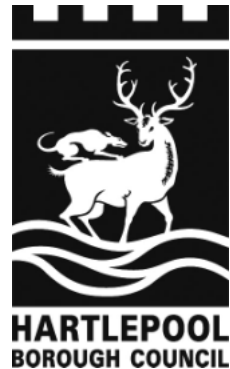


CHILDREN'S SERVICES PORTFOLIO

DECISION SCHEDULE



Tuesday 22nd February 2011

at 10.00 am

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

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

1. KEY DECISIONS

- 1.1 Provision for pupils with moderate learning difficulties (MLD) at Key Stage 2 (Outcome of Consultation) – *Director of Child and Adult Services*

2. OTHER ITEMS REQUIRING DECISION

- 2.1 Appointment of Local Authority Representatives to serve on School Governing Bodies – *Director of Child and Adult Services*
- 2.2 General Sure Start Grant – Early Years Capital – *Director of Child and Adult Services*

3. ITEMS FOR INFORMATION

- 3.1 Children's Services Departmental Plan Quarter 3 Progress Report – *Director of Child and Adult Services*
- 3.2 Progress Report – Targeted Parenting Support Programmes and Parenting Experts – *Director of Child and Adult Services*

4. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS

No items

5. LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION) ORDER 2006

EXEMPT ITEMS

Under Section 100(A)(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information as defined in the paragraphs referred to below of Part 1 of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) Order 2006

6. KEY DECISION

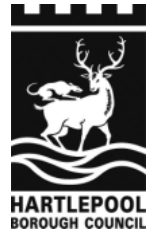
No items

7. OTHER ITEMS REQUIRING DECISION

- 7.1 Social Care Contracts – Exceptions to the Contract Procedure Rules (para 3)
– *Director of Child and Adult Services*

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
22nd February 2011



Report of: Director of Child and Adult Services

Subject: PROVISION FOR PUPILS WITH MODERATE
LEARNING DIFFICULTIES (MLD) AT KEY
STAGE 2 (OUTCOME OF CONSULTATION)

SUMMARY

1. PURPOSE OF REPORT

The purpose of this report is to inform the Portfolio Holder of the outcome of consultation in relation to the proposal to discontinue the additionally resourced facilities for pupils with Special Educational Needs relating to moderate learning difficulties at Golden Flatts Primary School and at Owton Manor Primary School.

2. BACKGROUND

The report provides a summary of the outcomes of consultation in relation to the proposed closure of the support bases for pupils with MLD at Golden Flatts and Owton Manor Primary Schools. It outlines the proposed next steps in the process.

3. RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder is responsible for matters relating to children.

4. TYPE OF DECISION

Key Test (ii) – Reference CAS 85/10.

5. DECISION MAKING ROUTE

Children's Services Portfolio 22nd February 2011.

6. DECISION(S) REQUIRED

The Portfolio Holder is asked to accept the proposals to discontinue the additionally resourced facilities for pupils with moderate learning difficulties at Golden Flatts and Owton Manor Primary Schools and authorise the Director of Child and Adult Services to publish Statutory Notices in respect of these proposals.

Report of: Director of Child and Adult Services

Subject: PROVISION FOR PUPILS WITH MODERATE
LEARNING DIFFICULTIES (MLD) AT KEY
STAGE 2 (OUTCOME OF CONSULTATION)

1. PURPOSE OF REPORT

The purpose of this report is to inform the Portfolio Holder of the outcome of consultation in relation to the proposal to discontinue the additionally resourced facilities for pupils with Special Educational Needs relating to moderate learning difficulties at Golden Flatts Primary School and at Owton Manor Primary School.

2. BACKGROUND

This report follows one presented to the Portfolio Holder in October 2010 which outlined the rationale for the proposed closure of the Additionally Resourced Bases for pupils with Moderate Learning Difficulties (MLD) at Golden Flatts and Owton Manor Primary schools. The Portfolio Holder agreed that these proposals should go out to consultation.

3. CONSULTATION

On 26th October 2010 the Portfolio Holder authorised formal consultation on the closure of the additionally resourced facilities for pupils with Special Educational Needs relating to moderate learning difficulties at Golden Flatts Primary School and at Owton Manor Primary School.

The aims of this consultation were to share information on the proposals to discontinue the facilities outlined above with as wide an audience as possible and to collect any views and comments raised.

The consultation offered 2 options for future provision as detailed below:

Option 1

Option 1 was to continue with the present arrangement. This would mean that technically support bases, for pupils with moderate learning difficulties within the age range 7 years to 11 years remained within the structure of both Golden Flatts and Owton Manor Primary Schools.

Option 2

This was to formally close the Key Stage 2 support bases for pupils with moderate learning difficulties at Golden Flatts and Owton Manor Primary Schools. This would allow the funding to be reallocated to the Local Authority's individual pupil budget, managed by the Local Authority Special Educational Needs Team. The money is then allocated on the basis of individual pupil need to mainstream primary schools across the town.

Consultation began on 4th January 2011 and closed on 31st January 2011. Meetings were held at Golden Flatts Primary School and at Owton Manor Primary School involving;

- Teaching and support staff
- Governing Body
- Parents and public

Meetings were also held with governors from across the town at their briefings on 10th and 17th January 2011.

4. ANALYSIS OF CONSULTATION RESPONSES

A summary of individual responses can be found in **Appendix 1**. **Appendix 1** identifies that of the 13 responses received all are in favour of Option 2.

Golden Flatts Primary School

All staff and governors who attended the meeting held on 4th January 2011 at the school indicated that they are in favour of Option 2. It was noted that the number of places requested within the support base has declined steadily over the last few years. Notes of the meetings can be found in **Appendix 2**.

Owton Manor Primary School

At the meeting held at the school on 5th January 2011 queries were raised in relation to the implications of requiring a support base in the future. Governors who attended the meeting are in favour of Option 2. Notes of the meetings can be found in **Appendix 3**.

5. FINANCIAL CONSIDERATIONS

Option 1 means that funding for the support bases has only been withdrawn from the budgets of Golden Flatts and Owton Manor Primary Schools by consent to be reused to support individual pupils elsewhere. The formal structure and thus the formal redirection of the funding has not changed.

Option 2 provides much better security in terms of financial planning and would ensure that the funding would be released to support individual pupils with special educational needs in the most inclusive way appropriate.

There are no additional financial implications for the Local Authority as the funding is all from the dedicated school grant.

7. EQUALITY AND DIVERSITY CONSIDERATIONS

Formal closure of the support bases supports the inclusion of pupils with moderate learning difficulties in their local schools. By diverting the funding to the Local Authority individual pupil budget for Special Educational Needs the money will be retained to support vulnerable pupils.

8. CONCLUSION

Having considered the options and following the formal consultation process it is clear that the proposal to discontinue the additionally resourced facilities at Key Stage 2 for pupils with moderate learning difficulties at Golden Flatts Primary School and Owton Manor Primary School should be progressed and the publication of statutory notices be actioned.

