ensure that children who no longer require services have their cases closed in a timely way. Over the past three months the number of children in need has reduced by 9%, although the numbers of children subject to protection plans and looked after has increased. This statistic



indicates that more children are requiring statutory intervention as they are moving into child protection and child looked after procedures.

2.4 In the last quarter, a total of 243 referrals have been received by Safeguarding and Specialist Services which continues the trend of an average of 80 to 81 referrals per month since January 2009 compared with an average of 78 referrals per month in the previous year. Over the three month period under review the numbers of referrals by category has changed significantly. Each referral is given coded to a set of categories required by the DCSF, these are:

- N1 – Abuse or neglect
- N2 – Child's disability
- N3 – Parental illness or disability
- N4 – Family in acute stress
- N5 – Family dysfunction
- N6 – Socially unacceptable behaviour
- N7 – Low income
- N8 – Absent parenting

2.5 Categories N1, N4 and N5, make up the vast majority of reasons for referrals to children's social care. However, since April 2009 there has been a dramatic rise in the number of referrals under the category N1 Abuse and neglect from 28% to 55% and a corresponding reduction in the number of referrals regarding N5 Family dysfunction from 37% to 27% of all referrals. The past six months in children's social care have seen a heightened public and professional awareness regarding children in need of protection and a number of agencies reviewing and strengthening their safeguarding arrangements. The resultant effect can be seen in the increase in the number of referrals regarding concerns about child abuse and neglect. This trend will be closely monitored over the year and the Performance and Quality subgroup of the Local Safeguarding Children Board will be undertaking an audit of contacts, referrals and thresholds in the autumn.

2.6 The numbers of children subject to child protection plans continues to rise. During the period under review, there was an increase from 88 children in April to 101 by the end of June. This trend has been apparent now since December 2008, the last report noted a 23% increase between January and March 2009 and there has been a further 20% increase in the last quarter. This increase directly correlates to the increase in the numbers of child protection referrals to children's social care as more strategy meetings are being held and where children are being identified as being at risk of significant harm, multi agency protection plans are put in place to safeguard them. In comparing activity in Hartlepool with other local authorities across the North east region, other authorities are reporting between a 15% and 29% increase in the numbers of children subject to protection plans over the past year. At this time, the high level of safeguarding activity

is expected to continue and the numbers of children subject to protection plans are likely to remain high.

- 2.7 The table below details the breakdown of categories of concerns for children subject to protection plans as at 30 June 2009:

CATEGORY	NUMBER
Neglect	74
Physical Abuse	11
Emotional Abuse	7
Sexual Abuse	9

The category of neglect continues to be the main reason children become subject to protection plans (73%). In the last quarter the number of children becoming subject to protection plans under the category of neglect has increase by 18 children from the figure reported as at 31 March 2009, therefore this category largely accounts for the increase in the numbers of children subject to plans (20 children). National trends continue to reflect the local picture where neglect is the largest category leading to a child becoming subject to a protection plan.

- 2.8 In the last six months, the council has been successful in securing funding to significantly develop preventative services and a number of new posts created to develop and strengthen prevention arrangements. Through the Business Transformation process, it is expected that with effect from 1 October 2009, the preventative service will be moved to the same division as children's social care which will enable more effective joint working, information sharing and an integrated 'team around the child' approach to identify and support vulnerable children. In the medium term the strengthened prevention agenda in Hartlepool should achieve early intervention to prevent children becoming at risk of significant harm and ultimately reduce the numbers of children requiring protection plans.
- 2.9 There are currently 162 children looked after by Hartlepool Council; an increase of 7 children since the last report. Of these, 95 children are subject to legal orders under the Children Act 1989, 1 child is remanded to the care of the local authority and 66 children are accommodated under Section 20 of the Children Act 1989. In addition, 28 children are receiving short break care on a regular basis as part of a family support package. The vast majority of these children are children with disabilities who access short break care services from Exmoor Grove.
- 2.10 Of the children looked after by Hartlepool Council, the vast majority live either inside the council boundary or within the Tees Valley region. Some children are placed in long term foster placements in the north east region and a minority of children reside in specialist

residential homes or schools in other parts of the country and these placements reflect the child's needs for specialist services. The following table shows a breakdown of the placement type of children looked after by the Council.

PLACEMENT TYPE	NUMBER OF CHILDREN	%
Foster care	145	89%
Residential home/school	10	6%
Placed for adoption	4	3%
Placed with Parents	3	2%
<b>Total</b>	<b>162</b>	<b>100%</b>

### Staffing

- 2.11 The service employs a total of 119.5 staff to work with children and their families. A service restructure is planned for September 2009. This will reshape the fieldwork services to create an initial response team that will undertake all initial assessments and child protection enquiries. Currently this work is spread across the fieldwork teams who have to balance very complex long term interventions including court work with the need to respond in a timely manner to referrals and complete initial assessments and child protection enquiries. The creation of a dedicated initial response team will enable the medium to long term teams to focus on their work around court, supporting children in need and implementing child protection plans. This restructure will also facilitate greater consistency in initial assessments as they will, in the main, be managed by one manager as opposed to five. Through the restructure, the service is maintaining its under and over 11 divide as this is supported by the workforce and ensures that teenagers' needs are prioritised as well as those of younger children. However, the over 11 fieldwork team will move Business Units so that all of the fieldwork teams are co-located and under the same senior manager.
- 2.12 In addition to the restructure, and to support and ensure the success of the new arrangements, a recent report was presented to Children's Services Management team meeting requesting the reconfiguration of a number of existing posts to create three additional social work posts. This request has been fully supported by both the Children's Services and Corporate Management Team and recruitment to these posts is underway. It is anticipated that the increased capacity within the fieldwork team will ensure that there are sufficient staff to respond to the increasing number of children subject to protection plans and that caseloads can be reduced to strengthen the quality of services provided.