Where a Local Authority changes Special Educational Provision the Department for Education expects that an "Improvement Test" should be met. In the case of discontinuing this provision it can be shown that:

- There is no longer any demand for the provision, there are no pupils in the support base nor is there a waiting list;
- Support is available within mainstream schools to promote the inclusion of pupils with moderate learning difficulties successfully;
- Funding will be retained for pupils with Special Educational Needs but can be released to support tailored packages rather than supporting the resource bases.

It is proposed that the statutory notices be published on 7th March 2011 and the outcome of the process be reported to Portfolio Holder on 3rd May 2011.

9. RECOMMENDATIONS

- 9.1 It is recommended that the Portfolio Holder accept the proposal to discontinue the additionally resource support base at Golden Flatts Primary School for up to twelve children in the age range 7-11 years with moderate learning difficulties and authorise the Director of Child

and Adult Services to publish the necessary statutory notices to carry out this decision.

- 9.2 It is recommended that the Portfolio Holder accept the proposal to discontinue the additionally resourced support base at Owton Manor Primary School for up to twelve children in the age range 7-11 years with moderate learning difficulties and authorise the Director of Child and Adult Services to publish the necessary statutory notices to carry out this decision.

10. CONTACT OFFICER

Zoe Westley
Head of Social & Education Inclusion
Tel: 287349

MLD Base Closure Analysis of Responses

Total Number of Responses: 13

Preference to Option 1: 0

Preference to Option 2: 13

Comments:

- There is no need for the continuation of the support bases based on present take up of places.
- Funding should support individual pupils in their existing placements.
- The individual pupil budget for SEN is essential to deliver targeted support.
- Option 2 is the best use of resources.
- There needs to be adequate support and funding for individual pupils in mainstream education.
- Insufficient funding will not allow pupils to reach their maximum potential and will also impact on other pupils.

PRIMARY MODERATE LEARNING DIFFICULTIES BASE CLOSURE CONSULTATION MEETINGS

Notes of meeting held on 4 January 2011 at Golden Flatts Primary School

Following a presentation by Zoe Westley, the following issues were raised, followed by responses where appropriate.

<p>All teaching /support staff</p> <ul style="list-style-type: none"> The main concern is that the funding will remain within the system The school confirmed that they would not send any pupil out of their school to another school with a learning base and had only used their own learning base in the past because it was there onsite. All staff opted for Option 2 to close the base. 	<p>Number of attendees: 7</p> <p>Funding will be allocated to a pupil and will follow that pupil through their primary education.</p>
<p>Governing Body</p> <ul style="list-style-type: none"> The number of requested places within the base has steadily declined over the last few years. The Chair of Governors opted for Option 2 to close the base. 	<p>Number of attendees: 1</p>
<p>Parents & Public</p> <ul style="list-style-type: none"> There were no attendees at this meeting 	<p>Number of attendees:</p>

PRIMARY MODERATE LEARNING DIFFICULTIES BASE CLOSURE CONSULTATION MEETINGS

Notes of meeting held on 5 January 2011 at Owton Manor Primary School

Following a presentation by Zoe Westley, the following issues were raised, followed by responses where appropriate.

<p>All teaching /support staff</p> <ul style="list-style-type: none"> • If the base was to close, what would happen in the future if it was required again? • Would the funding be able to cover one to ones with pupils? • A very small number of primary schools were referring pupils to the unit. • Problems often occurred for pupils within the base when they transferred to secondary school. • If the base closed the funding would become available to all schools for inclusion. • Why does the base have to close and not be kept just in case it is required? • It would be false economy to keep the base open as it would have to be staffed in case it was required. • Will there be an impact on the school? • 	<p>Number of attendees: 18</p> <p>The Authority would have to go through a formal process to open a new base.</p> <p>The funding would be allocated on an individual need basis within mainstream schools.</p> <p>The funding for the base cannot be released for all schools to use if the base is not officially closed.</p> <p>Financially yes as the base will not be funded but the school has already made provision for this.</p> <p>There will not have to be any redundancies as this has already been taken into account with staff that have already retired/moved on.</p>
<p>Governing Body</p> <ul style="list-style-type: none"> • The Authority can look at re-opening a base if it was required without formal consultation as long as the funding was available. • It is not financially viable to keep the base within a school. The funding should follow a pupil within their own school. • The finance for transport will also be released. 	<p>Number of attendees: 2</p>

<ul style="list-style-type: none"> • Why has it taken so long to bring this issue to formal consultation? • Is Springwell School happy with the idea of closing the bases? • Children are now very successfully integrated into mainstream education. • Both Governors agreed with Option 2 to close the base. • When will the funding to the school finish? <p>Parents & Public</p> <ul style="list-style-type: none"> • There were no attendees at this meeting. 	<p>Once the KS1 base at Jesmond Road officially closed in 2008 it has taken some time to officially 'manage' the KS2 bases down.</p> <p>Funding for the transitional period came from the SEN budget.</p> <p>Springwell School are happy with the arrangement as their numbers have also declined and they can now provide more out-reach/in-reach support to pupils or have more guest pupils</p> <p>The funding will cease on 31 March 2011 through agreement but the formal date for funding to cease will be the formal closure date.</p> <p>Number of attendees:</p>
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CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

22nd February 2011



Report of: Director of Child and Adult Services

Subject: APPOINTMENT OF LOCAL AUTHORITY
REPRESENTATIVES TO SERVE ON SCHOOL
GOVERNING BODIES

SUMMARY

1. PURPOSE OF REPORT

To request the Portfolio Holder for Children's Services consideration and approval of the recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative Governors to serve on school governing bodies.

2. SUMMARY OF CONTENTS

The report summarises the process for inviting applications for representative governors and the criteria for their selection.

3. RELEVANCE TO PORTFOLIO MEMBER

It is the responsibility of the Portfolio Holder to decide the appointment of Local Authority representative school governors following advice from the General Purposes Sub Committee.

4. TYPE OF DECISION

Non-key decision.

5. DECISION MAKING ROUTE

Portfolio Holder's meeting on 22nd February 2011

6. DECISION(S) REQUIRED

Approval by the Portfolio Holder of the recommendations of the General Purposes Committee, in respect of the appointment of representative Governors to serve on school governing bodies.

Report of: Director of Child and Adult Services

Subject: APPOINTMENT OF LOCAL AUTHORITY
REPRESENTATIVES TO SERVE ON SCHOOL
GOVERNING BODIES

1. PURPOSE OF REPORT

To request the Portfolio Holder for Children's Services consideration and approval of the recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative governors to serve on school governing bodies.

2. BACKGROUND

Applications are invited from members of the general public, elected members and those governors whose term of office is about to expire or have expired who are interested in serving or wish to continue serving as a Local Authority representative governor on school governing bodies.

The following criteria were agreed by the Borough Council for the recruitment of Local Education Authority representative governors in 2000. Local Authority governors should be able to show:

- demonstrable interest in and commitment to education;
- a desire to support the school concerned;
- a commitment to attend regular meetings of the governing body (and committees as appropriate) and school functions generally;
- good communication/interpersonal skills;
- ability to work as part of a team;
- a clearly expressed willingness to participate in the governor training programme.

A schedule setting out details of vacancies together with applications received in respect of the vacancies was considered by members of the General Purposes Sub Committee at their meeting held on 31st January 2011. (**Appendix A**).

3. RECOMMENDATIONS

The Portfolio Holder for Children's Services approves the recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative governors to serve on school Governing Bodies. A schedule outlining recommendations of the General Purposes Sub Committee is attached at **Appendix A**.

4. CONTACT OFFICER

Ann Turner, Governor Support Officer, Telephone 523766
Email ann.turner@hartlepool.gov.uk

**VACANCIES FOR
LOCAL AUTHORITY REPRESENTATIVES
ON GOVERNING BODIES**

January 2011

**Contact Officer: Ann Turner
Telephone : 01429 523766**

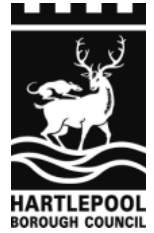
VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
Barnard Grove Primary School Mr Michael Kay Councillor Rob Cook	One Vacancy	No interest expressed	No recommendation
Catcote School	Three Vacancies	Mr J. Bryant	Mr. J Bryant
Eldon Grove Primary School Mrs Jacqui Butterworth Mrs Patricia Vaughan	One Vacancy	No interest expressed	No recommendation
Grange Primary School Councillor R. Flintoff	One Vacancy	No interest expressed	No recommendation
Greatham C. E. Primary School Mrs P. Brotherton	One Vacancy	Councillor Geoff Lilley	Councillor Geoff Lilley
Rift House Primary School Mrs Sylvia Tempest	Two Vacancies	No interest expressed	No recommendation

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
Rossmere Primary School Mrs M. Smith	One Vacancy	Councillor Patricia Law ton Miss Nicola Marie Leighton	Councillor Patricia Law ton
Seaton Carew Nursery School Councillor Geoff Lilley	One Vacancy	Councillor Hilary Thompson Councillor Paul Malcolm Andrew Thompson	Councillor Paul M A Thompson
St Helen's Primary School Miss C. Lamb Councillor Reubin Atkinson Mr J. Ibbotson	One Vacancy	No interest expressed	No recommendation
Throston Primary School Mrs S. Allison Mr Kevin Shears	One Vacancy	Mrs Wendy Cooper	Mrs Cooper encouraged to apply for current Parent Governor vacancy at the school
West Park Primary School Mrs S. Kirby Mrs Margaret Boddy	One Vacancy	Councillor Ray Wells	Councillor Ray Wells

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder
22 February 2011



Report of: Director of Child and Adult Services

Subject: GENERAL SURE START GRANT –
EARLY YEARS CAPITAL

SUMMARY

1. PURPOSE OF REPORT

- 1.1 To seek approval to allocate £5000 of Sure Start early years capital grant to Golden Flatts Primary School in order to contribute to the refurbishment of the former caretaker's bungalow into a building fit for family services.
- 1.2 To allocate any remaining early years capital (estimated to be in the region of £30,000) to private, voluntary and independent daycare settings in Hartlepool to purchase equipment and/ or to make minor modifications to their premises.

2. SUMMARY OF CONTENTS

- 2.1 A number of reports have been presented to Portfolio Holder in relation to Sure Start Capital grant spend. It is estimated that £35,000 of Sure Start capital grant remains which needs to be spent by 31st March 2011.
- 2.2 Early Years Capital funding is provided through the General Sure Start Grant to support settings to offer flexible extended free nursery entitlement. As this part of the grant is not ring fenced it can also be spent on other appropriate capital projects aimed at children aged under five years and their families.
- 2.3 Guidance on the allocation of the Early Years Capital funding sets out a requirement for local authorities to prioritise spend on the private and voluntary sector although it can be spent on the maintained sector.

- 2.4 The following report sets out the proposed allocation of the remaining Early Years Capital grant.

3. RELEVANCE TO PORTFOLIO MEMBER

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

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio Holder meeting 22nd February 2011.

6. DECISION(S) REQUIRED

- 6.1 To seek approval to allocate £5000 of early years capital to Golden Flatts Primary School.
- 6.2 To seek approval to allocate remaining early years capital (estimated to be in the region of £30,000) to private, voluntary and independent daycare settings.

Report of: Director of Child and Adult Services

Subject: GENERAL SURE START GRANT CAPITAL –
EARLY YEARS CAPITAL

1. PURPOSE OF REPORT

- 1.1 To seek approval to allocate £5000 of Sure Start early years capital grant to Golden Flatts Primary School in order to contribute to the refurbishment of the former caretaker's bungalow into a building fit for family services.
- 1.2 To allocate any remaining early years capital (estimated to be in the region of £30,000) to private, voluntary and independent daycare settings in Hartlepool to purchase equipment and/ or to make minor modifications to their premises.

2. BACKGROUND

- 2.1 A number of reports have been presented to Portfolio Holder in relation to Sure Start Capital grant spend. It is estimated that £35,000 of Sure Start capital grant remains which needs to be spent by 31st March 2011.
- 2.2 Early Years Capital funding is provided through the General Sure Start Grant to support settings to offer flexible extended free nursery entitlement. As this part of the grant is not ring fenced it can also be spent on other appropriate capital projects aimed at children aged under five years and their families.
- 2.3 Guidance on the allocation of the Early Years Capital funding sets out a requirement for local authorities to prioritise spend on the private and voluntary sector although it can be spent on the maintained sector where appropriate.

3. ALLOCATION OF FUNDING

- 3.1 It is estimated that £35,000 of Early Years Capital grant remains.
- 3.2 It is proposed that the £5000 is offered to Golden Flatts Primary School to contribute to the refurbishment of the former caretaker's bungalow into a building fit for family services.

- 3.3 It is proposed that any remaining early years capital grant is offered to private, voluntary and independent sector daycare settings for equipment and/ or minor refurbishment works to their premises. Such providers would be expected to apply for funding through a grant application process and funds would be allocated based on need.

4. EQUALITY AND DIVERSITY CONSIDERATIONS

- 4.1 All capital works must be undertaken in line with the Disability Discrimination Act to ensure that all early years providers are fully accessible with special needs and disabilities.

5. SECTION 17

- 5.1 The development of early years services supports early intervention to those families who are disadvantaged and in need in order to support successful outcomes for their children.