- 2.13 The service is currently supported by three family resource teams plus resource workers based within the specialist teams. Each of the family resource teams has a qualified manager and there are 38 family resource workers in total. Under the restructure arrangements, there are plans to improve and strengthen the resource teams by appointing one manager to co-ordinate the whole service and to reshape the service to deliver intensive packages of support to children in need and their families and support children in and on the edge of care. The manager has been appointed and for the first six months in post will review current arrangements, scope how the service can be improved and developed and develop a Project Initiation Document for managing the change process.
- 2.14 The service has one residential unit, Exmoor Grove which provides short break care for children with disabilities. This unit employs one manager, two deputy managers and 11 residential child care officers. At the most recent inspection, the Ofsted judgement in relation to this service has improved from satisfactory to good. Work is underway to review how short break services are delivered to children and their families from Exmoor Grove, a number of options have been explored and consultation is currently underway with children, parents and carers with regard to the proposed changes.
- 2.15 As the restructure has started to take shape and as a result of consolidation of temporary posts including the promotion of two staff from social worker to team manager, the creation of three new posts and some staff moving between teams in the division, the Safeguarding, Assessment and Support Business Unit currently has 6 vacancies for field social workers. A further 3 vacant posts have recently been appointed to and staff will be joining the service during September and October. An advert for social workers will be posted in early September. It is worth noting that of the three recently appointed staff, two social workers are experienced workers seeking to move to Hartlepool from another authority. In order to ensure the safety of practice through this transitional time and whilst all posts are filled, the service is currently commissioning six social workers provided by an agency.
- 2.16 There are three permanent vacancies in the Resources and Specialist Services division following a promotion, a retirement and another member of staff moving to a part time post. These vacancies are also in the recruitment process.
- 2.17 Staff sickness levels are fairly stable. In the year to January 2009, the average number of days sickness per employee in Safeguarding and Specialist Services was 11.34, this exceeds the departmental target of 10 whole time equivalent. Up to date sickness reports are anticipated and this information will be provided in the next report.

## **Caseloads**

- 2.18 The Safeguarding and Specialist Services Divisional Management meeting reviews information in relation to social workers' caseloads on a monthly basis and this information is shared with the Director of Children's Services and Chief Executive. The increase in the number of children subject to child protection plans has had an impact on social work caseloads as they are dealing with very complex and challenging situations. There has also been a recent noted increase in the amount of work being asked of local authorities in private law cases due to staffing difficulties in CAFCASS, the Court Advisory Service. Hartlepool has been proactive in relation to this matter by raising concerns at the regional Vulnerable Children's Safeguarding Network and regional statistics are being pulled together in order to challenge this position. Caseloads remain within manageable levels but this is being closely monitored as the increase in complexity of work means that social workers should have fewer cases as they cases they are dealing with are very time consuming.

## **Comments, Complaints and Compliments**

- 2.19 The service has in place a Complaints and Representation Procedure. In the last quarter six stage one complaints and four stage two complaints have been received. Of these, four of the stage one complaints and three of the stage two complaints were submitted by the same family around similar issues. During the same period, two compliments have been received about social care services.

## **Hartlepool Local Safeguarding Children Board (LSCB)**

- 2.20 The LSCB is the coordinating body that manages safeguarding arrangements in the town and is chaired by the Director of Children's Services. The LSCB produces an annual work plan which is implemented by the three subgroups of the Board, namely:
- Practice, Policy and Procedure Subgroup
  - Quality and Performance subgroup
  - Training subgroup.
- 2.21 Since the last report, the LSCB has developed and commenced the implementation of the 2009/10 work plan. The Annual Report is being finalised and will be available from 1 September 2009. This Report will be presented to the next meeting of the Children's Trust. The main focus of the work of the Board through 2009/10 reflects the challenges outlined in the Laming Report and includes the formation of a Serious Case Review Implementation and Review Group, the establishment of a quality assurance framework and the implementation of a reporting mechanism to the Board from partner agencies about frontline services and the effectiveness of these in safeguarding children. In anticipation of the work required of the

Board, the meeting frequency has been increased to bi monthly and a number of task and finish groups have been created.

### **3. RISK IMPLICATIONS**

- 3.1 There are no risks associated with this report as it is providing information for the Portfolio Holder.

### **4. LEGAL AND FINANCIAL CONSIDERATIONS**

- 4.1 There are no legal or financial matters for consideration in this report.

### **5. RECOMMENDATIONS**

- 5.1 That the Portfolio Holder notes the contents of this report;

### **6. REASONS FOR RECOMMENDATIONS**

- 6.1 It is part of the Lead Member's leadership role to ensure the effective discharge of the authority's statutory children's services functions. As the Lead Member for Children's Services, the Portfolio Holder has a responsibility to ensure there is a clear focus on safeguarding and that co-ordinated action is in place to safeguard vulnerable children.

### **7. BACKGROUND PAPERS**

The following papers were used in the preparation of this report:

- DCSF (2008) 'Statutory Guidance: The Roles and Responsibilities of the Lead Member for Children's Services and the Director of Children's Services.' HMSO

### **8. CONTACT OFFICER**

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