6. RECOMMENDATIONS

- 6.1 To seek approval to allocate £5000 of Sure Start early years capital grant to Golden Flatts Primary School in order to contribute to the refurbishment of the former caretaker's bungalow into a building fit for family services.
- 6.2 To allocate any remaining early years capital (estimated to be in the region of £30,000) to private, voluntary and independent daycare settings in Hartlepool to purchase equipment and/ or to make minor modifications to their premises.

7. REASONS FOR RECOMMENDATIONS

- 7.1 To ensure Early Years Capital is spent in line with DOE requirements by the end of March 2011.

8. CONTACT OFFICER

Danielle Swainston (Sure Start, Extended Services and Early Years Manager) 523671

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

22 February 2011



Report of: Director of Child & Adult Services

Subject: CHILDREN'S SERVICES DEPARTMENTAL
PLAN QUARTER 3 PROGRESS REPORT

SUMMARY

1. PURPOSE OF REPORT

To inform the Portfolio Holder of the progress made towards achieving Departmental Plan actions, performance indicators (PIs) and risks for the period to 31st December 2010.

2. SUMMARY OF CONTENTS

The report summarises progress over the third quarter of 2010/11 on the actions and performance indicators within the Children's Services priorities of the Child and Adult Services Departmental Plan 2010/11. It also covers the current position of associated risks.

3. RELEVANCE TO PORTFOLIO MEMBER

The Portfolio Holder is responsible for children's and young people's issues.

4. TYPE OF DECISION

Non key decision.

5. DECISION MAKING ROUTE

Children's Services Portfolio Holder meeting 22nd February 2011.

6. DECISION REQUIRED

The Portfolio Holder is requested to note the progress made in completing the actions and achieving the performance indicators for Children's Services during the third quarter of 2010/11.

Report of: Director of Child & Adult Services

Subject: CHILDREN'S SERVICES DEPARTMENTAL
PLAN QUARTER 3 PROGRESS REPORT

1. PURPOSE OF REPORT






To inform the Portfolio Holder of the progress made towards achieving Children's Services Departmental Plan actions and performance indicators (PIs) for the period to 31st December 2010.

2. BACKGROUND

- 2.1 The Children's Services Departmental Plan 2010/11 was formally approved by the Cabinet on 10th May 2010.
- 2.2 The plan was produced in line with the corporate planning process and demonstrates the links to the Corporate Plan and to the themes of the Local Strategic Partnership. The activities from the Corporate Plan which are included in the departmental plan are those for which children's services have direct responsibility.
- 2.3 This report provides a summary on progress towards meeting the milestones associated with the actions and PIs within the current plan. Depending on the area of activity being measured, PIs are reported at different times during the year e.g. some PIs reflect the financial year whereas others reflect the academic year. A large number of PIs are reported annually and data are only collected once (e.g. school examination results) so quarterly reporting is unable to demonstrate progress towards a target.

3. PERFORMANCE TO DATE – QUARTER 3

- 3.1 This section looks in detail at how the department has performed in relation to the key actions, performance indicators (PIs) and risks which were included in the Children's Services priorities within the Child and Adult Services Departmental Plan. Progress is reported by a traffic light system.
- 3.2 The departmental plan identifies 47 Children's Services actions, two of which were acquired from the Regeneration and Planning Department following the transfer of the Youth Offending Service to Child and Adult Services. Progress against these 47 actions at quarter 3 is given in the table below.

Status	Description	Number	%
	Action Completed	13	27.7
	Action on Track	31	65.9
	Action Progress Acceptable	2	4.3
	Action Intervention Required	1	2.1
	Action Not Completed	0	0.0
	Total	47	100

- 3.3 Thirty three actions (70.2%) are currently on track or show acceptable progress and thirteen actions (27.7%) have been completed. One action (2.1%) shown in the table below, requires intervention.






Ref	Action Description	Due Date	Comments
CADHW017	Work with partner agencies, young people and families to reduce under 18 conception rate by 55% from 1998 baseline and improve sexual health	31 Mar 2011	The Teenage Pregnancy Board has received some positive data that shows a consistent downward trend in the incidence of teenage pregnancy.

- 3.4 As has been previously reported reducing teenage conceptions is a very challenging area and officers are working closely with colleagues from health to tackle the issue through a range of initiatives.

The Teenage Pregnancy Partnership Board has agreed the multi agency Teenage Pregnancy action plan for implementation during 2010/11 and current priorities include:

- Reducing 2nd under 18 conceptions by implementing a contraceptive pathway for young women who have had an abortion or become a young mother.
- Embedding a risk and resilience programme into secondary schools that will replace traditional sex and drug education by combining risk taking behaviour and under pinning with emotional resilience.
- Early identification of young people at risk of teenage pregnancy by utilising the learning from the North East Improvement and Efficiency Partnership (RIEP) Outcome Based Planning project.

- 3.5 The plan identifies 64 Children's Services performance indicators, the majority of which are part of the national indicator set. Progress against these PIs at quarter 3 is shown below. The data for most indicators are available annually and are not reportable on a quarterly basis.

Status	Description	Number	%
	PI Target Achieved	9	14.1
	PI On track to achieve target	4	6.3
	PI Progress acceptable	4	6.3
	PI Intervention Required	1	1.6
	PI Target not achieved	0	0.0
	Annual	46	71.9
	Total	64	100

- 3.6 There are currently thirteen PIs considered to be on track or target achieved (20.3%) and four indicators that have made acceptable progress to date (6.3%). One indicator requires intervention and this is reported in the table below. Data for the remaining forty six indicators will not be available until later in the reporting year (71.9%)

Indicator	PI Title	Commentary
LAA SC P004a	Access to the Youth Opportunity/Capital Funds – number of applications	68 applications for funding have been received this year, of these 40 have been successful.

4. RISK MONITORING

- 4.1 It is the policy of Hartlepool Council to take an active and pragmatic approach to the management of risks that could prevent the achievement of corporate and departmental objectives. Risks are not necessarily related to each specific activity but reflect an area of work. Risks are assessed on a quarterly basis using a green/amber/red matrix depending on the likelihood that they might happen and the impact, were they to do so.
- 4.2 The Child and Adult Services Department has recently completed a review of the departmental risk register which has resulted in the number of Children's Services risks reducing to thirteen. Of these, three are identified as red and are shown in the following table.

Risk	Action to reduce risk/comment
Services damaged by insufficient budget allocation or changes in national funding/grants	2011/12 cuts will add to risk, even though balanced as carefully as possible. Pressures are recognised corporately, and spending is being prioritised.
Increased demand on services due to demographic pressures and current economic climate	Economic position is expected to add to demand for care, etc, and reduce ability to pay for services. Trends relating to demands on services are regularly analysed and services are reconfigured to try to best meet identified needs and pressures.
Failure to plan future needs and be able to respond to market pressures.	Significant pressures on both social care and Special Educational Needs increases in demand, resulting in significant budget pressures.

- 4.3 The diagram below shows the distribution of risks according to their risk rating. Details of the rating system are in **appendix A**.

Diagram 1 – Children's Services Departmental Risk Register Heat Map



See Appendix A for key to diagram above

5. RECOMMENDATIONS

- 5.1 The Portfolio Holder is requested to note the progress made towards completing actions and performance indicator targets during the third quarter of 2010/11. The Portfolio Holder is also requested to note actions taken in relation to areas of delivery which are seen to be high risk at present. Further reports on annual progress will be given quarterly in line with corporate requirements.

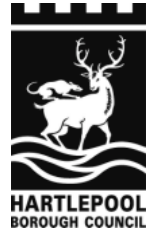
6. CONTACT OFFICER

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 Hartlepool Borough Council
 01429 284119
Kay.forgie@hartlepool.gov.uk

CHILDREN'S SERVICES PORTFOLIO

Report to Portfolio Holder

22 February 2011



Report of: Director of Child and Adult Services

Subject: PROGRESS REPORT – TARGETED
PARENTING SUPPORT PROGRAMMES AND
PARENTING EXPERTS

SUMMARY

1. **PURPOSE OF REPORT**

For the Portfolio Holder to note the report and current progress.

2. **SUMMARY OF CONTENTS**

Report on current progress and future planned developments of Parenting Programmes.

3. **RELEVANCE TO PORTFOLIO MEMBER**

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

4. **TYPE OF DECISION**

Non-key.

5. **DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 22 February 2011.

6. **DECISION(S) REQUIRED**

For the Portfolio Holder to note the report and current practice.

Report of: Director of Child and Adult Services

Subject: PROGRESS REPORT – TARGETED PARENTING
SUPPORT PROGRAMMES AND PARENTING
EXPERTS

1. PURPOSE OF REPORT

- 1.1 For Portfolio Holder to note the report and current progress.

2. BACKGROUND

- 2.1 Hartlepool Parenting Strategy has guided the work of Barnardo's Parenting Team over the past two years; strategic support being provided by the Parenting Commissioner and with additional resource support given by the Early Years and Integrated Youth Service Managers. The parenting service has been able to continue to provide a comprehensive support service to local families.

3. CURRENT PROGRESS

- 3.1 Before detailing the statistics and some of the outcomes achieved over the last six months, we feel it is important to state the steps forward we have taken in making Hartlepool Parenting Programmes a truly accessible service. Feedback from both parents and stakeholder services have clearly identified that parenting programmes in Hartlepool have lost the stigma of being here to provide parenting skills for those families that do not have adequate capacity to parent themselves. We have witnessed a changing perspective to this view and programmes are now seen as a resource for parents that provide additional support when needed. Parents are willing and keen to access programmes that can help them overcome some of the deep rooted problems that are often present in their families, and they feel able to do this without any stigmatisation: this is an important fundamental shift in this service. The parenting team strive to provide a service that promotes parents independence and respects their status as being 'experts' in understanding their children. This approach has helped the service we provide to be valued by parents who enjoy working in partnership rather than being offered 'prescriptive' parenting support.
- 3.2 To tackle the high percentage of intergenerational disadvantage in Hartlepool we are able to use the parenting programmes as a stepping stone for parents to gain further skills and training. This is an important window of opportunity to encourage parents' aspirations and educational achievements, which are inextricably linked to their own children's academic success.

- 3.3 An earlier strategic decision of developing parental support programmes in schools has enabled us to provide cost effective early preventative interventions for many parents. Parents are now able to access programmes in their own community, reducing the need for transport, increasing community cohesion and enabling parents to forge strong links with their children's school. This strategy has also enabled us to concentrate the targeted support within our own team of more experienced practitioners. Importantly, links with schools have forged rewarding partnerships and inter-professional teams and defined a clear pathway between education and parental support.
- 3.4 Over the next six months 20 parenting practitioners across preventative and extended schools services will become qualified parenting practitioners. Hartlepool will be one of the first local authorities whose parenting workforce will gain a recognised qualification in parenting. Hartlepool grasped the opportunity from the CWDC (Children's Workforce Development Council) for free training for practitioners to gain the DfE recommended qualification "Working with Parents". Out of 56 places for the North East (Darlington to Northumberland) we have managed to secure 16 places for Hartlepool by working proactively at ensuring we are at the forefront of innovative practice and have shown a strong commitment to provide a professional and effective service.

4. FUTURE DEVELOPMENT

- 4.1 In 2011 we will be concentrating our reduced resources on the four programmes that have consistently provided good outcomes for parents and children. These are:

- **The Nurturing Programme**
- **123 Magic Programme**
- **The Mellow P Parenting Programme**
- **Strengthening Families 10-14 Programme**

- 4.2 As discussed in the preceding Portfolio Report we have now completed our first Mellow P Parenting Programme with promising outcomes for parents with complex/multiple issues. Below is a brief summary - a full copy of the report is available as **Appendix 1**.

4.2.1 **Mellow P Parenting Programme – Interim Summary**

Mellow Parenting is primarily about how the parent was parented and the impact of parenting upon children. A significant proportion of parents in the group are actively demonstrating an increased insight into their previous life experiences of being parented and how that is impacting on the way they parent – an example of which is below in this case study.

4.2.2 **Case Study Mellow P**

Through work undertaken on the Mellow P, **D** is able to link the theories discussed to her own childhood and the way she was parented. This has enabled her to think about the shortcomings in her own upbringing and recognise that if her parents could have accessed support when she was

younger, they could have learnt strategies to improve family relations and behaviour. She has discussed this openly within the sessions and feels that with the support she is receiving she can break the cycle and parent her children with the skills and knowledge she has acquired for example, the need for boundaries, praise and consistency.

- 4.2.3 The majority of parents who are attending the 2010 Mellow P Programme have all been affected by some form of deprivation e.g. social exclusion and/or poverty. Eight out of the nine parents have current involvement with statutory social care. One parent, whose children were involved with our service in another capacity, learned of the programme and requested a place (see table over).

Case	Agency making referral to Mellow P	Children Services involvement
1	Social Worker	Two Children - Currently in foster care due to domestic violence issues supervised contact. Baby due 22 nd November 2010 and subject to a protection plan to safeguard unborn baby
2	Social Worker	Three Children - All were in foster care Sep 2009 returned home Jan 2010 they remain subject to child protection plan until the completion of the Mellow programme. Baby was born in November 2010, baby is still with Mother & her partner.
3	Social Worker	Two Children - Single parent removed from mothers care and placed with maternal grandparents due to domestic violence issues, has daily contact. Plan is reunification. Mellow Pw will be factor in decision making process.
4	Mental Health & Social Worker	Three Children - Currently in foster care – inconclusive investigation into harm. Supervised contact. Baby due in March 2011. Two youngest children now attending crèche, will be part of extra time on top of contact.
5	Social Worker	Two Children - Currently in foster care investigation into harm however since being taken into care oldest child has made allegations of sexual abuse against step-father. Supervised contact. Baby girl born in October 2010 and is subject to a protection plan to safeguard unborn baby.
6	Social Worker	Three Children -All are subject to child protection plan. The two oldest are subject to Interim Residence Order to their father. There is an Interim Supervision Order for all three children.
7	Health	One Child is subject to a child protection plan due to neglect. Mother is single parent carer.
8	Mental Health (MIND)	Three Children - Children have Residence Order due to investigation re harm (insufficient evidence). Two eldest are looked after by grandma and youngest is with biological father. Mother has supervised contact. Baby due March 2011.
9	Parent Worker	The family have accessed several parenting/children's programmes however there are remaining issues regarding parenting skills it was felt that the mellow programme may be beneficial.

4.3 **123 Magic Parenting Programme**

The 123 Magic Programme is a practical programme for parents of children between the ages of 2-12 years. This programme is designed for children with ADHD, behavioural difficulties and mild to moderate conduct disorders. It is also a useful tool for parents who struggle to discipline their children and whose behaviour at home is having a negative impact on family life. There is interest from the DfE in relation to outcomes from this programme as the link between childhood conduct disorders and anti-social behaviour and delinquency in adolescence is now well established. The potential for this cost effective programme to impact on future local authority funding in dealing with anti-social behaviours could be significant. Detailed below is a case study as an example of the programmes potential outcomes. We have 50 parents waiting to attend this programme in the next three months and we anticipate this programme will become a popular choice for services needing practical parenting support for their families. This programme is delivered by the Parenting Co-ordinator and the Parenting Expert.

4.3.1 **123 Magic - Case Study 1**

A married couple with three adopted children under eight years of age. All three children have some form of developmental delay and one child recently diagnosed with autism. The family were referred from primary school to 123 Magic Programme due to mum struggling to cope with severe disruptive behaviour at home. The relationship between parents has broken down and discussions about them separating were already taking place. Family home is chaotic and the situation is at breaking point.

4.3.2 Mum attended a seminar for 123 Magic in July 2010 to help put strategies in place at home and get her started with a behaviour management programme for the summer holidays. Mum then returned to complete the full three sessions of the programme in September 2010.

4.3.3 Mum has reported a huge difference in home life. House not chaotic, children's behaviour is now manageable and they are responding to discipline and positive reinforcement to promote desirable behaviours. School have also noticed an improvement in the children's behaviour and have adopted the same techniques to use in the classroom.

4.3.4 Parents have decided not to separate and are attempting to rebuild their relationship in the context of a more settled household.

4.3.5 **123 Magic - Case Study 2**

Family consisting of mum, dad and one boy aged 10 years and three girls aged eight, six and four months. Mum is suffering from depression after a difficult birth and is not managing to cope with the behaviour of the 10 year old boy who is being assessed for ADHD and OCD. Relationships in the family have become strained and mum is requesting from her support worker that the 10 year old should be placed in care as she cannot cope with his disruptive behaviour. Mum

is not the biological parent of the 10 year old boy. The boy has no contact with his birth mother whom neglected him as a baby, which resulted in dad gaining full custody.

- 4.3.6 The 123 Magic Programme was delivered on a 1:1 basis in the home as the mum did not feel she could manage a group situation because of her mental health needs. The programme was delivered to mum, dad and grandparents who also care for the 10 year old on a regular basis.
- 4.3.7 The programme gave the parents practical tools to help manage his behaviour at home in a consistent and fair manner. Parents reported improved understanding of their sons needs and were able to put his behaviour in perspective and not over reactive. They now use the programme for all their children creating a more equal household in respect of disciplining, which alleviated many of the existing problems. Parents were able to understand the benefits of positive reinforcement and could distinguish between behaviours they wanted to stop and behaviours they wanted to start. They are now able to use appropriate techniques to put this into practice.
- 4.3.8 All children are still within the household and parents have stated that the programme has helped improve their situation, gave them the tools they needed to support their son and gain a new perspective on their problems.

4.4 Nurturing Programme

- 4.4.1 This programme continues to be our main programme offered as both early intervention for parents in schools and also for targeted intervention for parents referred directly to the Parenting Co-ordinator. The Nurturing Programme is a comprehensive 10-week programme that addresses child development, boundaries, empathy, positive reinforcement and supports parents to provide a nurturing home environment for their children to thrive.

4.4.2 Nurturing Programme - Case Study

Single parent family, mum was subject to child protection procedures, was a victim of child sexual abuse and spent a lot of her childhood in local authority care.

- 4.4.3 mum and her daughter from birth lived in supported living accommodation. The emergency duty team were contacted and an anonymous referral was made regarding the level of care of her daughter who was four years old. The Daughter was removed from her mothers care and placed with her paternal grandparents. Daughter does not have regular contact with her father.
- 4.4.4 Daughter was placed with her paternal grandparents in need of a child protection plan for neglect following an initial case conference, this was due to concerns that the daughter had sustained a black eye and had bruising to her body, no food in the house and that she may be sleeping in a cupboard. She suffered from quiet severe mood swings. She has a negative sense of self worth and often describes herself in a negative way. She is a chatty child who can be

over familiar with strangers. Daughter also has regular therapy sessions; due to suspected sexual abuse however, this was not proven.

- 4.4.5 Grandparents have stated they are unable to care for their granddaughter full time due to their age, however would support mum until her daughter was returned to her care or she would then be placed into foster care.
- 4.4.6 Mum treats her daughter like a friend and not a parent. She needs to learn how to look after a child as there have been historical concerns regarding her ability to care for her daughter. Mum has also been involved with anti social behaviour, a neighbour called the police regarding the noise from her home. Mum was advised to receive counselling to help her come to terms with her past.
- 4.4.7 An emergency meeting was arranged by social care and a referral was sent over to the parenting team for 1:1/ group work. Weekly sessions were arranged with the Parenting Expert.
- 4.4.8 Mum is in a same sex relationship and her partner also attends the parenting sessions. Mum had supervised contact three times a week at the grandparents home and had a lot to learn regarding parenting skills, but was willing to engage and become a better parent. As the weeks went by Mum and her partner attended every 1:1 appointment learning basic parenting skills that she had never experienced as a child herself. They completed a 10 week nurturing programme. The new parenting skills that both had learned were being put into practice with positive outcomes. Due to Mum's progress, overnight stays were introduced and went well. After a few weeks due to progress this was raised to two nights. Her partner has throughout been very supportive and she has bonded with the child.
- 4.4.9 Mum was advised by her Social Worker that the home she was living in was not suitable for her daughter to live in due to damp conditions and this was a concern due to the family moving on several occasions in the past. A suitable home was found and Mum has now shown that she can provide a safe and clean environment for her daughter and care for her appropriately. She is now able to understand that she needs to provide a stable home for her daughter and continues to receive counselling regarding her past.
- 4.4.10 Mum has come a long way in the past eight months. She has become a better parent to her daughter and now has a very good understanding of her child's needs e.g. physical, mental, social and emotional development. She is a more caring and loving parent to her daughter and both now enjoy spending time together. Mum had to confront how she behaved in front of her daughter as she can be very immature at times. This was discussed and she agreed that she would address this behaviour and learn to cope maturely in stressful situations. Mum and partner are both going to attend the 1-2-3 Magic Programme to help reinforce their parenting skills and have also enrolled on an Open University Course Level 2 qualification entitled "Understanding Your Children". This new partnership into education is support through the Barnardo's Parenting Team.

- 4.4.11 Mum has expressed the view that she was upset that her daughter was made subject to a child protection plan and she does not want her daughter to follow the same path as her life. However, she feels that due to the support she has received and the new skills she has learned has helped her become a better parent to her daughter. She feels that her daughter will now have a better childhood and a safer environment to live in, together with a loving and caring relationship with her mum.

Social Care are very pleased with the positive outcome and are looking at increasing the over night stays to four nights on a permanent basis.

4.5 Strengthening Families Programme 10 – 14

The Strengthening Families Programme addresses three broad areas: family functioning, including communication between parents and children; strengthening parenting skills; and helping young people to develop new skills in relation to resisting peer pressure, stress management and goal setting. The programme seeks to achieve changes in these areas both as important outcomes in their own right, but also because they are protective factors that can help prevent young people engaging in substance misuse.

- 4.5.1 Throughout 2010 the parenting team have consistently received referrals from secondary schools via TASS and directly from school for 1:1 support or to access the Strengthening Families Programme. These cases have often been complex with issues such as family breakdown, drug and alcohol misuse and severe behavioural difficulties at home and school. There are often deep-rooted issues in families that are the underlying reasons why young people become disengaged with education, and addressing the needs of both the parents and children is key to ensuring that young people have the opportunities and academic success afforded to them that young people from more advantaged backgrounds enjoy.
- 4.5.2 During 2010 we supported 70 families through the Strengthening Family Programme. 56 families attending the seven week programme and 14 families unable to attend the sessions because of work commitments and/or not comfortable with accessing a group received individual support. We are expecting this figure to increase over 2011 as we already have 33 families enrolled on programmes commencing January 2011 from referrals we received from TASS/Secondary Schools in December 2010. These families have already been visited and have accepted a place.

Breakdown of Schools – number of families completed programme 2010

• Manor	10
• High Tunstall	17
• Dyke House	16
• English Martyrs	10
• St Hild's	11
• Other (Primary/PRU/ Springwell)	6
Total number of families	70

- 4.5.3 We aim to deliver a minimum of eight programmes (funding pending) in 2011. The first three programmes, planned to be delivered in January and February 2011, are already filled with parents and young people needing support (33 families).

4.6 Parenting Co-ordinator

The Parenting Co-ordinator continues to be the central point for all parenting referrals to the team and develops plans and co-ordinates parenting programmes and training for practitioners across Hartlepool. The Parenting Co-ordinator also delivers the 123 Magic Programme and provides theoretical and practical support to other services providing parenting interventions. The Co-ordinator supervises other parent-trainers and provides guidance for school support staff in relation to parenting issues. The Co-ordinator will also provide direct 1:1 parenting sessions to families within an area of expertise e.g. sleep disorders, enuresis and ADHD.

4.7 Parenting Buddy

The Parenting Buddy makes a home visit to **every parent** that is referred to the parenting team to discuss the programmes, arrange transport and will support parents with any issues or barriers that could restrict them attending a programme. Importantly, this home visit is also an opportunity to see the home environment and address any concerns. The Buddy works 30 hours per week term time only and has two volunteer parents who support her with the home visits and transport arrangements for parents struggling with accessibility. The volunteer parents are parents who have experienced difficulties themselves and are in a good position to break down barriers and encourage parents who would not normally engage with statutory services. We should not underestimate the effectiveness of this role in getting 'hard to reach' parents on board and accessing a service. To reinforce our experience the recent C4EO Report *Grasping the Nettle: Early Intervention for Children Families and Communities* suggests this approach remains a crucial factor to the successful engagement of parents.

4.8 Parenting Expert / 1:1 Support

The 1:1 support provided by the Parenting Expert has continued to increase over the last six months. At present we have **54** parents receiving 1:1 support

from the Parenting Expert and Barnardo's Youth Offending Parenting Worker. The Parenting Expert also delivers programmes alongside the Parenting Co-ordinator. The families supported on a 1:1 basis are families with multiple issues, many having a child protection plan, children with foster carers, children being cared for by grandparents, mental health issues and alcohol and substance misuse. A full report of their work will be available in March 2011.

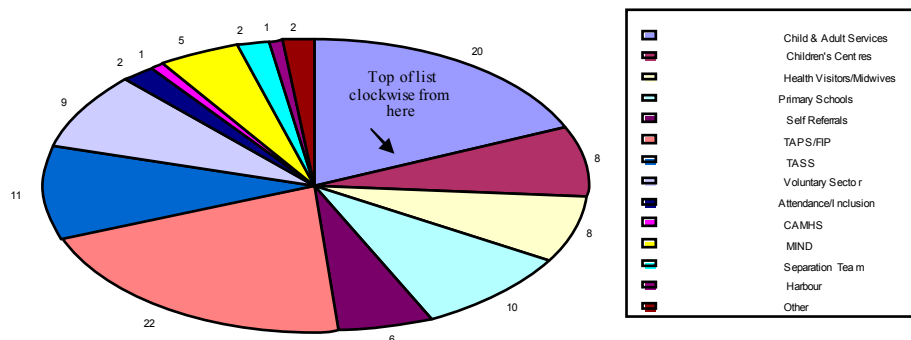
4.9 Parental Training & Education

- 4.9.1 We have recently made links with the Open University who will be providing educational opportunities for parents who have completed a parenting programme. We have an initial cohort of 12 parents starting on the 19th January who will be taking accredited qualifications via this route. The courses are subsidised via government funding and we will be able to offer them free to parents on income support or tax credits. The qualifications on offer will provide educational achievements for the parents and will also address parental issues such as lack of knowledge surrounding child development - critical to understanding children's basic needs.
- 4.9.2 This stepping stone for parents could be a mechanism for breaking the cycle of poor educational achievement that develops in families. Parents from a background of poor educational attainment struggle to connect with the importance of their children's education and often are not involved in encouraging and motivating them to do well. This is an important step in the right direction to help children achieve their full academic potential with support from their parents.

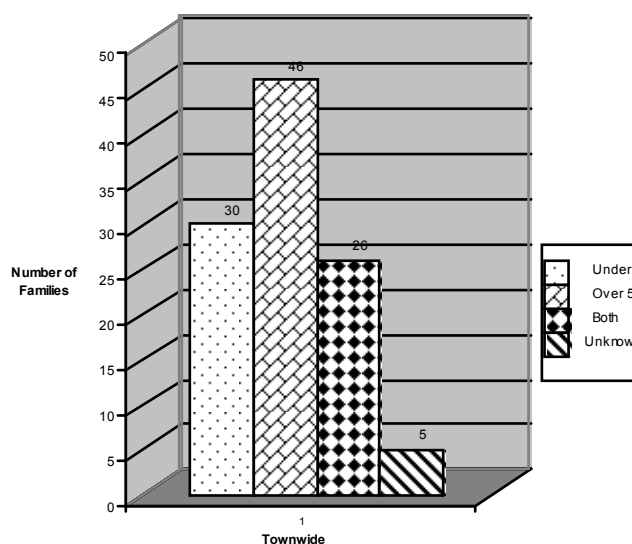
5. SUMMARY

- 5.1 Although the coming months will see a reduction in budget we are in a position to maximise the use of resources available in Hartlepool to ensure our service is still accessible to parents who need additional support. The Parenting Team has a strong partnership with TAPS, (Team Around the Primary School) Children's Centres and TASS (Team Around the Secondary School) and because of these strong links, integrated working has become a natural progression of our partnerships.
- 5.2 Barnardo's will be producing a comprehensive parenting report to show the impact this service is making and which will include new monitoring and evaluation tools recently implemented to strengthen the evidence of impact for this service.
- 5.3 The following pages show statistics from **August – December 2010** including a breakdown of the ages of children represented, referral routes, programmes delivered and programmes scheduled for the next 12 months.

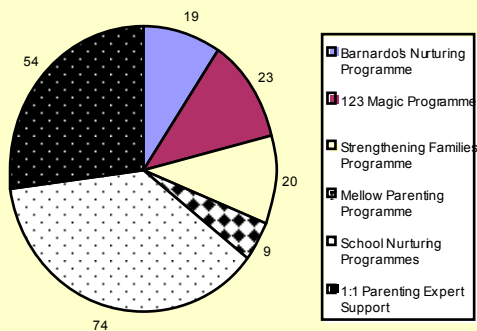
Referring Agencies
Direct Referrals - Town Wide



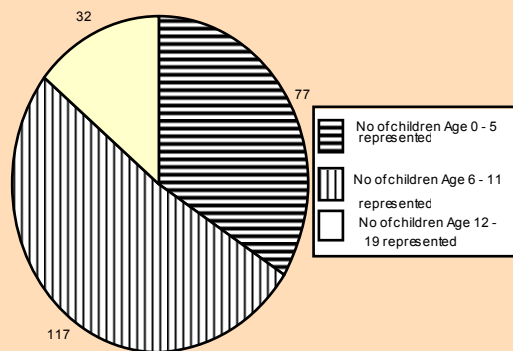
Age Range
Number of families referred with
Children Under and Over 5



Number of Parents attending 1:1 Support & Parenting Programmes August - December 2010



Numbers of children represented with a parent attending a parenting programme



Parenting Programme Schedule January – December 2011

Name of Programme	Start Date	End Date	Time	No of weeks	Venue
SFP 17	11/01/2011	01/03/2011	9.30 am - 12.30 pm	7	Lynnfield Children's Centre
SFP Evening (3)	08/02/2011	29/03/2011	5.30 - 8.30 pm	7	Stranton Children's Centre
SFP 18	08/03/2011	03/05/2011	9.30 am - 12.30 pm	7	Lynnfield Children's Centre
SFP 19	10/05/2011	28/06/2011	9.30 am - 12.30 pm	7	Lynnfield Children's Centre
SFP 20	13/09/2011	01/11/2011	9.30 am - 12.30 pm	7	Lynnfield Children's Centre
SFP 21	08/11/2011	20/12/2011	9.30 am - 12.30 pm	7	Lynnfield Children's Centre
1,2,3 Magic (6)	07/02/2011	28/02/2011	10 am - 12 pm	3	Lynnfield Children's Centre
1,2,3 Magic (7)	08/02/2011	01/03/2011	10 am - 12 pm	3	Stranton Children's Centre
1,2,3 Magic (8)	15/03/2011	05/04/2011	10 am - 12 pm	3	Stranton Children's Centre
1,2,3 Magic (9)	17/05/2011	07/06/2011	10 am - 12 pm	3	Stranton Children's Centre
1,2,3 Magic (10)	21/06/2011	12/07/2011	10 am - 12 pm	3	Stranton Children's Centre
1,2,3 Magic (11)	12/09/2011	03/10/2011	10 am - 12 pm	3	Lynnfield Children's Centre
1,2,3 Magic (12)	13/09/2011	04/10/2011	10 am - 12 pm	3	Stranton Children's Centre
1,2,3 Magic (13)	08/11/2011	29/11/2011	10 am - 12 pm	3	Stranton Children's Centre
Nurturing (Thurs Jan 2011)	20/01/2011	31/03/2011	9 am - 1 pm	10	Lynnfield Children's Centre
Nurturing (Fri Jan 2011)	21/01/2011	01/04/2011	11.30 am - 3 pm	10	Rift House Children's Centre
Nurturing (Weds Jan 2011)	26/01/2011	06/04/2011	9.30 am - 12.30 pm	10	Lynnfield Children's Centre
Nurturing (May 2011)	05/05/2011	14/07/2011	9.00 am - 1.00 pm	10	Lynnfield Children's Centre
Nurturing (May 2011)	06/05/2011	15/07/2011	11.30 am - 3 pm	10	Rift House Children's Centre
Nurturing (Sept 2011)	15/09/2011	24/11/2011	9.00 am - 1.00 pm	10	Lynnfield Children's Centre
Nurturing (Sept 2011)	16/09/2011	25/11/2011	11.30 am - 3 pm	10	Rift House Children's Centre

Name of Programme	Start Date	End Date	Time	No of weeks	Venue
Nurturing	21/01/2011	01/04/2011	1.00 pm - 3.00pm	10	Rossmere School
Nurturing	25/01/2011	05/04/2011	9.15 am - 11.15 am	10	Stranton Children's Centre
Nurturing Programme - St Aidans	04/03/2011	20/05/2011	1.00 pm - 3.00pm	10	Stranton Children's Centre
Nurturing Programme - Sacred Heart	TBC				
Nurturing Programme - Hart Primary	TBC				
Nurturing Programme - Barnard Grove	TBC				
Nurturing Programme - St Cuthberts	TBC				
Nurturing Programme - St Helens	TBC				
Nurturing Programme - Fens	TBC				
Nurturing Programme - Greatham	TBC				
Nurturing Programme - Owton Manor	TBC				
Nurturing Programme - Eldon Grove	TBC				
Nurturing Programme - Ward Jackson	TBC				
Nurturing Programme - Golden Flatts	TBC				
Nurturing Programme - Clavering Primary	TBC				
Nurturing Programme - Throston Primary	TBC				
Nurturing - Kingsley Primary	TBC				

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